

The influence of fun learning on beginner-level students' motivation to learn English in non-formal education settings

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Abstract

This study investigates the influence of fun learning strategies on the motivation of beginner-level students in a non-formal English course. Many young learners in Indonesia attend private English classes due to parental encouragement rather than personal interest, which often results in low intrinsic motivation. To address this issue, the study examined whether enjoyable activities such as games, songs, and group tasks could enhance learners' enthusiasm and engagement. A qualitative case study was employed, and seven children aged 8-12 were purposively selected. Data were collected over three weeks through six classroom observations and semi-structured interviews, then analyzed inductively using thematic analysis. The findings indicate that fun learning significantly enhanced students' emotional, behavioral, and social engagement. Games consistently generated strong excitement and persistence, while songs and group activities promoted collaboration and confidence, although singing was less preferred by some students. Learners perceived fun learning as making English easier, less intimidating, and more enjoyable, which encouraged long-term motivation and determination to improve. The study contributes to both theory and practice by confirming that fun learning can cultivate intrinsic motivation and reduce anxiety among young EFL learners in non-formal contexts. It emphasizes the importance of aligning playful methods with learner preferences to sustain engagement and confidence. These insights are valuable for educators and curriculum designers seeking to create motivating and responsive English learning environments beyond the formal classrooms.

Keywords: beginner-level students; English motivation; fun learning; non-formal education

INTRODUCTION

Learning English has become a significant goal for many learners, both in formal and non-formal education settings. In Indonesia, many parents enroll their children in private English courses outside school hours with the expectation that such programs will improve their academic performance or prepare them for future opportunities. However, based on my teaching experiences, it is evident that many beginner-level students in these non-formal English programs attend not out of personal desire but due to parental encouragement or pressure. As a result, their internal motivation to learn is often low, leading to low participation, or even resistance to learning activities.

This phenomenon aligns with research by Jannatussolihah et al. (2020), who found that the primary motivation for many English learners to attend tutoring sessions is to attain high grades on their examinations, highlighting the importance of academic achievement rather than enjoying the learning process. Similarly, Kim and Kim (2024) found that beginner-level students in a business English class exhibited the lowest levels of both intrinsic and extrinsic motivation compared to more advanced peers. Radfar and Lengkanawati (2020) also found Indonesian students rated instrumental motives significantly higher than integrative motives. These studies suggest that motivation among new language learners, especially in non-compulsory settings like private courses, cannot be taken for granted and must be actively cultivated.

In educational terms, motivation is broadly defined as the internal process that initiates, directs, and sustains learning behaviors. It covers the reasons or goal that underlie a person's engagement with learning tasks (Purmama et al., 2019). Learning motivation, in particular, refers to a learner's enthusiasm, self-regulation, and persistence in the face of academic challenges (Omar et al., 2021). According to Self-Determination Theory, motivation can be categorized into intrinsic and extrinsic forms. Intrinsic motivation refers to engaging in an activity for its inherent satisfaction and enjoyment, whereas extrinsic motivation arises from external factors such as rewards, grades, or social approval.

Research has shown that intrinsically motivated students are more likely to engage in deep learning, show higher persistence, and display better academic outcomes. In contrast, extrinsically motivated learners may perform well temporarily, but their engagement often diminishes once external rewards are removed (Yan et al., 2025). These findings highlight the need to cultivate internal motivation, especially in contexts where learners may initially rely on external pressure to participate. Teachers can support this by fostering autonomy, offering meaningful choices, and connecting learning activities to students' personal goals and interests (Wang et al., 2025; Yan et al., 2025).

Fun learning is defined as instructional approaches that incorporate playful, engaging elements specially songs, games, and collaborative group activities into language lessons. This scope is chosen because these formats align with young children's natural interest. Young learners typically respond enthusiastically to songs and interactive games (Zhang & Crawford, 2024). By providing enjoyment, variety, and social interaction, fun learning strategies are expected to satisfy students' need for autonomy and relatedness, thereby enhancing intrinsic motivation.

