CHAPTER I

INTRODUCTION

A. Background

Education is a cognizant and arranged work to give direction and in developing children's potential both physically and spiritually which adults give to children to reach maturity and achieve children's goals be a human being who believes, has a noble character, knowledge, creative and independent who can be accepted in society. Education will provide learning experiences in formal, non-formal, or informal education programs in schools. As mandated in the National Education System Law No. 20 of 2003 article 3

states that the purpose of national education is to develop the potential of students to become human beings who believe and fear God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens. (Pratiwi 2021)

However, the world is shocked by the outbreak of a disease caused by a virus called corona or known as covid-19 (Corona Virus diseases-19). What started to become an epidemic on December 31, 2019, in Wuhan City, Hubei Province, China, and the current spread of the virus throughout the world is very fast, so that the WHO on March 11, 2020, declared it a global epidemic. Hundreds of thousands of people are exposed to this virus, even causing tens of thousands of people to die. It was recorded that several countries with the

highest cases of exposure to Covid-19 were Italy, the United States, China, Spain, and Iran. Even Indonesia was affected. (Erwan et al. 2020)

Learning in the new normal era has its challenges. Challenges that are certainly different from the previous era. For this reason, education observers are automatically challenged to carry out learning activities that help students survive and forget for a moment the specter of the current pandemic. (Turekisa 2021)

During the Covid-19 pandemic, there were many ways schools were used to keep the learning going, such as implementing online learning and offline learning. Although sometimes the learning objectives that want to be conveyed have not been achieved properly, it is hoped that from this process it is expected that students will be able to receive learning both online learning and offline learning. Including the efforts made by schools to educate students.

Lessons designed in this era are expected to have a *plus value* when compared to the previous era. Especially in the learning of children's worlds. A world of children with a world of fun.

One of the learning approaches that are meaningful and fun in the child's world is *joyful learning*. Joyful learning was chosen because this approach emphasizes the comfort of students in the learning process. Joyful Learning is an active learning strategy, a concept, and practice of synergic learning of meaningful learning. (Turekisa 2021) It can also be said that joyful

learning provides space for learners to express themselves in learning activities that give meaning. Joyful learning can avoid feeling depressed during learning. There are some teaching media available now, so 'the researcher uses song lyrics to help students' listening skills.(Shofiyah 2015)

Therefore, the researcher thinks that there should be an alternative way that can be applied which is hoped to be useful in help students' listening skill. The researcher concluded by using children songs will be easy to gain success in their listening goal and make the students more interest in learning English.

This subject was chosen because students at SDIT Al-Furqan Enrekang also felt the impact of the Covid-19 pandemic. The most visible impact is that their enthusiasm for learning has decreased because they have been "sent home" for a long time. Learning from home is enough to make them feel bored. One was in learning English. For this reason, the English for the Beginners in the New Normal Era through Joyful Learning can be used as a choice to restore the learning mood of students.

B. Problem Statement

Based on the background statement, the researcher formulates the question as follows:

Does the joyful learning method have an impact on students' interest in learning English in SDIT Al-Furqan Enrekang?

C. The objective of the Research

Based on the problem statement, the objective of the research is to find out the impact on students' interest in learning English through joyful learning in SDIT Al-Furqan Enrekang.

D. Significance of the Research

The significance of this research is separated into two components of significance, namely theoretical significances, and practical significances.

1. Theoretical significances, In this research, the researcher hopes that can contribute to the development of research on this research. Hopefully, after reading this research, the readers will have an understanding.
2. Practical significances, the result of this research expect to have some benefit not only for the researcher, but also for English teachers, students, and the next researcher. To English teachers, this study can be a reference to use the joyful learning method in a new normal era.

E. Scope of the Research

The scope of the research is restricted by discipline, content, and activity.

1. By discipline, this research is limited to the field of English learning through joyful learning in terms of how students facing the new normal era.
2. By content, this research explains teaching English through joyful learning. In this research, the researcher will research how students

learning English in the new normal era through the joyful learning method of SDIT Al-Furqan Enrekang.

3. By activity, the researcher will be teaching English to the beginners through joyful learning in the Fifth grade of SDIT Al-Furqan Enrekang.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of some previous Research Findings, Some Pertinent Ideas, a Resume, Conceptual Framework, and Hypothesis.

A. Some Previous Related Research Findings

1. (Rahmad 2021) in his research, it can be concluded that there are challenges for teachers during offline learning during the Covid-19 Pandemic. Teachers must encourage so that students continue to study with enthusiasm in learning during the Covid 19 Pandemic.

   For this reason, it is recommended for teachers to be more creative in preparing lesson plans so that students do not feel bored and remain enthusiastic about learning.

2. (Erwan et al. 2020) in his research concluded Since the Covid-19 cases began to increase, schools or universities are no longer carrying out activities as usual because the government only enforces the system at home, one of the right steps to overcome this problem is to use the network and information technology for learning systems, especially in schools, in There are a lot of obstacles faced by teachers where this online learning is being carried out for the first time such as being constrained by signals and others, but these obstacles are not a barrier to educating

students, as time goes by the government allows the school to reopen learning in schools will create offline learning. Every time there are advantages and disadvantages, including online and offline learning during the Covid-19 pandemic, however, from the online and offline learning systems, it is hoped that teachers will be creative in educating students. So that the success of learning can be achieved properly or effectively.

