

**THE IMPLEMENTATION OF FUN ENGLISH TEACHING-LEARNING
ON SDIT ALAM IKM AL MUHAJIRIN PALANGKA RAYA**

THESIS



**STATE ISLAMIC INSTITUTE OF PALANGKA RAYA
2020/1941 H**

**THE IMPLEMENTATION OF FUN ENGLISH TEACHING-
LEARNING ON SDIT ALAM IKM AL MUHAJIRIN
PALANGKA RAYA**

THESIS

Presented to
State Islamic Institute of Palangka Raya
In partial fulfillment of the requirements
For the degree of *Sarjana* in English Language Education



**BY
ESTI RAHMAWATI
NIM 1401120942**

**STATE ISLAMIC INSTITUTE OF PALANGKA RAYA
FACULTY OF TEACHER TRAINING AND EDUCATION
DEPARTEMENT OF LANGUAGE EDUCATION
STUDY PROGRAM OF ENGLISH EDUCATION
2020 M / 1441 HH**

ADVISOR APPROVAL

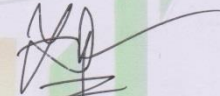
Title of the Thesis : **The Implementation of Fun English teaching-earning
on SDIT Alam IKM Al-Muhajirin Palangka Raya**
Name : Esti Rahmawati
SRN : 1401120942
Faculty : Tarbiyah and Teacher Training
Department : Language Education
Study Program : English Program
Level : S-1

Palangka Raya, June 15th 2020

Approved by:

Advisor I,

Advisor II,

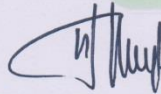


Sabarun, M. Pd.
ORN. 196803222008011005

Zaitun Qomariah, M. Pd
ORN. 19840519 201503 2 003

The Vice Dean of Academic,

Secretary of Language Education
Department,



Dr. Nurul Wahdah, M. Pd
ORN. 198003072006042004



Akhmad Ali Mirza, M. Pd
ORN. 198406222015031003

SURAT PERSETUJUAN


Judul Skripsi : Penerapan metode Fun English Teaching-learning di SDIT Alam IKM Al-Muhajirin Palangka Raya
Nama : Esti Rahmawati
NIM : 1401120942
Fakultas : Tarbiyah dan Pendidikan
Jurusan : Pendidikan Bahasa
Program Studi : English Program
Jenjang : S-1

Palangka Raya, 15 Juni 2020

Disetujui oleh:

Pembimbing I,

Pembimbing II,




Sabarun, M. Pd.
ORN. 196803222008011005



Zaitun Qomariah, M.Pd
ORN. 19840519 201503 2 003

Wakil Ketua Bidang Akademik,

Sekertaris Jurusan Pendidikan Bahasa,



Dr. Nurul Wahdah, M.Pd
NIP. 198003072006042004



Akhmad Ali Mirza, M.Pd
NIP. 198406222015031003

THESIS APPROVAL

Thesis Title : The Implementation of Fun English Teaching Learning
 on SDIT Alam IKM Al-Muhajirin Palangka Raya

Name : Esti Rahmawati

NIM : 1401120942

Faculty : Teacher Training and Education

Department : Language Education

Study Program : English Education

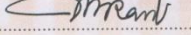
Has been examined by the Board of Examiners of the Faculty of Teacher Training and Education of the State Islamic Institute of Palangka Raya in the Thesis Examination/*Munaqasyah* on:

Day : Wednesday
 Date : 24th June 2020


BOARD OF EXAMINERS

Akhmad Ali Mirza, M.Pd 

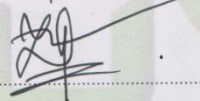
(Chair / Examiner)

Hj. Apni Ranti, M.Hum 

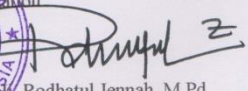
(Main Examiner)

Sabarun, M.Pd 

(Examiner)

Zaitun Qamariah, M.Pd 

(Secretary / Examiner)

Approved by:
 Dean of Faculty of Teacher Training and Education

 Rodhatul Jennah, M.Pd
 NIP. 19671003 199303 2 001



MOTTO AND DEDICATION

Always be yourself no matter what they say and never be anyone else even if they look better than you

This Thesis is dedicated to:
My beloved Father Sahruni and Mother Siti Fatimah, My Stepfather Husni, My Adoptive Parents Syarifuddin Nasution and Salmiah for their valuable endless prayer, sacrifice, and support. My beloved sister Febri Yanti and Selvi Maulidzar Nasution for their support. My sweet partner Muhammad Irfan. All my beloved friends who always encourage me.



DECLARATION OF AUTHORSHIP

Herewith, I:

Name : Esti Rahmawati
NIM : 1401120942
Faculty : Teacher Training and Education
Department : Language Education
Study Program : English Education

Declare that :

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work of author and has not been written in collaboration with any other person, nor does it include, with due acknowledgement, the work of any other person.
3. If at later time it is found that this thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed to me.

Palangka Raya,.....

Yours Faithfully,



ESTI RAHMAWATI

NIM 1401120942

ABSTRACT

Esti Rahmawati. 2020. *The implementation of Fun English-Teaching*. Thesis, Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisors: (I) Sabarun, M.Pd., (II) Zaitun Qamariah, M.Pd.,

Key words: Fun-teaching method, English, Elementary School

This study aims to explain and examine the fun teaching-learning method in learning English at SDIT Alam IKM Al-Muhajirin Palangka Raya. Two research questions were formulated in this study. (1) How to apply the fun teaching-learning method; (2) What do students think of these fun teaching-learning methods.

This research is a case study with a qualitative approach. For data collection, instruments such as observation using observation checklists are used, then explained to be analyzed, questionnaire equipment with questionnaire guidelines, and interviews supplemented with interview guidelines. To analyze data, techniques used include: data collection, data display, data reduction, and drawing conclusions. For data validation, triangulation techniques are used.

The results showed that: first, it was found that students were very enthusiastic about the application of the methods applied by the teacher, which can be seen from the results of learning before and after the application of the fun teaching-learning method. Second, there are several reasons that make students very enthusiastic about the application of the fun teaching-learning method, where they are very interested in learning using the method and very happy with the method.

ABSTRAK

Esti Rahmawati. 2020. Penerapan metode fun English teaching-learning di SDIT ALAM Ikm Al Muhajirin Palangka Raya. Skripsi, Jurusan Pendidikan Bahasa, Fakultas Keguruan dan Ilmu Pendidikan, Institut Agama Islam Negeri Palangka Raya. Penasihat: (I) Sabarun, M.Pd, (2) Zaitun Qamariah, M.Pd.,

Kata Kunci: Penerapan, Metode Fun Teaching, Fun learning, Young Learners

Penelitian ini bertujuan untuk menjelaskan dan memeriksa metode fun teaching-learning didalam pembelajaran bahasa Inggris di SDIT Alam IKM Al-Muhajirin Palangka Raya.. Dua pertanyaan penelitian dirumuskan dalam penelitian ini. (1) Bagaimana penerapan metode fun teaching-learning; (2) Bagaimana pendapat siswa terhadap metode fun teaching-learning tersebut.

Penelitian ini merupakan studi kasus dengan pendekatan kualitatif. Untuk pengumpulan data, digunakan instrument seperti observasi dengan menggunakan observasi checklist, kemudian dijelaskan untuk dianalisis, peralatan kuesioner dengan pedoman kuesioner, dan wawancara dilengkapi dengan pedoman wawancara. Untuk menganalisis data, digunakan teknik antara lain: pengumpulan data, display data, reduksi data, dan penarikan kesimpulan. Untuk pengabsahan data, digunakan teknik triangulasi.

Hasil penelitian menunjukkan bahwa: pertama, ditemukan bahwa siswa sangat antusias dengan penerapan metode yang diterapkan guru, yang mana dapat dilihat dari hasil pembelajaran sebelum dan sesudah penerapan metode fun teaching-learning tersebut. Kedua, Ada beberapa alasan yang membuat siswa sangat antusias dengan penerapan metode fun teaching-learning tersebut, yang mana mereka sangat tertarik dengan pembelajaran yang menggunakan metode tersebut dan sangat senang dengan metode tersebut.

ACKNOWLEDGMENTS

The writer would like to express her sincere gratitude to Allah SWT., for the blessing bestowed in her whole life particularly during the thesis writing without which this thesis would not have come to its final form. Sholawat and salam always be bestowed to the last prophet Muhammad SAW., having shown us the role of life to make our life true.

Her appreciation is addressed to:

1. Rector of IAIN Palangka Raya, Mr. Dr. H. Khairil Anwar, M.Ag for his direction and permission of conducting the thesis.
2. Dean of Faculty of Teacher Training and Education of the State Islamic Institute of Palangka Raya, Dr. Hj. Rodhatul Jennah, M.Pd, for her invaluable assistance both in academic and administrative matters.
3. Vice Dean in Academic Affairs, Dr. Nurul Wahdah, M.Pd, for her invaluable assistance both in academic and administrative matters.
4. Secretary of Department of Language Education, Ahmad Ali Mirza, M.Pd., for his invaluable assistance both in academic and administrative matters.
5. Chair of Study Program of English Education, Zaitun Qamariah, M.Pd., for her invaluable assistance both in academic and administrative matters.
6. Her thesis advisors Sabarun, M.Pd and Zaitun Qamariah, M.Pd., for their generous advice, valuable guidance and elaborated correction during the completion of her thesis.

7. Members of the board of examiners, for their corrections, comments and suggestions which are profitable to the accomplishing of this thesis.
8. All lecturers of Study Program of English Education.
9. Her beloved parents, Sahruni and Siti Fatimah, for their moral support and endless prayer so that she is able to finish her study. May Allah Almighty bless them. *Amin.*
10. Her classmates of Study Program of English Education academic year 2014/2015, for support her in sadness and happiness during the study in undergraduate program and for their spirits to accomplish her study.
11. Her beloved best friends, Somia Salsabila, Kiki Agustina, and Lilis Oktafiani, for always support her in sadness and happiness during the study and for their spirits.

Palangka Raya, 15 Juneth 2020

The writer,

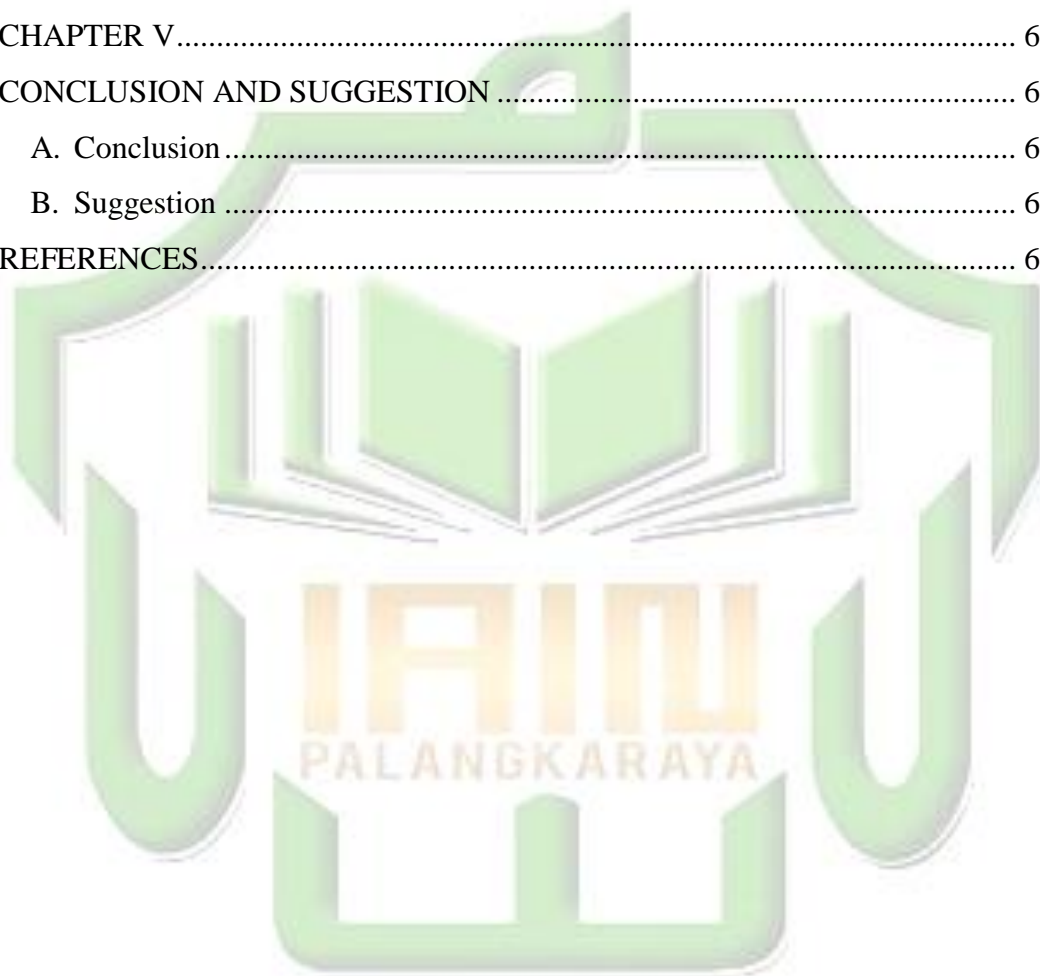
Esti Rahmawati

NIM 1401120942

TABLE OF CONTENTS

COVER.....	
THESIS APPROVAL	Error! Bookmark not defined.
DECLARATION OF AUTHORSHIP.....	vii
ABSTRACT.....	viii
ACKNOWLEDGMENTS.....	x
TABLE OF CONTENTSTABLE OF CONTENTS	xii
LIST OF APPENDICES	xiii
CHAPTER I.....	1
INTRODUCTION.....	1
A. Background of the Study	1
B. Research Problem	7
C. Objective of the Study	8
D. Scope and Limitation.....	8
E. The significance of the Study	8
F. Definition of Key Term	9
CHAPTER II.....	11
REVIEW OF RELATED LITERATURE	11
A. Related Study.....	11
B. Fun English Teaching-Learning	15
C. English to Young Learners	24
D. Definition of Perception	29
CHAPTER III.....	30
RESEARCH METHOD.....	30
A. Research Design	30
B. The subject of the Study	32
C. Source of Data	33
D. Instruments of the research.....	33
E. Data Collection Procedure.....	35
F. Data Analysis Procedure.....	40

G. Data Endorsement.....	42
CHAPTER IV	Error! Bookmark not defined.
CHAPTER IV	45
RESEARCH FINDING	45
A. Data Presentation.....	45
B. Research Findings.....	46
C. Discussion.....	53
CHAPTER V.....	61
CONCLUSION AND SUGGESTION	61
A. Conclusion.....	61
B. Suggestion	62
REFERENCES.....	64



LIST OF APPENDICES

Appendices I Observation

Appendices II Result of Interview

Administration Appendices

Curriculum Vitae



CHAPTER I

INTRODUCTION

In this chapter, the author discusses the background of the study, the problem of the study, the objectives of the study, the significance of the study, a method of study and operational definition

A. Background of the Study

Training English has developed significantly in new course a very long time because of effect than globalization and everybody ought to comprehend English as their universal language. The advancement of English instruction can likewise be found in Indonesia, where English is taught early to young students. In the past, English was only given to students at junior and senior high school levels, but now English lessons are given from grade one to sixth-grade students (Porrás González, 2010). In primary school, English is still taught as local content. Teaching English at this level is introducing and socializing English, and building the basic concepts of English.

