



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon
Hak Cipta Dilindungi Undang-Undang

**TEACHING AND LEARNING ENGLISH
TROUGH FUN LEARNING METHOD**
(A case study of the students of class B of TKIT Al-Farisi Majalengka)

A THESIS

Submitted to The English Education Department of *Tarbiyah* and Teaching Science
Faculty *Syekh Nurjati* State Institute for Islamic Studies in Partial Fulfillment of
Requirement for The Scholar Degree of Education (S.Pd.)



By:

ENDAH FAUZIYAH
Reg. Numbers : 59430501

**ENGLISH EDUCATION DEPARTMENT OF *TARBIYAH* AND TEACHING
SCIENCE FACULTY OF *SYEKH NURJATI* STATE INSTITUTE FOR
ISLAMIC STUDIES
CIREBON
2016/1437 H**



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

ABSTRACT

ENDAH FAUZIYAH: TEACHING AND LEARNING ENGLISH TROUGH FUN LEARNING METHOD

(A case study at one of Kindergarten in Majalengka)

Study with full of good condition, happiness could made a good concentration and creativity. Fun Learning is learning method which can make a good condition in the class. It does not make students boredom. In the fact, learning processes activity using fun learning not only deal with playing or telling a stories but also make both of teacher and student be more creative and can make a good relationship. So that, learning english not be like a “monster” for the students.

The data which have been collected are analyzed by theory Masitoh (2004) who tell about some basic concept of early childhood education, early childhood learning is designed and implemented as system that can create an environment that inspire and give it easy for children to learn while playing trough activities that are concentrate and in accordance with the growth and development of children.

This study have three findings, first the preparation of teaching process. The second finding is the process of teaching and learning activity and the last the result of learning process trough fun learning method.

This research is expected to give better knowledge about teaching and learning activity trough fun learning. I expect the teacher of Al-Farisi kindergarten can apply the fun learning method to get the best result in learning English.

Keywords: Teaching, Learning, Fun Learning, Method.



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
 2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon
 Hak Cipta Dilindungi Undang-Undang

RATIFICATION

This thesis which is entitled "TEACHING AND LEARNING ENGLISH TROUGH FUN LEARNING METHOD" written by **Endah Fauziyah**, with registered number 59430501 has been examined on November 11th, 2015. It has been accepted by the board of examiners. It has been recognized as one of the requirements for Undergraduate Degree in English Language Teaching Department at *Tarbiyah* and Teacher Training Faculty, *Syekh Nurjati* State Islamic Institute.

| | Date | Signature |
|---|-------------------------------|-----------|
| a/n The Head of English Language Teaching Department <u>Lala Bumela, M. Pd.</u> NIP. 19821231 201101 1 011 | August, 25 th 2016 | |
| The Secretary Of English Language Teaching Department <u>Sumadi, SS.M.Hum</u> NIP. 19701005 200003 1 002 | August, 25 th 2016 | |
| Examiner I <u>Dr. Septi Gumiandari</u> NIP. 19730906 199803 2 002 | August, 26 th 2016 | |
| Examiner II <u>Dr. Tedi Rohadi M.Pd. SE. Dipl.TEFL</u> NIP. 19680309 200801 1 017 | August, 25 th 2016 | |
| Supervisor I <u>Dr. Ilman Nafi'a M.Ag</u> NIP.19721220 199803 1 004 | August, 26 th 2016 | |
| Supervisor II <u>Tohidin Masnun M.Pd.</u> NIP. 19650308 199903 1 002 | August, 23 th 2016 | |

Acknowledged by,
 the Dean of *Tarbiyah* and Teacher Training Faculty
Syekh Nurjati State Islamic institute Cirebon

Dr. Ilman Nafi'a, M. Ag.
 NIP. 19721220 199803 1 004



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
 2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

Hak Cipta Dilindungi Undang-Undang
 © Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon

TABLE OF CONTENT

| | PAGE |
|--|-------------|
| ABSTRACT | viii |
| PREFACE | ix |
| TABLE OF CONTENT | xi |
| LIST OF APPENDIXES..... | xiii |
| CHAPTER I INTRODUCTION..... | 1 |
| 1. Background of the problem..... | 1 |
| 2. The formulation of the problem | 6 |
| 2.1. The identification of the problem | 6 |
| 2.2.The limitation of the problem | 6 |
| 2.3. The question of the problem | 6 |
| 2.4. The aims of the problem | 6 |
| 2.5. The use of the research | 7 |
| 3. Theoretical foundation..... | 7 |
| 3.1. The nature of Teaching | 7 |
| 3.2.The Nature of Learning | 11 |
| 3.3.The Nature of Fun Learning | 13 |
| 3.4.The Nature of Method..... | 15 |
| 4. The Methodology of the research | 17 |
| 4.1.The objective of the research | 17 |
| 4.2.The place and time of research | 17 |
| 4.3.The method of research..... | 17 |
| 4.4.The source and types of data..... | 17 |
| 4.5.The instrument of the research..... | 18 |
| 4.6.The technique of collecting data | 18 |
| 4.7.The technique of analysis data..... | 18 |
| CHAPTER II Teaching and Learning Process | 35 |
| CHAPTER III The Application of Fun Learning Method | 43 |
| CHAPTER IV Result of Teaching and Learning Activity | 58 |
| CHAPTER V CONCLUSION AND SUGGESTION | 62 |
| 1. Conclusion..... | 62 |
| 2. Suggestion | 63 |
| 2.1.For the student..... | 63 |
| 2.2.For the teacher..... | 63 |



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seizin Perpustakaan IAIN Syekh Nurjati Cirebon.

© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon
Hak Cipta Dilindungi Undang-Undang

2.3.For the researcher..... 63

BIBLIOGRAPHY xiv

APPENDIXES xvi



CHAPTER I

INTRODUCTION

1. Background of the Problem

Language as a means of communication plays very important role in social relationship among human beings. English as one of the international languages is very important since it requires as a bridge of communication. In Indonesia, English is one of the compulsory subjects which is taught in junior high school, senior high school and university as the first foreign language. In addition, it is taught in elementary school and some kindergartens.

According to Oxford Advanced Learner's Dictionary (1981: 641) "Language is the system of sounds and words used by humans to express their thoughts and feelings". And according to Pei and Gaynor (1954: 119) "Language is a system communication by sound, i.e., through the organs of speech and hearing, among human being of a certain group or community, using vocal symbols possessing arbitrary conventional meaning". (A. Chaedar Alwasilah, 1992:2)

There are many languages in world. Every country has its own national language. Although there are many languages which are used as international language for communication and is well understood by many people in the world. Each nation, tribe, and region has different language with every other but they have language unity. For example, Indonesia has many languages but it has language unity. So English is universal language that is used to get in touch with out-world people.

