

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter presents the research results and discusses the implementation of fun learning strategies in the special English class program at Darul Istiqamah Islamic Boarding School for girls. The first part is the findings. This section explains how teachers implemented fun learning strategies in teaching English in the program. The second part is a discussion. This section explains how the researcher's point of view on the phenomena that occur in the field based on the theory in chapter two of this study. The findings and discussions are designed to answer the research questions that have been formulated.

#### **A. Findings**

The researcher used two data collection techniques in this study: observation and interview. The researcher made observations in the classroom when the teacher was conducting the learning process. Observations were conducted five times by researchers on 26-27 September 2022. In comparison, interviews were conducted on 28-29 September 2022 and October 4, 2022. The researcher interviewed all teachers taught in the SEC program to get data about implementing the fun Learning strategy. Then the researcher also interviewed 4 students who participated in the SEC program to get data about students' perceptions of implementing the fun Learning strategy.

### **1. The implementation of fun learning strategies in the Special English Class program at Darul Istiqamah Islamic Boarding School for Girls**

The researcher did an observation and an interview to answer the first problem statement about implementing a fun Learning strategy. Researchers conducted observations five times on 26-27 September 2022 while the learning process ran. The researcher also completed the research data by conducting interviews with all teachers in the SEC program. In contrast, interviews were conducted on 28-29 September 2022. Interviews were conducted face-to-face with all teachers.

The researcher observed the learning process carried out by several SEC teachers and interviewed all SEC teachers.



Figure 4.1 The researcher observed the learning process



Figure 4.2 The researcher interviewed the teacher of SEC

Special English Class is an English learning program aimed at Class 4, commonly known as Class 1, at senior high school. Grade 4 students have attended the Darul Istiqamah Islamic Boarding School for girls since junior high school and are continuing to the senior high school level at the pesantren. So the SEC program has 33 participants who are all women, with 7 teachers. Each teacher has a subject that is held. They are speaking, writing, listening, grammar, vocabulary, short expressions, and even pronunciation. This program is different from other English programs because this program bans English students in a fun way. When researchers conducted observations and interviews, researchers found several findings, which were:

- a. Transformed the learning materials into engaging and exciting learning

Before starting the lesson, the teacher checked the students' enthusiasm with a yell. All the students shouted enthusiastically when the teacher asked them to yell a yell.



Figure 4.3 Students shout the yell

Then after the yell, the teacher gives a challenge to the students. So students are only allowed to sit down after answering the teacher's questions. The teacher asked about the material that had been learned previously. When the students could answer the questions from the teacher, then the students were allowed to sit down. With the pre-learning challenge, students were active and competed to come up with answers to get seated.

When delivering material, teachers have different methods depending on the lesson and the skills they want to develop. During vocabulary subjects, the teacher used small colorful paper with vocabulary written on it to deliver the material. The teacher used English songs to convey the material in the listening subject. In the song, the teacher showed and explained to the students about vocabulary, short expressions, word connection, idioms, pronunciation, and the meaning of the song. The teacher taught the material about pronunciation using tongue twisters in speaking subjects. The teacher chose funny but helpful tongue twister

materials to practice their pronunciation in English. An example of a sentence that they have taught "Jolly jalan-jalan ketemu jablay ketabrak jatuh kejurang". There are also other examples of tongue-twister sentences in English. "A big black bug bit a big black bear, but a big black bear bit a big black bug back." This sentence contains vocabulary elements with almost the same pronunciation. So the teacher taught me how to pronounce correctly and how to pronounce each word. In grammar material for speaking, the teacher most often provided grammar material used for speaking. Grammar is a learning material known to be difficult to learn because it uses sentence formulas in English. Such as tenses, gerunds, modals, etc. So the teacher even made songs with the material to make it easier for students to remember them. The teacher only provided a little material but more practice in this subject. The teacher also gave short expressions material to students every morning. Giving short expressions is done outside the classroom, such as in the field or the back garden.



Figure 4.4 The teacher gave short expressions material outside the classroom

In speaking subjects, the teacher created many activities that make students speak in English, such as debates, discussions, Etc. Teachers often played games while inserting learning materials, such as train games, connect sentences, Etc.

During vocabulary subjects, the teacher prepares vocabulary paper in advance, which consists of 3 colorful pieces and three vocabulary categories. The yellow paper is for the noun category, the red paper is for the verb category, and the blue paper is for the adjective category. There is 10 vocabulary in each category, so students get 30 vocabularies with different vocabulary categories every day. After the students receive the vocabulary from the teacher, they must write a short story in their respective books containing the vocabulary given by the teacher. Then the next day, students must submit the short stories they have made to the teacher as a condition for being able to enter class on that day. In the vocabulary class, students also must memorize the vocabulary given by the teacher on the previous day with their classmates in pairs. When they have remembered all the new vocabulary, they can sit down. The teacher also gives short expressions material to students every morning. Giving short expressions is done outside the classroom, such as in the field or the back garden. Even though sometimes students feel a little hot, they are still enthusiastic about participating in learning.