Encouraging English to youthful students includes something beyond showing the language itself. The social and intellectual improvement of students and phonetics should be considered when arranging and working with small kids. As indicated by Fauziati (2010:89), the most ideal approach to train British youngsters doesn't simply include them genuinely.

According to Shin (2011: 6) cited in Karim (2011) contends that Teaching English to Young Learners (TEYL) is a quickly developing field the world over, and English instruction is progressively found at the essential levels. Instructing English to youthful students is altogether different from training grown-ups in a manner they see as progressively eager, dynamic, and versatile than grown-ups. By and large, primary school is the initial step for youngsters as youthful students to know and get English. In this way, educators ought to be dynamic and imaginative in picking instructing techniques. As indicated by Hafield (1985) in Fauziati (2010: 92) grade school understudies are youngsters who love play, which educators are, would like to develop innovative and imaginative in growing their instructing methods to make progressively English exercises out.

In addition, our education has not developed common sense, common sense, can be seen from the education pattern that is oriented to what is "education" and "why" (why oriented education). The first pattern of education is dominated by the method of memorizing, collecting material and information, is the method and educational goal of the model. Thus, thinking space and space analyze very little. That is, things related to thinking are less desirable, both by teachers and students (Abdurrahman Mas'ud, 2002, p. 156). Whereas the second pattern motivated us to utilize the potential in solving problems from existing phenomena and realities.

Children are not like white paper that can be filled in by the environment and the "atmosphere" of the nature that surrounds it. However, the environment can make it susceptible or endure in the course of time to adulthood. Therefore, we need to accompany it and instill values that are loaded with message, moral, intellectual and faithful content.

So basic is the role of education to instill a love for nature, but so often this is forgotten. Though instilling a sense of love for nature from an early age, can make children always be grateful for the greatest gift from the Creator, feel to have it and maintain it as a mandate. In turn this will confirm faith.

Teachers ought to likewise think about the attributes of students in picking educating strategies. As we realize that kids, particularly understudies in grade school, they are dynamic and inventive. They can undoubtedly get exhausted if the state of the English encouraging procedure is repetitive and not innovative. So instructing and learning exercises must be as per the standards of instructing English to young students (Karim, 2011).

Many principles teach English for young learners, but here researchers only show Piaget (1995) cited in (Nilawati, 2009) stated that He argues that these principles are the principles of cognitive interaction, cognitive principles, and social interaction approaches.

As a Local Content Subject, according to Suyanto (1997) cited in (Hayati, 2007) argues that, the fundamental objective of English

instructing in Elementary Schools, to make the understudies mindful of the way that there are global dialects, for this situation, English, they can learn other than their nearby and national dialects. It likewise expects to create essential open aptitudes (perusing and tuning in) in spoken and composed English (Huda, 1999).

In addition, about the teaching of English, Sartono, (1997: 173) cited in (Hayati, 2007) contends that one of the most significant substance in an English instructing is the nature of educators, which incorporates capabilities of English and capability of instructing technique. The previous is fundamental since the instructors are the model for their understudies. Besides, the last is of a similar significance since it manages information on the most proficient method to show kids and the capacity to perform it in the classroom.

Most young learners love fun learning here not only in terms of learning but the situation in the classroom. Fun Teaching is a method that can be used as an alternative teaching and learning activities. The fun Teaching method is able to give students who follow it can understand the material taught in a comprehensive way with the concept of learning fun and interesting to follow, because of the material taught through icebreaking, games, storytelling, group system with a fun and fun atmosphere (Aisah, 2016). Suyitno (2007) states that learning is a process of behavior change that exists in the individual both with respect to aspects of logic, ethics, aesthetics, works, and practice.

According to Thompson, Greer, and Greer (2004) cited in Zamani and Aangari (2016) investigate the impressions of college undergraduates with respect to the attributes of their educators from whom they had the option to learn. Information gathered from the undergraduates showed that there are twelve regular attributes that rose as integral to what undergraduates conceptualize as great educating. Those twelve basic trademarks were showing reasonableness, having a positive innovativeness, conceding botches, being excusing, regarding undergraduates, keeping up elevated standards, indicating empathy and building up a feeling of having a place for undergraduates. They recommended that every one of those trademarks community on the topic of mindful. On the off chance that speakers are to be receptive to undergraduates characterize as viable addressing. Great educating is obviously essential to raising undergraduates accomplishment, if educator doesn't know about the student's desire and needs identified with the course, it will have negative results in regards to the students' performance.

In the learning process, children do not merely receive lessons from the teacher, but at that time there was an interaction between children and their environment. Therefore, teachers must be creative in creating conducive learning situations and environments. Students are given the freedom in pleasant conditions, because the teacher is a student manager at the classroom level, it is necessary to improve their ability to manage classes and must be able to manage varied learning resources. Teacher's

creativity in managing learning resources not only conditions pleasant learning, but also fosters children's creativity (Mughtar, 1998, p. 151-152)

From the explanation of the fun teaching-learning, the author wants to do the study about the implementation of fun teaching-learning method. Where this method very rarely to used, in accordance the observation early conducted by the researcher to some of the school and following several times meeting in the school. This study was conducted in SDIT Alam Ikm Al Muhajirin Palangka Raya, where the teachers ere isn't just use this method but understand the fun teaching-learning. In this school also implemented criteria teachers, so that not all teachers can in and being a teacher here. In addition, some of the things and events that authors encounter in the school.

This before the researchers' makes observation on Monday 12 February 2018. Therefore, the researchers very excite by this, because it is in accordance with the thing to scrutinize by the researchers'. The reason why researchers' takes the students and teachers of SDIT Alam IKM Al-Muhajirin was based on previous observation.

So, teaching and learning activities that are exciting are certainly not a kind of activity that is uncontrolled or far from seriousness. However, teaching and learning activities can only take place with passion and enthusiasm if students can be invited to be serious in learning what they want to learn. Teachers as educators and facilitators, at least before

teaching takes place, need to first find and then show the benefits of a subject.

This is the main reason the writer chooses the title “the implementation of fun teaching-learning on SDIT Alam IKM Al-Muhajirin Palangka Raya”.

In the mind of the writer, learning in the open will instinctively lead to an atmosphere of 'fun', without pressure, and far from boredom, especially with 'fun learning' learning, there will be an awareness of children that learning is fun and school become synonymous with excitement, until finally it can foster intellectual-emotional-spiritual intelligence optimally.

B. Research Problem

Based on the explanation of the problem of teaching and learning English have been mentioned in the identification and limitation of the problem, so the problem is formulated as:

1. How is the implementation of fun English teaching at SDIT Alam IKM al-Muhajirin Palangka Raya?
2. How is the student's perception on implementation fun English teaching and learning toward SDIT Alam IKM al Muhajirin Palangka Raya?

C. Objective of the Study

The objective of this study are :

1. To explain the implementation plan in implementing fun English Teaching-Learning.
2. To explore and know the students perception on implementation fun English teaching-learning.

D. Scope and Limitation

The study belongs to Case Study. This research is limited on:

1. Implementation of the application of fun teaching in English learning on class IV SDIT Alam IKM Al-Muhajirin Palangka Raya.
2. Teachers and a class of fourth grade.
3. This observation, questionnaire for students and interview with teachers and students.

E. The significance of the Study

The significance of this study can be viewed from both theoretical and practical aspects, as described below, theoretically, it is hoped that this research can be used as an effective method of communicative approach to develop fun teaching-learning in elementary school. Practically, this research is expected to provide positive feedback for teachers of English in teaching, to be able to teach by using different methods or models, such as using communicative approaches to generate class and fun teaching-learning. Pedagogically this research is expected to provide good feedback

in order to facilitate the teacher in guiding his students with the use of this method of fun teaching.

F. Definition of Key Term

There are some important terms that were used in this study.

1. Implementation

According to Oxford implementation defines the process of putting a decision or plan into effect. According to Salim (2002) claims that an action to practicing a certain theory, method, and the other thing for get aim certain and for interest a desirable by a certain group or individual who and planned and compiled previously. Implementation refers to an action for putting a plan for get aims or something

2. Fun Learning

Fun learning is a way to learn that exciting process and fun and centered on the condition of psychology students and atmosphere environment in doing the learning process teaching (Aisah, 2016) Fun learning is a learning that makes students comfortable, safe and calm heart because there is no fear (scorned and abused) in actualizing the ability of him (Aqib, 2009). Fun learning refers to a method which is a way of learning exciting and fun in the learning process.

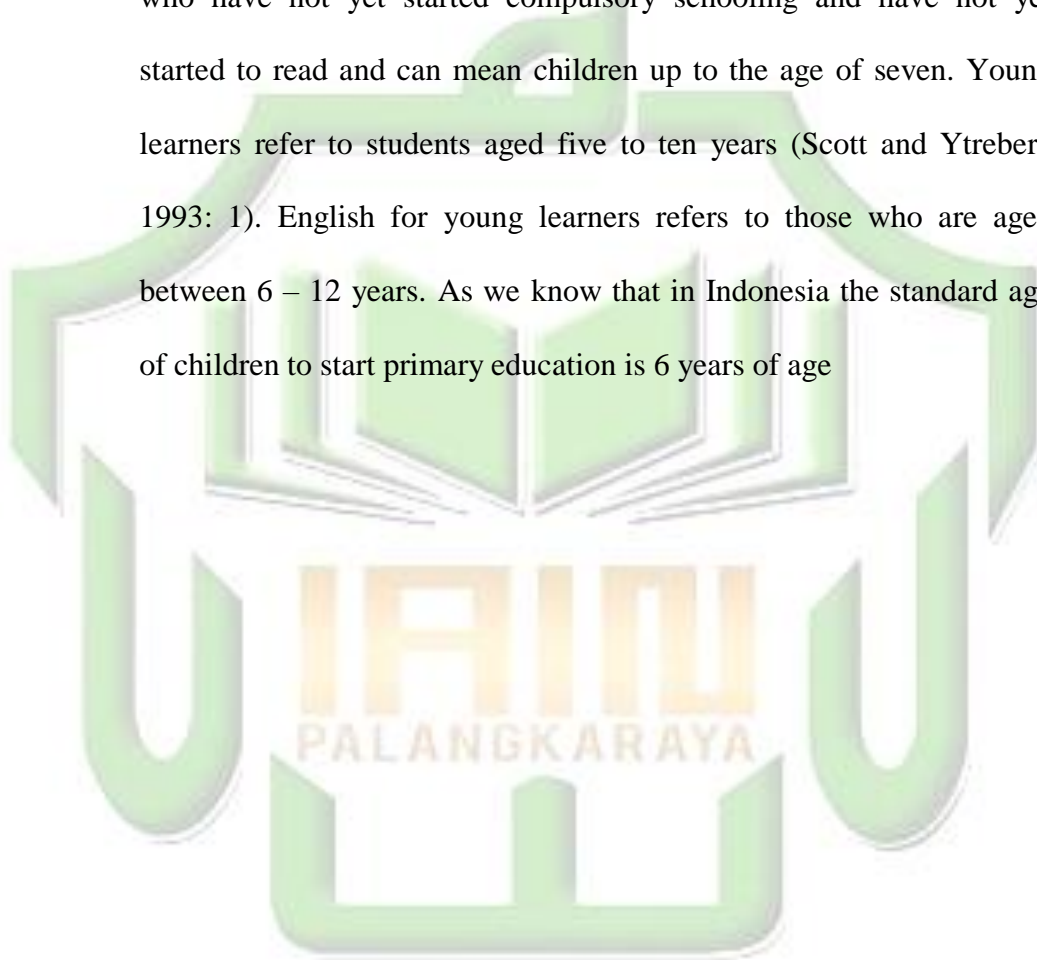
3. Fun Teaching

The fun teaching able to give students who followed it can understand the material taught by the way thorough with the concept

of learning fun and interesting to follow (Aisah, 2016) Fun teaching refers to a learning method which creates a learning atmosphere that is joyful and fun.

4. English Young Learners

Reilly and Sheila (2003:3) define young learners as children who have not yet started compulsory schooling and have not yet started to read and can mean children up to the age of seven. Young learners refer to students aged five to ten years (Scott and Ytreberg 1993: 1). English for young learners refers to those who are aged between 6 – 12 years. As we know that in Indonesia the standard age of children to start primary education is 6 years of age



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consist of related study, implementation, English language teaching-learning process, fun English teaching-learning, English to young learners and definition of perception.

A. Related Study

There are some related studies are follow those studies above discuss the implement of fun teaching learning.

The first, from Wiwik Afritayani, Zulkifli, Hamizi (2015), in title “Implementation of model Fun Learning to Improve results learn IPA students class IA SD of 79 Pekanbaru”. This research focus on the result of learns IPA. The method of the research is Classroom Action Research (CAR). The results in class Ia SDN 76 Pekanbaru prove that the application of learning models fun learning can improve learning outcomes IPA Ia grade students of SDN 76 Pekanbaru.

Based on the previous study, the similarities are to implementation of fun learning for young learners. But the different such as the previous researcher’s implementation of the model fun learning to improve results learn IPA.

Next, from Zartika Darna Sulita, Nurharmi and Hendrizal (2014), in title “Implementation of fun learning on learning PKN to increase interest and the results of learning students VI elementary school 20 Kumanis Kabupaten Sijunjung”. This research focus to describe of is

make-up of result and enthusiasm learn student with method of fun learning. The method of the research is classroom action research (CAR). The result of this research there is an increase in the interest of learning students from cycle I to cycle II. It can be seen from the students' interest asked increased, the students' interest answering the teachers question increased, the students' interest points out opinions increased and the results of the study of cycle I of 69, 23 % to 84, 62% on cycle II.

Based on the previous study, the similarities are to implementation of fun learning for young learners. But the different such as the previous researcher's implementation of the model fun learning to improve the results learn thematic.