Learning English should be introduced as early as possible to students in Indonesia as a foreign language. Because the English language as one of the international languages that are used in the association, trade and education have been recognized to own a very important role in one's success.

Several studies of brain function is (brain research) states that at an early age children are learning two languages (bilingual) at once, be it the mother tongue or first language and second language also, but must be consistent in its use and long-lasting as suggested by Trawick Smith cited Jalongo (2002:50) stated that:

“Ketika seorang belajar berbicara satu bahasa atau lebih, maka dirinya akan cenderung memilih salah satu diantara bahasa tersebut untuk menggambarkan sebuah objek atau konsep. Jika dua bahasa tersebut digunakan di dalam rumah maka anak yang berusia 18 bulan lebih akan cenderung menguunakan kedua bahasa tersebut dan memilih serta dapat mengenal bahasa yang digunakan oleh masing-masing anggota keluarganya”.

“When one learns to speak one or more languages, then he will tend to choose one among these languages to describe an object or concept. If two languages are used in the home, the children, aged 18 months is more likely to be used both languages and can recognize and choose the language used by each member of the family ”.

The main theory which claims that foreign language learning should begin from early childhood is the theory that “childhood education should begin from birth” from Japanese educator Makoto Shichita (Shichita 2000a, 2000b, 2000c).

The theory from the Japanese educator Makoto Shichita is an important theory which states that childhood education should begin as early as possible. His theory that “childhood education should begin from birth” also supports an early beginning for foreign language learning.

Shichita believes that childhood education should begin from birth. He insists that babies are geniuses at learning things and they have brains as good as computers. However, their learning talent and ability decrease year by year. That means babies at age zero have a superior ability for learning things. This talent decreases gradually with age. If we



do not take advantage of their talent at a young age by teaching them appropriately, this talent will disappear at age eight (Liu 1985: 24). Shichita explained this theory with the graph above.

A baby's superior talent also offers a benefit in foreign language learning. Shichita insists that children beyond age six find it harder to memorize vocabulary compared with three-year-old children. Furthermore, Shichita indicates that a three-year-old-child is more willing to learn vocabulary than a six-year-old-child. Shichita strongly suggests the importance of teaching children as early as possible before their superior ability atrophies. He believes that it is a pity to let children grow up without giving them appropriate learning stimuli.

Some people believe that small children are too young for foreign language learning. They think children may confuse their second language with their first language because their first language competence is not fully developed. Shichita has an opposite opinion. He believes that children between 3 and 6 years

old are at the optimal age for learning foreign languages because this is when children learn their first languages, they can use the same method to learn foreign languages (Shichita 2000a: 168).

Schichita also contends that if children learn a foreign language during the ages of 3 to 6, they can easily memorize the pronunciation and grammar accurately. Although they interrupt the foreign language learning for a short period of time, they can recall the accurate pronunciation when they learn the language again in the future (Shichita 2000b: 128/129)

There are some studies which found that children can learn two or more languages simultaneously without inter-lingual interference. They do not have to wait until their first language is good enough in order to learn a second language. For example, a teacher of foreign languages, Geissler (1938), reported that he had observed young children



acquire up to four languages simultaneously, without difficulty (Garcia 1982: 58).

Karl Witte believed that the intelligence of children is not hereditary, but results from education which should begin between birth and the age of 6. Karl Witte conducted an experiment on his son, whose name was Karl Witte. He began the education of his son when his son was a few months old. He taught him reading and writing. Little Karl Witte could read and write German and Latin at age 6. Later, he learned French. Within less than one year, he could read easy French books. After that he learned Greek. He could read Greek books within less than 6 months. By the time he was 8 years old he had learned many languages: German, Latin, French, Italian, English and Greek. Little Karl Witte studied at Leipzig University at age 10, got his Doctorate of philosophy degree at age 12, and got a doctorate degree in law at age 16, and became a professor at Berlin University (Liu 1985: 17-23).

Glenn Doman gave a similar example. In his book he described a nine-year-old-boy who could read and write nine languages. He said that the boy was not particularly intelligent. After birth, the boy lived in Cairo and in his living environment he often heard French, Arabic and English. He lived with his grandfather who came from Turkey and learned Turkish from him. When he was four years old, his family moved to Israel. He lived with his grandmother who came from Spain. In Israel he learned Hebrew, German and another language that Jewish people speak. Later, he moved to Brazil and learned Portuguese. His father also spoke 5 languages.

This statement is supported by many early childhood experts state that is very good for a child to learn a second language before the age of 10 years, meaning the ability to learn a second language would be better if the children before the age of 10 years.

Considering English is a foreign language in Indonesia, of course, the learning process also requires an appropriate and effective approach,



not just to learn the vocabulary of the students are able to memorize and speak the English language properly. But acquisition discuss the stages of the child must be a primary consideration in which children acquire first language starts with listening first to get an understanding.

The tendency of the importance of foreign languages, making a variety of educational institutions, both formal and non-formal education, especially in early childhood education (PAUD) makes the position of foreign languages and an important role in the curriculum. Currently, many countries in the world, including Indonesia, have started learning foreign languages, especially English, as a foreign language in early childhood. This is because many people believe that learning a foreign language / second if started at an early age before the child reaches a critical mass, it will give better results, although until now there has been no empirical evidence that reinforces the opinion (Nunan, 1999). However, on the other hand keep in mind that a person's level of language proficiency is not only influenced by the age factor but also other factors, such as the type of program and curriculum, duration of learning, techniques and activities used (Rixon, 2000).

Scientific concept of early childhood are isomorphic, meaning a framework of knowledge of early childhood education is built on the interdisciplinary science that is a combination of several disciplines, such as: psychology, physiology, sociology, child education, anthropology, humanities, health, and nutrition and neuro science or the science of brain development human (Yulianai Conscience Sujiono, 2009: 10).

Based on reviews in psychology and science education, early childhood period time basis or foundation stone of the early growth and development of children. What received by children during early childhood, whether it be food, beverages, as well as stimulation of the environment provide a very large contribution to the growth and development of children at the time and influenced the growth and further development.



