CHAPTER I

INTRODUCTION

This research elaborates on the background of the study, research questions, research purposes, research significances, the framework of thinking and research methodology.

A. Background of Study

This study is intended to find out the use of fun teaching strategies experienced and novice English teacher's point of views. The teacher plays a crucial role in education. A teacher's influence on how the country will turn out in the future is significant. The success or failure of a student in the learning process can be determined by the teacher. Teachers now play a key role in promoting quality education because they may help students develop valuable life skills and establish their credibility as competitors in the age of globalization. Teaching a language has many different features to be concerned with. As teachers, We focus not only on instructing and cultivating students' language abilities but also on supporting, facilitating, and inspiring their enthusiasm, positive attitude, and motivation towards English. (Derakhshan & Khatir, 2015). However, teachers often do not pay attention to the classroom situation and only concern themselves with delivering materials. This situation causes students to become disengaged and less motivated to learn. It can also lead to behavioral issues, such as talking out of turn, not following directions, and showing disruptive behavior (Wagner & Urios Urios-Aparisi, 2011).

Teachers must be mindful of the classroom environment and adjust their teaching style to keep students engaged because students learn best when actively involved in their learning (Dôrnyei, 2005). Educators ought to employ diverse instructional methods like visual aids, interactive tasks, collaborative learning, and discussions to sustain student engagement and motivation effectively. Teachers should also be aware of individual student needs and tailor their instruction accordingly. By creating an engaging and collaborative learning environment,

teachers can ensure that all students learn and make the most of their educational experience (Wlodkowski, 1985).

Concerning the presented situation, it is thus essential for teachers to apply the appropriate teaching strategies in delivering the materials. Several teaching strategies can be used, including active learning techniques like hands-on activities, role-playing, and collaborative projects. The strategies mentioned above suggest that using active and fun learning will be more beneficial to learning than conventional teaching or teaching from teachers to students. Fun learning helps students to learn in a new and fun way by using interactive activities, games, and other methods that engage the students and make them interested in the subject (Murdock & Keller-Mathers, 2008; Kim & Kwon, 2012).It encourages students to explore and discover new concepts, helping them to develop critical thinking skills. Fun learning can also help to boost confidence and motivation, as students feel more successful when completing activities andtasks.

Regarding the use of fun learning strategies, studies have shown thatstudents who use fun learning techniques tend to have better academic performance, improved motivation and enthusiasm, increased retention of information, and higher levels of self-confidence (Hwang & Wu, 2011). Additionally, students using these techniques often experience greater collaboration, communication, and problem-solving skills (Stone et al., 2005; Yaman & Covington, 2006; Sweet & Pelton-Sweet, 2008). These skills can helpstudents succeed in their later academic and professional careers.

However, teaching in a fun manner is a complex matter because, to be successful, fun activities must be carefully planned, structured, and integrated into the curriculum (Guillen-Nieto & Aleson-Carbonell, 2012). The key to successful, fun teaching is ensuring the activities are relevant to the subject beingtaught and that the activities are engaging and appropriate for the age and learning level of the students. It is also essential to ensure that the activities are easy to understand and that the students can participate with minimal help. To ensure the activities are successful, it is essential to provide clear instructions and check that the students understand the instructions.

In addition, the teacher should provide support and feedback to the students throughout the activity and evaluate their progress. Finally, it is essential to keepthe activities fun and lighthearted, ensuring that the students enjoy themselves (Leach & Sugarman, 2005). This can be accomplished by incorporating humor and positive reinforcement into the lesson (Francis, 2012). The use of fun activities in teaching English has existed since the advent of language learning in the classroom setting. This is because, as mentioned previously, the incorporation of fun activities and English has brought significant benefits. Studies have shown that the benefits of incorporating fun activities to teach English have been evident. When students engage in fun activities, their motivation and enthusiasm for learning English increase (Burguillo, 2010;Dickey, 2011). This leads to a more positive attitude toward the language, whichcan help them stay focused and engaged in the learning process (Coller & Scott,2009).

Additionally, by using fun activities to teach English, students are more likely to remember the material they have been taught (García-Mayo, 2007). This can help them develop a better understanding of the language, which can lead to improved retention rates. Another benefit is that fun activities can help students practice their English more naturally. This can lead to improved communication skills as students become more confident in their language use. Moreover, engaging in fun activities can help students think more creatively when using English. This can help them develop more creative solutions to problems and lead to increased creativity.