Then, from Nina Yulinda (2017), in title "Implementation of fun learning can increase teach Thematic class Ib SDN 017 Pandau Jaya Kecamatan Siak hulu Kabupaten Kampar. This study focus to improve results learns thematic students of class Ib using a method of fun learning. The method of this study is Classroom Action Research (CAR). The results showed that the method of fun learning can improve the learning outcomes of thematic students IB elementary school 017 Pandau Jaya Siak hulu district Kampar regency. This can be proved, where the initial data obtained the amount of 1780 with 63.57 class average, the action on the cycle I obtained the number of 2110 or with an average of 75.36 after the action in cycle II obtained the number of values 2485 or with the average Student grade 88.75. Thus the hypothesis which reads "If the method of

learning learn is applied well, then the ability of IB IB Negeri 017 Pandau Jaya Siak Hulu District Kampar in in thematic learning can be improved” is acceptable.

Based on the previous study, the similarities are to implementation of fun learning for young learners. But the different such as the previous researcher’s implementation of the model fun learning to improve the results learn thematic.

Next, Hj. Syamsir Syahrul, S.Pd (2015), the title “Implementation of fun learning to improve the result of learn Bahasa on VII SMPN 1 Tompobulu Kabupaten Gowa”. Focus to increase student’s result on learns Bahasa by using fun learning method. The method of this study is Classroom Action Research. The findings of quantitative investigation demonstrated an expansion in normal scores Indonesian learning results of understudies of class VII SMP Negeri 1 Tompobulu Gowa area in the main cycle the normal score accomplished was 54.55 while in the second cycle the normal score accomplished was 77, 73 of the aftereffects of a subjective examination shows that the expansion in understudy learning results. During the learning procedure endures in particular their consideration quickly, focus, students who are not influenced by obstruction from outside the homeroom, understudies who have a memory of learning materials, students who don't have a feeling of fatigue, expanding at each gathering. The aftereffects of information investigation indicated that both quantitative and subjective demonstrated an expansion

learning results and viability in showing students subsequent to utilizing Indonesian learning through fun learning techniques.

Based on the previous study, the similarities are to implementation of fun learning to increase the results of learn Bahasa. But the different such as the previous researcher's the study is for students on SMP and on my research on elementary school.

Last, Nia Roistika (2017), in title "Building Fun Teaching Learning Process through simple science experiment activity to Foster young learners' participation and English Vocabulary Identification". This research focus on building the vocabulary students' using fun teaching-learning process. The method of this study is classroom action research (CAR). The result of the exploration demonstrated that applying basic science analyze during educating and learning process in Kindergarten level had the option to redesign the students' investment and English jargon distinguishing proof. The straightforward science explore bolstered the Kindergarten students to get included effectively during showing process and made generally understudies increasing better capacity in English jargon recognizable proof.

Based on the previous study, the similarities are fun teaching learning method for young learners. But the different such as the previous researchers are this research focus on building students vocabulary for young learners and this study is implementing of fun English teaching learning.

Building fun teaching and learning process (Nia's).
Implementation of fun learning model (Wiwik, Zulkifli and Hamizi). The
implementation of fun learning to improve the result of learns (Syahrul's).
Implementation of fun learning can increase teach thematic (Nina
Yulinda). Implementation of fun learning on learning PKN to increase
interest and the results of teach students (Zartika Darna Sulita, Nurharmi
and Hendrizal). Those studies differ from my study; my study focuses on
implementation fun teaching-learning process on SDIT Alama IKM Al-
Muajirin Palangka Raya. The method of research use case study and the
subject will be class IV at SDIT Alam IKM Al Muhajirin Palangka Raya
which as a sample of 5 students in one class.

B. Fun English Teaching-Learning

1. Definition of Fun English Teaching

Fun (or at least humor) has been studied in education for over
four decades, as captured in the review of Banas, Dunbar, Rodriguez
and Liu (2011). A review of the literature on statistics fun by Lesser
and Pearl (2008) and Lesser et al. (2013) captures well the ways in
which fun is consistent with statistics education best practices (as
reflected by ASA, 2010). Lesser et al. (2013) surveyed 249 instructors
attending a national statistics education conference about their
motivations and hesitations toward using fun modalities in the
classroom. The article offer tips for classroom implementation, listing

a score of modalities of fun (games, cartoons, songs, etc.) and listing sources of statistics fun.

A consensus on the precise definition of ‘fun’ is elusive and variations have been noted in what statistics instructors report they count as fun (Lesser et al. (2013)). A lack of consensus on the definition may reflect inherent subjectivity—what is fun to one person may not be fun to another. What may be fun or funny to a statistics professor may not be fun or funny to a statistics student. Tews, Jackson, and Ramsay (2015) “conceptualize fun instructor-initiated design and delivery elements as activities and interactions of an enjoyable, entertaining, humorous, or playful nature within a learning context.” (p. 17) For our study, we take an operational definition of fun as simply the purposeful use of one of the 20 modalities in Table 1 of Lesser and Pearl (2008) to accomplish one or more of: lowered anxiety, improved attitude, and increased learning. Examples of those modalities the instructor in this study used are games, cartoons, jokes, songs, magic, media news, and videos.

Humor and pleasure are connected with laughter and play and affect us as humans. Panksepp (2000) tells us that human laughter is a primitive reaction but is also psychologically sophisticated. Antecedents of ancestors from social joy is in the human brain and laughter is basically a social phenomenon. Joy lowers nerves the threshold for perceiving life events as positive and hopeful, while

increasing the threshold for perceiving events as negative and hopeless. Fun and excitement can be, and may have been, considered trivial and entertaining rather than being important for an ideal learning experience. But the experience of having fun doesn't always mean that easy or comfortable experience. Barrett (2005) explores problem based learning (PBL) and hard fun. Barrett the central argument is that 'having fun is an illuminating threshold concept for understanding learning in PBL' (barrett 2005, p 113). He refers to Papert's (1996) work to further suggest that: 'Learning can be fun because it is difficult, challenging and stretches participants. Pleasure in that pleasure pleasure with laughter, freedom, creativity and enjoyment '. (Barrett, 2005, p. 114).

The role of pleasure and enjoyment has also been identified as important in learning for older adults. In 2005 Lightfoot and Brady found that 'parents talked about new and interesting ideas they learned and joy it is provided '(p. 230) when describing their learning experiences. Specifically a woman in her late 70s reported, "The first word that comes to mind is fun" (Lightfoot & Brady, 2005, p 230). Bowman and Kearns (2007), when investigating E learning for adult workers, supports this because they find that using various approaches to learning helps make learning interesting and fun. Davis (2001) also recommends focusing on creating programs that emphasize the pleasure in learning are needed for older adults. The role of pleasure

and pleasure has also been identified as important in learning for older adults. In 2005 Lightfoot and Brady found that 'parents talked about new and interesting ideas they learned and joy it is provided '(p. 230) when describing their learning experiences. Specifically a woman in her late 70s reported, "The first word that comes to mind is fun" (Lightfoot & Brady, 2005, p 230). Bowman and Kearns (2007), when investigating E learning for adult workers, supports this because they find that using various approaches to learning helps make learning interesting and fun. Davis (2001) also recommends focusing on creating programs that emphasize the joy of learning needed for older adults.

Fun is also nearly impossible to assess in a live classroom under controlled, replicable conditions, which is why researchers generally take the approach of a randomized experiment in which the treatment group receives an identical copy of a book or video with the insertion of one or more fun artifacts (Garner, 2006; Özdoğru & McMorris, 2013). From a general college teaching perspective, using some aspects of fun within the classroom leads to increased student engagement and can aid in the learning process (Carver, 2013; Garner, 2006; Robinson & Kakela, 2006; Tews, Jackson & Ramsay, 2015). The use of fun often leads to more student enjoyment and comfort in the classroom.

The fun learning is a way to learn exciting process and fun that is centered on the condition of psychology students and the atmosphere of the neighborhood in doing the learning process teaching (Syahrul, 2017). The fun learning is a way to learn that exciting process and fun and centered on the condition of psychology students and atmosphere environment in doing the learning process teaching (Aisah, 2016). According to muhaemin cited in Aisah (2016). Fun teaching is one of learning methods that create the atmosphere of learning that excited and fun (Priscila, 2013). The fun teaching able to give students who followed it can understand the material taught by the way thorough with the concept of learning fun and interesting to follow (Aisah, 2016). Fun learning is a learning that makes students comfortable, safe and calm heart because there is no fear (scorned and abused) in actualizing the ability of him (Aqib, 2009, p. 23).

Based on defines fun Teaching is a learning method which creates a vibrant and fun learning atmosphere so that students can comprehend the taught material thoroughly. Meanwhile, Fun Learning is a learning process that is interesting and fun and centered on the psychology of student learning.

Fun teaching has a teaching technique that gives teachers the ability to enter into the hearts of the students, that is: First, Understand and comprehend students which one A teacher should be able to grasp the hearts of the developing students by trying to understand and

understand what the students are alleviating and Establish a minimal teacher of a minimal celebrity within her community, with an effort to be a fun teacher and able to provide joy and excitement to students from day through creative endeavors.

Second, self-confidence that is A teacher's self-confidence is very helpful in the birth of self-power. As a frequent expression of motivation, if you think you can, you can, if you think you can not, then you will not. Confidence is a great energy that gives powerful stimuli that give rise to creative thinking.

Third, harnessing your potential that is The man has created the perfection of form and the benefits that exist, namely the body, mind, and soul. For it is committed to the sincerity to make use of what is in them as much as possible. Fourth, Creative defines Teachers make every day full of experiments with media-related teaching, inspiring with games and creating fresh ideas that can attract students' attention to learning. And the last unique defines Teachers step into self-exploration with a concentration on the natural abilities that arise from the process of self-evaluation that turns into something different from others.

Teacher's creativity is also one of the students' learning difficulties. This encourages writers to try out techniques that can certainly help students in learning and also can solve problems faced by teachers. Creating a fun atmosphere for students can help them in

learning English in the classroom. A fun atmosphere in the classroom will be able to reduce the fear among students in learning English and also can help students understand the lesson quickly.

The key is that teachers must create a fun atmosphere for students to learn, so they will enjoy learning English. The best way to use communicative language teaching to students is easy to remember and to be presented repeatedly. This allows the writer to know whether the method can be used as a tool for teaching English and whether there is an impact on student learning outcomes. Also shows that the song can be used by teachers in teaching students in elementary school.

The purpose of fun learning itself is an approach to learning, where this approach is principally related to the creation of learning conditions, the learning process will be smoother and learning goals will be achieved (Darwis, 2002, p. 209). The desired goal of fun learning is to fully inspire students' learning abilities, make learning fun and satisfying, and contribute fully to the happiness, intelligence, competence and success of learners.(Meier, 2003 p.37).

2. Fun English Teaching Learning

According to Shin (2011: 6) cited on Porras González (2010) stated that young students should have fun with English! The point of this acquaints members with the hypothesis and practice of showing youthful students in EFL classes. Members will participate for no

particular reason exercises planned explicitly for youthful students, for example, singing, finger-playing, and narrating. Furthermore, members will talk about language training approaches in an important setting and offer successful procedures to make language input justifiable and support understudy interest. Toward the finish of the program, members will be invigorated and prepared to get their understudies to fun with English.

According to Shin (2011: 6) cited on Porras González (2010) stated that Teaching English to Young Children (TEYL) is a rapidly growing field worldwide, and English education is increasingly being found at the primary school level. However, the initial start is not necessarily a solution to produce better English speakers.

Shin (2011: 6) Teaching English to Young Learners (TEYL) is a quickly developing field far and wide, and English instruction is progressively found at the essential levels. In any case, beginning prior isn't really the answer for delivering better English speakers. In this way, what can EFL educators of youthful students never really favorable position of the adaptability of youthful personalities and the pliability of youthful tongues to develop better speakers of English?

a. Supplement activities with visuals, realia, and movement.

Young learners will in general have limited capacity to focus and a great deal of physical vitality. Furthermore, kids are a lot of connected to their environmental factors and are

progressively keen on the physical and the unmistakable. Their own understanding comes through hands and eyes and ears. The physical world is prevailing consistently.

- 1) Use brightly colored visuals, toys, puppets or objects
Community donations for toys and objects Create a “Visuals and Regalia Bank”
- 2) Use Total Physical Response (TPR)

b. Involve students in making visuals and regalia

Having children associated with making the visuals that are identified with the exercise draws in understudies in the learning procedure by acquainting them with the setting just as to applicable jargon things. Understudies are bound to feel intrigued and put resources into the exercise and will most likely care more for the materials.

- 1) Students draw various characters for a story or make puppets, masks, play-do sculptures
- 2) Collaborate with the art teacher to make the visuals to make the visuals you requirement for you exercises Students contribute their own toys for the exercise (Show and tell)

c. Teach in themes

A thematic unit a progression of exercises on a similar point or subject, can make more extensive settings in which to show language, reuse language from exercise to exercise, and

permit understudies to concentrate more on substance and correspondence than on language structure.

Regular topics for YLs: creatures, companions, family, condition, citizenship, shopping, or units spinning around a storybooks, e sites, big names, or motion pictures understudies interface Themes dependent on educational programs from understudies' different subjects are likewise viable.

C. English to Young Learners

1. Definition of Young Learners

Young learners refer to students aged five to ten years (Scott and Ytreberg 1993: 1). Reilly and Sheila (2003: 3) define young learners as children who have not started school compulsory and have not started reading and can mean seven-year-olds.

Based on the above considerations, the authors can conclude that young students are children up to the age of six and who have not yet started the compulsory study and also have not read. But, in our country (Indonesia) children aged up to six years, most have started school and have read as well.

Reilly and Sheila (2003:3) define young learners as children who have not yet started compulsory schooling and have not yet started to read and can mean children up to the age of seven. Young learners refer to students aged five to ten years (Scott and Ytreberg 1993: 1). Reilly and Sheila (2003: 3) define young learners as children

who have not started school compulsory and have not started reading and can mean seven-year-olds.

Based on the above considerations, the authors can conclude that young students are children up to the age of six and who have not yet started the compulsory study and also have not read. But, in our country (Indonesia) children aged up to six years, most have started school and have read as well.

2. The Characteristics of young learners

Teaching foreign languages especially English for young learners differs from foreign language teaching to adults or teenagers. According to Cameron (2001: 1) cited in Dolzhykova (2014) states that some differences in teaching foreign languages to young learners are immediately apparent:

“Children are more enthusiastic and lively as learners. They want to please the teacher rather than their peer group. They will have a go at an activity even when they don’t quite understand why or how. However, they also lose interest more quickly and are less able to keep themselves motivated on tasks they find difficult. Children do not find it as easy to use language to talk about grammar/ discourse. Children often seem less embarrassing than adults at talking in a new language, and their lack of inhibition seems to help them get a more native-like accent” (Cameron (2001:1))

Scott and Ytreberg (1993:2-4) define some characteristics concerning the characteristics of young learners:

“Some characteristics of young learners are they know that the world is governed by rules; they use language skills before they are aware of them, they are very logical, have short attention and concentration span, love to play and learn best when they are enjoying themselves, very enthusiastic and positive learning...they ask questions all the time, rely on the spoken word as well as the physical word to convey and understand the meaning, they are able to work with others and learn from others...” (Scott and Ytreberg (1993:2-4))

So, the characteristics of young learners as learners based on these considerations is that they love to play and learn best when they enjoy themselves, they pretend to understand, or they understand in their own terms and do what they think you want. To do, they also have a very short attention and concentration range. But, actually as we know that children as learners have a high imagination about what they think, they saw and they heard.