3. (Turekisa 2021) in their research concluded that joyful learning in the new normal era in learning English for the beginners had a positive impact on the participants in the activity. This can be seen through the very positive student responses and the test results on the four skills students' English language which were in the good category. Therefore, it is advisable to hold follow-up of activities like this in the future.

   It can also be said that joyful learning provides space for learners to express themselves in learning activities that give meaning. Joyful learning can avoid feeling depressed during learning.

4. (Wahyuni and Naim 2019) concluded that there is a difference of ability and achievement of students before and after given treatment in this case is the application of Joyful learning strategy To increase the interest and achievement of learning English students.
5. (Masnijar 2017) concluded that Using song as a media in teaching listening to the six grade students at MIN 11 Banda Aceh is very

interesting, not only increased sing their listening ability and helped the teacher to teach listening but also provided and interested media for the students to achieve the learning goals. The media has contributed a lot in making the students understand well the delivered lesson. Kids' songs also should consider students' needs, so that song could help them to learn and achieved the learning objective. The teacher's ability in selecting teaching material also influenced in using songs to teach the students' listening ability. The students also enjoyed it and were not bored in the classroom.

6. (Džanić and Pejić 2016) their research clarified that the class atmosphere is very important. It is easily achieved with the activities natural to a child's development level, such as songs. Songs can have a great affect on learners because of their multi-modal characteristics and may connect with the language in many different ways. Singing helps practice listening skills, vocalize the words and expressions and practice their pronunciation, and if students dance along with singing then it connects the language with gestures and movements. The readiness with which young children accept songs helps teachers include them as their classroom routine and create an enjoyable and inspiring atmosphere. Therefore, no matter what type of song representation or activity teachers choose, the research has proven that songs definitely influence language

acquisition and enhance motivation. Thus, they should be a main component of any young learner's language program.

7. (Bhakti, Ghiffari, and Salsabil 2019) their research concluded that in realizing education that can increase the happiness of students, some things need to be considered one of them is a model of learning provided. Various models can be applied to create an atmosphere, joyful learning has become one of the learning models accordingly. This method is expected to increase the happiness of the students during the learning process provided by the teacher.

   Joyful teachers provide an education in which their students can thrive academically, socially, and emotionally. Their students gain from the inventiveness and unpredictability of the classroom with imagination and balance. The students gain a sense of confidence in themselves and their peers and learn how to collaborate with and support one another.

B. Some Pertinent Ideas

The researcher will explain some pertinent ideas that include the concept of joyful learning, a new normal era, and English for beginners.

1. Concept of Joyful Learning

a. Definition of Joyful Learning

The definition of "joy," according to the dictionary, is the state of a person in expressing his/her and a part of the source of pleasure. Thus, joy could be similar to happiness, but it is being

expressed within personal emotion. While joyful is the adjective of joy, and it means similar, which is a cause of happiness**.** Thus, the word "joyful" in this context can be defined as the state of students in expressing their happy feeling in the learning process journey. This happy feeling is not merely happening inside their heart, but it is being expressed in their natural way. This expression should help the classroom, as the main environment in the learning process become "alive" and long-lasting. When this situation happened in an elementary school classroom, hopefully, the major burden of teachers and students in the learning process can be eliminated easily.(Wicaksono 2020)

E. Mulyasa fun learning (joyful learning) is a learning process in which there is a strong cohesion between educators and students, without any feeling of compulsion or pressure. (not under pressure). In other words, fun learning is a pattern of good relationships between teachers and students in the learning process. Teachers position themselves as students' learning partners, even in certain cases it is possible for teachers can learn from students. This is possible because the rapid development of information technology does not allow teachers to get information faster than their students.

So what is meant by joyful learning in this study is a method, concept,t and practice of learning which is a synergy of meaningful learning, learning contextual, constructivism theory, active learning (active learning), and child development psychology, and learning that involves various aspects, and tastes. Feelings of pleasure, happiness, and comfort from both teachers and students who are in the teaching and learning process characterize this learning. (Akmaliyah 2013)

Joyful learning or what is known as fun learning is learning that involves various aspects and tastes. Feelings of pleasure, happiness, and comfort from both teachers and students who are in the teaching and learning process characterize this learning. Fun learning means appropriate learning that is not boring. If students are directly involved in learning subjects, they are always happy in learning.

b. Principle of Joyful Learning

Fun learning is a method, concept, and practice of learning which is a synergy of meaningful learning, contextual learning, constructivism theory, active learning, and child development psychology. Thus, although the essence is the same, even the learning methodology chosen is the same, there are still different specifications related to the conceptual emphasis that is relevant to

the moral and psychological development of children. Children will be excited and happy in learning. After all, they know the meaning and use of learning. After all, learning is according to their interests and hobbies (meaningful learning) because they can integrate the learning concepts they are learning with everyday life, even with various topics that are currently being studied.