In Indonesia's context, teaching English using fun strategies is a popular way to engage students in learning English. Many teachers use games, songs, and stories to teach English. They also use interactive activities such as role- playing, debates, and discussions to get students involved. Studies relating to theuse of fun teaching strategies in Indonesia's context have shown that the use of fun teaching strategies can help to improve the quality of teaching and to learn in Indonesia (Sinatria, 2016; Aisah, 2016; Purnami, 2022). Studies have also shown that teachers who use fun teaching strategies are more likely to engage their students and create a more positive learning environment (Hidayah, 2019).

Additionally, studies have found that students who are taught through fun teaching strategies are more likely to remember and understand the material better than those taught through traditional methods (Adisty, 2019). Finally, research has found that using fun teaching strategies can also help reduce student anxiety and stress levels, which can lead to improved performance in the classroom (Pandya, 2022; Purnami, 2022).

Considering the presented benefits of using fun strategies to teach English, this research explores what teachers think of using such strategies in their learning and what difficulties they face when implementing fun teaching strategies. The gap between this research with the previously mentioned studies lies in the richness of data where we will see and compare experienced and novice teachers' perspectives on what is fun learning, what is their take on the use of fun teaching strategies in their classes, and the difficulties they face during the implementation.

B.   Research Questions

According to the mentioned background, the research questions of this research will be formulated as follows:

1. What are the differences between experienced and novice English teachers' perspectives on using fun teaching strategies in teaching English?

2. What fun teaching strategies do experiences and novice English teachers implement in their English lesson?

C.   Research Purposes

Based on the formulated research questions, the research purposes are:

1. to reveal the differences between experienced and novice English teachers' perspectives on using fun teaching strategies in teaching English

2. to reveal the fun teaching strategies experienced and novice English teachers in their English lessons.

D.   Significance of Research

The research is supposed to become a source of information on the advantages of using enjoyable teaching strategies, which can then be used as one of the methods by English teachers. Practically, this research gives significance to:

1. Students

    The results of this study aim to inspire students to enhance their enthusiasm for studying English.

2. English Teachers

    More specifically, practically, this research can be of assistance and attention to English teachers, as it focuses on the benefits of fun learning and how to implement it. In addition, the data, consisting of interviews with teachers on the usage of fun teaching strategies, can serve as proof or actual evidence in a real-world setting regarding the experience of employing fun learning to increase students' involvement in learning. Theoretically, it is hoped that this research can be additional information in the existing literature about the use of fun teaching strategies in teaching English and helpful information for those needing previous studies about this matter.

E.   Research Scope

The purpose of the current study is to compare how experienced and novice teachers view enjoyable teaching tactics in their student's learning and the challenges they encounter in the classroom. As a result, the study's focus be restricted to instructors' perspectives and the use of engaging teaching techniques in the classroom.

F.   Conceptual Framework

Fun teaching and regular teaching are different in that fun teaching is focused on creating an enjoyable learning environment that makes learning fun (Cameron, 2001). Regular teaching is more traditional and focuses on teaching a subject in a structured way. Fun teaching may incorporate games, activities, and other forms of engagement to keep students interested in the subject matter (Moon, 2000). Regular teaching typically involves lectures, discussions, and tests to evaluate student

understanding. This type of teaching suffers from lowerengagement levels, resulting in students becoming bored and disinterested in thematerial, resulting in poorer learning outcomes (Brown, 2014). This situation leads to the trend of implementing fun teaching in order to support students' learning.

According to Kismoro (2016), fun teaching is a form of instruction for a group of students in which they are pleased, at ease, and under no pressure to study. Something will always pique kids' interest when they have fun learning. This is because if learning is presented in an enjoyable environment, children will respond positively. Fun teaching and a fun classroom go hand-in-hand. When teachers employ these methods, students are more likely to be excited to learn and participate. Fun classrooms provide an atmosphere of enthusiasm and joy, encouraging students to be more open to learning (Rea, 1999). A fun classroomalso encourages collaboration and creativity, which can lead to improved learning outcomes (Mann, 1996). Ultimately, when teaching is fun and the classroom is a fun environment, students are more motivated and engaged and can make excellent academic progress.