Numerous studies support the effectiveness of fun learning techniques in increasing students' engagement and interest. For example, Temel and Cesur (2024) reported that the use of gamified tools such as Kahoot! And Quizizz created a significantly more enjoyable learning environment, which in turn improved motivation and academic outcomes among EFL university students. In fact, games in particular create a fun filled and non-stressful environment that encourages participation (Iaremenko, 2017). Vrcelj et al. (2023) conducted a systematic literature review on gamification in primary and secondary education and found that game-based strategies consistently enhanced student engagement, making routine tasks more interactive and enjoyable.

Fun learning is particularly relevant for young or beginner-level learners. In her case study at SD YBPK Semampir, Izati and Khoiriyah (2024) found that implementing fun learning methods using media like Wordwall, music, and outdoor learning enhanced interest in English among elementary school students. Likewise, Anisa et al. (2023) reported that vocabulary development and confidence improved among early learners through fun learning activities combining games and song.

Other researchers have emphasized the emotional and psychological benefits of incorporating fun elements into instruction. Erdoğan and Çakıroğlu (2021) showed that humorous content in EFL lessons not only made students laugh but also reduced anxiety, improved concentration, and strengthened emotional connection to the learning material. Liu (2022) also argued that enjoyment in language classes positively correlates with persistence and effort, both critical factors in language learning success. In short, educational psychologists agree that enjoyable activities tend to increase engagement and intrinsic interest in learning.

In one relevant Indonesian case, Mujahidin and Margana (2024) conducted a qualitative study at the English Course in Jogja and found that students' motivation was influenced by both internal interest and external factors such as tutor charisma and peer support. However, their study focused on adult and intermediate-level learners, leaving open questions about how young beginner students experience and respond to similar teaching strategies.

In addition, Widiyati and Maharani (2025) introduced phonological elements through English storytelling to learners aged 12-18 at PKBM in Kudus. Despite the limited English exposure of the students and the presence of children with special needs, the activities involving reading English fairy tales aloud resulted in increased learner confidence, clearer articulation, and stronger emotional engagement. These findings demonstrate that non-formal education offers rich opportunities for fun, meaningful language learning, however the literature still lacks focused on how young beginners perceive and respond to fun learning in these contexts.

To address these gaps, this study explores how fun learning strategies influence the motivation of beginner-level students aged 8-12 in a non-formal English education environment. The research is guided by the following questions:

1. How does fun learning affect beginner-level students' motivation to learn English in non-formal education settings?
2. How do beginner-level students perceive fun learning in their English classes?

The reviewed studies further supported the methodological choices in this research. Through classroom observation and semi-structured interviews, the study aims to analyze the impact of fun learning methods on young learners' English motivation and to explore learners' own perceptions of these methods. Additionally, the development of the research instruments was theoretically grounded in Self-Determination Theory, which highlights autonomy, competence, and relatedness as key drivers of intrinsic motivation. Observable indicators of motivation such as enthusiasm, persistence, and social interaction (Azim et al., 2020; Peng, 2021) informed the observation checklist and interview guide, ensuring that the instruments captured the multidimensional nature of motivation.

This study is expected to offer several contributions. First, it addresses an underexplored area by focusing on children's responses to fun learning in non-formal settings. Second, it brings attention to how student motivation can be improved not merely through structured instruction but through emotionally engaging teaching methods tailored to learners' developmental levels. By understanding how fun learning impacts beginner motivation in informal settings, this research offers valuable insights for educators seeking to design more responsive and engaging English language curricula. It also highlights the importance of listening to learners' voices in shaping effective and meaningful pedagogical strategies.

METHOD

Respondents

The respondents of this study were seven children aged 8–12 years, enrolled in a non-formal English course in Gresik that met twice weekly. Purposive sampling was employed to ensure that all participants were true beginners with minimal prior exposure to English, but not brand-new enrollees. The relatively small sample size was consistent with recommendations for small-scale qualitative inquiry, allowing for an in-depth exploration of each child's experiences (Al-Jaro, 2023).