The principle of fun learning (Joyful Learning) is when students are happy and learn to know what they are learning for. Learning will be effective if it is done in a pleasant atmosphere. Joyful Learning is a fun teaching and learning method. Learning is a lifelong activity that can be done in a fun and successful way. To support the Joyful Learning process, it is necessary to prepare an environment so that all students feel important, safe, and comfortable. It starts with a conducive physical environment that is beautified with plants, art, and music. The room must feel right for learning activities as optimally as possible.

They can learn from their environment, both the physical environment and the social environment (contextual teaching and learning). They also enjoy learning because they start from something that they already have so that they feel confident and that will lead to a feeling of being recognized and appreciated which makes them happy because they are allowed to express

themselves (constructivism theory) according to developmental characteristics physiological and psychological. This in turn will motivate them to be actively involved in the learning process because the learning atmosphere is following their interests and created by themselves. So the factor to create fun learning (Joyful Learning) is the creation of a learning environment that is fun and stimulates children to learn. A classroom atmosphere that is created full of joy will also bring joy to learning.

Learning that is designed in a fun way will lead to student learning motivation and continues to grow. Thus the effectiveness of learning will run well. This process requires the teacher to know exactly the intricacies of the learning material to be studied. Students are mature, open, and have a high commitment to learning. The atmosphere will be built democratically and students themselves will feel happy because of their wishes, existence, and autonomy as students are accommodated by the teacher. Feelings of pleasure can be present along with educational goals that can be absorbed well and easily.

This can happen because someone who is in a pleasant condition is resistant and alert in facing various forms of challenges. Conversely, someone who has difficulty controlling emotions will experience "Emotional Hijacking", meaning that

person will be hit by "Nervous" and easily mistaken in making decisions or using his "IQ". To determine the success or failure of educating a student, it can be known through three important factors: First, is "Improvement" (Growth). The indication is a change in attitude for the better. Education is said to be successful if the teacher knows how to help his students to become adults who love and make the most of life and understand how to solve problems or inspire others to increase their role in their lives. The second is "Development". The development in question is how a person can be successful in education and be able to carry out an activity, which is accompanied by making other people successful. The third is "Empowerment". About empowerment, the focus is on “uniqueness”, where children have various skills. Everyone has the potential to succeed with their uniqueness. (Akmaliyah 2013)

c. Steps of Joyful Learning

Until about the age of teenagers, fun learning will go hand in hand with learning while playing, which inevitably invites students to be active. While playing they are actively learning and while learning they are actively playing. In playing they get the essence of knowledge and skills, while learning they do refreshing so that their mental condition is not in an atmosphere of constant tension. There is no standard method for this fun learning. Each teacher

according to the context of the class and the development of the mental age of students can sort and choose the appropriate method or even create a method of his own.

Joyful learning uses a learning process that is applied to students using a cheerful approach through games, quizzes, and other physical activities. Joyful learning uses games, recreation, and interesting approaches that create feelings of pleasure, freshness, activeness, and creativity which are undoubtedly needed to reduce the boredom and tension of learning that students experience day by day.

Joyful learning is applied and motivated by the fact that conventional learning models are considered boring, less attractive for students, resulting in less optimal mastery of the material for students. In addition, joyful learning can accelerate mastery and understanding of the subject matter being studied, so that the time needed to learn is faster. The difficult subject matter is made easy, simple, and not long-winded so that there is no saturation in the study. The success of learning is not determined or measured by the length of time we sit behind a desk but is determined by the quality of the way we learn.

The stages of joyful learning are:

a) Preparation Stage

The preparation stage is related to the preparation of students to learn. Without it, students will be slow and can even just stop. The purpose of learning preparation is to:

a. Students out of a passive mental state.
b. Remove barriers to learning.
c. Stimulate students' interest and curiosity.
d. Give students positive feelings about, and meaningful relationships with, the topic of the lesson.
e. To make active students who are motivated to think, learn, create, and grow.
f. Invite people out of isolation and into the learning community. With this, it will have a psychological impact on self-confidence to be able to get what is the goal he wants.

At this stage, the teacher motivates in the form of words and songs that can make students get out of their depressed state and become interested in learning.

b) Delivery Stage

The delivery stage in the learning cycle is intended to bring together learning with learning materials that initiate the learning process positively and interestingly.

At this stage, the teacher conveys learning materials that are associated with real things that students can encounter in everyday life and are associated with what students already know and remember.

c) Training Stage

At this stage the actual learning takes place. It is what students think, say, and does that creates learning, and not what teachers think, say, and do. At this stage, it can be done by asking students to repeatedly practice a skill (even if it doesn't work at first), get immediate feedback, and practice the skill again. Ask students to talk about what they experienced, how they felt about it, and what else they needed to improve their performance.

