Joyful Learning as a Worthwhile Instructional Activity for English Beginner Students in the Post Covid 19 Pandemic Era

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Abstract
During the Covid-19 pandemic, there were many ways that schools used to keep learning going, and one of the learning approaches that are meaningful and fun in the child's world is joyful Learning. SDIT Al-Furqan located in Enrekang regency, South Sulawesi, Indonesia, also felt the impact of the Covid-19 pandemic. The most visible effect is that their enthusiasm for learning has decreased because they have been "sent home" for a long time. The researchers concluded that using children's songs will be easy to gain success in their listening goal and make the students more interested in learning English. For this reason, English for beginners in the new normal era through joyful Learning can be used as a choice to restore the learning mood of students. Joyful Learning assumed as a worthwhile learning activity in English. The researcher applied a pre-experimental class design with one group pretest and posttest design. The population of this research was fifth-grade students of SDIT Al-Furqan, Indonesia. The data analysis showed that the joyful learning method positively impacts the students. It was proved by the students' mean score in pretest was better than in posttest. Moreover, the students also give their positive perceptions of implementing joyful Learning. Briefly, joyful learning activities positively affect beginner elementary school students' English achievement.

Keywords;
English for Beginners
Joyful Learning
New Normal Era
Worthwhile Learning Activity
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Introduction

Education is a conscious 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 to be 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 school education programs (Pratiwi, 2021).

However, the world is shocked by the outbreak of a disease caused by a virus called the corona, known as covid-19 (Corona Virus disease-19). Hundreds of thousands are exposed to this virus, even causing thousands 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 spectre of the current pandemic (Turekisa, 2021). During the Covid-19 pandemic, there were many ways schools were used to keep learning going, such as implementing online Learning and offline Learning. Although sometimes the learning objectives that want to be conveyed have yet to be adequately achieved, 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 compared to the previous era. Especially in the learning of children's worlds. A world of children with a world of fun. Joyful learning is one meaningful and fun learning approach in the child's world. Joyful learning was chosen because this approach emphasizes students' comfort in learning. Joyful learning is an active learning strategy, a concept, and a practice of synergic learning of meaningful learning. Joyful learning provides space for learners to express themselves in learning activities that give meaning. (Shofiyah 2015) also stated that joyful learning can avoid feeling depressed during learning.

During the Covid-19 pandemic, there were many ways schools were used to keep learning going, and one of the learning approaches that are meaningful and fun in the child's world is joyful learning. The English beginner students 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. The researcher concluded that using children's songs will be easy to gain success in their listening goal and make the students more interested in learning English. For this reason, English for beginners in the new normal era through joyful learning can be used as a choice to restore the learning mood of students.

Therefore, the researcher thinks an alternative way can be applied, which is hoped to help students' listening skills. The researcher concluded that using children's songs will be easy to gain success in their listening goal and make the students more interested 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, English for beginners in the New Normal Era through Joyful Learning can be used as a choice to restore the learning mood of students.

The concepts of joyful Learning are defined from some sources. The definition of "joy," according to the dictionary, is the state of a person expressing his/her and a part of the source of pleasure. Thus, joy could be similar to happiness, but it is expressed within personal emotion. While joyful is the adjective of joy, which means similar, which is a cause of happiness. Thus, the word "joyful" in this context can be defined as the state of students expressing their happy feeling in the learning process journey. This happy feeling is not merely happening inside their heart but is being expressed naturally. (Wicaksono 2020). Akmaliyah (2013) states that fun learning (joyful learning) is a learning process with strong cohesion between educators and students without feeling pressured. (not under pressure).

In other words, joyful learning or what is known as fun learning, is learning that involves various aspects and tastes. Feelings of pleasure, happiness, and comfort from teachers and students in the teaching and learning process characterize this learning. Fun learning means appropriate and exciting learning. If students are directly involved in learning subjects, they are always happy learning. There are steps to implementing joyful learning; in the preparation 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.

Then, in the delivery stage, the teacher conveys learning materials associated with real things that students can encounter in everyday life and are associated with what students already know and remember. Moreover, in the training stage, the students must think, say, and do, which creates learning, 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 does not work at first), get immediate feedback, and practice it again. Ask students to talk about what they experienced, how they felt about it, and what else they needed to improve their performance. The last stage is the closing stage, the teacher and students conclude the Learning obtained. They closed 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 students (Akmaliyah, 2013).

