THE USE OF FUN LEARNING ACTIVITY TO INCREASING STUDENTS' INTEREST IN LEARNING ENGLISH AT SD YBPK SEMAMPIR

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ABSTRACT

This article aims to provide one of the new ways for teachers to turn ordinary and less interesting learning into fun and more interesting. The facts that occurred in the field when the author participated in the Kampus Mengajar program at SD YBPK Semampir, students still experienced difficulties and lack of interest in learning English. The difficulties are understanding sentences and the lack of memorized vocabulary. The fact shows that they are less interested in English because they think that English is a difficult language. Another problem is that they have limited vocabulary to express themselves in learning English. These problems are caused by the learning process that is not appropriate and interesting so that students find it difficult to understand everything taught by the teacher. Teachers usually only use the lecture method for daily learning, where of course an elementary school students must need something different in order to attract students' attention. Actually, teachers can choose interesting learning media to help students develop ideas. One of the media is the fun learning method, where using some games and songs is the right method to attract students' interest in learning English. In this discussion, the author uses wordwall media, outing class, and songs in its application. Therefore, this article discusses how to utilize fun learning methods to attract students' interest in learning English in young leaners. The aim is to share ideas with prospective English teachers on how to use fun learning activity.

KEYWORDS: Fun Learning Activity, Students' Interest, Learning English.

1.0   INTRODUCTION

In today's globalized world, English is the international language used to communicate by the majority of people in the world, according to (Silalahi, 2019), English is the language of international communication that has been used in various countries in the world as a global communication tool. Therefore, the ability to communicate in English is becoming increasingly important. As a result, teaching English to young learners should receive significant attention, especially at the primary school stage. As we know, English is no longer a compulsory subject in schools, but with the passage of time and the rapid development of technology, the ability to speak English has a higher urgency from the world of work to daily life. However, many educators face the challenge of keeping students engaged and motivated in their language learning journey. In the opinion of (Astuti & Arini, p. 257), Learning English using fun activities made the students' attention to the lessons improve and also can improve students' interest. From the statement, it can

be stated that one effective approach to address this issue is the use of fun learning methods, which can significantly increase students' interest in learning English.

Through a program under the auspices of the Ministry of Education, Culture, Research and Technology (Kemendikbudristek), namely Kampus Mengajar, the author as one of the students of the English Education study program who passed the 7th batch tried to unite learning in the classroom with fun learning methods. Kampus Mengajar is part of a government program that aims to provide opportunities for students to learn and develop themselves through activities outside the lecture class and be able to improve students' literacy and numeracy skills in assignment schools. Therefore, in its implementation, students are required to create several work programs that can support literacy and numeracy in the assignment school. On this occasion, researchers certainly participated in holding a work program at the assignment school, namely English Fun Class. English Fun Class is a learning method that is different from the usual learning. Where we, as teacher partners, change the usual monotonous learning into fun learning through games or other media. English Fun Class itself aims to introduce, motivate and foster students' enthusiasm in learning English subjects, establish friendship with the school, and increase social spirit and tolerance in students as prospective teachers.

In Kampus Mengajar batch 7, researchers and the group team organized English Fun Class activities at SD YBPK Semampir which is located at Jalan Mayor Bismo No.52, Semampir, Kec. Kota, Kediri Regency, East Java 64129. This activity was carried out several times when teaching English in class. In the first and second meetings, researchers conducted teaching and learning activities in the classroom, while in the next lesson, learning was carried out outside the classroom. At the assignment school, English is still one of the subjects that is quite challenging in every class. However, this subject has relatively few lesson hours. Therefore, guidance and fun teaching methods are needed to foster students' interest and motivation in English, one of which is by applying the Fun Learning Method in teaching English to students of SD YBPK Semampir. According to Bobbi De Porter, fun learning is a strategy used to create an effective learning environment and facilitate the learning process (Darmansyah, 2011, p.45). The fun method is an easy way to educate students, especially those at an early age, which is certainly tailored to their needs and stage of development. This method can also help students absorb the material easily because of the fun atmosphere so that they will not feel burdened while learning.

2.0   FINDING AND DISSCUSSION

2.1 LEARNING ENGLISH

In this era, the importance of learning English is undeniable. For most people, proficiency in English opens up many opportunities for personal gain and others. In the business world, English is often regarded as the language that allows workers from different backgrounds to collaborate effectively. Many companies require their employees to have good English skills to facilitate communication with others around the world. In addition, English is essential for academic pursuits. Students who are proficient in English have access to a wealth of knowledge and resources that can enhance their education and career prospects. In addition to professional and academic benefits, learning English also enriches personal experiences. English allows one to enjoy literature, movies, music and other cultural products in the original language. Understanding English can also enhance the travel experience, making it easier to recognize new environments and connect with people from different cultures.

Despite its importance, learning English can be challenging for many students. One of the main difficulties is its complex and extensive grammar system which includes various verb tenses, irregular verbs and complicated sentence structures. In addition, pronunciation can be problematic due to the inconsistent relationship between spelling and pronunciation in English. Another

challenge is vocabulary acquisition. English has a wide variety of words that can confuse learners. Some words often cannot be directly translated into other languages, making it difficult for learners to understand them. In conclusion, learning English is a worthwhile endeavor that offers many benefits across personal, academic and professional domains. While there are challenges in mastering the intricacies of the language, the use of effective strategies can facilitate the learning process. As globalization continues to connect people around the world, English proficiency will remain an essential skill for communication and education.