Growth and development of children can not be released to do with the development of brain structure. In terms of empirical lot of research that conclude that early childhood education is very important, because at the time we are born, according to Clark (in Yuliani Conscience Sujono, 2009) completeness organization brains reach 100-200 billion brain cells that are ready to be developed and actualized in order to achieve the level of optimal development, but the results of the study stated that only 5% of potential brain are unused due to the lack of stimulation which serves to optimize brain function.

In Indonesia, the reality on the ground in the last 10 years, early childhood education agencies Kindergarten or continue racing the race to develop a foreign language (English) as one of the expertise developed and dominated by students. Even for the managers believe that the value of sales and popularity of an institution (kindergarten) is determined by the quality of foreign language is taught and commanded by the students. However, the implementation and learning foreign languages such as English early childhood level is still causing the pros and cons for education experts, linguists, practitioners and teachers in the school.

For experts, educational experts, educational practitioners, and teachers also pro or agree, assume that learning a foreign language early on is better than after growing up. Many people believe that children have a fresh memory, not a lot of thought, a plain, empty awaiting filled, superior imitators, and so forth. In addition, they also found that learning a foreign language at an early age and has assumption that children learn foreign languages faster than adults (Santrock, 313: 2007). A study conducted Johnson and Newport, 1991 (Santrock, 313:2007) showed that immigrants from China and Korea who started living in the United States at the age of 3 to 7 years of English language skills are better than older children or adults.

As for the cons, learning a foreign language / second in early childhood and would disrupt or impair the child's first language development. They found that at an early age children are not able to



master the language well and maximal first but was given a load more to learn a foreign language so that it was likely they would fail in learning a foreign language even first language as stated in the quote below.

For the cons are always in line with the notion that "the younger the better." They think it's not always a guarantee of success in learning a foreign language. Many things need to be considered to make "the younger" really "the better".

English language learning in early childhood is often more to the recognition vocabulary of each theme memorizing method which of course will only be stored on the child's short term memory. When the study is completed, the child will soon forget what they have learned.

Children who begin to learn a foreign language at preschool age are likely to have more time available than those beginning in primary school or high school. If children begin learning earlier, they save time and effort in the future. If children learn a foreign language from an early age, they may have the opportunity to learn more vocabulary and sentences than adult beginners.

Moreover, young beginners have more time for learning than adults, so they can take their time and learn slowly. They do not have to memorize so much vocabulary or so many sentences, as adults do, in order to learn quickly.

In this term the writer take the some aspect from the thing to supporting teaching and learning process trough fun learning in English language for kindergarten students. Because learning english as second language for kindergarten's student is very important to improve their language ability. In the teaching and learning activities, there are two things that determines the success or failure of a process of learning, the classroom setting and teaching itself. According Ekomodyo (2005), in the presence of environmental conditions that fun, has a great influence on children's development.

Fun Learning Method is exciting and fun way of learning-centered psychology students and atmospheric environment in the process of



teaching and learning. This method is a way to create a comfortable atmosphere in the learning process so as to create a sense of love and desire to learn. According Tols Toy (Darmasyah, 2010), learning fun is essential in the learning process, because it helps the students to be able to make a meaningful learning materials, member motivation, and provide satisfaction to learn. Because the learning fun going make feel overwhelmed and forced to learn.

Teacher stepped into self-exploration with a concentration on natural ability that arise from the process of self-evaluation turned into something different from the others. Games (games), popular with various names, among others, heating (ice-breaker) or refresh (energizer). Ice-breaker literal meaning is "ice breaker". Thus, the meaning of warming in the learning process is breaking the ice situation or physical minds of participants. The game is also intended to build a dynamic learning atmosphere, passion, and enthusiasm. Characteristics of the game is to create a learning environment (fun) as well as serious but relaxed (sergeant). Game used for the creation of an atmosphere of learning from passive to active, from rigid into motion (familiar), and from saturated to be carefree (fresh). This method is directed to the learning objectives can be achieved efficiently and effective in a happy atmosphere despite discuss matters difficult . Game is used as part of the the learning process, not only to fill empty time or just a game. The game should be designed to be an "action" or event experienced by the participants, and then drawn in the process reflection to be profound wisdom (principles, values, or lessons). The changing area that is affected is the shutter attitude-value.

According to Imam Malik in his book as Ralibi Fun Learning has explained that the difference with method AJEL and methods Games, Fun Teaching method is a method which requires teachers to be humorous and liked children with ie activities which explore the learning atmosphere of the ice melt beginning to end to learn through games, storytelling / storytelling



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

by inserting the material being studied englishs. While AJEL and the game does not thoroughly from beginning to end but only break the ice ice at the beginning or in the middle in the learning process.

Fun Learning the characteristics of this method is a learning atmosphere that is fun from beginning to end without noticeably learn but in fact they have learned the subject matter. A student is said to be able to feel the fun of learning is that it can be seen from the behavior for the students to learn as full concentration to his teacher.

According to Erma method of teaching intelligent and fun can be done by means of a read, repeat, and distribute The method is useful for strengthening the memory. In this way students can learn by active, creative, and fun. Education experts from Singapore Jasmine Simon says, fun learning can be created by making teaching and learning space into a playroom comfortable and pleasant (Edutainment Method). Moreover, teaching is a noble work. When teaching on the basis of it, all will feel easy. "Teaching is fun. All depends on how the method of teaching so that students feel happy and close to the teacher, ".

Fun Learning From the discussion above, it can be concluded that Fun Learning is a learning method that produces so much creativity, a teacher must be able to create creativity and can create an atmosphere of student learning fun from beginning to end without noticeably learn so creating an environment that is active and creative, so the learning process becomes fun and can improve results english learning by using the elements that exist on teachers, students and the learning environment through interaction occurs in the classroom such as playing, storytelling, juggling, singing, and homoris. With a fun learning environment will surely emerge new inspirations refreshing.

Based on interviews with the teacher researcher group B in TKIT Al-Farisi, that stimulates the ability of teachers to recognize the concept of vocabulary, rarely use the media game for delivery. Often teachers are using media textbooks, magazines, worksheets and sometimes just using the singing and the question and answer, so kids less responsive in



accepting presented by the teacher. Because of the method used is less interesting and boring for kids, some kids often play alone or talk to her when the teacher explains. Teachers as educators should really be able to choose an effective method of learning and fun for children, so that they feel that learning is not a burden. As well as to explore all the potential that exists in children optimally. Starting from the above background, it is to stimulate children's intelligence can be performed with a variety of media use games, storytelling, singing, lectures, role playing, storytelling, experimental. A teaching and learning process will be successful if the conveyed can be understood by the child and the child was happy with the way teachers in delivering learning material. Based on the description of the background of the above problems, this research focused study "Teaching And Learning English Trough Fun Learning Method at TKIT Al-Farisi Majalengka".