The new normal era of the Covid-19 pandemic will 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. English for Beginners is one of the purposes of this research. Sukarno (2012) stated that 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.

Meanwhile, Liu and Reynolds (2019) commented that English for beginners is highly dependent on the teacher; therefore, teacher education is paramount. 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.

Aufa (2018) enriched the previous ideas that young learners are the students for elementary school which attain the age about 6 to 12. They were divided into two groups, the 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.

From the explanation above, the researcher found that the definition of English for beginners is a person who is beginning to 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.

Method

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

<table>
<thead>
<tr>
<th>Pretest</th>
<th>Treatment or intervention</th>
<th>Posttest</th>
</tr>
</thead>
<tbody>
<tr>
<td>O₁</td>
<td>X₁</td>
<td>O₂</td>
</tr>
</tbody>
</table>

Where:
- O₁: Pretest given before treatment
- O₂: Posttest given after treatment
- X: Treatment

The population of this research was the fifth grade students of SDIT Al-Furqan Enrekang in the academic year 2021/2022. The researcher used a simple random sampling technique with the fifth grade consists of 16 students as a sample of this research. The instrument 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 pretest, and a posttest and give questionnaires.

The treatment actually conducted in school. There are six meetings of this research. The teaching and learning process conducted in experimental class described in the following steps, they are;
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.

To analysis the data that is collected through pretest and posttest through quantitative analysis. The data was analyzed by employing the procedures such as; calculating the students' scores, classifying the student's score, calculating the mean score of the class.

Results

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 starting from giving a pretest, teaching as long as 6 meetings, and gave them a posttest. The titles of songs used before 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 explained all the material about greeting while singing a song. In the Second meeting, the researcher explained the example and divided students into pairs to do 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 to the telling time song. In the fifth meeting, students divided into groups and did some assignments, 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.

Table 1
The Percentage of Students’ Score in Pretest

<table>
<thead>
<tr>
<th>Score</th>
<th>Classification</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>91 – 100</td>
<td>Excellent</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>81 – 90</td>
<td>Very Good</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>71 – 80</td>
<td>Good</td>
<td>1</td>
<td>6,25%</td>
</tr>
<tr>
<td>61 - 70</td>
<td>Average</td>
<td>10</td>
<td>62,50%</td>
</tr>
<tr>
<td>51 – 60</td>
<td>Bad</td>
<td>2</td>
<td>12,50%</td>
</tr>
<tr>
<td>1 – 50</td>
<td>Very Bad</td>
<td>3</td>
<td>18,75%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>16</td>
<td>100%</td>
</tr>
</tbody>
</table>

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.

Table 2
The Percentage of Students’ Score in Posttest

<table>
<thead>
<tr>
<th>Score</th>
<th>Classification</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>91 – 100</td>
<td>Excellent</td>
<td>3</td>
<td>18,75%</td>
</tr>
<tr>
<td>81 – 90</td>
<td>Very Good</td>
<td>8</td>
<td>50%</td>
</tr>
<tr>
<td>71 – 80</td>
<td>Good</td>
<td>4</td>
<td>25%</td>
</tr>
<tr>
<td>61 – 70</td>
<td>Average</td>
<td>1</td>
<td>6,25%</td>
</tr>
<tr>
<td>51 – 60</td>
<td>Bad</td>
<td>-</td>
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</tr>
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<tr>
<td><strong>Total</strong></td>
<td></td>
<td>16</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 2 means that the student's ability in English has a good impact after being taught by joyful Learning. After being given treatment six times, the student's English ability was categorized as good, as evidenced by the percentage of the total posttest score and the average posttest 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 the pretest and posttest 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 the joyful learning method impacts students' English for beginners.
In the first meeting, the researcher explained the rule and what the students did in five next meetings. The researcher allowed students to speak about what they know about the greeting material, and only two students dared to speak. After that, the researcher explained 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 that implementing the joyful learning strategy should be implemented better. 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, 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, joyful Learning might be performed well from the second to the last meeting. It is proven by the students' excitement every meeting and their learning results that they have improved significantly in each meeting. After completing the treatment (individual, pair, and group task), 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 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 a practical 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 study by Turekisa (2021), 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.