In short expression material, the teacher asks students to make up a story using the short expression that the teacher gives without writing it

down, so they have to tell it directly to the teacher. The teacher prepares an English song to be played and analyzed in the listening subject. The chosen song is not random; the teacher ensures that it has good meaning so students can absorb it better. Then the teacher also prepared sheets of paper containing English song lyrics which the paper distributed one by one to the students. However, some words from the song lyrics are deliberately omitted, so students have to fill in the missing words from the song. The teacher plays the song only three times, so students concentrate on listening. When the students have finished filling in the missing words, they collect their sheets of paper from the teacher, and the teacher assesses their work. When all students have collected their assignments, the teacher and students analyze the songs they listened to earlier. The teacher and students explore the song's vocabulary, pronunciation, word connections, and meaning of the song. After that, this is the most fun part because students can sing along to the songs they have learned. The students looked delighted when they sang because most of them liked to sing. After finishing singing together, the teacher distributes the results of the assignments that the paper collected earlier.

In all three subjects related to vocabulary, the teacher taught with fun strategies by creating various learning activities. In vocabulary learning, the teacher used a unique learning media, a small colorful paper with vocabulary written on it, to deliver the material. While giving short expressions in the morning, the teacher does it outside the classroom,

whether in the field or the garden. The teacher chose outside is done because the air is still fresh, and sunlight still contains vitamins that are good for the body. So, students are more excited because it starts with a positive and fun learning process. So this will make students also enthusiastic about following the learning process. Teachers also insert vocabulary learning in listening subjects. The teacher chose a song with good vocabulary and meaning, then when learning, the teacher and students analyzed what vocabulary was contained in the song. So in these 3 subjects, vocabulary learning will be more effective if it uses fun activities supported by unique learning media, comfortable learning places, and the way teachers deliver learning materials in a fun way.

The teacher delivered the material in an interesting way because the teacher started the learning process with enthusiasm by asking students to yell and reviewing past learning. The teacher also used various kinds of fun learning activities when teaching. The media used by the teacher is also varied so that students did not seem bored when learning. This finding can be proven by looking at students' expressions when learning by the observation on 29 September 2022. The students look active, excited, and pay attention to what the teacher says. This student behaviour proves that the teacher delivered the material in an interesting and fun way.

b. Connected the world of teachers with students

The teacher knew that the SEC was attended by children from the year of birth 2006, which is called generation Z. So the teacher introduce the



things they like or talk about things trending among young people, such as skin care, Etc. This way, the teacher can get into their world first to convey the material to be taught more easily. This finding can be proven when the teacher used skin care as a learning media. Then students look interested to be actively involved in the learning process. This student behaviour proves that the teacher can connect the teacher's world with the students.

c. Students are enthusiastic about the learning process

When the researcher observed the learning process in class, students looked excited because at the beginning of the lesson, they were told by the teacher to yell, and all students shouted enthusiastically. This technique was the teacher's way of opening the class with excitement. Then, between the lessons, the teacher and students played games together, the students looked very active, and the competitive spirit between groups was very high, so the students competed for points during the games. Then during other lessons, the teacher often plays songs when the learning material is finished or when students are doing assignments. Students look very enjoy the songs played and even sing along. The presence of yells, games, and songs between the lessons can make the class atmosphere enthusiastic. This finding can be proven because the students seem happy, excited and active in the learning process.

d. Close to the teacher

Students must speak English if they want to interact with the teacher outside or inside the classroom. The rule was initially a burden for students because students did not use them to it, but over time they began to get used to it. This rule is not a barrier for teachers and students to interact appropriately. Students can tell stories and even vent to teachers because teachers can understand and can provide solutions to problems experienced by students. So the teacher besides teaching the material, the teacher can also be a good listener for his students. With this, students feel close to the teacher. This finding was evident when the students seemed to be able to interact well with the teacher without any awkwardness.

e. Use the elements present in the class

Teachers also used various media when teaching in class; the media that are very often used are the whiteboard and speakers. These media were available in the classroom. The whiteboard is used to write down learning material.



Figure 4.5 The teacher used blackboard to write down the learning material

While speakers are used for listening learning when listening to songs. But almost all teachers who teach this speaker use it to play songs because listening to songs is what the children of SEC participants like. So it is much fun for them. In addition to whiteboard and speaker, some teachers use other media, such as projector, videos, pictures, sticky notes, and songs. The teacher uses a projector to show learning pictures or videos. Some teachers use sticky note media that can be used for group division, playing games or other things. The teacher chooses sticky note media because it is colorful, so it looks fun, and because the paper is small, it has many uses. A whiteboard, projector, and speakers for media are available in the classroom. The teacher always used all these media during the learning process. This finding can be proven when teachers used these media when teaching in class.

f. Allow students to work together

At the beginning of program learning, the teacher formed study groups of 4 groups consisting of 7-8 people every group. Then each group must give a name and make an enthusiastic yell. The yell that the students have made is a symbol of each group. To check the spirit of the students, the teacher usually asked the students to yell. The purpose of making this group is to train students to work together with other friends. This group has also formed because the students' competitive spirit was very high, so when they started making groups, they were more enthusiastic. This study group can also facilitate the teacher during the learning process.



Figure 4.6 Learning in groups

This finding can be proven when the teacher teaches or wants to do games, students already have their groups. Even for the sitting layout, according to the teacher's direction, they must immediately form the study group.