Playing with the language in teaching a foreign language for young learners introduces them to meaning, and this is the first stage in learning the language. This means students should know about the spoken language first because "meaning must come first: if children do

not understand spoken the language, they cannot learn it" (Cameron, 2001: 36).

Monitoring language as something separate from occasions that occur requires significant investment. Most kids matured eight to ten years as of now have this mindfulness in their own language. The verbally expressed word is frequently joined by different pieces of information about the statement of significance, development, and others. We must make full of these instructions (Scott and Ytreberg 1993: 5).

EFL teachers of young learners do to take advantage of the flexibility of young minds and the malleability of young tongues to grow better speakers of English are: Supplement exercises with visuals, reality, and development, Where Young students will in general have limited ability to focus and a great deal of physical vitality. What's more, youngsters are a lot of connected to their environmental factors and are progressively intrigued by the physical and the unmistakable. Their own understanding comes through hands and eyes and ears. The physical world is prevailing consistently. Include understudies in making visuals and formal attire for having youngsters associated with making the visuals that are identified with the exercise draws in understudies in the learning procedure by acquainting them with the setting just as to pertinent jargon things. Understudies are bound to feel intrigued and put resources into the

exercise and will likely care more for the materials. Instruct in subjects for a topical unit, a progression of exercises on a similar point or subject, can make more extensive settings in which to show language, reuse language from exercise to exercise, and permit understudies to concentrate more on substance and correspondence than on language structure.

Some characteristics of young learners are they know that the world is governed by rules; they use language skills before they are aware of them, they are very logical, have short attention and concentration span, love to play and learn best when they are enjoying themselves, very enthusiastic and positive learning...they ask questions all the time, rely on the spoken word as well as the physical word to convey and understand the meaning, they are able to work with others and learn from others..." (Scott and Ytreberg (1993:2-4))

The characteristics of young learners as learners based on these considerations is that they love to play and learn best when they enjoy themselves, they pretend to understand, or they understand in their own terms and do what they think you want. To do, they also have a very short attention and concentration range. But, actually as we know that children as learners have a high imagination about what they think, they saw and they heard.

D. Definition of Perception

Adediwura and Bada Tayo (2007: 165-167) in their academic journals describe the theory of perception by taking some experts. First, they take the theory argued by Allport (1966) that defines perception as the way people judge or evaluate others. Secondly, Eggen and Kauchak (2001) see perceptions of the cognitive dimension as a process in which people symbolize meaning to experience. This means that perceptions arise after people pay attention to certain stimuli in their sensory memories, but perception will affect the information that enters the working memory. Student perceptions according to McGoldrick and Caffrey (2009) cited in Akande (2009: 32) states that can be understood as the ability of students to justify their own opinions and distinguish them from the research presented in the classroom.



IAIN
PALANGKARAYA

CHAPTER III

RESEARCH METHOD

This chapter discuss about research design, subject of the study, source of data, data instrument, data collecting procedure, data analysis procedure and data endorsement.

A. Research Design

Research design is the analyst's arrangement of how to continue to increase a comprehension of some gathering or some wonder in its unique circumstance (Ary, et al 2010, p.426). In other hand, research configuration is the game plan of conditions for assortment and investigation of information such that point to consolidate importance to the exploration reason with productively system. The examination configuration is utilized by the analyst to design the plan to direct the exploration. What's more, Kothari (2004, p.32) referenced, in a nutshell, research configuration must, at any rate, contain—(an) an away from of the exploration problem;(b) systems and procedures to be utilized for social event data; (c) the populace to be considered; and (d) techniques to be utilized in preparing and examining information. For this situation analyst utilize subjective methodology and will utilize instrumental contextual analysis engaging plan.

The approach that used in this research is qualitative to find the teachers implementation of fun teaching-learning method. Creswell (2014) states that qualitative research is a process of inquiry aimed at

understanding human behavior by building complex, holistic pictures of the social and cultural settings in which such behavior occurs.

The research design is a researcher's plan on how to proceed to gain an understanding of some group or some phenomena in its context (Ary, et al 2010, p.426). On the other hand, the research design is setting the conditions for data collection and analysis in a way that points to combine relevance with research objectives with efficient procedures. The research design is used by researchers to plan a blueprint for conducting research. In addition, Kothari (2004, p.32) mentions, in a nutshell, the research design should, at a minimum, contain (a) clear statements about the research problem, (b) the procedures and techniques to be used for collecting information; (c) the population to be studied; and (d) methods to be used in processing and analyzing data. In this case the researcher uses a qualitative approach and will use a descriptive design of instrumental case studies.

The approach will use in this research is qualitative to find teacher implementing concept and student's perception. Ary, et al (2010, p.29) explains "Qualitative researchers seek to understand a phenomenon by focusing on the total picture rather than breaking it into variables. The goal is a holistic picture and depth of understanding rather than numerical data analysis".

This study will use case studies as an inquiry design that is found in many areas, especially evaluations, where researchers develop in-depth

analysis of a case, often a program, event, activity, process, or one or more individuals. Case study research is an intensive analysis of an individual unit such as a person or society that emphasizes developmental factors in relation to the environment (Stake, 1995).

Researchers will use case studies because this study focused on the perception and application of highly specialized teachers, research looking for detailed interaction with the context. In this research the implementation of teaching is teaching and learning activity of English Language. Researchers observe and withdraw from phenomena as clearly as possible without manipulation.

B. The subject of the Study

The researcher uses purposive samples that were believed to be sufficient to provide maximum insight and understanding of what they were learning. Where a teacher in SDIT Alam IKM Al-Muhajirin Palangka Raya.

The researcher observes one teacher at IV class because the teacher used Fun Teaching and the fun learning process. It was indicated that not all English teachers in SDIT Alam IKM Al-Muhajirin Palangka Raya who were observed by the researcher perform fun teaching-learning in the learning process. Besides the class was always active during the learning process. The researcher observes a teacher at V class because the teacher cannot use fun teaching method. It was indicated that not all English teachers in SDIT Alam IKM Al-Muhajirin Palangka Raya who were observed by the

researcher perform fun teaching-learning in the learning process. Besides, the class was always active during the learning process, Although English was one of the difficult sources for the students, the way of a teacher to deliver the materials made them enjoy and happy to the materials and easily got the understanding the material.

C. Source of Data

Sources of data for this research are teacher utterances become the main object in getting desired data. The researcher wants to analyze the Fun teaching-learning implement used by English teacher in the classroom. In this case, the utterance should include fun teaching-learning used by the English teacher.

This study uses three source of data: first, the observation of the uses of fun teaching-learning in the class. Second, recording to avoid loss of required data and there will be two phases that will be record by the researcher during the teaching-learning process that was delivering teaching materials and using or practicing the material used fun teaching-learning process that was delivering teaching materials and using or practicing the students. Third, interviews used to find more information such as the reasons of the used fun teaching-learning method in the class.

D. Instruments of the research

The key instrument in this study is the researchers herself. Mentioned by Sugiyono (2010, p.59) that researchers are key instruments in qualitative research. As a research instrument, researchers can make the

right conclusions to conduct research, which will be done directly in the field. Validation of researchers includes in the method, field of research, and the number of ready to conduct research, both in the field of academic and logistics.

To know the opinions of students about the method of teaching that has been taught teachers with language that simple so that students can understand it. Researchers will use an observation approach. Qualitative observation is when researchers takes field note, the researchers record, in unstructured or semi-structured activities at the study sites (Cresswell, 2014). Observations are used by researchers to understand the classroom situation, by understanding this situation; researchers believe the data will accurately support the analysis process. Data from observation can be a useful examination, and supplement to information obtained from other sources (Sapsford & Jupp, 2006). It may engage varying from a nonparticipant to a complete participant.

Observation was conduct on Monday 12 February 2018 at o'clock 08.00 – 09.30 p.m at the Room of class IV SDIT Alam IKM Al Muhajirin Palangka Raya. The researcher observations to student's one grade especially IV SDIT Alam Ikm Palangka Raya with the number of students 10 students, the observations made were the way students in the classroom and teacher strategies by used observation guideline and observation checklist. (see appendix 1).

Questionnaire was be used for the third problem of the study by used Questionnaire guideline (see appendix 3). Questionnaire are any written instruments that present respondents with a series or statement to which they are to react either by writing out their answer or selecting from among exiting (Dornyei, 2003, p. 6). Researcher conducted questionnaire with closed-ended Question. To support the data, closed-ended question in closed-ended questions in surveys, the researcher poses a question and provides preset response options for the participant (cresswel, 2011, p. 386).

Interviews was be used for the first and second problems of the study by using interview guideline (see appendix 2 and 3). Researchers conducted interviews with unstructured and general participants and teachers to collect and collect information from participants (Cresswell, 2014). The researcher was be the interviewer while the subject will be the interviewee. Part of interview intentional to find out the reasons students and teachers. With open questions, researchers will help make natural movements and reduce student anxiety.

E. Data Collection Procedure

To answer the problems of study, the researcher will be use some techniques based on the design of the study. The researcher has use observation technique, documentation and interview in collecting the data. There are three steps in data collection procedure:

1. Observation

Observation is essential technique for acquiring information in subjective exploration and is something beyond hanging out (Esterberg, 2002, p.131). It is more worldwide kind of perception than the orderly. The subjective examination's objective is finished portrayal of conduct in a particular setting as opposed to numeric outline of event or span of watched behaviour (Donald, 2010, p.431).

In this study, the researcher has observe the school collect the data about curriculum and syllabus of English taught at the fourth grade student, and also did directly observation checklist to the class especially in their activities.

Observation was conduct on May 12th 2018 by the fourth grade students of SDIT Alam IKM Palangka Raya. The observation was started by general observation and furthermore. Focus to the subject of the research. It was begin to introduce what the purposes of writer. By this way, it could be gotten the actual data about the case of teachers' strategies in the classroom by fourth grade of SDIT Alam IKM Al-Muhajirin Palangka Raya.

The researcher has done observation about up to one time appointment to get the data. The researcher has done observation when the student was in the fourth grade. It was called by general observation, because all the data which can answer the problem of the

study. Otherwise, the general observation was needed to know the students activities in their classroom.

The researcher observes a the teacher instruction during the earning process, what anguages which used by the teacher and how she or he makes the students understand the material by fun teaching-learning. This consist of research data such as observation and checklist.

a. Checklist

Behavioral checklist or commonly called checklist is a method of observation that is able to provide information about the emergence or not observed behavior by giving a check mark (\checkmark) if the observed behavior appears (Herdiansya, 2009, p. 136). In the checklist table the researcher will include observed behavior indicators raised by the subject of research.

2. Interview

Interviews are ways of collecting data used to obtain information directly from the source. According to Robert and Bilken (1982: 135) cited in Butler and Griffin (2010, p. 25) states that the interview is a purposeful conversation, usually between two people (but sometimes more involving) directed by someone to get information. According to Cohen et al (2000: 221) cited in Creswell (2014, p. 23) states that interviews are best understood in motivational theories that recognize the setting of non-rational factors that govern

human behavior, such as emotions, subconscious needs, and interpersonal influences. In this study, the authors used guided interviews. The guided interview is where the interviewer is not free to question the respondent because the interviewer is guided and controlled. The author gets information about how to do reading comprehension teaching using the retelling technique. This interview is conducted with teachers and students to get more information directly about the research problem being studied. The authors decided in this study to collect interviews using focus group interviews. It can be used to gather a mutual understanding of some individuals and also to gain views from certain people.

According to Lincoln & Guba (1985: 270-271) cited in Doddy Irmawati (2012) Interview, the technique is used to collect data from human resource (actor). The interview process is conducted in five stages: (1) determining the actors to be interviewed. (2) Preparing for interview activities - the nature of questions, tools, adjusting time and place, making appointments. (3) Initial steps, determine the focus of the problem, make open-ended questions (open and structured), and prepare temporary records. (4) Implementation, conducting interviews in accordance with the preparations made. (5) Closing the meeting. These five stages follow the guidelines put forward.

The interview section will be held separately with observation day. That's because researchers want to collect more specific data.

Subjects will be interviewed one by one to avoid situations where students and teachers feel uncomfortable in formal situations with open questions. It will also help researchers collect data because each student is interviewed separately. This section will be recorded with an audio recorder to ensure that researchers get the right data for analysis afterwards.

The interview was focus to answer the problem of the study, the interview divided: How student perception and teachers plan. The researcher did the interview to the 5 students and 1 teacher.

In light of Lincoln and Guba on Sugiyono's book (2010, p. 322), there are steps in interview, for example,

- a. Determination of the interviewee.
- b. Preparation of the fundamental issues as the meeting material.
- c. Beginning the interview.
- d. Conducting the interview.
- e. Confirmation the consequence of meeting to the interviewee
- f. Writing the consequence of meeting to the field notes.
- g. Identification the subsequent the meeting result.

The scientist start with general points or inquiries that was pose to understudies so as to get data about how they consider composing a passage dependent on topical movement. In this study, interview used is structure interview.

3. Questionnaire

Questionnaire are any written instruments that present respondents with a series or statement to which they are to react either by writing out their answer or selecting from among existing (dornyei, 2003, p. 6). The questionnaire section will be held separately with observation day. That's because researchers want to collect more specific data. Focus to the subject.

Questionnaire will also used for the third problem of the study. Questionnaire are any written instruments that present respondents with a series or statement to which they are to react either by writing out their answer or selecting from among existing (dornyei, 2003, p. 6). Researcher conducted questionnaire with closed-ended Question. To support the data, closed-ended question in closed-ended questions in surveys, the researcher poses a question and provides preset response options for the participant (cresswel, 2011, p. 386).

F. Data Analysis Procedure

Data analysis involves a thorough checking process and interpretation, a process of completing the data into its constituent components, to reveal its characteristic elements and structures. By analyzing and interpreting the data, researchers understand the information collected. This research collects qualitative data, and therefore, the data are analyzed according to the type. My data and analysis retrieval is conducted in sequence with preliminary data analyzed from reports and committee minutes that helped in informing future data collection. Interview

transcripts are very important in my data analysis. Data analysis requires reading and re-reading and listening and re-listening to highlight and label important, descriptive and informative issues emerging for sorting and categorization.

To analyze the data, the researcher will arrange and prepare some data taken from observation, interview, documentation, and field notes. Then first, the researcher will watch and listen to the students' repeated speech performance video to find the filler used by the students. Video transcription will be made based on the students' speaking performance. Researchers will also use data from field notes during the students' speaking performance.