2. The formulation of the problem

2.1 The identification of the problem

The identification of the problems is needed to give clarification about the problems that will be investigated. The students get trouble in learning English. They want to be able to improve English vocabulary. From the background of the problem above, the research problem can be identified as follows:

1. The Field of The Research

The field of study of the research is English for young learners.

2. The Kinds of The Problem

a. Students can't absorb English vocabulary well.

b. Teacher doesn't use a right method

3. The main problem

The main problem of this paper is the difficulties of early childhood in learning English vocabularies.



2.2 The limitation of the problem

In this research, the researcher will limit the problem which has correlation with the title of the paper that is “teaching and learning english trough Fun Learning at TKIT Al-Faris Majalengka.

2.3 The question of the research

1. How do the process teaching and learning activity through fun learning method in learning at TKIT Al-Farisi Majalengka?
2. How do the application of learning activity trough Fun Learning method in learning at TKIT Al-Farisi Majalengka?
3. How do the students’ result in learning process trough fun learning method at TKIT Al-Farisi Majalengka

2.4 The aims of the research

1. To find teaching and learning activity trough fun learning method in learning at TKIT Al-Farisi Majalengka?
2. To find out the application of learning activity trough fun learning method at TKIT Al-Farisi Majalengka.
3. To find out the students’ result in learning process trough fun learning method at TKIT Al-Farisi Majalengka

2.5 The use of the research

In general the use of the research is to know about fun learning method in english teaching and learning. Then it is specifically simplified on objective that is to identify whether or not fun learning method in classroom affect students’s understanding in their English language.



3. Theoretical Foundation

3.1 The nature of Teaching

In its broadest sense, teaching is a process that facilitates learning. Teaching is the specialized application of knowledge, skills and attributes designed to provide unique service to meet the educational needs of the individual and of society. The choice of learning activities whereby the goals of education are realized in the school is the responsibility of the teaching profession.

In addition to providing students with learning opportunities to meet curriculum outcomes, teaching emphasizes the development of values and guides students in their social relationships. Teachers employ practices that develop positive self-concept in students. Although the work of teachers typically takes place in a classroom setting, the direct interaction between teacher and student is the single most important element in teaching.

Teaching becomes complicated by the fact that teachers usually pursue many—and sometimes conflicting—goals. For instance, although a teacher may strive to help learners become more independent, she also needs to encourage order, and she may do so by praising conformity (“I like the way that Sung is sitting so nicely!”). Learners also pursue their own agendas. In a recent survey, fully one-third of the grade 3–12 respondents agreed with the statement, “I only do enough work to do as well as I need to get by in school” (MetLife, 2010). Here’s another example of a student agenda, this one from my son Alex. When his first-grade teacher stepped into the hall for a brief conversation, Alex immediately seized the moment and leapt onto his chair. Fists and face raised to the sky, he screamed “Let’s party!” In the face of many—sometimes competing—agendas, effective teachers are driven by the urgent goal of fostering change for the learners.



Do teachers in fact make a difference for learners? Research indicates that enhanced teacher preparation is associated with improved student learning (e.g., Darling-Hammond, 2000; Laczko-Kerr & Berliner, 2002, 2003), and research reported by Berliner (2004) finds that expert teachers have greater student achievement gains. Further, reviews of the literature (e.g., Bumgardner, 2010; U.S. Department of Education, 2003) present compelling evidence that individual teachers do, indeed, have a powerful effect on student learning. In a first- grade study, the teacher was five times more predictive of students' mathematics achievement than was family socioeconomic status (Croninger, Rice, Rathbun, & Nishio, 2007).

Teaching is goal driven: Effective teachers set high expectations for students and then warmly demand that students meet those expectations (Kleinfeld; 1975). Warm demanders build authentic relationships with their diverse students and then insist that they achieve (Bondy & Ross; 2008; Irvine & Fraser, 1998; Ross, Bondy, Galligane, & Hambacher, 2008). Overall, you—the teacher—are the single most influential in-school contributor to student learning.

Part of the perception that teaching is easy stems from the mistaken notion that teaching and telling are the same thing: If a teacher says it , students will know it . Hear, if you will, that common though misguided teacher lament: “Come on, Class! We went over this!” Certainly a good lecture can be a powerful learning tool, but knowledge does not travel directly from the mouth of the teacher to the mind of the learner. Knowledge is constructed as learners filter and operate on new information using their own perspectives and experiences. Teachers need to help students connect new information to the known and to their own lives. Factors such as teachers' experience and expectations affect student learning, and so do many factors such as students' culture, physical characteristics, preferences, and prior experiences. Because classrooms are interactive and dynamic, “teaching as telling” does not



capital-ize on the learners' goals or on the power of their experiences. It also does not draw directly from current theories on how children learn. Figure 1.3 summarizes current views on how people learn. One trend that emerges from these views on how people learn is that learning seems not to be a simple matter of reception. Instead, it appears to be about active engagement, about questioning, and about facing misunderstandings and building better understandings by organizing information in meaningful ways (Marlowe & Page, 1998; National Research Council, 2000). Teaching as purely telling also

a. Behaviorist Approaches

- Hold that learning occurs continuously and can be intentional or unintentional.
- Focus on observable behaviors and shaping them through rewards and punishments, or consequences.
- Reinforcers include grades, praise, and tangible items. Punishment can take the form of time-outs, detentions, and names on the board for misbehavior.
- Theorists include Skinner (1971), and, more recently, Bandura.

b. Information Processing Approaches

- Focus on how information is selectively perceived, stored in memory, and retrieved.
- Liken the brain to a computer, a system with limited capacity that processes information according to logic and rules. Information is received through the senses and then is perceived by the mind. It enters

short-term memory either from the process of sensation or from long-term memory. Concepts are stored through schemata (systems of linked concepts).



