

FUN LEARNING STRATEGY TO ENHANCE ENGLISH LITERACY

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Abstract: This study aims to determine how fun learning can enhance English Literacy. The subjects of the research were 35 children of Sentosa Village, they were at the level elementary school. This research was descriptive research. The instruments used were observation sheets and interview guides. The result of the research was divided in two sections. First based on observation and second was based on interview data. The observation result indicated that the children had positive responses on the implementation of fun learning strategy to learn English literacy. Furthermore, through interview the students clarified that they had been motivated and they felt a lot of enjoyable learning by the applied method.

Keywords: *Fun Learning, Strategy, English Literacy*

Abstrak: Penelitian ini bertujuan untuk mengetahui bagaimana pembelajaran yang menyenangkan dapat meningkatkan literasi bahasa Inggris. Subjek penelitian ini adalah 35 anak dari Desa Sentosa yang duduk di bangku sekolah dasar. Penelitian ini merupakan penelitian deskriptif. Instrumen yang digunakan meliputi lembar observasi dan pedoman wawancara. Hasil penelitian dibagi menjadi dua bagian: pertama berdasarkan observasi, dan kedua berdasarkan data wawancara. Hasil observasi menunjukkan bahwa anak-anak memberikan respons positif terhadap penerapan strategi pembelajaran yang menyenangkan dalam mempelajari literasi bahasa Inggris. Selain itu, melalui wawancara, para siswa menyatakan bahwa merasa termotivasi dan menikmati proses pembelajaran yang dilakukan dengan metode tersebut.

Kata kunci: Pembelajaran menyenangkan, Strategi, Literasi Bahasa Inggris

1. Introduction

A wide range of strategies are employed to gain best result in teaching-learning. Every teacher could use them to increase their students' competences. However, they have to thoughtfully select reliable method which fit to the real situation including the needs of their students.

Students could not be forced or stressed with a lot of heavy tasks which affect their mental. They should come to real world in which they could express and reflect themselves as natural kids who love to laugh, to joke, and to play. But everything should be put in the right place. Children could have fun as natural as they are without abandoning from the main purpose—learning and growing with knowledge.

Fun learning is one of the strategies which is effective to enhance students' learning, especially if it is implemented to the students of primary school. Students enjoy their pleasure learning with games, *yel-yel*, singing and other activities that help them to capture the lessons. Easily recognizing how to read and write the letters, the words and the simple sentences is the key to fast learning of literacy. Many researches have proved the effectiveness of the students

learning. The main point of those is the nature of children who need pleasure rather than being pressed by many assignments.

Thus, the researcher had been convinced to perform this research with this favorite strategy. It was implemented to the countryside children namely Sentosa Village. The researcher wanted to learn how this way could incline the children's learning motivation.

2. Literature Review

To gain best result in learning, students need motivation. Motivation is actually an essential point of learning. The motivation could derive from inside and outside. The more appropriate given motivation so the more progress and success students could obtain (Sardiman A.M, 2004:84).

One of the way to make to take students' attention in learning is using fun way. When teachers use activities that make the learning fun, students will give all attention in the learning process. (An-Nisa & Suwartono, 2020:45-46)

Next, Hartina, Salija and Amin (2019) stated that using Fun English enables students to learn English enjoyably. It involves songs and games in the learning activity.

In learning a foreign language, the role of game is significant. Ali (2019) clarified *salah satu cara yang dapat dilakukan oleh para guru untuk menciptakan pembelajaran yang menyenangkan dan meningkatkan minat serta motivasi siswa dalam belajar bahasa arab adalah dengan menggunakan berbagai macam permainan kebahasaan sebagai salah satu strategi pembelajaran aktif*. The translation is the teacher could have one method to increase students' motivation in learning Arabic and it is to utilize anykind of language learning games as one of active learning strategy. In fact, the games could be either used in learning English.

Yamin (2017) stated *pembelajaran Bahasa Inggris di sekolah dasar dan sekolah menengah pertama seharusnya menitikberatkan pada unsur-unsur Bahasa yang paling dasar seperti kosakata, pengucapan, tata Bahasa sederhana dan percakapan sederhana. Selain itu perlu juga unutm memperhatikan kenyamanan situasi belajar sehingga dapat menumbuhkan minat dan motivasi belajar bagi anak*. It means that learning English at the levels of primary school and secondary school should focus on the very basic aspects of language such as vocabulary, pronunciation, grammar and simple conversation. Besides, the good situation should be maintained in order to support the children's motivation in learning.