- g. Teacher's learning process consciously involves thoughts of the left brain and right brain

The teacher's learning process consciously involves all sensations and thoughts of the left brain and right brain. The left brain is used for things involving logic, language, numbers, and critical thinking. Teachers often provoke students to think critically in every learning process. This finding can be proven when the teacher makes students into three groups, and then each group must write the three most essential jobs for other humans. Some groups write doctors, farmers, soldiers, teachers, Etc. Then after the papers are collected, the teacher writes on the whiteboard the professions the group has written. The teacher asks the representatives of each group to give

reasons why they chose the three jobs. After the students shared their senses, the teacher asked them to select the most crucial job from the three jobs they had written down. All groups discussed with each other to determine their preferred job. After discussing, the teacher asked them to convey the job that had been agreed upon by their respective groups. All groups have different preferred jobs for their reasons. After that, the teacher asks students to convey their reasons why choosing that job is essential to exist and why the job chosen by other groups is less important than the profession they choose. In the end, there was a debate between one group and another.



Figure 4.7 Debate between one group and another

This debate game triggers students to think critically about why their chosen job is vital to defend. In another activity, the teacher asks students to describe one of the objects around them in 1 minute and must speak in English. This task also triggers students to look for facts about the object so that it can describe. The teacher also uses project-based learning in

writing subjects, such as making letters in English. Project-based learning makes students participate in completing the assignments given by the teacher. The teacher's learning process consciously involves thoughts of the left brain. This discovery can be proven by the activities of debate, discussion and project-based learning in the learning process which makes students to think logically and critically.

Besides involving the left brain, the teacher optimizes the right brain in learning. The right brain can use for creativity, music, colors, imagination, Etc. One way to train the performance of the right brain is to do things you like. This finding can be proven when the teacher usually played English songs for students because almost all SEC program participants like to listen to songs while singing. In addition, the teacher often invites students to play various kinds of games they have played, like games forming letters while holding hands with other friends and cannot be separated, Etc. In learning writing, the teacher instructs students to make letters with buffalo paper and must decorate the letter by coloring it or creating it with other items. The teacher's learning process consciously involves thoughts of the right brain. This finding can be proven by the activities of listen the song, games and decorate the letter in the learning process which makes students to think creatively.

h. Teacher's learning process run positively and emotionally

Teachers also create comfortable learning for students by choosing learning strategies, adapting materials, using adequate media, and selecting

a variety of teaching places. While giving short expressions in the morning, the teacher does it outside the classroom, whether in the field or the garden.



Figure 4.8 Learning speaking skill outside the classroom

The teacher chose outside is done because the air is still fresh, and sunlight still contains vitamins that are good for the body. So, students are more excited because it starts with a positive and fun learning process. So this will make students also enthusiastic about following the learning process. Teachers are also very good at choosing learning places by adjusting the strategies, materials, and skills they want to develop. If the teacher wants to teach speaking material, the teacher usually carries out learning outside the classroom so that the teacher can more freely use the place to play, Etc. Outdoor learning can also make it easier for students to find inspiration when speaking English. Whereas indoor learning is more widely used when learning listening and writing because this requires media tools such as projectors and speakers when teaching. In addition, indoor learning makes it easier for teachers to control students while doing

assignments. The choice of varied places allows students to participate in learning in a positive and fun atmosphere. However, there are times when students feel uncomfortable participating in the learning process because the facilities for learning need to be improved.

Students have a particular class for SEC program participants, but the classroom is too small to accommodate 33 SEC participants. So that students feel narrow when studying in the classroom. After a month of running the program, the teacher decided to move the learning area to the hall so that the place was bigger to accommodate 33 SEC participants and the teacher would be more comfortable teaching. Teachers and students feel comfortable doing the learning process in the hall. However, in the hall, the students sat cross-legged on the floor without using chairs and did not use tables, so they seemed to have difficulty writing because they had to write on the floor. This situation is what makes students uncomfortable when studying in the hall, but the rest of the time, the teacher can make students comfortable following the learning process.

The seating arrangement of the students makes it awkward so that the teacher can see all students and can more easily control students if someone is joking or sleepy. By sitting in the form of Angkare, students feel that they are constantly being cared for by the teacher, so they will always pay attention to the teacher in front of them. Students also feel very comfortable studying in the SEC program because the teachers are good at choosing



various learning places, and students like outdoor learning because it is fresher.

Students also feel confident to say that they do not understand the lesson being taught because the teacher will explain it again in a different way until the students can understand in addition to teachers, learning strategies, and positive learning places. Classmates are also very comfortable talking to, discussing, and learning together when other friends do not understand the lessons. So, students care for each other and help when a friend is in trouble. A comfortable place, understanding teachers, and friends who care about each other make students comfortable following the learning process.

The teacher's learning process runs positively. This finding can be proven when teachers created comfortable learning for students by choosing learning strategies, adapting materials, using adequate media, and selecting a variety of teaching places. Then the students also seemed to feel comfortable when following the learning process.