Learning is made as if students are playing in this case by using the songs method and games method and in the delivery are given songs and pictures students interested and happy with learning. Especially the game's method, when learning students are divided into several groups who will compete in games to

become champions. To make it more interesting and provoke student activity, prizes and praise are given to students who are active in games. And when learning takes place, it can be interspersed with humor that can make students more enjoy the ongoing learning.

d) Closing

There are many cases in delivering lessons at the end of the semester or at the end of the hour the teacher explains so that the material is finished. However, with this, it will be ineffective what should be done is that the teacher's understanding in joyful learning should reinforce the material that has been received by students by focusing attention, it is a chance there is a strong way of remembering what happened.

At this stage, the teacher and students conclude the learning obtained. Closing the lesson with fun words and songs for students. If the facilities and time allow, the teacher can also play a song or film at the end of the lesson as a means of refreshing for students. (Akmaliyah 2013)

2. New Normal Era

The pandemic COVID 19 is going to affect our socio-economic life for a long time. The accumulation of this world turmoil is going to be represented by a variety of socio-economic spillovers that would

control the actions needed for maintaining and developing more suitable livelihoods in the next era, called the ‘new normal. So “New Normal” is a new normal life, meaning that the life we live normally but with a new lifestyle. The new lifestyle is related to implementing strict health protocols, washing hands, wearing masks, and maintaining distance which will become a new habit in human life. The education sector, which has seemed to be in suspended animation, has started operating again by heeding several government regulations while still complying with health protocols. The teaching and learning process can be carried out occasionally face to face and online. (Akmaliyah 2013)

Entering “New Normal” learning certainly also returns to normal learning, learning that takes place at school. Of course, it is necessary to apply a learning system that can integrate face-to-face learning, online learning, offline learning, and implementing health protocols.

3. English for Beginners

English for beginners is young learners who are learning English. They are elementary school-age children who receive English lessons as local content in their schools. Young Learners are learners in Elementary School ages 6-12 years old who are learning English as a foreign language. (Sukarno 2012)

English for beginners are highly dependent on the teacher; therefore teacher education is of paramount importance. Children do not yet have many general learning strategies, and need to learn strategies while they are learning language. Thus innate abilities are particularly important for this age group: their pleasure in rhythm, their curiosity and interest in technology, as novice readers their excitement over picturebooks, their interest in others and intercultural mediation, children's interest in collecting and portfolios, the connection of drama to play and also task-based learning. (Liu and Reynolds 2019)

The definition of young learners is the students for elementary school which attain the age about 6 to 12. They were divided into two groups, younger group (6-8 year old) and older group (9-12 year old). According to the class, they called as lower classes, first, second, and third, and upper class, fourth, fifth, sixth class. Meanwhile, Scott divides them into level one or first step (5-7 year old) and levels two (8-10 year old). Level two groups, usually called a beginner when they start to study English at those level. (Aufa 2018)

From the explanation above, the reseacher found that the definition of English for the beginners ia person who is beginning study English as a foreign language for the first time as one of a subject in the school those between the ages 6-12 years who. Because

the participants in this research are in fifth grade so they ages are about 11-12 years old.

C. Conceptual Framework

The conceptual is underlying in this research will give in the following diagram below:

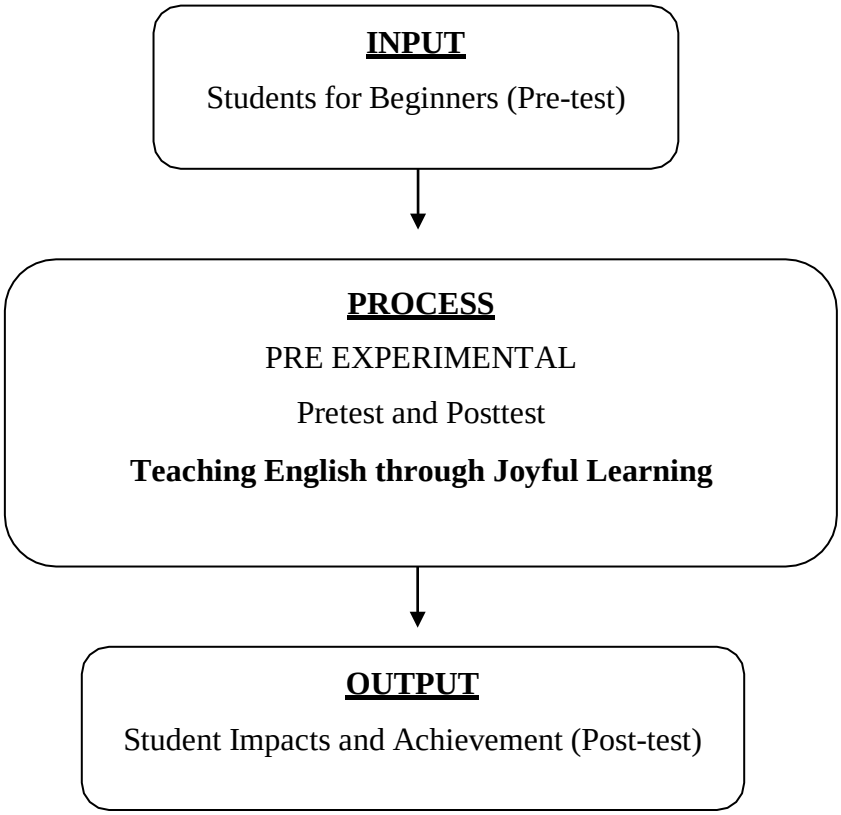


Figure 2.1 Conceptual framework

a. Input

In this stage, the data of students' English for beginners ability were collected by giving them a test named pre-test. The students answered some questions. This stage required one meeting to conduct.

b. Process

In this stage, the researcher gave a treatment. The researcher implemented teaching English through joyful learning. The researcher used songs and games as techniques that were used in the implementation of mentoring to accommodate joyful learning.

c. Output

In the output, the target to be achieved from this activity is to determine the effectiveness of the joyful learning method in arousing interest in learning English for Beginners in the New Normal era. For this reason, the final evaluation questions and student response questionnaires.