Instruments

Data were collected over a three-week period using two complementary instruments:

Classroom Observations

The researchers observed the English class twice weekly throughout the study period. Each observation covered an entire lesson of approximately 60 minutes. During observations, the researchers remained as a non-participant observer, taking detailed field notes on teaching activities, students' behaviors, interactions, and particularly the integration of fun learning elements, such as games, songs, and group activities. An observation protocol guided note-taking to ensure consistency. As Gledo (2024) noted, classroom observations provided comprehensive data on

teaching-learning patterns and feedback in an EFL context. In particular, the researchers tracked multiple aspects of classroom engagement and their indicators as supported by Azim et al. (2020):

Table 1. Students' motivation indicators

Aspects	Indicators
Emotional engagement	Smiling, laughing, looking enthusiastic in games, singing with full expression, humming, spontaneous body movements, enthusiastic during group tasks
Behavioral participation	Raise hand, follow the game rules, stay focused (maintaining eye contact), arrive on time, imitate the lyrics clearly, maintain focus on the song, clap/move along, participate in discussions, ask questions, be on time for group gathering
Initiative and autonomy	Propose a new game idea or ask for an additional challenge, ask for a repeat, volunteering to answer, add a question to the discussion
Persistence and effort	Continuing after a mistake, keep trying the game again, repeat difficult phrases until you get it right, don't get tired of singing, keep trying to answer even when it's difficult, don't give up in discussions.
Social interaction	Helping friends understand the game, laughing together, singing with friends, supporting friends, sharing ideas, listening to each other

The above list spanned emotional, behavioral, and cognitive aspects of engagement, reflecting that motivated students showed enjoyment, initiative, and active participation as noted by Peng (2021). Additionally, classroom behavior was analyzed using six coding categories, adapted from Azim et al. (2020) and Peng (2021), including:

1. Enjoyment (laughing during a game)
2. Curiosity (asking questions about the lesson content)
3. Confidence (volunteering to perform or answer without hesitation)
4. Collaboration (helping classmates during a group task)
5. Persistence (repeating a difficult word until pronounced correctly)
6. Attention/ Focus (sustained eye contact with the teacher and nodding)

These codes were used in the thematic analysis of observation transcripts. Together, these sources supported our focus on the above indicators as observable evidence of student motivation in the EFL classroom.

Interviews

Each student was interviewed individually once, in the third week. These semi-structured interviews, with open-ended questions about students' feelings toward games, songs, and group activities, lasted about 15 minutes per student and took place in a quiet area of the course facility. All interviews were audio-recorded with consent and transcribed verbatim (Omar, 2023). During interviews, the researchers also noted on nonverbal cues such as facial expressions and tone. The interview session allowed researchers to track changes in students' motivation over time.

The semi-structured interview questions were designed to explore learners' feelings and perceptions toward fun learning activities. Questions included learners' preferences for games, songs, and group activities, their feelings of enjoyment or anxiety, their persistence when facing

challenges, and their perceptions of confidence and participation. These questions were adapted from motivational indicators in previous studies. All audio recordings were transcribed verbatim, and transcripts were reviewed alongside observation notes. Data were analyzed using an inductive thematic approach, consistent with established qualitative procedures. Thematic analysis was used because it was suitable as it provided rich detail about participants' perspectives (Omar, 2023). To ensure content validity, both instruments were reviewed by two experts in English education. Feedback from the validators was incorporated into the final version of the observation protocol and interview questions.

Procedures

The study adopted a qualitative case study design, which allows for an in-depth examination of complex phenomena within their real-life context. By focusing on a single English course as the case, the research aimed to capture contextualized insights into teaching practices and learner responses. Data collection was carried out over three weeks. During this period, classroom observations were conducted twice weekly, documenting teaching-learning activities and students' motivational indicators. In the final week, semi-structured interviews were conducted with all participants to capture their reflections on the learning process and their perceptions of motivation.

Ethical procedures were strictly followed. The study received approval from the course owner. Informed child assent was obtained prior to data collection, and participants were informed about their rights to withdraw at any time. Confidentiality was maintained by replacing participants' names with pseudonyms and storing all data securely. Only anonymized findings were reported, consistent with ethical standards for research with minors (Omar, 2023).