The learning process in the SEC program is carried out emotionally. This finding can be proven when teachers including humor and motivational encouragement in the learning process. The teacher always provides motivational encouragement during the learning process because, in this program, students learn about English, leadership, teamwork, Etc. Even at the program's beginning, many students needed more confidence to speak English for fear of being wrong. So, the teacher encourages students to dare to try and not be afraid to make mistakes because in learning, everyone must

have made mistakes, and that is a natural thing. People do not naturally want to be able to, but they do not dare to try. With the teacher's encouragement, students feel a pronounced change from the beginning of their process and learning until the end of the program. Those who initially could not become able to, those who were shy at first became more confident, and those who originally found it difficult to express themselves became more able to express opinions. Students felt many other good changes after participating in this program.

Not only inserting motivational encouragement in the learning process, but the teacher inserts humor in it. For example, the teacher tells an English story about love because young people like to love. The teacher inserts a joke in this story, so the students laugh. There is a teacher who plays a funny joke on English into Banjar. Some teachers even rebuke while joking so the learning process can be relaxed.

i. English learning outcomes through classroom interactions

The learning environment that involves interaction between people greatly influences student learning outcomes. This finding can be proven because when teaching, the teacher used almost full English when delivering material, even when interacting with students. The teacher also emphasized to the students that while the SEC program was running, they had to speak English with fellow SEC and non-SEC participants inside and outside the class. However, all of this is gradual.

In the first week, students are allowed to speak only English, and in the second week, there are no more wrong accents and grammar. So with these rules, students can directly apply what they have learned to their daily conversations. Some even initially did not like English because students thought English was difficult, then they were always forced to listen and speak in English. Finally, students got used to and liked English. In the learning process, the teacher also makes students talk a lot, such as inviting students to debate, telling stories, describing things, Etc. The teacher's regulation requires students to speak English during Learning or outside of learning. It can improve English learning outcomes because they can directly practice the knowledge they get during the learning process.

j. Enjoy learning from start to finish

Each lesson lasts about 80 minutes, so students will feel bored if it is only used for material. Therefore, the teacher usually has prepared ice-breaking that is ready to be used at the beginning or end of the lesson, or this ice-breaking can also be used when students are bored, tired, or sleepy. So to keep the learning process fun, teachers use ice-breaking in games, yelling, or singing a song between lessons.

So if the teacher teaches for 80 minutes, everything has been arranged—activities the teacher wants to do in class. For learning to be fun from start to finish, Teachers usually did not just sit in chairs but also walked around to approach students. When doing assignments, the teacher plays songs so students can enjoy learning even though they are doing projects.

Then, after the teacher finishes teaching, the teacher invites students to interact, such as telling stories or venting because if they are silent, the atmosphere will be boring. This finding can be evidenced by the behaviour of students in class who seemed to enjoy the learning process almost from start to finish. Almost none of the students fell asleep in class, instead they paid attention to what the teacher explained, and were actively involved in class activities.

k. Giving reward and punishment

The researcher also found a new theory about activities motivating students to learn English in this study. In one of the subjects, the teacher used a punishment and reward strategy on the results of the assignments done by the students. If the score is less than 80, their face has to be powdered as punishment for the students' lack of vocabulary knowledge. If a student scores 100, the teacher will give a prize. Every 2 weeks in this program, there is a test to determine the student's learning outcomes. So the teacher will reward whoever gets the highest score on the test and students who are active in learning. This punishment and reward strategy made students enthusiastic and earnest in learning.

This finding can be proven by the behaviour of students when receiving rewards and punishments. When the teacher will give a prize, all students compete to get the prize by eagerly following the learning process. Then when there is a punishment, all students try their best not to get punished.

1. Find and analyze the students what makes them excited

Then in this research, researchers also found that the highly competitive spirit of students makes teachers think about appreciating students, like giving points to every group if they win games. There are also prizes every two weeks for students who get the highest score on the exam. And what made the students' competitiveness soar between one was the English contest between male and female SEC participants. This competition was held at the closing of the SEC program on October 1, 2022, which took place at the Darul Istiqamah Islamic Boarding School for boys. On October 1, 2022, there were many agendas from competitions, games, and the closing of the SEC program with all teachers and program participants, both boys and girls. All competitions held are related to English. So students can apply the things they have learned when studying in the SEC program.

Eight competitions were held: English Speech, storytelling, English song, presentation, motivator, debate, English rap, and art performance. All students must participate in at least one competition, so there are no students who do not participate; all of them participate equally. The competition is held so that teachers can see the results of the student's abilities while participating in the program. In terms of English skills, self-confidence, and cohesiveness in togetherness. All students are very active and earnest in preparing for the competition, and they practice with the supervising teachers every afternoon. The teachers who lead the competition teach in

the SEC program. In the last three days of SEC learning, SEC teachers filled in with exercises with students in preparation for competitions. Students and teachers work together to prepare competitions carefully so that female SEC program participants can become champions in every match and overall winners. When the competition occurred on Saturday morning, October 1, 2022, all students tried to show their best when participating. But unfortunately that the women's SEC program participants could not become the overall champions because they lost to the men's SEC program participants even though they were only a few points apart. Even so, all the SEC program teachers are still proud of all the students because they have shown their best performance.