D. Hypothesis

The researcher formulates two hypotheses as follows:

a. Ho (Null Hypothesis): The Joyful Learning method does not have an impact on the Beginners of SDIT Al-Furqan Enrekang.

b. Ha (Alternative Hypothesis): The Joyful Learning method has a positive impact on the Beginners of SDIT Al-Furqan Enrekang.

CHAPTER III

RESEARCH METHOD

The researcher presented the research design, variables and operational definition of a variable, population and sample, the instrument of the research, procedure of collecting data, and technique of data.

A. Research Design

The research design of this research is the pre-experimental class with one group pretest and posttest design with questionnaire in last. This design will be illustrated as follows:

Pretest	→	Treatment or intervention	→	Posttest
O_1		X_1		O_2

Figure. 3. 1 Research Design

Where:

O1 : Pre-test giving before treatment

O2 : Post-test giving after treatment

X : Treatment

B. Variables and Definition of Variables

1. Research Variable

There were two variables in this research namely independent variable and dependent variable.

a. The independent variable was Teaching English for Beginners through Joyful Learning.

b. The dependent variable was English knowledge of the Fifth-grade of SDIT Al-Furqan Enrekang.

2. Operational Definition of the Variables

English for beginners is young learners who are learning English. They are elementary school-age children who receive English lessons and the participants in this research are in fifth grade about 11-12 years old.

Joyful learning is an approach to learning that is meaningful, contextual, constructivist, and active learning of learners with the delivery of content using certain songs and games and do in fun, so expect learning process carried out with a relaxing and carefree.

C. Population and Sample

1. Population

The population of this research was the Fifth grade students of SDIT Al-Furqan Enrekang in the academic year 2021/2022.

2. Sample

The researcher used a simple random sampling technique with the Fifth grade consists of 16 students as a sample of this research.

D. Instrument of the Research

The instrument that used in this research was an English test namely a multiple-choice test. The total number of the test was 20 items to measure the ability of the students to comprehend through the listening text. The test will apply as a pre-test, a post-test, and give questionnaires. The pre-test was used to find out the comprehension of the students before giving treatment, the post-test was used to find out the English Knowledge after giving treatment, and give questionnaire to measure that the students get excited and happy during the learning.

E. The Procedure of Collecting Data

The data collected in the pre-test and post-test.

1. Pre-test
   a. Distribute the worksheet.
   b. Giving instructions.
   c. Collect all the students' worksheets.
2. Post-test
   a. Playing children song
   b. Distribute the worksheet.
   c. Giving instructions.

d. Collect all the students' worksheets.

F. Treatment

The treatment actually will hold in school. There are six meetings of this research.

1. Day 1
    a. The teacher explained the material about Greetings, completed with definitions, social functions, text structure, and linguistic elements.
    b. The student sang a song about greeting.
    c. Students who have been formed in pairs display the results of the dialogues that have been done.
    d. Students provided responses or questions to the results of other students' discussions.
2. Day 2
    a. The teacher explained the material about Parting, completed with definitions, social functions, text structure, and linguistic elements.
    b. The student sang a song about parting.
    c. Students who have been formed in pairs display the result of the dialogues that have been done.
    d. Students provided responses or questions to the results of other students' discussions.
3. Day 3
    a. The teacher explained again the material about Greeting and Parting.

b. Students played a game outdoor

c. The student sang a song about greeting and parting.

4. Day 4

a. The teacher explained the material about how to read the time (telling time) completed with definitions, social functions, text structure, and linguistic elements.

b. Students sang a song about time together.

c. Did assignments related to reading time

5. Day 5

a. The teacher re-explained the material about telling time.

b. Students who have been formed in groups made assignments by showing the results in front of the class.

c. Students provided responses or questions to the result of other students' discussions

6. Day 6

a. The teacher re-explains the material about telling time.

b. Students played a card about time

c. Students listened and sang a song about telling time.