Data analysis

Data were analyzed using an inductive thematic approach. Observation notes and interview transcripts were examined together to identify recurring patterns and themes related to students' motivation. Codes were derived from both the motivational indicators framework (Azim et al., 2020; Peng, 2021) and emergent findings in the data. Themes included emotional engagement, behavioral participation, initiative, persistence, and social interaction. Thematic analysis was chosen because it provides rich and detailed insights into participants' perspectives and is well suited for qualitative case study research (Omar, 2023).

RESULTS AND DISCUSSION

This study examined the role of fun learning strategies particularly games, songs, and group activities in shaping the motivation of beginner-level English learners in a non-formal classroom setting. Data were collected over three weeks through six classroom observation sessions and semi-structured interviews with seven students aged 8-12. The analysis addressed two main questions: (1) How do fun learning activities influence students' motivation? and (2) What are students' perceptions towards fun learning in English classes? The following subsections present the results and interpretations supported by observation records and student interview excerpts, followed by a critical discussion in relation to previous studies.

The effects of fun learning on students' motivation

Observations data from six sessions consistently revealed that students engage with high enthusiasm whenever the tutor introduced playful methods such as games, songs, or collaborative tasks. Motivation was demonstrated through laughter, smiling faces, active participation, persistence in completing tasks, and peer support. These indicators suggest that fun learning effectively enhances emotional, behavioral, and social dimensions of motivation. Table 2 below summarizes how these motivational aspects appeared across all observation meetings.

Table 2. Summary of students' motivation indicators across observed sessions

Motivation Aspects	Meeting 1	Meeting 2	Meeting 3	Meeting 4	Meeting 5	Meeting 6
Emotional Engagement	Ss laughed and looked excited	Ss enthusiastic during group task	Ss sang together with smiles	Ss excited for a new game, smiling at tutor	Ss sang loudly	Light smiles, less laughter
Behavioral Participation	3 Ss raised hands, all followed rules and stayed focused	5 Ss punctual, all actively discussed in pairs	Ss mimicked lyrics and tutor's gestures	Ss punctual and focused during the game	4 Ss mimicked lyrics clearly	4 Ss asked tutor to confirm drawings
Initiative and Autonomy	6 Ss asked for more game	Ss volunteered to answer by themselves	Ss requested to repeat the song multiple times	1 Ss jokingly asked to go home if he won	No repetition unless prompted	2 Ss volunteered confidently
Persistence and Effort	None gave up, all tried until successful	Ss checked their answers persistently before submission	Ss repeated phrases and stayed eager for lesson	6 Ss requested to replay the game	1 Ss repeated "purple" until correct	1 Ss perfected drawing, other focused on results
Social Interaction	Helped peers and laughed together	Supported partners and listened to each other	Sang together in group	Competed but laughed with peers	Ss sang together	Ss supported their group partners

The observations showed that games, in particular, sparked immediate excitement. For example, during the first meeting, students laughed and shouted joyfully as they passed the ball. Student A explained in the interview: "I like playing games because they make me happy. If we only read and write, it is boring. Games make people interested and I want to learn more." His statement illustrates how playful elements created a more inviting learning environment. Similarly, student B reflected: "I like snakes and ladders very much because it is not only playing, but I can also learn English. When I play with my friends, I feel excited and I don't realize the time." Both quotes highlight how enjoyment directly fostered sustained attention and active involvement. Emotional engagement emerged as the most prominent aspect. Learners consistently displayed visible excitement through laughter, smiling, and enthusiastic body movements, especially during game-based lessons, while song activities sometimes required teacher prompting. This strong emotional response not only created a positive and lively classroom atmosphere but also acted as a catalyst for other aspects of motivation. In other words, emotional engagement became the clearest and most powerful indicator of students' motivation throughout the observations.