After the competition finished, it continued with the following agenda: games. All SEC program participants shouted together with the teacher. Then after that, the closing of the SEC program was closed by one of the SEC teachers. With the teacher's analysis that noticed a highly competitive spirit in students, the teacher finally made the latest innovation by organizing a competition that competes in English-related things. This finding can be proven when the teacher reminds them about the competition that will be held at the end of the program. The students looked very excited and made them eager to learn more.

## 2. Perceptions the participants of SEC in learning English at Special English Class program

The researchers collected data through interviews to determine student responses to implementing fun learning strategies in the SEC program. The researcher interviewed four program participants who were representatives of each study group. The researcher conducted interviews with program participants on October 4, 2022. Interviews were conducted face-to-face with all participants.



Figure 4.9 The interview with students of SEC program

When the researcher conducted interviews with several students, the researcher found several student perceptions regarding the implementation of fun learning strategies, which were:

- a. Students were very enthusiastic when the learning process took place

Students were very enthusiastic when the learning process. This finding was evidenced in interviews conducted on October 4, 2022, with some of the SEC program students. Some students stated that they were very

enthusiastic when the learning process took place. SEC participants are very excited when learning because they will learn new things they have never known and, in previous classes, only studied English in general.

Whereas in this program, the teacher teaches English material that is more in-depth, specific and has more practice. Even though sometimes the learning material is rather complicated, the teacher can package the learning in a fun and enjoyable way, like studying in groups and playing while learning. So the teacher always has a way to package learning in various ways. Some even initially thought that English was difficult, but after participating in learning English at the SEC program, students realized that learning English was not as difficult as they thought. Students finally get used to it and even start to like English.

Then students are also enthusiastic about learning because this program teaches about academics and leadership, togetherness, and mutual respect for one another. Students also feel special about being able to participate in the SEC program because not all students attending Darul Istiqamah Islamic boarding schools for girls can take part in the program. Only certain people can become participants in the SEC program.

- b. Students felt that all teachers are looking for various ways to package material into exciting and fun learning

All students feel that all teachers are looking for various ways to package material into exciting and fun learning. This finding was evidenced in interviews conducted on October 4, 2022, with some of the SEC program



students. Some students stated that the teacher's intonation in conveying the material was already attractive. So students will pay more attention to what the teacher teaches and stay energized while studying. In addition, students also really like it when the teacher invites students to play games while learning. So students get knowledge and can be happy too when playing. The teacher also often plays songs for students in between after delivering material or while doing assignments; students like this because from listening, they feel they get a lot from the English songs they hear. So with the pleasant nature of the teacher, students who initially did not like English became happy because they saw the warm heart of the teacher, and their other friends were very enthusiastic, so the other students became delighted too.

c. Students felt very comfortable studying in the SEC program

Students feel very comfortable studying in the SEC program. This finding was evidenced in interviews conducted on October 4, 2022, with some of the SEC program students. Some students stated that the teachers are good at choosing various learning places, and students like outdoor learning because it is fresher. Students also feel confident to say that they do not understand the lesson being taught because the teacher will explain it again in a different way until the students can understand in addition to teachers, learning strategies, and positive learning places. Classmates are also very comfortable talking to, discussing, and learning together when

other friends do not understand the lessons. So, students care for each other and help when a friend is in trouble.

- d. The teacher always provided motivational encouragement and often joked during the learning process

In the learning process, students and teachers also often joke because students feel that if everything is severe, then learning will not be fun and will feel tense. This finding was evidenced in interviews conducted on October 4, 2022, with some of the SEC program students. Some students stated that the teacher always inserts humor between lessons, for example, when playing games, but when joking, there is still knowledge to be gained.

Apart from inserting humor, the teacher always provides motivational encouragement during the learning process because, in this program, students learn about English and leadership, teamwork, Etc. Even at the program's beginning, many students needed more confidence to speak English for fear of being wrong. This finding was evidenced in interviews conducted on October 4, 2022, with some of the SEC program students. Some students stated that the teacher encourages students to dare to try and not be afraid to make mistakes because in learning, everyone must have made mistakes, and that is a natural thing. What is not natural is that we want to be able to, but we do not dare to try. With the teacher's encouragement, students feel a pronounced change from the beginning of their process and learning until the end of the program. Those who initially could not become able to, those who were shy at first became more

confident, and those who originally found it difficult to express themselves became more able to express opinions. They felt many other good changes after participating in this program.

e. The teacher could also be a good listener for the students

Students must speak English if they want to interact with the teacher outside or inside the classroom. The rule was initially a burden for students because students did not use them to it, but over time they began to get used to it. This rule is not a barrier for teachers and students to interact appropriately. This finding was evidenced in interviews conducted on October 4, 2022, with some of the SEC program students. Some students stated that they can tell stories and even vent to teachers because teachers can understand and can provide solutions to problems experienced by students. So the teacher besides teaching the material, the teacher can also be a good listener for his students.

f. All students almost enjoyed the learning process

All students almost enjoyed the learning process. This finding was evidenced in interviews conducted on October 4, 2022, with some of the SEC program students. When asked whether they enjoyed learning from start to finish, they needed clarification about the answer. This feeling is because students enjoy learning, but there are certain times when they sometimes feel sleepy, tired, and moody. But the teacher is good at arousing student enthusiasm by playing a song, singing along, and being told to yell.