- Teachers should be systematic in their instruction to enhance learning. Some important activities are gaining students' attention, accessing background knowledge, focusing on organization of ideas, providing feedback, and supplying meaningful practice.
- Theorists include Gagne (1985) and Miller (Miller, 1956; Miller, Galanter, & Pribam, 1960).

c. Constructivist Approaches

- Focus on processes by which students build knowledge rather than receive it.
- Hold that we continually check new information against our mental rules in order to internalize and act on information.
- Purport that learning is social, and “disequilibrium,” or cognitively unsettling experiences, cause learners to reorganize cognition at higher levels.
- Students should confront their current thinking by actively testing and refining their ideas. Heterogeneous groups provide opportunities for students to challenge and support each other's thinking.
- Theorists and researchers include Bruner (1986), Piaget (1952), and Vygotsky (1978).

d. Multiple Intelligence Theory

- Challenges the notion that intelligence is a single construct and suggests instead that people can be smart in many different ways.
- Holds that intelligences are many and currently include (1) logical or mathematical, (2) linguistic, (3) musical, (4) spatial, (5) bodily or kinesthetic, (6) interpersonal, (7) intrapersonal, and (8) naturalist intelligences.



- Urges schools and teachers to broaden the kinds of experiences offered to children.

Teaching your language to a group of foreigners may be a lot easier than you think. The human brain has the innate ability to process language and understand it. Your students will begin learning from the very first class. Still, it never hurts to know what you're doing. Here are some useful tips for making the learning process easier. Imagine that you enter your first class. Twelve pairs of eyes are fixed on you. Other than the nervous swallows you can literally hear the crickets chirping. The students don't know you, they don't know one another, and they don't know the language. They're tense and they're not ready to learn, at least, not yet. You need to make the class fun, help the students relax, help them meet each other, and help them get to know you. This is accomplished with an icebreaker. There is no single perfect icebreaker to use. It depends on the teacher, on the type of students, on the level of the students, on whether the students know one another, and many other factors. If the students don't have the same native tongue (L1) and know basically nothing in the language they're trying to learn (L2) it can be difficult just to get them to follow the directions.

If the students have the same native language (L1) and know very little you can get them to write down all the L2 words they know. Have them work in groups and give only one of them a pen. The other students will call out words and the writer will write them down. Students will naturally start to ask what the words mean in their own L1 and may remember some of the words. That will make your job easier.

If the students have different L1s then you may have to just resort to having a large ball. Calling out your name you then throw the ball to the next student. He or she will (hopefully) say their name and pass the ball around. Once that's done the ball will come back to you. You will have remembered one of the names of the students and you can toss the ball to the student (saying his or her name) and encourage her to pass the



ball to someone else while calling his or her name. This can be hard to do if your class is a room full of executives, but what else is there?

If your students speak some English you can have a simple exercise like, “Guess the Question.” Write on the board (or provide the student[s] with handouts) that tell your name, where you live, your job, etc. and have them guess the questions. Once they accomplish that have them interview one another, asking the questions or (in a one-on-one class) you can simply say, “Now you know something about me, tell me something about you.” The first thing a student needs to know is words. Words can be presented by a translation method, but this is not generally used for the following reasons:

A. The students may not have the same L1. B. The teacher may not know the student’s L1. C. The teacher may incorrectly translate the word or otherwise give a false impression of the word. D. The students may come to rely on translation to learn new words. E. The students are more likely to forget the new words. F. The students may be discouraged from speaking the L2 in class. G. Words do not always directly translate. They often have subtle connotations in L1 which does not come over in the translation or vice versa. Generally, therefore, the students are taught words with pictures and their L2 words. The following pitfalls need to be observed and avoided: A. Certain words cannot be taught by pictures, e.g., trust, shame, jealousy B. The teacher cannot always have pictures available to teach every new word that comes up. C. Teaching words in a written manner may cause the students to mispronounce the words based on the phonetic system of their own language. D. The students may have an L1 written form (Chinese, Japanese) that is completely different from the written form of the L2. E. If the exercise is too easy (just showing pictures with the words next to them) the students may readily forget the new words.

Accordingly most low-level vocabulary learning exercises show a variety of pictures and require the students to match the pictures up with



the words in the L2. Students can use bilingual dictionaries or rely on other students in the class to try to work out the right combinations. Students should normally work in pairs or small groups to pool their knowledge. Higher level vocabulary learning can be spontaneous or planned. During any reading or listening exercise a student is likely to encounter one or more words that they do not know. When that happens and when the students notice the word as an unknown word they will attempt to learn the word. Teachers can help the students to notice new words by using a highlighter, a different font or by underlining the words. Students will adopt a variety of strategies to help them learn a new word. Some may ask the teacher what the word means while others will consult a dictionary. Some students may ignore the word or try to guess it from the context. Once the meaning is located the students may adopt a variety of other strategies. They may repeat the word aloud several times, underline it, highlight it, or make notes in the margin of the meaning or translation of the word. Other students may actually copy the word into a notebook or try to make a sentence with the word. Each strategy may or may not be effective. Students should be encouraged to try a variety of strategies and use the methods they find most effective. Obviously a vocabulary notebook is a good strategy, but many students may not be motivated enough to take that step.

3.2 The nature of learning

Learning is one of the most important activities in which humans engage. It is at the very core of the educational process, although most of what people learn occurs outside of school. For thousands of years, philosophers and psychologists have sought to understand the nature of learning, how it occurs, and how one person can influence the learning of another person through teaching and similar endeavors. Various theories of learning have been suggested, and these theories differ for a variety of reasons. A theory, most simply, is a combination of different factors or variables woven together in an effort to explain whatever the theory is



about. In general, theories based on scientific evidence are considered more valid than theories based on opinion or personal experience. In any case, it is wise to be cautious when comparing the appropriateness of different theories.

In trying to understand the various theories of learning and their implications for education, it is helpful to realize that the term “learning” means different things to different people and is used somewhat differently in different theories. As theories of learning evolved over the past half-century, definitions of learning shifted from changes that occur in the mind or behavior of an individual to changes in participation in ongoing activities with other individuals to changes in a person's identity within a group (e.g., a change from being a follower to being a leader). Although, most definitions of learning involve a change in an individual's knowledge, ability to perform a skill, or participate in an activity with other individuals, there is considerable variation among the theories about the nature of this change.

Learning is a modification of behavior through experience and training. So it is a growth and development process. The need arises, goal is set-up, adjustment begins, and behavioral changes take place and stabilize. This whole process is called as learning. Learning involves problems solving i.e. understanding and discovering relations between different contents in a situation. Learning and activity aroused by the personal and social demands. Why should one learn? Because it is the demand of individual. Individual learns many things i.e. desirable and undesirable also. But aim of education is to bring about desirable changes in the behavior of an individual and to eliminate the undesirable changes. Thus learning is the process of improvement.