Students also showed initiative by asking to repeat activities. In the third meeting, when the class sang the Shape Song, several students requested repetition multiple times. Persistence was also observed during the fifth meeting, when one student struggled with pronouncing "purple." Instead of giving up, he repeated it until it was correct. Fun activities also encouraged collaboration. Student D emphasized the value of group work: "I enjoy when we work in groups because it is fun and also a little challenging. I can discuss with my friends and it makes me want to try harder". Student G, who was initially shy, admitted: "I like group work because I am not alone. I feel more comfortable and I can ask my friends if I don't understand." These voices show that playful and collective learning reduces anxiety. Social interaction remained consistent, as learners laughed together, shared ideas, and supported one another. Overall, these findings highlight that fun learning effectively sustained motivation across multiple dimensions.

These results are consistent with Zhang and Crawford (2024), who found that gamified assessments using Quizizz increased learner motivation by providing enjoyment and variety. Similarly, Temel and Cesur (2024) highlight how gamification with Web 2.0 tools promoted persistence and improved academic outcomes, mirroring how the children in this study requested to replay games or voluntarily asked for more activities. Iaremenko (2017) likewise emphasized the motivational benefits of games in EFL classrooms, describing how playful tasks lower stress and enhance concentration. The present study extends these findings to younger learners in non-formal contexts, showing that even simple offline games can generate sustained enthusiasm and effort.

Furthermore, the evidence shows that songs and group activities contributed differently to motivation. While some students were less enthusiastic about singing, they still engaged by mimicking lyrics and gestures, which resonates with Izati and Khoiriyah's (2024) conclusion that music and Wordwall games increased interest among elementary students. The persistence shown by children repeating difficult vocabulary echoes Anisa et al.'s (2023) observation that songs and games improved vocabulary retention among young learners. These comparisons highlight that while games had the strongest immediate effect on motivation, songs and collaborative tasks also played an important supporting role, particularly in reinforcing persistence and social interactions.

The students' perception towards fun learning in English classes

Students' perceptions were overwhelmingly positive. Almost all learners highlighted games as their preferred activity, although perceptions about song were mixed. Importantly, students did not view fun learning only as entertainment but also as a means of better understanding and practicing English. Several students reported looking forward to class primarily because of the fun activities. Student B explained: "I like coming to class because I can play with my friends. It feels like playing but actually we are learning." Similarly, student C expressed: "My favorite is snakes and ladders. It is fun because I can play and study at the same time. I want to do it again." Student E provided a more critical insight: "When we play or do something fun, I don't feel bored, and I want to continue until the end." These comments demonstrate how games helped transform the perception of English lessons from something potentially dull into something exciting and worth pursuing.

While games were unanimously favored, songs received more varied reactions. Student A openly stated: "I don't like singing, but I like the games. They make me want to join the lesson." Student G also said: "I don't really like singing because the tutor will ask me to practice singing." On the other hand, student F noted: "When I sang a song, it helped me remember the words. Even if I am shy to sing, I know it is useful." This suggests that songs may need to be adapted perhaps combined with gestures or visuals to appeal to a wider range of learners. Students also connected fun activities with easier learning and growing confidence. Student F shared: "When we play snakes and ladders, I can understand tenses more easily because we make sentences while playing. It is not difficult anymore." Student D reinforced this: "The game helped me learn grammar. It was not only fun but also useful."

Confidence was also reported. Student D remarked: "I feel more confident to speak English when we play games because it is not too serious. If I make mistake, it is okay." Likewise, student F stated: "When I won the game, I was proud and it made me confident to try again in the next lesson." Importantly, fun learning fostered a stronger desire to continue studying English. Student E said: "My ambition to learn English is as big as a mountain. I want to continue learning, especially if it is fun like this." Student F commented: "I want to improve more and more. I feel 100% motivated to learn English because of fun activities." Student D stated: "My motivation to learn English is 100% because English is important." And student C confirmed her determination to keep learning "Yes, I have intention to learn English." Even student G who remained hesitant at times acknowledged the positive classroom environment by saying: "I want to join the class again and study." Collectively, these perceptions highlight that fun learning nurtured sustained motivation and long-term interest in English.