Secondly, researchers will observe data from the interview section by listening repeatedly to students 'and teachers' audio interviews. Audio will be displayed in the transcription data for the report and help the researcher to find answers to the second question problem. Observations will include data from field notes to support data interviews.

Third, the researcher will study the observed data from the observation and the interview section in depth. The data from that section will be organized into several classifications based on the purpose of each problem. This section will help researchers to distinguish the necessary and unnecessary data.

Fourth, the researcher will deduce the data and classify it into several groups. Before concluding the data, the researcher will observe the

data again to ensure no information is left. The concluding process will require data from all parts of the study from the preparation process to the observation of the data. Data will be displayed in descriptive text.

G. Data Endorsement

There is one technique to determine the endorsement of data. Researcher use triangulation technique to make his research valid. According to Stainback in Sugiono states that the aims are not to determine the truth about some social phenomenon, rather the purpose of triangulation is to increase one's understanding of whatever is being investigated. Furthermore, using triangulation techniques the value data more consistently. The researcher collected the data by various techniques from the source same of data. In this case, the researcher used observation, interview, documentation and questionnaire.

1. Credibility

Credibility is equivalent to legitimacy in the quantitative strategy. Believability in subjective exploration concerns the honesty of the request's discoveries (Ary, et. al, 2010, p. 500). In the trial of information believability or inner legitimacy, the information must be conceded and gotten reality dependent on data wellspring of the investigation. The technique to improve the believability (inner legitimacy) in this examination is utilized proof dependent on basic authentication. Eisner (1998, p.110) characterizes auxiliary substantiation as a "signifies through which numerous sorts of information are identified with one another to help or repudiate the

translation and assessment of a situation. Basic confirmation utilizes various wellsprings of information (triangulation) and various techniques. A blend of information sources, as meetings, perceptions, pertinent report and utilization of various strategies improve the probability that the wonder under examination is being comprehended from different perspectives” (Ary, et.al, 2010, p. 489-499).

2. Transferability

Transferability is how much discoveries of a subjective report can be applied or summed up to different settings or to different gatherings (Ary, et.al, 2010, 501). Transferability identify with the inquiries, how far the aftereffect of the examination may be applied to the others in another unique situation. Along these lines, the analyst requested to report the information end unmistakably, efficiently, and worthy. To the consequence of the investigation could move to the comparable classes.

3. Dependability

The degree to which information and discoveries would be comparable if the investigation were imitated called steadfastness (Ary, et. al, 2010, p. 502). The technique to research reliability of this examination was triangulation or substantiation. Substantiation is additionally used to set up the steadfastness of subjective investigations. On the off chance that numerous strategies bring about

comparable discoveries, it upgrades the dependability of the examination (Ary, et. al, 2010, p. 503).

4. Conformability

Comformability in subjective exploration is equivalent to quantitative specialist's idea objectivity. Both arrangement with the possibility of lack of bias or the degree to which the specialist is allowed to inclination in the methods and the understanding of the outcome (Art, et. al, 2010, p. 504).

In this examination, to guarantee comparability the scientist worried about whether the information she gathered and the ends she drew would be affirmed by others researching a similar circumstance. To collect the data there are several steps an explained in figure 3.1

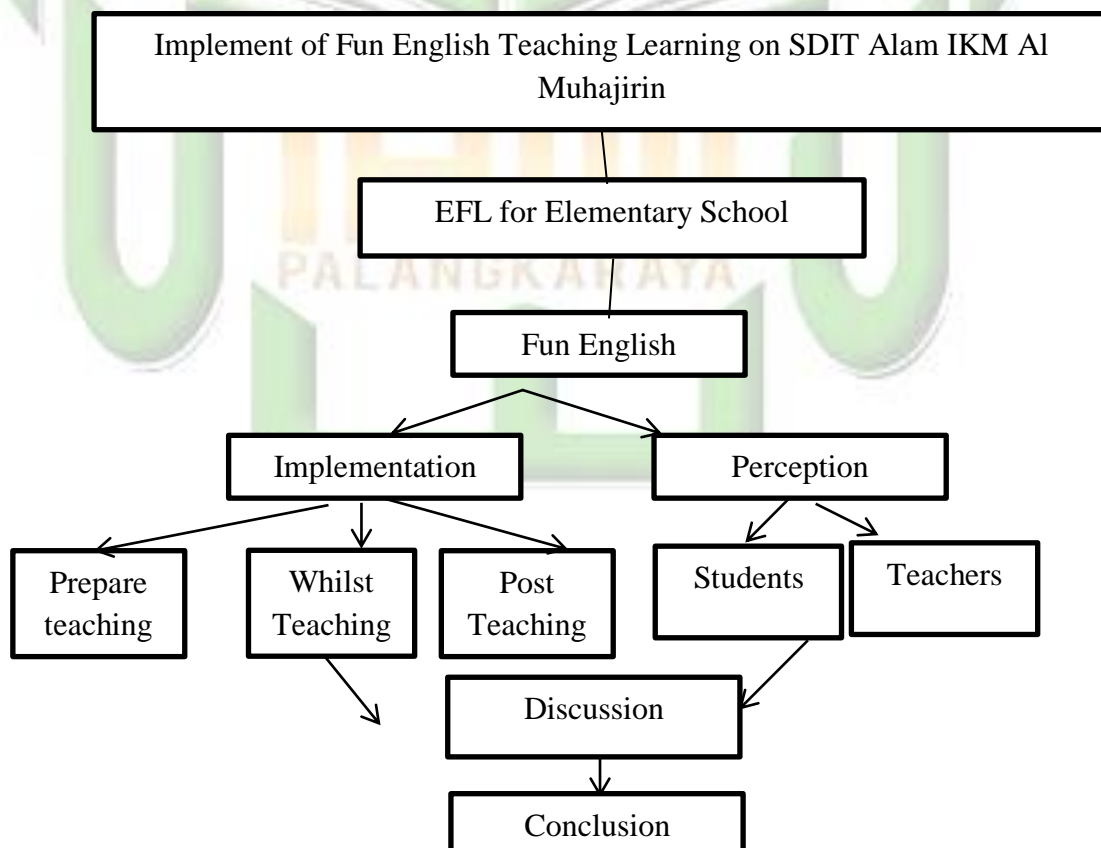


Figure 3.1 Steps in analyzing and collecting data

CHAPTER IV

RESEARCH FINDING

This chapter will analyze and discuss findings of the research, which is collected from observation, interview and questionnaire. The writer tries to find information, data, and fact as much as possible from those research instruments. Then, she wants to describe the problem and analyze it in order to interpret the implementation of fun teaching method at SDIT Alam IKM Al-Muhajirin Palangka Raya.

A. Data Presentation

The research questions were "how is the implementation of fun English teaching at SDIT Alam IKM al-Muhajirin Palangka Raya? How is the student's perception on implementation fun English teaching and learning toward SDIT Alam IKM al Muhajirin Palangka Raya? To answer the research question, the researcher used observation checklist, interview and questionnaire.

The researcher takes from the teachers' observation checklist on Observation was done on Thursday, October 28th 2018 and started at 08.30 am until 09.30 am; the teacher taught the students used fun teaching method. The number of the students were 10 consist 4 male and 6 female. For the first data, research was conducted to investigate the strategies used by English teachers. The researcher used observation checklist and field note to get the data. The observation checklist aimed to instrument

completed by an observe the teaching and learning process in the classroom during the implementation of method. And the result was that teachers always used fun teaching methods to make it easier for students to learn English.

After that, the researchers took from the student Questionnaire was done on Thursday, October 4th 2018 and started at 09.30 am until 10.00 am; the researcher gave the students questionnaire. And the researcher conducted an interview on October 01th 2018 and start at 08.00 until 09.30 am. The researcher did the interview to the 10 students and teachers only one day to get all the data. Question number one to number two aims to find out whether the method used is interesting and fun. Question number three is to find out if the method learned is easy to understand. Questions number four and five are intended to find out the students' response to the method. Question number six is intended to find out students' interest in the method applied by the teacher. And the last is the number seven and eight questions aimed at getting students' opinions about whether the method used helps to understand the material and makes it easy to learn English.

B. Research Findings

To obtain data related to fun teaching method applied by the teacher and students' responses to the method, researchers came to the class at fourth in SDIT Alam Ikm Al Muhajirin Palangaka Raya especially English class to conduct activities such as classroom observations

checklist, field notes, questionnaire, teacher interviews and student interviews. The researcher observes, field notes and observation checklist for several important points during the teacher. The researcher interviewed several participants, observed the class and collected several documents to know the students response method used by the teacher.

1. Result of Observation

The observation focused when the teachers taught material using Fun Teaching-Learning. The observation based observation checklist. The researcher gave the students questionnaire sheet. During the students learn, the researcher did observation checklist (see appendix 1).

The activities above related to interconnected characteristic of teachers such as Fun Teaching-learning activities. The techniques focus on the students' perception and implement the method by the teachers.

The researcher found the treatment applied by the teacher when she used the fun teaching-learning method to students based on the observation process. The researcher made three observations. In the first observation, research was conducted to investigate the strategies used by an English teacher, and the result was that teachers always used a fun teaching-learning method to make it easier for students to English. Second and third observations, the researcher observed the

learning process and student respons in class when the teacher used the fun teaching-learning method.

Based on the result from the observation, it was found that pre-teaching process the teacher greeted the students and the students answered her greeting. After that teachers prepared the students condition (Their seat, books, pens and references). Teachers checked the students and apperception before learn the material.

In whilst learn English process students start to learned the material, the teachers gave the material, used the fun teaching method learn with the song, and made the students enthusiastic and make the spirit. Be sides learn with the song the students got new vocabulary and that made the different result on their value.

The last, the post-learning the teachers conclude the material and the students wrote that. Teachers gave the homework to know the result of learned. After that teachers reminded the students before closed the learned, and then the teachers closed the activities.

When used the fun teaching-learning process on observation, students got different value after the teachers used fun teaching method and there were very enthusiastic.

2. Result of Questionnaire

Questionnaire was done on Thursday, October 4th 2018 and started at 09.30 am until 10.00 am; the researcher gave the students questionnaire. The questionnaire based questionnaire for students.

During the students learn, the researcher did questionnaire for students (see appendix 3).

The students' questionnaire arranged in closed-ended question. "In closed-ended questions, the researcher poses a question and provides preset response options for the participant" (Creswell, 2012:386). The closed-ended questions were adopted from Richards (2001, p. 82) and Yana (2016) from Boronujeni and Fard (2013).

3. Result of Interview

In this interview the researcher wanted to know how students perception when the teachers using fun teaching-learning method and to know the teachers opinion about fun teaching-learning. They was very represented in completing the necessary data, and can answers the problem in this study.

a. Teacher Interview

Miss SF

"A preliminary study that a actually all the responden all the student like learn English. I hope that by the end of the class can get better and it's the true because after using this method some of them get different result. Sometimes, class condition are quite comfortable where students have diverse abilities. Sometimes, I used the method according to the material and sometimes adjust with the aimed. All of the students sometimes enthusiastic depend the character of the student and some people very enthusiastic. That the student use fun teaching-learning

method that use applied actually this is purely fun teaching- learning method I assign them to make a get homework. They can express the result of the study today , they work to present the topic they interested it. The problem that I find in class when applying fun teaching-learning method some of them have the similiar response to do fun teaching-learning in compliting the assaignment. the other significant changes in student outcomes after use the sign in the class still going on i cant say that significant or not because we have three meeting actually.”

Based on the results of the interview, the teacher said that as a beginning of learning in general all students could easy to learn English.. The teacher hopes that at the end of the class can be better when the teacher applied this method and it's true, because the students always get the different result after using fun teaching method. The problem that is usually faced by students when learning. Fun teaching-learning methods that use this are pure fun teaching-learning methods. The teacher assigns them to make an assignment for today. They can express, they work harder to present topics they are interested in. Other significant changes in student learning outcomes after using fun teaching-learning teachers tell after using this method students get different result just than before using fun teaching-learning method.

b. Student Interview

1) K

“Myproblem especially in Learn english is sometimes I cannot really undrestand the material and sometimes I understand

what the teachers teach. The teacher explain easy and make learn English very interesting. Yes the fun teaching-learning method make easy for understand. The Fun teaching-learning maybe a qualified good method for our learning.”

Based on the interview, He said the problem especially in writing English is that he really understands to the material. The teacher explains what is understood how to learn English. Sometimes the teacher explain the material make all of them easy and interest. According to him, fun teaching-learning methods make it easy to understand the material and fun teaching-learning can be a good and quality method for learning.

2) DAS

“My weaknees in learn English courses is sometimes I cannot understand what teacher taught. Sometimes teacher must change the thecnique of teaching to better and more interesting way. But, after teacher taught using fun teaching method, is it makes very easy and make me understand. Yes ,fun teaching-learning maybe its easy. In my opinion fun teaching-learning make it easier for student to learn in class , because is easy to understand method.”

From the results of the interview, DAS said the weakness in writing was her cannot understand what teachers taught. According to her Sometimes the teacher must change teaching habits to be better and more interesting so that they are easy to understand. But, sometimes the teacher using fun teaching-learning method and makes her interest. According to her, fun teaching-learning makes it easy for students to learn in class, because the method is easy to understand.

3) DMRF

“The problem is in learning english especially when get the task. I think the teacher can expalining again. Yes, if it is fixed will be understand more. I like the teachers method, because can make me understand when learn English. Yes, I agree because the fun teaching-learning method is supporting learning.”

Based on the interview, DMRF said the problem faced was learning English especially when get the task write English. She wants the teacher to explain many times. But, she likes teachers method, because can make her understand. She likes fun teaching-learning because she can explain and share knowledge.

4) NK

“Oke, the problem in study English is many the less understand. What the teacher does is just repeat the explanation by giving an example. Yes because usually it provide explanation that are understood. Yes because the teachers also explanation using language that is easy to understand. In my opinion is very good method is easy to understand.”

Based on the results of the review, NK said that the problems that are often in study English many have less understand. When she is confused to understand the teacher just repeats the explanation by giving an example and who usually gives an explanation that is understood. The teacher explains using two languages, Indonesian and English so that it is easy to understand by students. According to the fun teaching-learning method that is applied is very good and easy.

5) SNFR

“My problem in learn English because sometimes I can't understand what the teachers said. Usually my teacher, give sugesstion to learn fun teaching-learning method, sometime understand but another time I can't

understand. Sure because with fun teaching-learning method can make learning more efficiently and give us to easy in learning. base on may opinion this method fun teaching-learning is good method because it can make me more understand.”

Based on the interview, SNFR said one of the problems in learns English because sometimes I can't understand what the teachers said. Usually the teacher gives advice for fun teaching-learning, sometimes understands but usually cannot understand. Of course with fun teaching-learning methods she can share and learn more efficiently. Based on her opinion this fun teaching-learning method is a good method because it can easy to learn.