Learning is the act of acquiring new, or modifying and reinforcing, existing knowledge, behaviors, skills, values, or preferences and may involve synthesizing different types of information. The ability to learn is possessed by humans, animals, plants[1] and some machines. Progress



over time tends to follow learning curve. It does not happen all at once, but builds upon and is shaped by previous knowledge. To that end, learning may be viewed as a process, rather than a collection of factual and procedural knowledge. Learning produces changes in the organism and the changes produced are relatively permanent.

Human learning may occur as part of education, personal development, schooling, or training. It may be goal-oriented and may be aided by motivation. The study of how learning occurs is part of educational psychology, neuropsychology, learning theory, and pedagogy. Learning may occur as a result of habituation or classical conditioning, seen in many animal species, or as a result of more complex activities such as play, seen only in relatively intelligent animals. Learning may occur consciously or without conscious awareness. Learning that an aversive event can't be avoided nor escaped is called learned helplessness. There is evidence for human behavioral learning prenatally, in which habituation has been observed as early as 32 weeks into gestation, indicating that the central nervous system is sufficiently developed and primed for learning and memory to occur very early on in development.

Play has been approached by several theorists as the first form of learning. Children experiment with the world, learn the rules, and learn to interact through play. Lev Vygotsky agrees that play is pivotal for children's development, since they make meaning of their environment through playing educational games.

From the explanation above learning is a change in behavior, learning is a reconstruction, combined thinking, skill, information and appropriation in single unity process and it is characterized by flexibility. Learning consists of the ways in which we modify our responses to those stimulus that upset us but there is not a response to every organic state of the organism. The process by which we come to make the responses, which will overcome the threatening stimuli, is called as learning.



Learning is concept of describing changes in the behavior which result from practice.

3.3 The nature of fun learning

Many adults think that playing and learning is something that is the opposite. They are pros with this statement argues that "much play will reduce learning time". But if we try to ask to children, on average, they would reply that "the play was fun while learning drab".

Toni Buzan, an education expert from the UK, revealed the results of research that has been done for 30 years on the students' perception of the word "learn". He found the word or concept of learning is as follows: boring, exams, homework, a waste of time, penalties, irrelevant, detention, hate and fear.

Imagine, when studied alone is perceived as such, how can the children will easily receive the subject matter, because learning is considered not a pleasant thing. They should feel that learning it makes them depressed and suffer agony. Well, when this situation occurs, there is no other option, that learning should be created with pleasant conditions or learning fun !.

Fun Learning = effectiveness study

Fun and relaxed atmosphere is actually an important factor in a learning activity. The learning process is effective when the learner in an excited state, comfortable and relaxed. This has proven to be won outstanding achievement for student achievement. So that a person's success is not solely derived from intellectual intelligence alone, but rather more emotional intelligence contributes significantly to the effectiveness of learning.

Fun and relaxed atmosphere is actually an important factor in a learning activity. The learning process is effective when the learner in an excited state, comfortable and relaxed. This has proven to be won



outstanding achievement for student achievement. So that a person's success is not solely derived from intellectual intelligence alone, but rather more emotional intelligence contributes significantly to the effectiveness of learning.

Let us consider, when I heard the school bell, children will spontaneously shout off, "Yippee ...!". This indicates that it is off load them to learn in school. So school is a burden for them. Yet when we look at the origin of the word school comes from the word "scholae", which means fun or frolic. But the fact is, indeed contradictory is not it ?.

When children are learning, time was moving very slowly. Instead when playing, children feel the time passed so quickly. The conditions that, which is now known as learning through play. Thus learning in the eyes of a child, no longer be boring because it does while playing. Time will not be felt much longer for children, because they are fun to do it and enjoy.

Thus, parents and teachers should be able to juggle wise learning activities into fun play activities (fun learning). A subject matter must be transformed into an attractive and exciting games children. When playing, the situation and hearts of children chirpy. This condition will allow the child to accept and understand the subject matter provided.

The natural activity of early childhood, play is what children do and their way of life. For young children, there is no distinction between play and learning; they are one and the same. Playing is a priority in early childhood, yet not all play is the same.

Most experts agree that children's play can be divided into these categories:

- Active play: running, jumping, climbing, riding, and other use of large muscles.
- Quiet play: reading, stringing, coloring, etc.



- Cooperative or social play: games and activities that involve more than one.
- Solitary play: drawing, dreaming, or any activity that involves only one.
- Manipulative play: putting together puzzles, building with blocks, cutting and pasting, or any activity that involves eye-hand coordination or fine motor skills.
- Creative play: painting, molding, solving problems, making music, telling stories, or any activity that involves a child's imagination.
- Dramatic play: dress-up, make-believe, or any play that involves pretending.

The categories overlap and any activity will likely fall into more than one. For example, playing "Tag" is active and cooperative at the same time. Though children could care less which category their play falls into, it is valuable for parents, teachers, and adults who work with young children to understand the types in order to provide opportunities for children to engage in them all.

Since approximately 300 BC, Plato realized the importance of playing as one of the human activities that are beneficial. In the children's play activities, learning and working is an integral system. Play is an effective way for children to face the future. For the children's play can be honed in terms of knowledge, motor, emotional, social as well creativity.

The more interaction of children through games that optimize his senses, the higher the positive effect of such games. By playing all the senses child is expected to function optimally. The new play activities can play, if in doing these activities, the children feel comfortable, happy, do not feel forced, free expression and imagination, as well as unencumbered targets to be achieved. According to Karl Buhler and Schank Danziger there are many benefits of learning by playing including:

- Potential excitement
- Triggers creativity



- Increase the child's response to novelty
- Train the child to solve the problem
- Means socializing
- Improving language and communication skills
- Develop confidence entertainment
- Exercising imagination
- Distributed energy

Playing and learning are completely natural for toddlers, so mastering physical skills should be fun and games for them. Parents should give toddlers many opportunities to practice their developing skills while providing supervision so they stay safe while they learn.

each other stepped into self-exploration with a concentration on natural ability that arise from the process of self-evaluation turned into something different from the others.

Games (games), popular with various names, among others, heating (ice-breaker) or refresh (energizer). Ice-breaker literal meaning is "ice breaker". Thus, the meaning of warming in the learning process is breaking the ice situation or physical minds of participants. The game is also intended to build a dynamic learning atmosphere, passion, and enthusiasm.