This perception aligns with Anisa et al. (2023), who found that vocabulary and self-confidence improved through fun English programs, and with Erdoğan and Çakıroğlu (2021), who showed that humor and playful elements reduced anxiety and enhanced emotional engagement. Similarly, Liu (2022) argued that enjoyment is positively correlated with persistence and motivation; this was echoed in the present study, as children described feeling “more confident” and “proud” after engaging in games or completing group activities. These comparisons strengthen the claim that learners’ positive attitudes toward fun learning are not incidental but reflect broader psychological mechanisms of enjoyment and reduced anxiety.

In addition, students’ long-term motivation was evident in their expressed commitment to continue learning English. Statements such as having ambition “as big as a mountain” or feeling 100% determined to improve mirror Mujahidin and Margana’s (2024) study at English Course in Jogja, which showed that both internal interest and external factors influenced motivation. Although their participants were adult learners, the similarity suggests that fun, socially supportive environments play a key role across age groups. Moreover, Widiyati and Maharani (2025) demonstrated that even learners with limited exposure and special needs showed greater confidence when engaged in phonological storytelling. The present findings reinforce the idea that enjoyment-based methods help to overcome hesitancy and build sustainable interest, even in challenging contexts.

CONCLUSION

The present study concludes that fun learning strategies especially games, songs, and collaborative activities make a significant contribution to enhancing the motivation of beginner-level English learners in a non-formal educational setting. The data drawn from classroom observations and interviews confirmed that learners demonstrated heightened emotional engagement, persistence in tasks, and increased collaboration when lessons incorporated playful elements. Students also expressed positive perceptions, reporting that fun activities made grammar easier, vocabulary more memorable, and speaking less intimidating. Importantly, these perceptions were not limited to momentary enjoyment but extended to long-term motivational goals, as several learners expressed determination to continue improving their English skills. These findings align with previous research which emphasized the value of games and songs in language learning, while also extending their applicability to younger learners in non-formal contexts. By demonstrating how fun learning transforms classroom participation into genuine interest, this study contributes to advancing our understanding of motivational strategies in language education.

Theoretically, these findings reinforce Self-Determination Theory by demonstrating how fun learning fulfills learners’ needs for autonomy, competence, and relatedness. Practically, they suggest that teachers should design learning activities that balance enjoyment with clear learning objectives. For example, games can be used to reinforce grammar and vocabulary, songs to support memory and pronunciation, and group activities to foster collaboration and confidence. For my own teaching career, the study highlights the value of integrating playful, student-centered approaches into lesson design. By doing so, I can create a more motivating classroom atmosphere where students are not only willing to participate but also sustain their interest in English over time. This is especially relevant in non-formal contexts where students may attend classes due to external encouragement rather than personal desire. Fun learning helps transform external pressure into internal motivation, making English learning both enjoyable and meaningful.

Despite these promising results, several limitations must be acknowledged. The research involved a small sample of seven learners within a short three-week period, which restricts the generalizability of the findings. The study also examined a narrow range of activities, primarily simple games and songs, without exploring other potentially effective fun learning strategies such as digital tools, storytelling, or project based-tasks. Future studies should address these limitations by

involving larger groups of learners, extending the duration of observation, and diversifying the instructional methods examined. Longitudinal research would be particularly valuable to assess whether the motivational benefits of fun learning are sustained over time. In addition, comparative studies across different educational contexts such as formal schools, non-formal courses, and online platforms could further clarify how fun learning adapt to diverse learner needs. By pursuing these directions, future research can strengthen the theoretical and practical foundations of fun learning in English education.

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APPENDIX

Classroom Observation Table

Date of Observation:

No.	Fun Learning Activities	Motivation Aspects	Indicator	Field Note
1.	Games	Emotional Engagement	Smiling, laughing, looking excited during the game	
		Behavioral Participation	Raising hand, following the game rules, stay focused, arrive on time	
		Initiative	Submit a new game idea or ask for an additional challenge	
		Persistence and Effort	Not giving up easily, keep trying again	
		Social Interaction	Helping a friend understand the game, laughing together	
2.	Songs	Emotional Engagement	Singing with full expression, humming, spontaneous body movements	
		Behavioral Participation	Mimicking the lyrics clearly, keeping focus on the song, joining in claps/ movements	
		Initiative	Asking to repeat the song being sung	
		Persistence and Effort	Repeating difficult phrases until correct, not getting tired of singing	
		Social Interaction	Singing with friends	
3.	Group Activity	Emotional Engagement	Laughing, enthusiastic during group activity	
		Behavioral Participation	Participate in discussions, ask questions, be on time for group meetings	
		Initiative	Answer questions voluntarily, add questions to discussions	
		Persistence and Effort	Keep trying to answer even if it's difficult, not giving up in the discussion	
		Social Interaction	Support friends, share ideas, listen to each other	

The List of Interview Questions

1. Apa kesanmu saat mengikuti kelas Bahasa Inggris ini?
2. Kegiatan apa yang menurutmu paling menyenangkan diantara song, game, dan group activity?
3. Bagaimana perasaanmu saat tutor menggunakan permainan atau nyanyian dalam pelajaran?
4. Menurutmu kenapa belajar bisa menjadi lebih menyenangkan jika menggunakan permainan atau lagu?
5. Apa yang membuatmu semangat berangkat les setiap minggunya?
6. Jika kamu diminta memilih, aktivitas menyenangkan apa yang ingin kamu coba di pelajaran berikutnya?
7. Pernahkah kamu tertawa atau tersenyum saat belajar di kelas? Ceritakan apa yang terjadi.
8. Bagaimana perasaanmu saat kamu berhasil menyelesaikan tugas yang sulit?
9. Apa yang kamu lakukan ketika menemui bagian pelajaran yang susah?
10. Apakah kamu sering mengangkat tangan untuk menjawab pertanyaan tutor? Mengapa?
11. Apakah kamu pernah mengajak temanmu belajar Bahasa Inggris bersama setelah pulang? Ceritakan.
12. Apa yang paling kamu ingat tentang pelajaran Bahasa Inggris yang seru di minggu-minggu ini?
13. Ceritakan kegiatan di kelas yang paling membuatmu penasaran dan bersemangat untuk belajar lebih jauh.
14. Bagaimana perasaanmu sekarang tentang belajar Bahasa Inggris setelah beberapa minggu mengikuti kelas ini?
15. Mana yang lebih kamu suka belajar biasa atau belajar sambil bermain dan bernyanyi?
16. Bagaimana perasaanmu sekarang setelah tiga minggu mengikuti kelas Bahasa Inggris ini?
17. Apakah belajar dengan permainan atau lagu masih membuatmu bersemangat?
18. Apakah belajar Bahasa Inggris lebih seru sekarang dibandingkan dengan waktu awal kursus? Jelaskan.
19. Dari semua kegiatan menyenangkan yang telah dilakukan di kelas, kegiatan apa yang paling kamu sukai?
20. Apakah ada pelajaran yang awalnya sulit, tetapi jadi lebih mudah karena cara belajarnya yang menyenangkan?
21. Apakah kamu merasa lebih percaya diri saat harus berbicara Bahasa Inggris sekarang? Mengapa?
22. Ceritakan momen paling menyenangkan yang kamu alami di kelas minggu ini.
23. Apakah sekarang kamu lebih sering bertanya atau menjawab pertanyaan di kelas?
24. Apakah kamu sering mempraktekkan apa yang dipelajari di kelas bersama teman di luar jam belajar?
25. Apa yang membuatmu paling ingin belajar lebih banyak di kelas Bahasa Inggris?
26. Jika ada satu hal yang bisa diubah untuk membuat pelajaran Bahasa Inggris lebih menyenangkan, apa yang mau kamu ubah?
27. Bagaimana perasaanmu ketika mendapat pujian setelah berhasil menyelesaikan tugas yang sulit di kelas?
28. Setelah tiga minggu ini, seberapa besar keinginanmu untuk terus belajar Bahasa Inggris? Kenapa?
29. Apakah di minggu ini tutor memberikan kegiatan baru yang belum ada di minggu-minggu sebelumnya? Ceritakan.
30. Jika ada temanmu yang bertanya tentang kelas ini, apa yang akan kamu ceritakan?