C. Discussion

In this part, the researcher discusses the research findings in depth to answer the problem formulation stated in Chapter I. The researcher explains the findings related implementation to the teacher which is concerned with the problems students and also the addition of the data was from the teacher and students perception. From those data, the researcher tried to connect with the theories so that she hopes the results of the findings will describe the real of the students in learn English and the teacher implementation of the method. The research problem of this study is “How is the implementation of fun English teaching at SDIT Alam IKM al-Muhajirin Palangka Raya?” and How is the student's perception on implementation fun English teaching and learning toward SDIT Alam

IKM al Muhajirin Palangka Raya?”, where the data that obtained from their observation, interview and questionnaire.

Fun learning is a learning that makes students comfortable, safe and calm heart because there is no fear (scorned and abused) in actualizing the ability of him (Aqib, 2009, p. 23). The fun learning is a way to learn that exciting process and fun and centered on the condition of psychology students and atmosphere environment in doing the learning process teaching (Aisah, 2016).

This study is a concern for students' perception and implementation of method the teacher used in fourth class students of the English class on SDIT Alam IKM Al-Muhajirin Palangka Raya. The results were obtained from observations, field notes, students and teacher interviews.

Based on the results of the interview the teacher that as a beginning of learning in general all students could easy to learn English. The students always get the different result after using fun teaching method. The problem that is usually faced by students when learning. Fun teaching-learning methods that use this are pure fun teaching-learning methods. Other significant changes in student learning outcomes after using fun teaching-learning teachers tell after using this method students get different result just than before using fun teaching-learning method.

In giving fun teaching-learning methods, teachers taught some lesson using fun teaching-learning method. The teacher gives the topic according to syllabus in the fourth class. Teachers usually use the same

method of correcting errors for all students. In addition, teachers praise students can get the different result after that.

The teacher will give the same lesson topic if there are still students who do not understand it but that of course is adjusted to the syllabus and also the assessment standards. If student achievement is considered to be able to meet the minimum grade standards, the teacher will switch to other learning. The teacher will also conduct tests by giving questions that are somewhat different but similar so that students are interested in answering, the teacher occasionally asks students without prior notice so students will get ready to answer questions.

Question number one was to know the student's reason for teacher's way on the method used the teacher. Based on table 1 above, it can be seen that 70% of the students consider like the teacher way, 10% of the students consider maybe, and 20% of the students consider dislike the way the teacher method.

These results indicate that the majority of students already feel that the teaching methods used by their teachers are very pleasant. The meaning is that they feel happy and also understand what the teacher is conveying. Do not feel scared and feel that the lesson is done casually but still reaches the learning objectives. In general, children will feel more happy to learn when the method is light and fun. As with the results of research that 70% of students already feel comfortable with the teaching methods used by teachers. Even so, there are 10% of students who still

doubt whether the method is fun enough or not. Possibly this is due to differences in mindset or comprehension so that when many friends say the lesson is fun but for 10% students are still not and are considered normal. Meanwhile there are 20% of students who feel the way the teacher is still not fun. Basically students' perceptions will vary depending on how he sees the lesson and whether he thinks the lesson is interesting for him or not. Each student has their own uniqueness and preferences.

Question number two was to know the student's reason for the interesting on the method used the teacher. Based on table 1 above, it can be seen that 60% of the students consider interesting the taught, 30% of the students consider maybe, and 10% of the students consider dislike.

From the statements of the students it can be seen that according to them the material taught by the teacher is interesting, it can be seen from the 60% of students who were asked at the time of the study, while 30% of students said they were still doubtful or not so sure whether the lesson was interesting to them or not. While 10% of students said that the lesson was not interesting so they did not like it.

Question number three and four was to know the student's reason for learning process on the method used the teacher. Based on table 2 above, it can be seen that 80% of the students consider like the learning process, 20% of the students consider maybe, and 0% of the students consider dislike the way the teacher method.

From the results of this study it can be seen that the majority of students like the learning process provided by their teacher, which is as much as 80%. This means that the way teachers teach is able to attract their attention and make them enjoy the learning process provided. However, there are 20% of students who feel that this is normal so they think that the learning process undertaken is not so enjoyable. This must get the attention of the teacher, because students' thinking abilities are not the same as each other. Therefore sometimes a somewhat different approach is needed for other students. However, if viewed from the number who like the learning process it reaches 80% of students it can be concluded that the learning process is quite enjoyable.

Question number five was to know the student's reason for the students' response on the method used the teacher. Based on table 3 above, it can be seen that 50% of the students consider like learn in the classroom, 20% of the students consider maybe, and 30% of the students consider dislike.

As with question number four before, then question number five is related to the reason they like the lessons they are given. Of all the students who were asked there were 50% of students who liked the teaching methods given, but the rest were hesitant and did not enjoy learning in class. This is likely due to the teacher not conveying well what was the topic of discussion. Therefore not all students understand and like

it. All students are different, because it is natural that the methods given by the teacher are not all able to receive them well.

Question number six was to know the student's reason for the students' response on the learn teacher taught. Based on table 3 above, it can be seen that 70% of the students consider interesting on the material, 10% of the students consider maybe, and 20% of the students consider dislike.

From the research results it can be seen that most students think that the material presented is quite interesting. But there are some who feel unattractive and are also still hesitant to state that the lesson delivered is interesting to him or not.

Question number seven was to know the student's reason for the teacher taught. Based on table 4 above, it can be seen that 80% of the students consider like the teacher taught on the material, 10% of the students consider maybe, and 10% of the students consider dislike.

As in the previous question that most students like what is conveyed by the teacher. Therefore it can be assumed that the way the teacher explains is enough to attract students' attention.

Question number eight was to know the student's reason for the students' response on the learn teacher taught easy to understand. Based on table 4 above, it can be seen that 70% of the students consider easy to understand, 30% of the students consider maybe, and 0% of the students consider dislike.

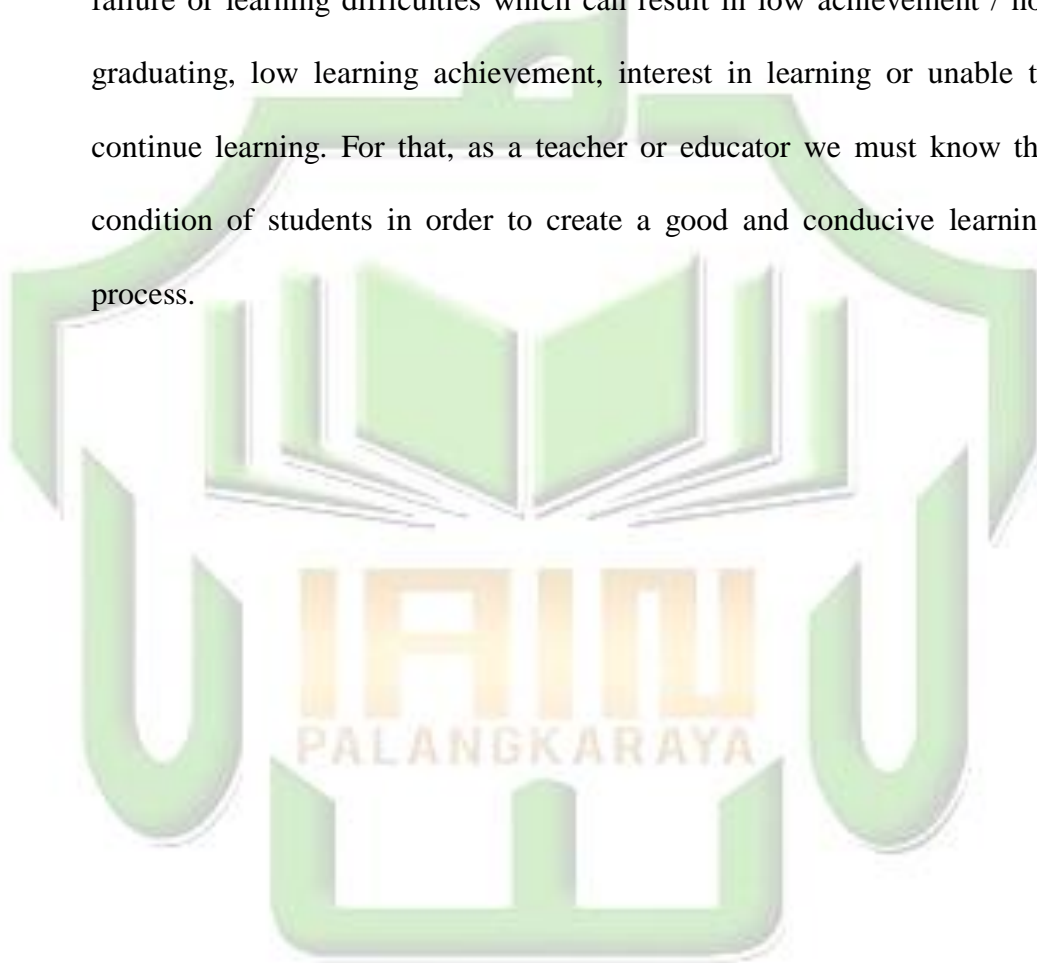
According to the answers given in question number eight it can be seen that students think that the lessons delivered are easy to understand.

Based on the result of the questionnaire, that response from the use of methods fun teaching got a good response by the students, which is evidenced with students learning outcomes, and can be seen from the moment of learning where the students are more active than usual, and more diffuse. From the research conducted it can be seen that the fun teaching teaching methods used by the teachers at SDIT ALAM IKMAL MUHAJIRIN PALANGKA RAYA are good enough and interesting so that students feel the lessons delivered are easy to understand.

In addition, based on the results of the study can be found that problem which usually faced by students when learning. Fun teaching-learning methods that use this are pure fun teaching-learning methods. The teacher assigns them to make an assignment for today. They can express, they work harder to present topics they are interested in. Other significant changes in student learning outcomes after using fun teaching-learning teachers tell after using this method students get different result just than before using fun teaching-learning method.

A professional teacher is to understand how to give elementary school children lessons well. They can deliver the material maximally to students so that learning objectives can be achieved to the maximum. To be able to achieve these goals is indeed not an easy thing. Problems experienced by students if not addressed immediately will certainly hinder

the learning process of students and will have an impact on the achievement of the learning objectives. Students will succeed in the learning process if the student does not have problems that can affect the learning process. If there are students who have problems and the students' problems are not immediately found a solution, students will experience failure or learning difficulties which can result in low achievement / not graduating, low learning achievement, interest in learning or unable to continue learning. For that, as a teacher or educator we must know the condition of students in order to create a good and conducive learning process.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on finding of the study, the students' of fourth on SDIT Alam IKM Al-Muhajirin Palangka Raya on their perception and teachers implementation based on fun teaching method as follows:

First, as a result of the fun teaching-learning method conducted by the teacher, it was found that from the method the students were very enthusiastic about the method that the teacher did students the results are more effective to improve understanding and learning achievement to learn English meanwhile learn with the another method.

Second, As a result of the fun teaching learning method conducted by the teacher, it was found that from the application the students were very enthusiastic about the method that the teacher did which can be seen from the students' learning outcomes seen before and after learning using the fun teaching learning method and students have their own interest in English subjects after using fun learning methods. This can be seen based on a questionnaire of student interest in English subjects after using the fun learning method applied to the teacher.

Seen from students' perceptions it was found that 80% of them were very enthusiastic and very fond of language learning conducted by the teacher which uses the fun teaching learning method. Call it the previous research conducted by Syamsir Syahrul with the same title only

its application in language subjects in his research It is said to be successful and satisfying. This is what confirms that the use of fun learning methods or buttons is very suitable to be applied to improve student learning outcomes.

B. Suggestion

The results of this study are expected to contribute significantly to the world of education, especially learning English at SD / SDIT / MI or the equivalent level of education. The suggestions that researchers can provide to other researchers in the field of English learning include:

1. For the students

Fun teaching-learning methods can be used in the process of learning English in classes with the intention that students are easier to understand English learning available facilities and learning resources.

2. For the Teacher

Teachers can help students to reduce some mistake or not understanding students in learning English. Because of this method the teacher can create comfortable classes, motivate his students, facilitate and guide them in language learning.

3. For the other researcher

This study tries to find information about students' needs in learning English. The researcher here does not emphasize on the material, but more in activities. So, the researcher suggests the next researcher to find out the needs of students in learning English, and the

researchers hope that the next research can be better than this research, and this research becomes a reference for the next researchers who take this term.



REFERENCES

- Ahangari, S. (2016). Characteristics of an Effective English Language Teacher (EELT) as Perceived by Learners of English, *4*(14), 20.
- Ahmad, J. (2012). English Language Teaching (ELT) and Integration of Media Technology. *Procedia - Social and Behavioral Sciences*, *47*, 924–929. <https://doi.org/10.1016/j.sbspro.2012.06.758>
- Aisah, I. (2016). Effect of Fun Teaching Methods Using Flash Card on Motivation and Learning Mathematics. *ITEj (Information Technology Engineering Journals)*, *1*(1).
- Creswell, J. W. (2014). *Research design: qualitative, quantitative, and mixed methods approaches* (4th ed). Thousand Oaks: SAGE Publications.
- Hayati, A. (2007). *The Use of Puppets as Teaching Media to Teach Conversation for Young Learners (an Action Research of the Sixth Grade Students of Sdn 4 Model Islam Gubug Grobogan in the Academic Year of 2008/2009)* (PhD Thesis). Universitas Negeri Semarang.
- Islam, F. (2016). *Effectiveness of communicative language teaching at primary level in Bangladesh* (PhD Thesis). BRAC University.
- Karim, A. (2011). Introducing Teaching English to Young Learners (TEYL) in Pakistan through Professional Development Workshop. *Language in India*, *11*(10).
- Nilawati, S. C. (2009). *The Effectiveness of Teaching Vocabulary by Using Puppet at Elementary School Students (The Case Study of the Fourth Graders of SDN Leteh II Rembang in the Academic Year of 2007/2008)* (PhD Thesis). Universitas Negeri Semarang.
- Porras González, N. I. (2010). Teaching English through stories: A meaningful and fun way for children to learn the language. *Profile Issues in TeachersProfessional Development*, *12*(1), 95–106.