Characteristics of the game is to create a learning environment fun (fun) as well as serious but relaxed (sergeant). Game

used for the creation of an atmosphere of learning from passive to active, from rigid into motion (familiar), and from saturated to be carefree (fresh).

This method is directed to the learning objectives can be achieved efficiently and effective in a happy atmosphere despite discuss matters difficult . Game is used as part of the the learning process, not only to fill empty time or just a game.



The game should be designed to be an "action" or event experienced by the participants, and then drawn in the process reflection to be profound wisdom (principles, values, or lessons). The changing area that is affected is the shutter attitude-value.

According to Imam Malik in his book as Ralibi Fun Learning has explained that the difference with method AJEL and methods Games, Fun Teaching method is a method which requires teachers to be humorous and liked children with ie activities which explore the learning atmosphere of the ice melt beginning to end to learn through games, storytelling / storytelling

by inserting the material being studied englishs. While AJEL and the game does not thoroughly from beginning to end but only break the ice ice at the beginning or in the middle in the learning process.

Fun Learning the characteristics of this method is a learning atmosphere that is fun from beginning to end without noticeably learn but in fact they have learned the subject matter. A student is said to be able to feel the fun of learning is that it can be seen from the behavior for the students to learn as full concentration to his teacher.

According to Erma method of teaching intelligent and fun can be done by means of a read, repeat, and distribute The method is useful for strengthening the memory. In this way students can learn by active, creative, and fun. Education experts from Singapore Jasmine Simon says, fun learning can be created by making teaching and learning space into a playroom comfortable and pleasant (Edutainment Method). Moreover, teaching is a noble work. When teaching on the basis of it, all will feel easy. "Learning is fun. All depends on how the method of teaching so that students feel happy and close to the teacher, "

Fun Learning From the discussion above, it can be concluded that Fun Learning is a learning method that produces so much creativity, a teacher must be able to create creativity and can create an atmosphere of student learning fun from beginning to end without noticeably learn so creating an environment that is active and creative, so the learning process



becomes fun and can improve results english learning by using the elements that exist on teachers, students and the learning environment through interaction occurs in the classroom such as playing, storytelling, juggling, singing, and homoris. With a fun learning environment will surely emerge new inspirations refreshing.

3.4 The Nature of Method

The process of teaching and learning in education aims to make students become more proficient and have the creativity that can later be used for the provision after the completion of the study. The role of a teacher here is very important, as well as donor science teacher's role is to cultivate students' interest in learning. Cultivate students' interest is not easily done by a teacher. It takes a variety of ways in order to generate interest in learning during the learning process takes place.

In a learning process, a teacher must have its own way of doing the learning. Not perhaps a teacher make the learning process without a clear and systematic basis. Surely there are standards that must be met or complied with in conducting a study that goal is achieved.

According Bisno Hebert (1968) is the method are techniques that generalize well to be accepted or can be applied together in a practice, or field of discipline and practice. Deeper by Hidayat (1990) said method is derived from the Greek, meaning *methodos* path or way. Road or way meant here is an attempt or effort to achieve something to be desired. Meanwhile, according to Max Siporin (1975) is a method is an orientation activities that lead to the goals and tasks of the real.

The method according to Jamaladin and Aly Abdullah Capita Selecta in Islamic Education, (1999: 114) is derived from the word *meta* means through, and *hodos* road. So the method is the way to go to achieve a goal. Meanwhile, according to the Ministry of RI in the book *Methodology of Islamic Education* (2001: 19) The method means applying ways of working to facilitate the implementation of an activity



in order to achieve the goals that were set. According WJS. Poerwadarminta in Big Indonesian Dictionary, (1999: 767) The method is the way that has been organized and thought well to achieve a purpose. Based on the above definition, the authors can conclude that the method is a way or ways in which a person to achieve the expected goals.

"Teaching is a very complex business, so it is difficult to determine exactly how good teaching. The method is a means to an end. While learning is an activity undertaken by teachers in a way that student behavior changed for the better (Darsono, 2000: 24). According to Ahmadi (1997: 52) method of learning is a knowledge of the ways of teaching used by teachers or instructors. Understanding others say that the learning method is a technique of presentation that is controlled by the teacher to teach a lesson or present material to students in the classroom, either individually or in groups so that lessons can be absorbed, understood and utilized by the students well.

According to Rene Descartes In his Discourse On the method, proposed six method principles, namely:

1. Discuss the science begins to mention common sense (common sense) that are generally shared by all people. Common sense according to Descartes nothing less, those that more have it, but the important thing is its application in scientific activity.
2. Explain the basic rules on the method to be used in scientific activities and research. Descartes submit four (4) steps or rules that can support the method in question, namely:
 - (a) Never accept anything good to be true, if you do not have a clear knowledge of the truth. That is, carefully avoid conclusions and pre-conception in a hurry and do not put anything into your consideration over the exposed so clearly that no doubt,



- (b) you solve any difficulties you into as many parts and much can be done to facilitate better solution.
- (c) Point your thinking is clear and orderly, ranging from objects the simplest and most easily known, then increased gradually, step by step to the knowledge of the most complex, and assuming something order even among objects before it does has a new order.
- (d) Make numbering for all problems as possible, and invent new review thoroughly so that you can be certain no one else behind.
- (e) step described Descartes describes a methodical skepticism in obtaining definitive truth.
3. Mention some moral code as the basis for the application of the following methods
4. Reaffirm devotion to the truth that is often misled by the senses. We are able to imagine ourselves not changed, but we can not imagine ourselves not exist, because it proved we can doubt the truth of another opinion. Therefore, we can only doubt everything, but we can not doubt our own being in a state of hesitation.
5. Reaffirm about duality in man which consists of two substances, namely RESCOGITANS (mental reasoning) and RES-EXTENSA (physical widespread). Body (Res-Extensa) compared with the engine it is because of God's creation, then ordered more baik. Atas dependence between the two natures is the soul of reasoning and physical nature. Soul by nature may not die with the body. The human soul is eternal.



The direction of a teacher who is in use in teaching that knowledge transfer is running easily so that students become more familiar called a teaching method. Heri Rahyubi (2012) defines "method is a model of how that can be done to hold a teaching-learning activities that go well". Senior official Hamid (2010) argues that "the method is the means or way to go to achieve a goal". Meanwhile, according to Sri Anitah and Yetti Supriyati (2008) "method is an orderly way or that has been well thought to be used to achieve something". Of the three that opinion can be concluded method is a way of delivering course material to students. The method can also be used by a teacher as a path to success in the learning process. Selection of the appropriate method will also influence the students' learning outcomes.