In educational practices, fun teaching is often referred to as the use of educational games. Similarly, educational games are meant for both education and fun. Games should promote "gameplay," which encompasses the cognitive processes, decision-making, and actions that determine whether a game isenjoyable or not. (Anders, Briggs, Hai-Jew, Caby, & Werick, 2011). The most effective games may engage students academically, physically, and emotionally. A game is educational if the game experience positively affects human senses, knowledge, and abilities. To summarize, an educational game integrates educational content into gameplay. According to Dovey and Kennedy (2006), these games assist learners in achieving learning goals while maintaining the enjoyment of gameplay. They offer effective feedback, engage and entertain users, retain player actions in memory, and are accessible across multiple platforms.

However, games are not the only way to promote a fun classroom through fun teaching. Several other fun teaching strategies can be implemented, such as creating interactive lessons where teachers incorporate interactive lessons into the

educational game. This can include activities, videos, or other interactive elements that keep students engaged and interested (Olii, 2022). The second strategy is to make learning fun by incorporating humorous elements into the game to make it more enjoyable (Syafiq, 2012). The third is to offer prizes or rewards for students who complete the game (Amalia, 2016; Putri and Refnaldi, 2020). This will encourage them to stay motivated and engaged. Another strategy is to encourage collaboration in order to complete the game.

Additionally, it will help develop teamwork skills and foster an atmosphere of support. The following strategy is the trend in recent years, which is the use of technology (Avedon & Sutton-Smith, 1971; Richard-Amato, 1996). Incorporating technology into the game will help to make the experience more engaging and interactive. This can include virtual reality, 3D graphics, and more (Dickey, 2007). Additionally, by applying technology, teachers can also monitor students' progress throughout the game. This will help teachers identify areas where students need more help or guidance.

Whitton (2018) Three characteristics that underscore the pedagogical rationale for employing enjoyable teaching strategies include embracing failure as a positive learning experience, encouraging learners to fully engage in playful exploration, and fostering intrinsic motivation to participate in learning activities. Embracing failure as a constructive aspect is a fundamental element of playful educational approaches, as it enables students to take chances and explore in a safe setting. It reduces the fear of failure, which can be an obstacle to learning. In addition, it fosters resilience and pushes learners to solve problems, which can be advantageous in various circumstances (Holdsworth, Turner, & Scott-Young, 2017). Encouraging learners to immerse themselves in the spirit of play can help create a more relaxed learning environment, allowing students to express their ideas and explore the learning environment freely. It can also build a sense of connection between the student and the subject matter, resulting in more meaningful learning experiences (Dweck, 2010).

In playful techniques, the creation of intrinsic motivation is crucial since it can aid to engage students and facilitate deeper learning. Intrinsic motivation is built

on the enjoyment of learning, which can be developed through entertainingmethods such as games, puzzles, and simulations. The innate drive is also associated with creativity and critical thinking, which can have long-term benefits for students (Bateson, 2014). As for teaching English utilizing educational games, the practice has been increasing in the classroom. Educational games can aid students in developing essential learning skills such as critical thinking, problem-solving, communication, collaboration, and creativity. By playing the games, students learn English language concepts and how to work together and think critically (Mathers, 2008; Kim, 2012). However,the most important thing to remember is that the game must be engaging and motivating for the student. Games should be designed to help students develop their language and communication skills.

Additionally, games should be tailored to the student's level of English proficiency (Guillen-Nieto & Aleson-Carbonell, 2012). Games should also be varied to keep the student's interest and focus. Finally, it is essential to provide feedback and reinforcement after each game so students can progress in their language acquisition.

Other fun teaching strategies, such as interactive videos, humor, and rewards, have also proven their benefits in learning. Utilizing humor as a strategy to promote a fun classroom has been seen to improve students' motivation and comprehension in learning because they provide the students with an environment they enjoy (Aboudan, 2009; Adisty, 2019). Rewarding the studentshas also been seen as an excellent way to promote students' learning as it adds extrinsic factors to the student's motivation (Kasyulita, 2019; Phungphai & Boonmoh, 2021). The use of interactive videos to promote learning has its rootsin the fact that videos provide students with audio-visual information, which is entertaining and relaxing. Interactive videos also provide students with contextual learning, which further suggests using this learning strategy to promote engagement, motivation, and comprehension (Pramerta, 2018).