Or if the students are sleepy, sometimes the teacher is suggested to go to the toilet to wash their face so that students get excited again to participate in the learning process. Students also realize this is a precious moment because they can only experience it for two months.

## **B. Discussion**

The researcher explained the implementation of a fun Learning strategy in teaching English at a special English class program for the participants of the program, as well as the teacher and participants' reactions to it, based on the findings from the study that have already been discussed.

### **1. The implementation of fun learning strategies in the Special English Class program at Darul Istiqamah Islamic Boarding School for Girls**

#### **a. Transformed the learning materials into engaging and exciting learning**

The teacher delivered the material in an interesting way because the teacher started the learning process with enthusiasm by asking students to yell and reviewing past learning. The teacher also used various kinds of fun learning activities when teaching. The media used by the teacher is also varied so that students did not seem bored when learning. This strategy is in line with (Fauziyah, 2016), who states, "Teachers should be able to turn smart learning activities into fun learning activities. Learning materials need to transform into engaging and exciting learning. As we learn, the situation and hearts

of the students resonate. This condition allows students to accept and understand the materials provided easily”.

In all three subjects related to vocabulary, the teacher taught with fun strategies by creating various learning activities. In vocabulary learning, the teacher used a unique learning media, a small colorful paper with vocabulary written on it, to deliver the material. While giving short expressions in the morning, the teacher does it outside the classroom, whether in the field or the garden. Teachers also insert vocabulary learning in listening subjects. The teacher chose a song with good vocabulary and meaning, then when learning, the teacher and students analyzed what vocabulary was contained in the song.

So in these 3 subjects, vocabulary learning will be more effective if it used fun activities supported by unique learning media, comfortable learning places, and the way teachers deliver learning materials in a fun way. The results of this study also have similarities with Faridah Bavi's (2018) research entitled "The Effect of Using Fun Activities on Learning Vocabulary at the Elementary Level ."The results of their research stated that using the fun activity technique is more effective in teaching vocabulary than traditional methods at the elementary level. The outcomes also demonstrated that learning vocabulary could be upgraded by utilizing fun movement, and students can take in the language in a meaningful setting. However, there are differences in the research subjects between the two studies.

In bavi's research, Fun Activities for learning vocabulary were applied at the elementary level, while the fun activities studied by the researcher were carried out on grade 1 MA students. Although there are differences, Fun Activities on Learning Vocabulary does not rule out the possibility that it can still be applied to senior high school level children by adjusting activities suitable for senior high school students (Bavi, 2018).

b. Connected the world of teachers with students

The teacher knew that the SEC was attended by children from the year of birth 2006, which is called generation Z. So the teacher will first introduce the things they like or talk about things trending among young people, such as skin care, Etc. This way, the teacher can get into their world first to convey the material to be taught more easily. This technique is in line with (Fauziyah, 2016), who states, "Connect the world of teachers with students and help teachers build connections."

c. Students are enthusiastic about the learning process

When the researcher observed the learning process in class, students looked excited because at the beginning of the lesson, they were told by the teacher to yell, and all students shouted enthusiastically. This technique was the teacher's way of opening the class with excitement. Then, between the lessons, the teacher and

students played games together, the students looked very active, and the competitive spirit between groups was very high, so the students competed for points during the games. Then during other lessons, the teacher often plays songs when the learning material is finished or when students are doing assignments. Students look very enjoy the songs played and even sing along. The presence of yells, games, and songs between the lessons can make the class atmosphere enthusiastic. This strategy is in line with (Fauziyah, 2016), who states, "A fun and relaxed atmosphere is an essential element of learning activities. The learning process is effective when learners are enthusiastic, relaxed, and flexible". This process has proven to be highly successful in learning outcomes. Therefore, human success stems from not only intelligence but also emotional intelligence contributes significantly to learning efficiency.

d. Close to the teacher

Students must speak English if they want to interact with the teacher outside or inside the classroom. The rule was initially a burden for students because students did not use them to it, but over time they began to get used to it. This rule is not a barrier for teachers and students to interact appropriately. Students can tell stories and even vent to teachers because teachers can understand and can provide solutions to problems experienced by students. So the teacher besides teaching the material, the teacher can also be a good listener for his

students. With this, students feel close to the teacher. This strategy is in line with (Ralibi, 2008), who states that "learning is fun. It depends on how the students feel happy and close to the teacher."

e. Use the elements present in the class

Teachers also use various media when teaching in class; the media that are very often used are the whiteboard and speakers. The whiteboard is used to write down learning material. While speakers are used for listening learning when listening to songs. But almost all teachers who teach this speaker use it to play songs because listening to songs is what the children of SEC participants like. So it is much fun for them. In addition to whiteboards and speakers, some teachers use other media, such as projectors, videos, pictures, sticky notes, and songs. A whiteboard, projector, and speakers for media are available in the classroom. The teacher always used all these media during the learning process. This condition means that the teacher can maximize media use in the classroom, which is in line with (Fauziyah, 2016), who states, "Create a positive and creative environment, make the learning process fun and learn to use the elements present in the teacher."

f. Allow students to work together

At the beginning of program learning, the teacher formed study groups of 4 groups consisting of 7-8 people every group. Then each



group must give a name and make an enthusiastic yell. The purpose of making this group is to train students to work together with other friends. This strategy is in line with (Janelle Cox, 2019) proposed 10 (ten) ways to make learning fun; one of the ways is "Allow students to work together." There is extensive research on collaborative learning strategies in the classroom. Research shows that students retain information faster and longer, develop critical thinking, and improve communication skills when they work together. These are just some of the benefits col-learning can bring to students.