Very important use of the method in teaching teachers must make smart in determining which method in accordance with the conditions of the class he was teaching. Syaiful Bahri Djamarah mentions that "the position of the method is as extrinsic motivation tool, as a teaching strategy and also as a means to an end". Use in a learning method is one way to achieve a success in learning. The more intelligent a teacher determines the method to be used in learning, the success obtained in the greater teaching. From here we can see how important a method in the teaching-learning process and in achieving a success of the teaching-learning process. Canto F and M. Sobry S (2010) argues "the more precise methods used by teachers in teaching, the more effective the expected achievement of learning objectives". Thus, the error in determining the methods of teaching, will also result in reduced student learning outcomes.

So I think the conclusion the method is used ways in an effort to educate to achieve knowledge about reality or truth accurately and quickly in doing something.



4. THE METHODOLOGY OF THE RESEARCH

1. The Objective of the Research

The objective of the research is to know the teaching and learning English through fun learning at TKIT Al-Farisi Majalengka.

2. The place and time of the research

The place of the research in TKIT Al-Farisi Majalengka, it is located at Jl. KH. Abdul Halim RT 11 RW 3 Kelurahan Majalengka Kulon samping kanan SLBN Majalengka. She began to do the research on September 22th until 24th 2014.

3. The Method of the Research

The method of the research is qualitative. This research is about to observe about how children use their language in their behavior life. Sort of, the researcher will carry out content analysis as research design for this research.

4. The Data Source

a. Primary data source

According to S. Nasution primary data is data that can be obtained directly from the field or place of study. Meanwhile, according to Lofland that the main data source of qualitative research is the words and actions.

b. Secondary data source

Secondary data is data obtained from literature sources and a variety of other sources that consist of letters, diaries, notes, until certain documents. Secondary data can also be magazines, bulletins, and other study results.



5. The Instrument Of The Research

According to Creswell (2008) Research is a process of steps used to collect and analyze information to increase our understanding of a topic or issue".

To hold up this research, the researcher will observe the problem learning process of kindergarten children language by fun learning method.

6. The Technique of Collecting Data

a. Observation

In this case the researcher observes activities of the students every day of learning process directly, to know the habitual activities of the students during learning process, the availability of the instructional facilities and equipment, some facilities that support them in learning process, and also observation of environmental atmosphere of learning process.

b. Interview

According to Seidman (1998) interview is a conversation between two or more people where questions are asked by the interviewer to elicit facts or statements from the interviewee.

Interviews are a standard part of qualitative research. The qualitative research interview seeks to describe and the meanings of central themes in the life world of the subjects. The main task in interviewing is to understand the meaning of what the interviewees say.

In this research, the writer interviewed the headmaster of the school, the teacher, the staff, and the students as a source of information for the research.



c. Documentation

In this study the researchers also used the technique of documentation that the data collected through the archives and heritage as well as books on theory, and other arguments related to the research problem.

7. The Technique Of Analysis Data

Data analysis is the process of arranging the order of the data and organize into a pattern, category and business unit basis. In the process of data analysis of the major components that must be understood. The component is data reduction. Review of the data and drawing conclusions or verification. The step in the analysis of this data are:

- a. Data collection.
- b. Data reduction.
- c. Presentation of data.
- d. Decision-making or verification.





BIBLIOGRAPHY

- Arikunto, S. 1998. *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta : PT Rineka Cipta.
- A.S.Hornby.1995. "*Oxford Advanced Learner's Dictionary of Current English*" New York: Oxford University Press.
- Alwasilah, A. Cahaedar. 1992, *Beberapa Madhab dan Dikitomi, Teori Linguistik*. Bandung: PT Angkasa
- Creswell, J. W. (2008). *Educational Research: Planning, conducting, and evaluating quantitative and qualitative research (3rd ed.)*. Upper Saddle River: Pearson.
- Depdikbud. (1994). *Kamus Besar Bahasa Indonesia*. Jakarta: Balai Pustaka
- Departemen Pendidikan Nasional. 2006. *Kurikulum taman kanak-kanak*. Jakarta Depdiknas.
- Hadfield , Jill. 1984. *Elementary Communication games*. Hong Kong: Thomas Nelson Ltd
- Ida S. Widayanti. (2012) *Catatan Parenting 1 : Belajar Bahagia, Bahagia Belajar*. Jakarta : Arga Tilanta.
- Saliwangi, B. (1989). *Pengantar Strategi Belajar Mengajar Bahasa Indonesia*. Malang: IKIP Malang.
- Santrock, John W (2007) *Child Development*, Texas: McGraw-Hill
- Sudjana. 2001. *Media Pengajaran*. Jakarta : Sinar Baru Algensindo
- Sudjana, S. (2001). *Metode dan Teknik Pembelajaran Partisipatif*. Bandung: Falah Production.
- Sugiyono. 2009, *Metode Penelitian Penelitian, Pendekatan Kuantitatif, kualitatif* Bandung: Alfabeta.
- Tarigan, D. (1995). *Penerapan Teknik Pembelajaran Bahasa Indonesia di TK, SD, SLTP dan SMU*. Bandung: Angkasa.
- Tarigan, Henry. 1993. *Pengajaran Kosakata*. Jakarta: Rineka Cipta



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengemukakan atau mempublikasikan karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

Retrieved at :

<http://parentingislami.wordpress.com/2008/06/10/>

<http://en.wikipedia.org/wiki/curriculum8/12/2009>.

http://en.wikipedia.org/wiki/Language_acquisition/2/1/2010

http://en.wikipedia.org/wiki/2009/Tony_Buzan

<http://majalahkesehatan.com/mengapa-anak-anak-perlu-bermain/2005>

http://www.bbc.co.uk/indonesia.majalah/2013/10/131027_pendidikan_anak.shtml

<http://www.metrotvnews.com/lifestyle/read/2013/10/27/917/190740/Biarkan-anak-bermain-di-luar-rumah-selama-30-menit>

<http://health.liputan6.com/read/684763/ini-dia-alasan-pentingnya-bermain-bagi-anak/2010>

<http://www.iwillteachyoualanguage.com/using-songs-to-learn-languages/2007>

<http://elay-eliiyilakbar.blogspot.com/2014/02/konsep-konsep-dasar-paud.html>