3. Method of the Research

Method of the research was a descriptive study. Sugiyono explained that descriptive study is the study that is performed to identify the value of the independent variable, either one or more independent variable without comparing or correlating to others (Sugiyono: 2017).

The subjects of the research were 35 students of Sentosa Village, they were at elementary level students. The researcher carried out the research by observing the situation and examining the students' interests during first week. Subsequently, the researcher learned their behaviors and taught English to them. Engaging in two hours learning with fun learning strategy, the students were enthusiastic and showed positive developments. They were sort of children who love talking very much, having chit-chat every minute with their friends, and drawing any interesting things either real things around or things inside their mind – their imagination.

The researcher used observation and interview as the instruments of the research. These instruments could aid the researcher to gain fundamental data of the topic discussed.

4. Result and Discussion

In research by Rezki Aulia Syukri, Alien Bahri and Ummu Kultsum, they clarified that studying by using Fun Learning Model can increase students' writing competence, it increased in each cycle. (Syukri, et al:2021). The activity of teaching-learning by using the strategy of Fun Learning was implemented by the researchers from 08.00 - 10.00 a.m. every Tuesday during school holiday. The researchers began with greeting the students, asking their condition and motivating them. The activity continued with singing and saying the alphabets together and giving examples of each alphabet. The examples were more about things that they could find in their surroundings. The researcher ensured all students were involved. Nevertheless, some of them did not really participate well.

The students were engaged in two hours learning in which they were taught how to pronounce correct letters and words. The researcher also taught them how to produce good intonation by reading the words in a sentence. It was expected to observe the learning situation by using fun learning strategy with no stress or force.

(Bavi, 2018) mentioned: It means that using fun activity in teaching has positively affected learning at the elementary level. can be regarded as a good technique in teaching vocabulary, we can say that just memorizing them is insufficient and learners have a lot of difficulties in learning vocabulary especially abstract word more than concrete words, but fun activities make learners to feel easy in learning process and using language subconsciously and working together cooperatively.

In the middle of the activity, the researcher brought some ice breaking in. It is expected to refresh the students' mind. Moreover, it could also support them to feel enjoy in learning and absorb the lesson better. The researcher presented games and asked the students to work in groups. The game which was offered to the students was called *Dubble*. This game asked the students to collaborate and think how to solve the problem in a certain time given.

Here are the steps in doing the game:

- 1) The researcher prepared some words in a card.
- 2) The researcher asked one of student to represent their friends to take one of the cards randomly.
- 3) The students returned to their groups and identified the words written on the card. As the students recognized the words, they were asked to visualize the words they got.
- 4) Eventually, one student represented their group to draw the pictures of the words stated on the card, while other members were either given the opportunity to participate and help whenever they needed some aids.
- 5) The students had to carry out their responsibility until they could master the new vocabulary effortlessly.

Harahap (2021) in her study mentioned FLASH (fun Learning English) with Pictionary as a teaching strategy were designed and adapted by English teachers. It can help the students feel comfortable, fun, active and more motivated when they were enhanced their vocabulary during the learning process.

In line with the proofs of the previous researches stated before, the interview result informed the researcher that the children were cheerful with the method of learning. They were enthusiastic in learning English literacy that involving interesting games. They told they liked the game and enjoyed it very much. Though sometimes they got difficulty in uttering some words but overall, they enjoyed the learning. Additionally, they felt so much fun sketching some animals

and things on the board and papers. They also labeled the name under the sketches; they were exciting about learning how to write animals or things in English.

5. Conclusion

Based on observation and interview results, showed that children shared good learning situation by using strategy fun learning. Their English literacy competences were enhanced significantly. Based on the observation sheets, the children gradually developed very well. The vocabulary developed fast but the accuracy of pronunciation grew slowly. Based on the interview result, the children clarified that they enjoyed the learning English literacy with games in which they became easy to master the English words and write them.

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