- g. Teacher's learning process consciously involves thoughts of the left brain and right brain

The teacher's learning process consciously involves all sensations and thoughts of the left brain and right brain. The left brain is used for things involving logic, language, numbers, and critical thinking. Teachers often provoke students to think critically in every learning process. Besides involving the left brain, the teacher optimizes the right brain in learning. The right brain can use for creativity, music, colors, imagination, Etc. One way to train the performance of the right brain is to do things students like.

This strategy is in line with the (Ekayati & Rahayu, 2019) proposed steps to implement a fun English learning strategy. One of the steps is "Consciously involve all sensations and thoughts of the left and right hemispheres of the brain. This condition is because

learning is ineffective unless the importance of movement matches the work (dream). So, to challenge the student's brain, think far ahead, and understand the subject of teaching English, explore what we learn with as many relevant intellects as possible. Finally, enhance the material known by passing through it in a relaxed state of attention".

h. Teacher's learning process run positively and emotionally

Teachers also create comfortable learning for students by choosing learning strategies, adapting materials, using adequate media, and selecting a variety of teaching places. The learning process in the SEC program is also carried out emotionally, including humor and motivational encouragement. With the teacher's encouragement, students feel a pronounced change from the beginning of their process and learning until the end of the program. Those who initially could not become able to, those who were shy at first became more confident, and those who originally found it difficult to express themselves became more able to express opinions. Students felt many other good changes after participating in this program. This feeling is related to the process of perception (Dobson, 1985). "A person's awareness and acceptance of stimuli play an important role in perception. Receptiveness to the stimuli is highly selective and may be limited by a person's beliefs, attitude, motivation, and personality. Individuals will select the stimuli that satisfy their immediate needs

(perceptual vigilance) and may disregard stimuli that may cause psychological anxiety (perceptual defense)".

Not only inserting motivational encouragement in the learning process, but the teacher inserts humor in it. Inserting humor in the learning process is in line with (Ralibi, 2008), who states, "A fun teaching method requires humor, like a teacher or a student. An activity to explore the ice-melting learning environment from start to finish by inserting materials learned in English."

The teacher made the learning process positive and emotional. This strategy is in line with (Ekayati & Rahayu, 2019) proposed steps to implement a fun English learning strategy; one of the steps is "teacher ensure that learning takes place positively and emotionally. General Learning is by teachers, humor and encouragement, regular breaks, and dedicated support."

i. English learning outcomes through classroom interactions

The learning environment that involves interaction between people greatly influences student learning outcomes because when teaching, the teacher used almost full English when delivering material, even when interacting with students. The teacher also emphasized to the students that while the SEC program was running, they had to speak English with fellow SEC and non-SEC participants inside and outside the class. This strategy is in line with (Fauziyah,

2016), who states, "Students and learning environment to enhance English learning outcomes through classroom interactions."

j. Enjoy learning from start to finish

The teacher has prepared ice-breaking that is ready to be used at the beginning or end of the lesson, or this ice-breaking can also be used when students are bored, tired, or sleepy. So to keep the learning process fun, teachers use ice-breaking in games, yelling, or singing a song between lessons. This strategy is in line with (Ralibi, 2008), who states that "AJEL and games do not run from start to finish; they just break the ice at the beginning or in the middle of the learning process. Enjoy learning This method is characterized by a fun learning environment from start to finish".

So if the teacher teaches for 80 minutes, everything has been arranged—activities the teacher wants to do in class. For learning to be fun from start to finish, teachers usually did not just sit in chairs but also walked around to approach students. When doing assignments, the teacher plays songs so students can enjoy learning even though they are doing projects. Then, after the teacher finishes teaching, the teacher invites students to interact, such as telling stories or venting because if they are silent, the atmosphere will be boring. This strategy is in line with (Fauziyah, 2016), who states, "Teachers must be able to generate creativity and create an atmosphere in which students can go unnoticed and enjoy learning from start to finish."

k. Giving reward and punishment

The researcher also found a new theory about activities motivating students to learn English in this study. In one of the subjects, the teacher used a punishment and reward strategy on the results of the assignments done by the students. This punishment and reward strategy made students enthusiastic and earnest in learning.

l. Find and analyze the students what makes them excited

Then in this research, researchers also found that the highly competitive spirit of students makes teachers think about appreciating students, like giving points to every group if they win games. There are also prizes every two weeks for students who get the highest score on the exam. And what made the students' competitiveness soar between one was the English contest between male and female SEC participants.

With the teacher's analysis that noticed a highly competitive spirit in students, the teacher finally made the latest innovation by organizing a competition that competes in English-related things. Competition at the end of learning can trigger students to be more serious about learning during the learning process. When students are serious about learning, they will pay more attention and enjoy the learning process. The researcher explained the implementation of a fun Learning strategy in teaching English at a special English class program for the participants of the program, as well as the participants'

reactions to it, based on the findings from the study that have already been discussed.