In implementing fun teaching strategies, experienced and novice teachers differ because experienced teachers are more likely to be familiar with various strategies and have had more time to experiment and develop their strategies

(Fogarty, Wang, & Creek, 1983; Bandura, 1997). Fogarty, Wang, and Creek (1983) also add that experienced teachers may also have a more extensive repertoire of activities and games to choose from, and they may be better prepared to adjust their strategies to meet the needs of different groups of students. On the other hand, Novice teachers may need more guidance in effective teaching strategies and rely more on existing resources and guidance from experienced teachers (Chandran et al., 2022).

G.   PREVIOUS STUDIES

There are various studies related to the use of fun teaching strategies, such as game-based learning, humor, rewards, interactive videos, etc., since these strategies are seen to be beneficial in teaching and learning. Studies relating to using game-based learning as a strategy to promote a fun classroom in the EFL context come from Bolliger, Mills, and White (2015) and Tran and Lan (2022).

The study from Tran and Lan (2022) The research focuses on secondary school students' perceptions regarding the effectiveness of technology-based games in learning English. Conducted in Ba Ria-Vung Tau, Vietnam, the quantitative study involved 86 students who completed questionnaires. Using SPSS for data analysis, the study found that participants perceive technology- based games as beneficial for improving their English language proficiency, skills, and motivation. The findings suggest that such games enhance learning outcomes and could contribute significantly to understanding their efficacy in educational contexts, particularly in English language instruction, through further research and comparative studies.

The study by Bolliger, Mills, and White (2015) is about using digital game-based learning. Their study centers on Japanese university students' perspectiveson incorporating digital games into English language education. The research was carried out at a major private university in Japan, involving undergraduate students from fourteen English courses who were asked to complete a paper- based survey during class. The survey covered aspects such as usability, learningpotential, user experience, preferences, and actual usage of digital games. Additionally,

participants were invited to share their views on the advantages and disadvantages of integrating digital games into classroom instruction. A total of 2,202 students participated in the survey. According to the findings, many students evaluated the prospective integration and utilization of digital games favorably. However, several students voiced concern that using games as a learning tool may be ineffective. This study is almost similar to the present study. However, the point of view on the use of fun teaching strategies differs. This study sought the students' point of view, while the present research seeks to uncover the teachers' perspective.

Studies relating to using humor as a strategy to promote fun classrooms in ESL and EFL contexts have also been conducted by Aboudan (2009) and Adisty (2019). The study by Aboudan (2009) suggests that using humor in the classroom can help students learn a second language and foster an emotional environment. Students' opinions show a preference for utilizing comedy to learn a second language: (80%) said jokes made them pay more attention in class, and (71%) said humor made it easier to master challenging subjects. This study's findings support existing research suggesting that "humor" in ESL classes lowers stress, enhances the learning environment, fosters student-teacher relationships, and even speeds up learning. Students specifically stated that using humor made the learning process more enjoyable. This study makes the case that using humor in language instruction increases student motivation and achievement in the long run. Language teachers should employ "humor" to make their classes more welcoming and favorable to learning, along with encouragement and praise.

Participants were also asked to discuss the potential benefits and drawbacks of using digital games in the classroom. Twenty-two hundred and two students responded to the poll. According to the findings, many students evaluated the prospective integration and utilization of digital games favorably. However, several students voiced concern that using games as a learning tool may be ineffective. This study is almost similar to the present study. However, the point of view on the use of fun teaching strategies differs. This study sought the students' point of view, while the present research seeks to uncover the teachers' perspective.

Further studies relating to using humor as a strategy to promote fun classrooms in ESL and EFL contexts have been conducted by Aboudan (2009) and Adisty (2019). The study by Aboudan (2009) suggests that using humor in the classroom can help students learn a second language and foster an emotional environment. Students' opinions show a preference for utilizing comedy to learn a second language: (80%) said jokes made them pay more attention in class, and(71%) said humor made it easier to master challenging subjects. This study's findings support existing research suggesting that "humor" in ESL classes lowers stress, enhances the learning environment, fosters student-teacher relationships,and even speeds up learning. Students specifically stated that using humor madethe learning process more enjoyable. This study makes the case that using humorin language instruction increases student motivation and achievement in the longrun. Language teachers should employ "humor" to make their classes more welcoming and favorable to learning, along with encouragement and praise.