2.2 STUDENTS, INTEREST

According to (Amjah, 2014), English language is one of the main languages widely used all over the world. It is very important for teachers to be able to teach and arouse students' interest in following the lesson in the classroom. Learning English is one of the activities that is quite challenging for some people, because the scope of English is broad and complex, not a few people find it difficult to understand English. They tend to dislike learning English because it is difficult to understand. Therefore, many schools have begun to implement learning methods that can support the ease of students in understanding or understanding English, so that in the end English can be one of the preferred subject by students at school. In many school environments, English is a compulsory subject. Students often find that a strong command of the language is essential for accessing a wider range of educational resources. Therefore, students who aspire to pursue higher education are increasingly motivated to learn English in order to improve their academic performance. English proficiency can significantly improve their chances in the world of work and education. This academic motivation drives many students to invest time and effort into mastering English. Therefore, students' interest is necessary for learning and receiving knowledge to run smoothly and quickly.

2.3 FUN LEARNING ACTIVITY

One of the teaching methods used to increase students' learning motivation is the fun learning activity. The fun learning activity is one way in which the teacher can create a warm and fun atmosphere in the classroom during the learning process. According to (Silalahi, 2019) One method that can be an alternative to making learning English easier and more enjoyable is by learning while playing, which is through certain games. Playing games as a way of delivering lessons can help students to be more stimulated and enjoy the learning that takes place, of course they will more easily understand the material being taught. In addition, the games also encourage students to get to know and work with their classmates, process emotions, and compete.

In the application of playing games to support fun learning methods, researchers conducted several games through wordwall media, and tried to create their own games that could help convey the material taught. Wordwall is a learning media that is used not just displayed or viewed (Anindyajati & Choiri, 2017). It can be designed to enhance learning group activities and can also involve students in its creation and usage activities. In addition, researchers also used a charades game. This game aims to invite students to follow the instructions given by the teacher, for example if the teacher mentions "Nose!" students must touch the limb mentioned by the teacher. Next is a whispering game that invites students to group and compete with their classmates. Here the teacher will whisper a sentence in English to one of the students in the back row which will later be repeated by whispering to a friend in front of him until the student in the front row must say the whispered sentence out loud.

In addition to playing games to support the fun learning method, the researcher also invited the students to sing together. The songs they sing during class are Clap, Twinkle-twinkle Little Star, and teachers are also allowed to create their own songs. Singing as a support to the fun learning

method can help students develop and increase their readiness and mastery of skills in the lesson. In addition, by singing students can become more enthusiastic so that students can have strong motivation to study hard (Masykur, 2004: 69).

This lesson was conducted several times over four months. Learning materials were prepared by the researcher consisting of food, numbers, colors, fruits and vegetables, shapes and finally adjectives. The materials will be delivered when the researcher teaches in class. The researcher explained the material for two lesson hours on each occasion. On the first occasion, for grade 3, they got the material of colors, shapes, foods and vegetables wrapped in web learning, namely wordwall. On the second occasion, for grade 2 with alphabet and numbers material carried out using YouTube video learning media. On the 3rd meeting, learning was done outside the classroom for class 2, to review the learning that had been taught. One of the objectives of holding English Fun Class for several times at SD YBPK Semampir is to motivate students to learn English. Therefore, KM students who play a role in this service try to make the learning process fun and comfortable by using several learning methods. One of them is the fun learning method.

On the first time, the learning activities in the classroom went well. The teacher delivered the material which was also interspersed with ice breaking and actively responded by students. However, from the observations made, in fact there are still some students who are less enthusiastic in the learning process even though students have tried to make the learning and teaching process fun by applying the fun learning method. This is certainly a problem in the implementation of learning activities. Therefore, as a response to this problem, students try to find solutions so that students who are considered less enthusiastic can restore student enthusiasm and motivation. The solution taken is by understanding student behavior and also diversifying the way of supporting fun learning methods. As a result of the solution to the problem encountered the first time, students became more enthusiastic about learning. Teachers invite students to learn outside the classroom with games that they create so that the classroom atmosphere becomes active and fun.

On the next occasion, when learning was done outside the classroom, students were more enthusiastic about learning while playing. On that day they were invited to play while recalling the materials that had been taught in the previous days. From the observation of the learning process with the fun learning method for several times implemented at SD YBPK Semampir, students became able to play an active role and were very enthusiastic about learning English together. It can be recognized that the application of the fun learning method has a positive influence on students, which can spur students' enthusiasm in learning and make students easily understand what is conveyed by the teacher.

3.0   CONCLUSION

This analysis discusses the effect of using the Fun Learning Activity in the Kampus Mengajar program on the interest in learning English of grade 2 and 3 students at SD YBPK Semampir. The results show that there is a significant positive effect of using Fun Learning Activity on students' interest in learning English in grades 2 and 3 including the use of wordwall media. Wordwall media is feasible to be applied in the English learning process, this is because it can increase students' motivation in learning. The media developed is interesting by presenting images that make studentsmotivated in learning. The advantageobtained by studentsfrom the utilization of wordwall-based media is that students who were initially lazy, tired and slow to follow the learning process in class, will now look active when learning takes place. The application of the Fun Learning Activity significantly increases the interest in learning English of students in grades 2 and 3 at SD YBPK Semampir. Students showed increased motivation and enthusiasm in learning English after participating in learning with Fun Learning Activity. In addition, the application of Fun Learning Activity also helps students learn English more easily, fun, and meaningful.

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