Instrument Validation

Instruments	Items	Validator’s Comment	Revision Made
Classroom Observation	Emotional engagement		
	Behavioral participation		
	Initiative and autonomy		
	Persistence and effort		
	Social interaction		
Interview	Questions in the first interview session		

Written Consent

Judul Penelitian: The Influence of Fun Learning on Beginner-Level Students to Learn English in Non-Formal Education Settings

Peneliti: Angelica Rahma Agustina

Institusi: Universitas Islam Sultan Agung Semarang

Kami mengundang anak Anda untuk berpartisipasi dalam penelitian ini. Tujuannya adalah:

- Mengetahui bagaimana metode Fun Learning seperti game, lagu, dan aktivitas kelompok memengaruhi motivasi belajar Bahasa Inggris siswa tingkat pemula.
- Mengetahui persepsi siswa terhadap penerapan Fun Learning (game, lagu, aktivitas kelompok) di dalam kelas.

Partisipasi anak Anda mencakup:

- Observasi kelas, dimana peneliti akan mengamati interaksi siswa saat metode Fun Learning diterapkan.
- Wawancara individu dengan durasi sekitar 15 menit. Setiap anak akan di wawancarai 2 kali pada minggu ke-3 dan minggu ke-6 pengamatan.
- Wawancara akan dilaksanakan di ruang kelas Lembaga non-formal atau tempat yang sudah disepakati.
- Seluruh wawancara akan direkam menggunakan perangkat audio.

Penelitian berikut dilaksanakan untuk mengetahui potensi Fun Learning dalam meningkatkan motivasi dan minat belajar Bahasa Inggris pada anak.

Selama penelitian mungkin anak akan merasa tidak nyaman ketika diwawancarai oleh peneliti. Tetapi risiko tersebut bersifat minimal dan tidak berbahaya.

Semua wawancara akan direkam dengan perangkat audio. Informasi pribadi dan rekaman akan dijaga kerahasiaannya, disimpan dengan aman dalam bentuk terenkripsi atau file terkunci. Hanya tim peneliti yang memiliki akses ke data tersebut. Setelah penelitian selesai, data tidak digunakan lagi dan akan di hancurkan/ disimpan sesuai kebijakan etika penelitian.

Partisipasi anak bersifat sepenuhnya sukarela dan anak Anda berhak untuk mengundurkan diri kapan saja tanpa konsekuensi apapun.

Jika Anda memiliki pertanyaan tentang penelitian ini atau ingin mengundurkan diri, silahkan hubungi:

Peneliti: Angelica Rahma Agustina

Email: rahmaangelica30@gmail.com

Telepon: 085231510739

Parent Consent

Saya, _____ (nama orang tua), dengan ini memberikan izin kepada anak saya, _____ (nama anak), untuk berpartisipasi dalam penelitian yang berjudul “The Influence of Fun Learning on Beginner-Level Students’ Motivation to Learn English in Non-Formal Education Settings.”

Saya menyatakan bahwa:

- Saya telah membaca dan memahami informasi tentang tujuan, prosedur, manfaat, dan risiko penelitian.
- Saya memahami bahwa wawancara akan direkam dan data akan disimpan secara rahasia.
- Saya juga mengerti bahwa anak saya dapat mengundurkan diri kapan saja tanpa konsekuensi.

Tanggal: _____

Yang Menyetujui

(Nama Terang)

Child Assent

Nama Anak: _____

Umur: _____ tahun

Saya memilih:

- ☐ Saya mau ikut berpartisipasi dalam penelitian ini
- ☐ Saya tidak mau berpartisipasi dalam penelitian ini

Tanggal: _____

Link Google Drive

1. Parent Consent
[<https://drive.google.com/file/d/10tyGdx8pp42G08P3CanTaOjzxPFrFq5A/view?usp=sharing>]
2. Child Assent
[https://drive.google.com/file/d/1m8sMZMMhi2oP2ymMbPKMf3D_MHVPvSyB/view?usp=sharing]