Table 3
Mean Score of Pretest and Posttest

<table>
<thead>
<tr>
<th>Class</th>
<th>Pre-test</th>
<th>Post-test</th>
<th>Gain Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>V</td>
<td>61,56</td>
<td>84,69</td>
<td>23,13</td>
</tr>
</tbody>
</table>
Table 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 that the researcher found an improvement after giving treatment, and there was a significant difference in the students before and after 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. The result of this research supported a previous research study by (Wahyuni and Naim 2019). In their research regarding applying a joyful learning strategy based on humor communication to improve interests and achievements. They have concluded that there is a significant difference in students' English achievement before and after teaching joyful Learning.

The result of the research studied by Wahyuni and Naim (2019) has many similarities with those carried out present 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.

In addition, this research also supported the previous research found by Dzanic and Pejic (2016) that concluded that most students like singing and listening to English songs. 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.

This research findings proved 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 a practical 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 researchers highlighted that through joyful learning method have an impact on students English for beginners in SDIT Al-Furqan Enrekang.

<table>
<thead>
<tr>
<th>No.</th>
<th>Questionnaire Statement</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Learning English with Joyful Learning is a new thing for me.</td>
<td>95%</td>
</tr>
</tbody>
</table>
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%

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 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 had 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 beneficial for them (90%). The average student response as a whole is 93%, so that it is categorized in the very good category.

Discussion

In this research, the researchers 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 the end of the research process, we called it pretest and posttest. In the pretest, the researcher did find out students' knowledge before they got some treatments. For the posttest, the researcher would use the data to conclude and as proof to see how students' knowledge increased after getting treatment.

Before giving treatment, the student’s English ability was categorized as relatively low, as evidenced by the percentage of the total pretest score and the mean score of the students from the pretest 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 posttest score and the average posttest 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 the pretest and posttest 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.

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In the third meeting, students played roles by combining the two materials, greetings and partings, by playing outside. developments and results show that students were active and could 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, joyful Learning might be performed well from the second to the last meeting. It is proven by the students' excitement every meeting and their learning results that have improved significantly in each meeting.

After completing the treatment (individual task, pair task, and group task) 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 a practical 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 posttest for experimental classes. On (pretest), 70.60, while the value on the posttest is 81.80. (2) On pretest and posttest for the control class, the average value (Pretest) was 70.00 while for the value on the posttest 70.00. (3) For the T-Test grade in Experimental 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 test result shows that the mean score of the pretest was 58.54. The mean score of the posttest was 82.72. Calculating the t-score also showed significantly improved students' listening comprehension scores after implementing kids' songs as a media to teach listening. The t-score is bigger than the t-table (2.04 < > 2.75). The research results above are similar to those conducted by researchers, and previous studies also used songs as a medium. However, the very focused thing is looking at the students' listening skills.

(Džanić and Pejić 2016) According to the survey results, using 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 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 research 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 a practical approach to increasing student interest in Learning.

The result of this research was made as a consideration for teachers to choose the 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 researchers and some previous related research finding presented above, the researchers highlight that through joyful learning method have an beneficial impact on students English for beginners in SDIT Al-Furqan Enrekang.

**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 that the
The mean score of the students in the pretest was 61.56, and in the posttest was 84.69. The data showed that there was a different students' mean score 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 more significant than the t-table value.

This research highly recommended that English teachers become creative and innovative teachers in designing the teaching and learning processes. Teachers should be able to find new ways to deliver 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. Besides, this research also addressed to the readers which it can be useful information to readers about joyful Learning have an incredible impact on beginners. It could be used as a reference for the next research related to this study.

Moreover, this research also recommends that English teachers should be creative and innovative in designing the teaching and learning processes. Teachers should be able to find new ways to deliver 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.

The students must be more than before in Learning because this is the pandemic era, so the learning process differs from before. For the readers this study was expected to give helpful information to readers about joyful Learning has an incredible impact on beginners. It could be used as a reference for research related to this study. In addition, this research also has a weakness. In this case, 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. 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 to approach the picture of the results closer to the actual conditions.

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