- Priscila, T. (2013). *Penggunaan Metode Fun Learning (Flash Card, Permainan, Dan Bernyanyi) Dalam Pembelajaran Kosakata Bahasa Mandarin Di SDK Pelita Nusantara Kasih Surakarta* (PhD Thesis). Universitas Sebelas Maret.
- Syahrul, S. (2017). Penerapan Metode Fun Learning Untuk Meningkatkan Hasil Belajar Bahasa Indonesia Siswa Kelas Vii Smp Negeri 1 Tompobulu Kabupaten Gowa. *Konfiks: Jurnal Bahasa Dan Sastra Indonesia*, 3(1), 63–70.
- Taie, M. (2015). English Language Teaching in South Korea: A Route to Success? *Theory and Practice in Language Studies*, 5(1), 139. <https://doi.org/10.17507/tpls.0501.19>
- Creswell, J. W. (2007). *Qualitative inquiry and research design: Choosing among five approaches*. Thousand Oaks, CA: Sage.
- Banas, J. A., Dunbar, N., Rodriguez, D., & Liu, S.-J. (2011). A review of humor in educational settings: Four decades of research. *Communication Education*, 60(1), 115-144.
- Batdi, V. (2014). The views of students and teachers about using fun-based videos in English language teaching (ELT). *Mevlana International Journal of Education*, 4(1), 228-243.
- Carver, M. (2013). Edgy humour in the classroom: A case study of risks and rewards. *Journal of Perspectives in Applied Academic Practice*, 1(1), 30-34.
- Denzin, N. K., & Lincoln, Y. S. (2005). *Sage handbook of qualitative research*. Thousand Oaks, CA: Sage Publications.
- Garner, R. L. (2006). Humor in pedagogy: How ha-ha can lead to aha! *College Teaching*, 54(1), 177-180.
- Hsieh, H., & Shannon, S. E. (2005). Three approaches to qualitative content analysis. *Qualitative Health Research*, 15(9), 1277-1288.

- Lesser, L., & Pearl, D. (2008). Functional fun in statistics teaching: Resources, research, and recommendations. *Journal of Statistics Education*, 16(3), 1-11. <http://www.amstat.org/publications/jse/v16n3/lesser.pdf>
- Lesser, L. M., Pearl, D. K., Weber, J., & Reyes, R. (2014). Bridging the Disciplines with Fun: Resources and Research. Second Electronic Conference on Teaching Statistics. <https://www.causeweb.org/ecots/ecots14/32/>
- Lesser, L. M.; Wall, A.; Carver, R.; Pearl, D. K.; Martin, N.; Kuiper, S.; Posner, M. A.; Erickson, P.; Liao, S.-M.; Albert, J.; & Weber, J. J. (2013). Using fun in the statistics classroom: An exploratory study of college instructors' hesitations and motivations. *Journal of Statistics Education*, 21(1), 1-33. <http://www.amstat.org/publications/jse/v21n1/lesser.pdf>
- Özdoğru, A. A., & McMorris, R. F. (2013). Humorous cartoons in college textbooks: Student perceptions and learning. *Humor*, 26(1), 135-154.
- Pekrun, R., Elliot, A. J., & Maier, M. A. (2009). Achievement goals and achievement emotions: Testing a model of their joint relations with academic performance. *Journal of Educational Psychology*, 101(1), 115-135.
- Robinson, C. F., & Kakela, P. J. (2006). Creating a space to learn: A classroom of fun, interaction, and trust. *College Teaching*, 54(1), 202-206.
- Strauss, S., & Corbin, J. (1990). *Basics of qualitative research: Grounded theory procedures and techniques*. Newbury Park, CA: Sage.
- Tews, M. J., Jackson, K., Ramsay, C., & Michel, J. W. (2015). Fun in the college classroom: Examining its nature and relationship with student engagement. *College Teaching*, 63(1), 16-26.



APPENDIXES I

Appendix 1 Result of Observation

OBSERVATION CHECKLIST
(FOR OBSERVING TEACHER)

Classroom Teacher : IV

Place : SDIT ALAM IKM AL MUHAIRIN

No.	Aspek yang di nilai	yes	no
I.	Pra Pembelajaran		
1.	Guru memberikan salam dan mengajak siswa berdoa	√	
2.	Guru mengecek kesiapan diri dan kehadiran siswa	√	
3.	Melakukan kegiatan apersepsi kepada siswa	√	
4.	Memberikan motivasi kepada siswa	√	
5.	Memberikan Tanya awab seputar pembelajaran hari ini	√	
II	Kegiatan pembelajaran		
1.	Melaksanakan pembelajaran sesuai dengan kompetensi (tujuan) yang ingin dicapai.	√	
2.	Melaksanakan pembelajaran secara runtut	√	
3.	Menguasai kelas dengan baik	√	
4.	Melaksanakan pembelajaran sesuai dengan alokasi waktu yang direncanakan	√	
5.	Penguasaan materi pelajaran	√	

6.	Menggunakan media yang efektif dan efisien	√	
7.	Menghaskan pesan yang menarik	√	
8.	Melibatkan siswa dalam pemanfaatan media	√	
9.	Menunjukkan sikap terbuka dan respon siswa	√	
10.	Menumbuhkan keceriaan dan antusiasme siswa dalam belajar	√	
11.	Memantau proses belajar siswa	√	
12.	Menggunakan bahasa lisan dan tertulis secara jelas, baik dan benar	√	
13.	Melaksanakan metode fun teaching	√	
III.	Penutup		
1.	Memberikan kesimpulan terhadap proses pembelajaran yang telah berlangsung	√	
2.	Menutup dengan salam	√	

Source : With some modification Layyinah (2017)

Rencana Pelaksanaan Pembelajaran

(RPP)

Sekolah : SDIT IKM Al Muhajirin

Pelajaran : Bahasa Inggris

Kelas/Semester : II, III, IV/1

Alokasi Waktu : 2 x 35 menit

Materi Ajar : Daily Expression

Fokus Kemampuan : Menulis

Pertemuan : Tiga puluh Dua & Tiga puluh Tiga
(Selasa, 21 November 2016–Senin 28
November 2016)

Standar Kompetensi

Mengeja dan menyalin tulisan bahasa Inggris sangat sederhana dalam konteks kelas.

Kompetensi Dasar

Mengeja kosakata bahasa Inggris sangat sederhana secara tepat dan berterima dengan ejaan yang benar.

Menyalin kosakata bahasa Inggris sangat sederhana secara tepat dan berterima.

Indikator Pencapaian & Karakter Siswa yang di Harapkan

Megeja kosakata berdasarkan ejaan yang benar.	Dapat dipercaya (trustworthines)
Menyalin kata yang didengar dengan penulisan huruf yang benar.	Rasa hormat dan perhatian (respect) Tekun (diligence) Tanggung jawab (responsibility) Berani (courage)

Tujuan Pembelajaran

Siswa mampu menulis dan mengungkapkan berbagai kosakata bahasa inggris sangat sederhana dalam konteks sehari-hari.

Materi Pembelajaran

Subjek

I (saya)
You (kamu)
We (kita)
They (mereka)
He (dia laki-laki)
She (dia perempuan)
It (itu/ binatang)

Verb (kata kerja)

Go (pergi)
Come (datang)
Wash ((mencuci)
Go home (pulang)
Take a pee (kencing)

Metode Pembelajaran:

- Teka-teki
- Bernyanyi
- Tanya jawab
- Latihan

e. Games

Langkah-langkah Pembelajaran

1. Kegiatan Awal / Pendahuluan

- a. Guru memberi salam kepada siswa dalam bahasa Inggris dan siswa merespon.
- b. Guru menanyakan kabar siswa dan siswa menjawab.
- c. Guru menarik perhatian siswa dengan melakukan ice breking berupa “tepuk tunggal, double dan angin”

2. Kegiatan Inti

Pertama
<p>Mengamati Siswa mengamati kosa kata/ dalam bahasa inggris yang ditulis oleh guru.</p> <p>Menanya Dengan bimbingan guru siswa menanya cara membaca ungkapan dalam bahasa inggris yang ditampilkan.</p> <p>Mendengarkan Siswa mendengarkan penjelasan guru tentang cara membaca kosa kata/ ungkapan dalam bahasa inggris.</p> <p>Mengeksplorasi Siswa menyelesaikan tugas yang berkaitan dengan kosa kata/ ungkapan dalam bahasa dengan bimbingan guru.</p> <p>Mengomunikasikan Siswa menyelesaikan tugas yang berkaitan dengan kosa kata/ ungkapan dalam bahasa dengan bimbingan guru, kemudian guru</p>

memberikan umpan balik (mengoreksi pengucapan dan memberi pujian)

3. Kegiatan Penutup (10 Menit)

Guru memberi umpan balik terhadap proses dan hasil pembelajaran.

Guru merangkum materi yang telah dipelajari.

Media, Alat dan Sumber Belajar

Media : video

Alat : notebook, speaker

Sumber Belajar : www. Youtube.com, Philips Sarah et all, Incredible English Audio Class CDs, Oxford University Press & Philips Sarah et all, Incredible English Acticity Book 1, Oxford University Press.

Penilaian

Teknik penilaian : Tes Lisan & tulis

Tugas :

Siswa menjawab pertanyaan guru didepan kemudian menuliskannya langsung di buku masing-masing.

No.	Kriteria	Skor Penilaian	
		Salah/kurang	Benar
1.	Ketepatan: ketepatan penpenulisan kosa kata/ ungkapan dalam bahasa inggris	1-50	51-90

2.	Semangat Bersemangat mengerjakan tugas.	1-5	6-10
Skor Maksimal			100

Palangka Raya, 21

November 2016

Guru

SITI FATIMAH, S. Pd

Menyetujui dan Mengetahui,
Kepala SDIT IKM Al Muhajirin

ACHLIA NIZA AYUNDA, S. Pd

INSTRUMENTS OF INTERVIEW

(FOR TEACHER)

Interview : Siti Fatimah

Date : 4 Oktober 2018
Time : 09.30-10.00 WIB
Place : SDIT Alam IKM Al Muhajirin Palangka Raya

1. Do you know fun teaching method?
(Apakah kamu mengetahui metode Fun Teaching-learning?)
2. Do you often apply fun teaching-learning method? How often?
(Apakah kamu sering menerapkan metode fun teaching-learning? Seberapa Sering?)
3. What do you think of the fun teaching-learning method?
(Apa yang kamu pikirkan tentang metode Fun Teaching-learning?)
4. How do you apply the fun teaching-learning method?
(Bagaimana kamu menerapkan metode fun teaching-learning?)
5. Are there any changes or developments when you use the fun teaching learning method?
(Apakah ada perubahan ketika kamu menggunakan metode fun teaching-learning?)
6. Are students always enthusiastic when you apply the method of learning fun?
(Apakah siswa selalu antusias ketika kamu menerapkan metode ini?)
7. Is there a feedback when you use fun teaching learning methods?
(Apakah ada umpan balik ketika kamu menerapkan metode ini?)
8. How do students react when you use fun teaching-learning methods?

(Bagaimana reaksi siswa ketika kamu menggunakan metode ini?)



APPENDICES II



Transkript of Interview

Teacher's Name : Siti Fatimah
Teacher's Name : S.F
Language : Indonesia

Time Signal : 04-Oktober 2018, 09.30-10.00 WIB, SDIT Alam IKM Al-Muhajirin Palangka Raya

Researcher : Assalamu'alaikum Warahmatullahi Wabarakatu

Teacher : Waalaikumussalam Warahmatullahi Wabarakatu

Researcher : Jadi saya disini sebagai peneliti ada beberapa pertanyaan yang ingin saya ajukan kepada ibu untuk mendukung data yang sedang saya cari. Langsung ke pertanyaannya ya bu. Pertanyaan pertama : Apakah Ibu mengetahui metode Fun Teaching-learning?

Teacher : Iya, saya mengetahui metode fun teaching-learning tersebut.

Researcher : Untuk pertanyaan kedua, selama Ibu mengajar seberapa sering menerapkan metode fun teaching-learning ini?

Teacher : Saya sering menerapkan metode ini ke dalam pembelajaran yang saya ajarkan. Dimana menurut saya hampir semua orang menggunakan metode ini untuk mengajar.

Researcher : Oh seperti itu bu. Jadi apa yang ibu pikirkan tentang metode ini bu?

Teacher : Menurut saya metode ini itu seperti metode yang mana proses belajar mengajar yang mengangkat proses pembelajaran yang natural dan real. Yang mana metode ini merupakan cara untuk menciptakan rasa cinta dan keinginan untuk belajar.

Researcher : Selanjutnya, bagaimana ibu menerapkan metode ini?

Teacher : saya menerapkan metode ini didalam pembelajaran yang saya

ajarkan.

Researcher : Jadi begitu ibu menerapkan metode ini. Pertanyaan selanjutnya bu, apakah ada perubahan ketika ibu menerapkan metode ini?

Teacher : Ada perubahan ketika saya menerapkan metode ini, yang mana dengan menerapkan metode ini siswa saya lebih antusias dan kreatif dalam pembelajaran yang saya ajarkan, sehingga berdampak kepada hasil belajar siswa.

Researcher : Jadi begitu bu, terus apa siswa selalu antusias ketika ibu menerapkan metode ini?

Teacher : Iya, seperti yang sudah saya sampaikan tadi, mereka sangat antusias dan mereka lebih cepat memahaminya dibanding dengan metode yang saya gunakan selain metode ini.

Researcher : Menurut ibu, apakah ada umpan balik ketika menerapkan metode ini?

Teacher : ada, umpan balik yang saya terima adalah dimana siswa lebih aktif dan lebih memahami pembelajaran yang saya ajarkan dan berdampak kepada hasil belajar mereka.

Researcher : Pertanyaan terakhir bu, bagaimana reaksi siswa ketika ibu menerapkan metode ini?

Teacher : Reaksi mereka baik ketika saya menerapkan metode pembelajaran ini.

Researcher :Iya bu,oke bu mungkin itu saja yang dapat saya tanyakan bu.
Terimakasih banyak bu sebeumnya. Assalamualaikum

warrahmatallohi wabarakatuh.

Teacher : oke terimakasih. Wassalamualaikum warrahmatallohi
wabarakatuh





ADMINISTRASION

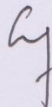
APPENDICES

OFFICIAL NOTEPalangka Raya, June 15th 2020**Case : Examination of
Esti Rahmawati's Thesis**To
The Dean of Faculty of Teacher
Training and Education of State
Islamic Institute of Palangka
RayaIn -
Palangka Raya*Assalamu'alaikum Wr. Wb.*

By reading and analyzing of this thesis, we think the thesis in the name of:

Name : Esti Rahmawati
SRN : 1401120942
Thesis Title : **The Implementation of Fun English teaching-learning on SDIT
Alam IKM Al-Muhajirin Palangka Raya**Can be examined in partial fulfillment of the requirements of the Degree
of *Sarjana Pendidikan* in The Study Program of English Education of The
Language Education of The Faculty of Education and Teacher Training of State
Islamic Institute of Palangka Raya.

Thank you for the attention.

*Wassalamu'alaikum Wr. Wb.***Advisor I,****Advisor II,****Sabarun, M. Pd.**
ORN. 196803222008011005**Zaitun Qomariah, M. Pd.**
ORN. 19840519 201503 2 003

NOTA DINAS

Palangka Raya, 15 Juni 2020

Hal : Permohonan Ujian Skripsi
Esti Rahmawati

Kepada
Yth. Dekan Fakultas Tarbiyah
dan
Ilmu Keguruan Institut Agama
Islam Negeri Palangka Raya

Di -
Palangka Raya

Assalamu 'alaikum Wr. Wb.