The study by Adisty (2019) resonates with similar findings to Aboudan (2009) but in the Indonesian context. The study intends to determine the impact of humorous learning tactics on students' learning outcomes at Labuhan Deli 1 Public High School. The sample for this study consisted of 27 class XII IPS 1 English students who took a pre-test and post-test. The results of the data analysis indicated that the use of comedy Learning tactics in the classroom led to an increase in grades. The Pre-test Mean is 50.96, and the Post-test Mean is

70.44 with a t count of 14.312 sig (2-failed) and a significance level of 0.000 0.05. This demonstrates that there are substantial variations in the value of learning results. Furthermore, with F = 81.318 and a p-value of 0.050, it is evident that the hypothesis suggesting that students exposed to a fun learning approach incorporating humor achieve better learning outcomes than those without such a strategy can be accepted.

In studies on how English teachers perceive the use of fun teaching strategies in teaching English, several studies have shown that using fun teaching strategiesis beneficial. However, there are concerns to be aware of. The first study, conducted by Yip and Kwan (2006), demonstrates the utility of online games for some

undergraduate students' vocabulary acquisition. Approximately nine weeks were devoted to a quasi-experimental study involving three teachers and one hundred students. The experimental group engaged with vocabulary learning through two specifically chosen gaming websites, while the control group studied the same vocabulary using activity-based lessons. Pre-tests and post-tests were conducted in the first and ninth weeks, respectively. The findings indicate that the experimental group significantly outperformed the control group in the post-test. Students in the experimental group showed a preference for online education supplemented with digital educational games compared to traditional activity-based lessons. Teachers viewed the online games positively but noted that integrating them into the core curriculum would require additional support.

Study by Algafar (2017) investigates teachers' perspectives on using humor in English as a Foreign Language instruction (EFL). The researcher interviewed four English teachers at a public junior high school in Kota Jambi to gather information. The researcher posed seven questions. All the questions concern the benefits and drawbacks of using humor in the classroom. As a result of this study, the researcher discovered that most participants agreed with the benefits listed in the literature review: sociological, instructional, and psychological benefits. Using humor in the classroom may only sometimes be acceptable to students, which is a disadvantage of using humor when teaching English.

A study on the use of rewards was conducted by Saraswati, Ratminingsih, and Utami (2020). Their qualitative research aimed to explore various aspects of rewards used in online English teaching, including types, frequency, context, and perceptions from both teachers and students. The study involved 116 participants, consisting of 112 first-grade students and four first-grade teachers. Key findings from the study include: teachers commonly employ verbal and tangible rewards; verbal rewards are more frequently given; rewards are contextualized into categories such as perfect, nearly perfect, and areas needing improvement, each serving distinct educational goals; teachers generally perceive rewards as positively impacting both academic and non-academic aspects of student performance; and students reported feeling pleased and motivated upon receiving rewards. These

results suggest the importance of implementing diverse and innovative reward systems to enhance student motivation effectively.

The next is the study by Anggeraini (2020), which examines English teachers' perspectives on using digital technologies in classroom practices and the obstacles to digital teaching in EFL settings. The findings suggest that English teachers express agreement and strong agreement regarding the benefits of digital technology in fostering an engaging classroom atmosphere and enhancing

English instruction. Moreover, these teachers emphasized the importance of providing digital resources such as laptops, speakers, mobile phones, and websites in digital teaching. They utilized downloaded materials and YouTube videos as digital media tools. However, challenges such as inadequate teacher training, limited time, and insufficient facilities hindered their ability to effectively implement digital teaching and create digital content within school settings. The study underscores the importance of English instructors actively participating in professional development opportunities, including group discussions, workshops, training sessions, and seminars, to effectively engage with emerging technologies.

There are several differences between preliminary studies and this study. The gap takes place in its focus, participants, and data collection. In terms of focus, several studies (Phungphai & Boonmoh, 2021; Kasyulita, 2019; Saraswati et al. 2020) focus on the use of rewards to create a fun learning atmosphere while this study explores what teachers think of using such strategies in their learning and what difficulties they face when implementing fun teaching strategies. The participants of the previous studies conducted by some researchers are students. Meanwhile, this study selects teachers as participants. As for the data collection, several studies use interviews to collect the data while this study uses observation and interview for the data collection.