G. The technique of Data Analysis

To analysis the data that is collected through pre-test and post-test through quantitative analysis. The data was analyzed by employing the following procedures:

1. Calculating the students‟ scores:

   Students' score = Students gained a score

2. Classifying the student's score:

   The data classify into six classifications by referring to the scoring system as follows:

Table. 3.1 Classifying The Student's Score

Score	Description
91-100	Excellent
81-90	Very good
71-80	Good
61-70	Average
51-60	Bad
≤50	Very Bad

(Department Pendidikan Nasional)

3. Calculating the mean score of the class using the following formula:

$$\bar{X} = \frac{\Sigma Xi}{n}$$

Where :

$\bar{X}$=$rata-rata$

X=$nilai\ data$

n=$banyak\ data$

(Gay, at.al.2006)

4. The formula of standard deviation was presented as follows:

$$SD = \frac{\sqrt{\sum x^2 - \frac{(\sum x)^2}{n}}}{n-1}$$

SD : Standard Deviation

$\sum x$: Total of row score

N : Student of Total Number

(Gay, at.al.2006)

5. Finding the differences of mean score between the pre-test and the post-test bycalculating the value of the t-test, the formula as follows:

$$t = \frac{D}{\frac{\sqrt{\sum D^2 - \frac{(\sum D)^2}{n}}}{n-1}}$$

t : Test of significance

$\sum$: The sum of the squares

N : Number of Students

D : The difference between the paired score

(Gay, at.al.2006)

6. Criteria of Testing Hypothesis

To test the hypothesis, the researcher was used t-test with $\alpha = 0.05$ level of sigificance for independent sample, the formula degrees of

freedom was (df) = n-1. The statistical hypothesis in this research as follows:

Ho : $\mu 1 = \mu 2$

Ha : $\mu 1 \neq \mu 2$

(Sugiono, 2010:119)

Ho : Null Hypothesis

Ha : Alternative Hypothesis

$\mu 1$: The means score of students before

$\mu 2$: The means score of students after

Ho: $\mu 1 = \mu 2$: There is no significant effect of teaching through joyful learning

H1: $\mu 1 \neq \mu 2$: There is a significant effect of teaching through joyful learning.

(Hastjarjo 2019)

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

Findings obtained through the listening test at the Fifth Grade students of SDIT Al-Furqan Enrekang academic year 2021/2022. The researcher has applied all previous activities to students started from giving a pretest, teaching as long as 6 meetings, and gave them a posttest. the title of songs that were used before giving the pretest and posttest are the greeting song, good morning to you, telling time song 1 and telling time song 2.

The first meeting was about greeting, students were explained all the material about greeting while sang a song. In the Second meeting the researcher explained the example and divided students into pairs to did some tasks. In the third meeting the students played games outdoor about greeting and parting. In the fourth meeting, the researcher explained about telling time material and listened about telling time song. In the fifth meeting, students divided into groups and did some assignment and in the last meeting students played cards, listened, and sang a song about time.

After that, it was continued by analyzing their score between pretest and posttest before and after treatment. After analyzing the data, the researcher found the students; scores and tabulated in the following parts.

1. The Percentage of Student's Score Obtained through a Test.

   a. Pre-test

      The Following figure describes the classification of the student's score in the pretest.

      Table 4.1. The percentage student's score in the pretest.

Score	Classification	F	%
91 – 100	Excellent	-	-
81 – 90	Very Good	-	-
71 – 80	Good	1	6,25%
61 - 70	Average	10	62,50%
51 – 60	Bad	2	12,50%
1 – 50	Very Bad	3	18,75
Total		16	100%

      Table 4.1 shows that before treatment, there were 1 (6,25%) student getting good classification, 10 (62,50%) students getting average classification, there were 2 (12,50%) students getting bad classification and 3 (18,75%) students getting very bad classification. It was indicated that the students' English ability was still low.

   b. Post-test

      The following figure describes about the classification of the student's score in post-test.

Table 4.2. The percentage student's score in post-test.

Score	Classification	F	%
91 – 100	Excellent	3	18,75%
81 – 90	Very Good	8	50%
71 – 80	Good	4	25%
61 – 70	Average	1	6,25%
51 – 60	Bad	-	-
1 – 50	Very Bad	-	-
Total		16	100%

Table 4.2 shows that after treatment, there were 3 (18,75%) students got excellent classification, 8 (50%) students got very good classification, 4 (25%) students for good classification and 1 (6,25%) student got average classification. It means that the students' ability in English has a good impact after being taught by joyful learning.

2. Mean Score and Standard Deviation of Pre-test and Post-test

   a. Mean score and difference score

   Table 4.3. The mean score and difference score were pre-test and post-test.

	Mean Score		
Class	**Pre-test**	**Post-test**	**Gain Score**
V	61,56	84,69	23,13

Table 4.3 shows about mean score of pretest and posttest. In the pretest, the mean score obtained by the students was 61,56 while in the posttest was 84,69. The result showed the researcher found an improvement after giving treatment, there was a significant difference of the students before giving treatment and after giving treatment. It indicated that through joyful learning method has an impact on students' English for beginners. It was proven by the score differences pretest and posttest value. The difference was 23,13 from pretest to posttest.

b. Standard deviation and gain score

Table 4.4. Standard deviation and gain score pre-test and post-test.