Setelah membaca dan menganalisa skripsi ini, kami menyatakan bahwa:

Nama : Esti Rahmawati
NIM : 1401120942
Judul Skripsi : Penerapan metode Fun English Teaching-learning di
SDIT Alam IKM Al-Muhajirin Palangka Raya

Dapat diujikan sebagai syarat untuk memenuhi kewajiban dari mencapai gelar Sarjana Pendidikan pada program studi Tadris (Pendidikan) Bahasa Inggris Jurusan Pendidikan Fakultas Tarbiyah dan Ilmu Keguruan di Institut Agama Islam Negeri Palangka Raya.

Terima kasih atas perhatiannya.

Wassalamu 'alaikum Wr. Wb.

Pembimbing I,

Sabarun, M. Pd.
ORN. 196803222008011005

Pembimbing II,

Zaitun Qomariah, M. Pd
ORN. 19840519 201503 2 003



**INSTITUT AGAMA ISLAM NEGERI PALANGKA RAYA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
JURUSAN PENDIDIKAN BAHASA**

Jalan. G. Obos Komplek Islamic Center Palangka Raya, Kalimantan Tengah, 73112
Telpon 0536-3226356, Fax. 3222105, Email : iainpalangkaraya@kemenag.go.id
Website : <http://iain-palangkaraya.ac.id>

SURAT KETERANGAN

76/In.22/III.1.B/PP.00.09/09/2018

Ketua Jurusan Pendidikan Bahasa Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Palangka Raya menerangkan bahwa:

Nama : Esti Rahmawati
NIM : 1401120942
Jurusan : Pendidikan Bahasa
Program Studi : Tadris Bahasa Inggris

Telah melaksanakan Seminar dan Perbaikan Proposal Skripsi dengan Judul :

The implementation of Fun English teaching-learning on SDIT
Alam IKM Al-Muhajirin Palangka Raya.

Penguji Proposal : Santi Erliana, M. Pd.
Pembimbing I : Sabarun, M.Pd.
Pembimbing II : Luqman Baehaqi, S.S.M.Pd.
Moderator : Akhmad Ali Mirza, M.Pd.
Hari, Tanggal : Rabu, 12 September 2018

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Palangka Raya, 25 September 2018

Kajur Pendidikan Bahasa,

Santi Erliana, M.Pd

NIP. 19801205 200604 2 003



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PALANGKA RAYA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan. G. Obos Komplek Islamic Center Palangka Raya, Kalimantan Tengah, 73112
Telpon 0536-3226356, Fax. 3222105, Email : iainpalangkaraya@kemenag.go.id
Website : <http://iain-palangkaraya.ac.id>

Nomor : B- ~~1064~~ /In.22/III.1/PP.00.9/10/2018
Lampiran : -
Perihal : **Mohon Izin Uji Coba Instrumen**

01 Oktober 2018

Kepada Yth.
KEPALA SDIT AL FURQON PALANGKA RAYA
di -
Tempat

Assalamu'alaikum Wr.Wb

Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri (IAIN) Palangka Raya dengan ini menerangkan bahwa:

Nama : Esti Rahmawati
NIM : 1401120942
Jurusan/Prodi : Pend. Bahasa / Tadris Bahasa Inggris (TBI)
Semester : IX (Sembilan)

adalah mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palangka Raya bermaksud mengadakan Uji Coba Soal pada sekolah yang Bapak/Ibu/Saudara pimpin.

Adapun materi Uji Coba Soal tersebut adalah:

"Questionnaire for Students"

Untuk itu kami mohon agar Bapak/Ibu/Sdr. dapat membantu dalam pelaksanaan tersebut mulai 02 Oktober 2018 s.d. selesai.

Demikian, atas perhatian dan kerjasama yang baik kami ucapkan terima kasih.

Wassalamu'alaikum Wr.Wb



Dekan
Wakil Dekan Bidang Akademik,

[Signature]
Dra Hj. Rodhatul Jennah, M.Pd
19671003 199303 2 001

Tembusan:
Dekan Fakultas Tarbiyah & Ilmu Keguruan



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PALANGKA RAYA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan. G. Obos Komplek Islamic Centre Palangka Raya, Kalimantan Tengah, 73112
Telpon 0536-3226356, Fax. 3222105, Email : iainpalangkaraya@kemenag.go.id
Website : <http://iain-palangkaraya.ac.id>

Nomor : B-1057/In.22/III.1/PP.00.9/09/2018
Lampiran : -
Perihal : **Mohon Izin Penelitian**

27 September 2018

Kepada Yth.
**KEPALA YAYASAN
SDIT ALAM IKM AL MUHAJIRIN PALANGKA RAYA**
di -
Tempat

Assalamu'alaikum Wr.Wb

Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri (IAIN)
Palangka Raya dengan ini menerangkan bahwa:

Nama : Esti Rahmawati
NIM : 1401120942
Tempat/Tgl. Lahir : PALANGKA RAYA, 24-05-1996
Jurusan/Prodi : Pend. Bahasa / Tadris Bahasa Inggris (TBI)
Semester : IX (Sembilan)
Alamat : Jl. Dr. Murjani, Gg. Hidayah

adalah mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palangka Raya bermaksud mengadakan penelitian pada Instansi yang Bapak/Ibu/Saudara Pimpin, dalam rangka tugas akhir pembuatan skripsi Program S-1.

Judul Penelitian : The Implementation of Fun English Teaching-Learning
on SDIT Alam IKM Al Muhajirin Palangka Raya
Lokasi Penelitian : SDIT Alam IKM Al Muhajirin Palangka Raya

Untuk itu kami mohon agar Bapak/Ibu/Sdr. dapat membantu dalam pelaksanaannya selama 2 (dua) bulan, terhitung sejak tanggal 28 September s.d. 28 November 2018.

Demikian, atas perhatian dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr.Wb



Dekan
Wakil Dekan Bidang Akademik,

Rodhatul Jennah, M.Pd

19671003 199303 2 001

Tembusan:
Dekan Fakultas Tarbiyah & Ilmu Keguruan;



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PALANGKA RAYA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan. G. Obos Komplek Islamic Centre Palangka Raya, Kalimantan Tengah, 73112
Telpon 0536-3226356, Fax. 3222105, Email : iainpalangkaraya@kemenag.go.id
Website : http://iain-palangkaraya.ac.id

Nomor : B-1059 /In.22/III.1/PP.00.9/09/2018

27 September 2018

Lampiran : -

Perihal : **Mohon Izin Penelitian**

Kepada Yth.
WALIKOTA PALANGKA RAYA
Up. Kepala Badan Penelitian dan Pengembangan
Kota Palangka Raya
di -
Tempat

Assalamu'alaikum Wr.Wb

Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri (IAIN) Palangka Raya dengan ini menerangkan bahwa:

Nama : Esti Rahmawati
NIM : 1401120942
Tempat/Tgl. Lahir : PALANGKA RAYA, 24-05-1996
Jurusan/Prodi : Pend. Bahasa / Tadris Bahasa Inggris (TBI)
Semester : IX (Sembilan)
Alamat : Jl. Dr. Murjani, Gg. Hidayah

adalah mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palangka Raya bermaksud mengadakan penelitian pada Instansi yang Bapak/Ibu/Saudara Pimpin, dalam rangka tugas akhir pembuatan skripsi Program S-1.

Judul Penelitian : The Implementation of Fun English Teaching-Learning on SDIT Alam IKM Al Muhajirin Palangka Raya

Lokasi Penelitian : SDIT Alam IKM Al Muhajirin Palangka Raya

Untuk itu kami mohon agar Bapak/Ibu/Sdr. dapat membantu dalam pelaksanaannya selama 2 (dua) bulan, terhitung sejak tanggal 02 Oktober s.d. 02 Desember 2018.

Demikian, atas perhatian dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr.Wb



Dekan
Wakil Dekan Bidang Akademik,

Dra. Hj. Rodhatul Jennah, M.Pd

NIP. 19671003 199303 2 001

Tembusan:

1. Dekan Fakultas Tarbiyah & Ilmu Keguruan;
2. Kepala SDIT Alam IKM Al Muhajirin Palangka Raya.



PEMERINTAH KOTA PALANGKA RAYA
BADAN PENELITIAN DAN PENGEMBANGAN
 Jalan Tjilik Riwut Km. 5,6 Nomor : 56 Telepon/Faximile (0536) 3230667Palangka Raya 73112
 Email:balitbangkota@palangkaraya.go.idWebsite: http://balitbangkota.palangkaraya.go.id

SURAT IZIN PENELITIAN

Nomor : 070.1/1204/Sekt-BPP/X/2018

- Membaca : Surat Dekan Fakultas Tarbiyah dan Ilmu Keguruan Islam Institut Agama Islam Negeri Palangka Raya Nomor : B-1057/In.22/III.1/TL.00.9/10/2018 tanggal 27 September 2018, perihal Mohon Izin Penelitian .
- Mengingat : 1. Undang-Undang Nomor : 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan dan Penerapan Ilmu Pengetahuan dan Teknologi.
 2. Peraturan Menteri Dalam Negeri Nomor : 17 Tahun 2016 tentang Pedoman Penelitian dan Pengembangan di Lingkungan Kementerian Dalam Negeri dan Pemerintah Daerah.
 3. Peraturan Gubernur Kalimantan Tengah Nomor : 12 Tahun 2015 tentang Perubahan Atas Peraturan Gubernur Nomor 59 Tahun 2008 tentang Tata Cara Pemberian Izin Penelitian/Pendataan bagi setiap Instansi Pemerintah maupun Non Pemerintah.
 4. Peraturan Daerah Kota Palangka Raya Nomor : 11 Tahun 2016 tentang Pembentukan dan Susunan Perangkat Daerah Kota Palangka Raya.
 5. Peraturan Walikota Palangka Raya Nomor : 25 Tahun 2015 tentang Tata Cara Pemberian Izin Penelitian di Wilayah Kota Palangka Raya.
- Memberikan izin kepada : **ESTI RAHMAWATI** NIM : **1401120942**
- Survei/Peneliti dari : Mahasiswa Program Strata Satu (S-1) Program Studi Tadris Bahasa Inggris (TBI) Jurusan Pendidikan Bahasa Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Palangka Raya
- Akan melaksanakan : Penelitian yang berjudul **"THE IMPLEMENTATION OF FUN ENGLISH TEACHING - LEARNING ON SDIT ALAM IKATAN KELUARGA MUSLIM AL MUHAJIRIN PALANGKA RAYA"**
- Lokasi : Kota Palangka Raya

Dengan ketentuan sebagai berikut :

- Setibanya Peneliti di tempat/lokasi penelitian harus melaporkan diri kepada Pejabat yang berwenang setempat;
- Hasil penelitian ini supaya disampaikan kepada Pemerintah Kota Palangka Raya c.q. Badan Penelitian dan Pengembangan (BPP) Kota Palangka Raya sebanyak 1 (satu) eksemplar;
- Surat Izin Penelitian ini agar tidak disalahgunakan untuk tujuan tertentu, yang dapat mengganggu kestabilan Pemerintah; tetapi hanya dipergunakan untuk keperluan ilmiah;
- Surat Izin Penelitian ini diberikan selama 3 (tiga) bulan sejak tanggal dikeluarkan, dan dapat dibatalkan sewaktu-waktu apabila Peneliti tidak memenuhi ketentuan-ketentuan pada butir a, b dan c tersebut di atas;
- Surat Izin Penelitian ini berlaku sejak diterbitkan dan berakhir pada tanggal **16 Januari 2019**.

Demikian Surat Izin Penelitian ini diberikan agar dapat dipergunakan sebagaimana mestinya.

Dikeluarkan di Palangka Raya
 pada tanggal 16 Oktober 2018

**KEPALA BADAN PENELITIAN DAN PENGEMBANGAN
 KOTA PALANGKA RAYA,**

H. M. BARIT RAYANTO, S.Sos., M.Si.
 Pembina Utama Muda (IV/c)
 NIP. 19670224 199403 1 006



PEMERINTAH KOTA PALANGKA RAYA
DINAS PENDIDIKAN PEMUDA DAN OLAHRAGA
SDIT ALAM IKM AL MUHAJIRIN

No.Izin operasional Sementara: 420/1298/TK, SD & SLB/VI/2013

Alamat: Jl. Mahir Mahar (samping SMPN 11) Palangka Raya, 73112

Telp. 0812233094950



Nomor : 921.2 / 029 / SAIM / SD X / 2018
Lampiran : -
Perihal : Surat Telah Selesai Penelitian

Assalamu 'alaikum Wr. Wb.

Sehubungan dengan rencana kegiatan penelitian mahasiswa sebagai salah satu syarat dalam menyelesaikan tugas akhir, maka dengan ini kami memberitahukan kepada Bapak/Ibu bahwa telah melakukan penelitian mahasiswa, atas nama:

Nama : **Esti Rahmawati**
NIM : **1401120942**
Jurusan/Prodi : **Pend. Bahasa/ Tadris Bahasa Inggris (TBI)**
Lokasi penelitian : **SDIT Alam IKM Al-Muhajirin**
Judul skripsi : **The Implementation of Fun English Teaching Learning on SDIT Alam IKM Al Muhajirin Palangka Raya**

Waktu penelitian : **Terhitung sejak bulan September 2018s.d November 2018**

Demikian surat ini disampaikan, atas perhatiannya kami ucapkan terimakasih.

Wassalamu 'alaikum Wr. Wb

Palangka Raya, 19 November 2018

a.n Kepala Sekolah
SDIT Alam IKM Al-Muhajirin



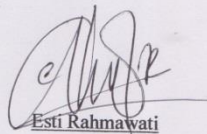
ACHLIA NIZA AYUNDA, S.Pd

CURRICULUM VITAE

Name : Esti Rahmawati
Place, Date of Birth : Palangka Raya, 24 Mei 1996
Religion : Islam
Nationality : Indonesia
Marita Status : Married
Address : Darnosugondo, Gg. Rahmat No. 01.
Palangka Raya, Kalimantan Tengah
Email Address : Estirahma24@gmail.com
Phone Number : 082255254318
Education Background
Elementary School : MIN Bahaur Hilir
Junior High School : MTs Hidayatullah Bahaur
Senior High School : MAN Model Palangka Raya
University : IAIN Palangka Raya
Organization Experiences :
Himpunan mahasiswa program studi bahasa inggris
Anggota Muda DEMA Institute IAIN Palangka Raya
Himpunan mahasiswa jurusan Bahasa
Anggota LSBM IAIN Palangka Raya

Palangka Raya, Juni 2020

The Researcher,



Esti Rahmawati

NIM 1401120942