## **2. Perceptions the participants of SEC in learning English at Special English Class program**

### **a. Students were very enthusiastic when the learning process took place**

Students were very enthusiastic when the learning process took place. Students are enthusiastic about learning because this program teaches about English, leadership, togetherness, and mutual respect for one another. Students also feel special about being able to participate in the SEC program because not all students attending Darul Istiqamah Islamic boarding schools for girls can take part in the program. SEC participants are very excited when learning English because they will learn new things they have never known. Even though sometimes the learning material is rather complicated, the teacher can package the learning in a fun and enjoyable way, like studying in groups and playing games while learning. This assumption is in line with (Eunike, 2021) "Perception is the process of understanding or providing information about a stimulus. Stimuli are obtained through perceiving relationships between objects, events, or symptoms and processed by the brain ". This situation is in line with (Fauziyah, 2016), who states, "A fun and relaxed atmosphere is an essential element of learning activities. The learning process is effective when learners are enthusiastic, relaxed, and flexible". This

process has proven to be highly successful in learning outcomes. Therefore, human success stems from not only intelligence but also emotional intelligence contributes significantly to learning efficiency.

- b. Students felt that all teachers are looking for various ways to package material into exciting and fun learning

All students feel that all teachers are looking for various ways to package material into exciting and fun learning. Students realized that the teacher's intonation in conveying the material was already attractive. So students will pay more attention to what the teacher teaches and stay energized while studying. In addition, students also really like it when the teacher invites students to play games while learning. So students get knowledge and can be happy too when playing. The teacher also often plays songs for students in between after delivering material or while doing assignments; students like this because from listening, they feel they get a lot from the English songs they hear. The strategy used by the teacher is in line with (Fauziyah, 2016), who states, "Teachers should be able to turn smart learning activities into fun learning activities. Learning materials need to transform into engaging and exciting learning. As we learn, the situation and hearts of the students resonate. This condition allows students to accept and understand the materials provided easily".

c. Students felt very comfortable studying in the SEC program

Students feel very comfortable studying in the SEC program because the teachers are good at choosing various learning places, and students like outdoor learning because it is fresher. Students felt very comfortable studying in the SEC program because the teacher made the learning process positive. This strategy is in line with (Ekayati & Rahayu, 2019) proposed steps to implement a fun English learning strategy; one of the steps is "teacher ensure that learning takes place positively and emotionally. General Learning is by teachers, humor and encouragement, regular breaks, and dedicated support."

d. The teacher always provided motivational encouragement and often joked during the learning process

When conducting interviews with students, they stated that students were motivated to learn English in this program. This motivation arises because they feel special to be able to join the SEC program. After all, not all students who study at Darul Istiqamah Islamic boarding school can join the program. Then the SEC program students are also eager to learn English because they will learn new things they have not previously learned. This situation can be seen when the researchers observed the learning process. All students paid close attention to the teacher's explanation, and they rarely looked sleepy. Even though the learning process is carried out from the morning at 07.30 to the afternoon at 15.30, in this program, the



teachers teach more in-depth and specific English materials. Although sometimes there are difficult learning materials, teachers can package learning in a fun and interesting way. This strategy includes fun activities such as learning in groups or playing games while learning. There are even students who initially did not like English learning. However, after participating in the SEC program, these students became fond of English because the teacher can make English learning fun and easy to understand. The results of this study also have similarities with Rini Ekayati and Yuni Sri Rahayu's research entitled "Building Up Students' Motivation In Learning English Through Fun English Learning Strategy (FELS) ."The results of their research stated that Fun English Learning Strategy has the potential to be used to improve students' motivation in learning English (Ekayati & Rahayu, 2019).

During the interview with the students, they stated that in the learning process, students and teachers also often joke because students feel that if everything is severe, then learning will not be fun and will feel tense. But the teacher always inserts humor between lessons, for example, when playing games, but when joking, there is still knowledge to be gained. This strategy is in line with (Ralibi, 2008), who states, "A fun teaching method requires humor, like a teacher or a student. An activity to explore the ice-melting learning

environment from start to finish by inserting materials learned in English.”

- e. The teacher could also be a good listener for the students

Students can tell stories and even vent to teachers because teachers can understand and can provide solutions to problems experienced by students. So the teacher besides teaching the material, the teacher can also be a good listener for his students. With this, students feel close to the teacher. The strategy used by the teacher is in line with (Ralibi, 2008), who states that” learning is fun. It depends on how the students feel happy and close to the teacher.”

- f. All students almost enjoyed the learning process

When the learning process took place, all students seemed to enjoy the learning process, but when the researcher asked one by one to students whether they enjoyed the learning process from beginning to end. A few students said they enjoyed the learning process from start to finish. Although one of them said that she enjoyed the learning process, she only sometimes enjoyed it from start to finish. These different student perceptions align with one type of perception, namely the human social type (Riswandi, 2009). "Human perception is more complex because humans are dynamic. Human or social cognition is the process of making sense of social objects and events

that we experience in our environment. Everyone has a different image of the reality around them”.