Standard Deviation			
Class	**Pre-test**	**Post-test**	**Gain Score**
V	12,21	7,41	4,80

Table 4.4 shows the standard deviation of pretest and posttest. The standard deviation obtained by the students in the pretest was 12,21, while in the posttest was 7,41. The gain score of standard deviation in pretest to posttest was 4,80.

c. Questionnaire

No.	Questionnaire Statement	Persentage (%)
1.	Learning English with Joyful Learning is a new thing for me	95%
2.	I feel very interested in the joyful learning method	94%
3.	I always listen to the English lessons that are given well	91%
4.	I always answer verbal questions from the teacher because this activity is very interesting for me	90%
5.	I am very excited to participate in English for kids activities	93%
6.	This activity provides new knowledge of English for me as a beginner learner	100%
7.	This activity has an impact on increasing my interest in learning English	95%
8.	I think the time allocation for this activity is appropriate	70%
9.	I feel this activity needs to be continued in the future.	90%
10.	In general I feel that this activity is very useful.	90%
	Average	**90,8%**

Table 4.5. Quisionnaire

Overall, English for the beginners in the new normal era through joyful learning had a significant impact on the participants. This impact can be seen significantly in the average test scores of English ability which are in the very good category. This is supported by student responses (95%) who honestly say that joyful learning is a new learning

method for them. Even though it was only recently implemented, this method really attracted their interest in learning English (94%), thus making them always listen to learning well (91%) and always answer oral questions from the teacher (90%). The participants became enthusiastic about learning English (93%). (100%) provided new knowledge of English for students as beginners and (95%) said this activity has an impact on increasing my interest in learning English. However, what is unfortunate is that the time allocation for this activity did not match their expectations. This can be seen in the statement that "I think the time allocation for this activity is appropriate" which only received a response (70%). What they hope is that this activity should have follow-up in the future (90%) because in general they feel that this activity is very useful for them (90%). The average student response as a whole is 93% so that it is categorized in the very good category.

3. Hypothesis Testing

In hypothesis testing, the researcher used the t-test formula. The level of significance was $\alpha = 0,05$

Table 4.6. The result of statistical analysis of students.

Types of Test	T-test Value	T-table Value
Pretest and Posttest	1,91	1,75

The previous table shows that the t-test value and the t-table value After applying the t-test of testing hypothesis to know whether or not joyful learning had an impact on the students in learning English. As the result pretest and posttest that the t-test value (1,91) higher than the t-table value (1,75) It means that the null hypothesis (Ho) was rejected and the alternative hypothesis (H1) was accepted. Therefore, the researcher concludes that the English ability of the Fifth Grade Students of SDIT Al-Furqan Enrekang who implemented by joyful learning was increased and had a good impact. It can be said that the joyful learning method is one of the best techniques in the English leaming process to have an impact on English for beginners.

B. Discussion

In this research, the researcher applied a joyful learning method in teaching English for beginners in SDIT Al-Furqan Enrekang. The researcher successfully collected the data using tests, to answer the researcher's questions. The purpose of this research is to know is there an impact of using joyful learning for beginners.

In collecting data, the researcher conducted two tests. At the beginning and at the end of the research process, we called it pre-test and post-test. In the pre-test, the researcher did find out students' knowledge before got some treatments. For the post-test, the researcher would use the data to conclude and as proof to saw how students knowledge increased after got treatment.

Before giving treatment, the student's English ability was categorized as quite low, as evidenced by the percentage of the total pre-test score and the mean score of the students from the pre-test obtained by the students was 61,56 and a standard deviation was 12,21. Then after being given treatment six times, the students' English ability was categorized as good, as evidenced by the percentage of the total post-test score and the average post-test score obtained by the students was 84,69 and the standard deviation was 7,41. This means that the mean value and standard deviation of pre-test and post-test obtained by students were different, where the t-test value (1,91) is greater than the t-table value (1,75) for a significant level of 0.05. Degrees of freedom df (N-1) 15. It indicated that through joyful learning method has an impact on students' English for beginners.

In the first meeting, the researcher explained the rule and what the students did in 5 next meetings. The researcher gave students the opportunity for students to speak what they know about the greeting material, and only 2 students dared to speak, after that the researcher gave an explanation of the material and finally the students watched the video while singing about greeting. Last, students divided into pairs to make a short dialogue. The researcher concluded in the first meeting of joyful learning strategy implementation has not been conducted well. The reason was, after all, the students have assumed that English was scary.

The second meeting, because in the previous meeting the students were impressed with the fun learning, so the students were very happy to follow the next material, which was about farewell, the concept used was still the same but with a different song. so the researchers concluded that students were interested in learning English.

In the third meeting, students played roles by combining the two materials, namely greetings and partings by playing outside. developments and results that can be seen that students were active and able to reply in greetings and parting.

In the fourth meeting, the researcher explained the new material, namely telling time, using picture media, watching videos while singing. In the fifth meeting, students were divided into several groups to make the clock and in the last meeting students presented the results of their assignments. However, from the second to the last meeting the joyful learning might be performed well and it is proven by the students' excitement every meeting and the students' learning results that have improved significantly in each meeting.

After completing the treatment (individual task, pair task, and group tsk) the researcher gave a posttest to determine the improvement. The mean score in the posttest is higher than the pretest. It indicated that joyful learning method have an impact on students English for beginners.

(Turekisa 2021) in her research English for the Beginners in the New Normal Era through Joyful Learning. Looking at the impact generated through the test at the end of the activity and the excellent student response to this activity, it can be said that joyful learning is an effective approach to increasing student interest in learning and concluded that the joyful learning approach can provide a pleasant learning atmosphere so that it can arouse the interest in learning of elementary school students.

Based on the research above, there are many similarities with this research, what is very prominent is using the same method and the results also explain that this method is very effective in increasing student interest in participating in learning. While the difference between the research above and this research is that previous researchers did not use tests to find out how much students' abilities in learning English, previous researchers only used observations to measure students' abilities ability.

(Wahyuni and Naim 2019) their research Application of A Joyful Learning Strategy Based on Humor Communication to Improve the Interests and Achievements of Learning English concluded based on the results of the calculation that has been elaborated and explanation that has been concluded, among others: (1) There is a difference between the minimum and maximum values on Pretest and post-test for experimental classes. On (pre-Test) 70.60 while for the value on the pot-test 81.80. (2) on Pretest and post-test for the control class the average value (pre-Test) 70.00 while for the value on the pot-

test 70.00. (3) for the T-Test grade in Experimemtal T-Test value 0.000 < 0.005 can be concluded that there is a difference of ability and achievement of students before and after given treatment in this case is the application of Joyful learning strategy To increase the interest and achievement of learning English students.

The results of the research above have many similarities with those carried out by researchers, namely with fun learning methods that can increase students' interest and increase in learning English. while the different things that were done by previous researchers were the strategies used. Previous researchers used humor communication as a strategy to implement fun learning.

(Masnijar 2017) in her research The Use of English Kids ' Song To Improve Students ' Listening Comprehension stated that the findings are test result shows that the mean score of the pre-test was 58,54 and the mean score of the post-test was 82,72 and calculating of *t*-score also showed there was improved significantly of students' listening comprehension score after implemented kids' song as a media to teach listening, which is *t*-score is bigger than *t*-table (2.04< >2.75).

The results of the research above have many similarities with those conducted by researchers and previous studies also used songs as a medium. But the thing that is very focused is looking at the students' listening skills.

(Džanić and Pejić 2016) According to the survey results, the use of songs with young learners has proven to be a great success. The fact that the majority of students like singing and listening to English songs, that they enjoy the songs presented during the research period, that they love watching them on TV or dancing along, that they learn language items, as well as that they sing these songs outside the classroom are clear indicators that songs positively influence students' attitudes and motivation for language learning. The survey also has confirmed that repetition and simple language of the songs, as pointed out by different linguists, influence the level of motivation. Children simply enjoyed listening to the songs containing repetitive language structure and did not seem to get bored by repeating them many times.

That finding proves this reseach assertion that repetition in songs eliminates boredom and maintains motivation through active participation and enjoyable sounds of music.

From these data calculations, there were different students' scores before and after interpreting the treatment. Eventually, it could be concluded that kids' songs could improve students' listening comprehension.

By looking at the impact generated through the test at the end of the activity and the excellent student response to this activity, it can be said that joyful learning is an effective approach to increasing student interest in learning.

The result of this research was made as consideration for teachers to choose method in teaching. Because the better learning method that teachers use, can make students easier and enjoy the learning process. Since the nature of the children likes to play and have fun, the teachers can teach the young learners through the fun activity.

From the findings obtained by the researcher and some previous related research finding presented above, the researcher highlights that through joyful learning method have an impact on students English for beginners in SDIT Al-Furqan Enrekang.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and discussion, it was found that English for beginners through joyful learning can improve and have a good impact on the students' fifth grade students of SDIT Al-Furqan Enrekang. It was supported by the data which the mean score of the students in the pretest was 61,56 and in the posttest was 84,69. The data, it showed that there was different students' mean score between before and after giving treatment. The students' score after giving treatment was higher than before giving treatment. Besides that, in applying the t-test of the students' posttest, it was found that the t-test was greater than the t-table value

B. Suggestion

Based on the conclusion presented in the previous sub-chapter, the researcher would like to give some suggestions for the future research as follows:

1. As English teachers, they should be creative and innovative in designing the teaching and learning processes. Teachers should be able to find new ways in delivering material to students to make the learning process more effective. Moreover, the use of media could help students who have problems or difficulties in learning English. The students should be serious in paying attention to their teachers, and have the braveness to ask

about the things that they do not know to the teacher and express their mind.

2. Students must be more than before in learning because this is the pandemic era so the learning process is not the same like before.
3. For the next reseacher
    a. The time used in this study is still limited due to the pandemic, it is hoped that in the future it will be able to maximize and make good use of time to apply joyful learning methods.
    b. The number of population used in this study is only one school. Further research is expected to increase the number of samples that will be used, so that it will approach the picture of the results that are closer to the actual conditions.
    c. This research was conducted outside the city, so researchers used a lot of money and for future researchers to minimize costs, they can look for the same problem in the nearest place first.
4. For the readers, this study was expected to give useful information to readers about joyful learning have a good impact on beginners. It could be used as a reference for research related to this study.

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