



An Analysis of English Learning Method Used at Bimba AIUEO

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Abstract

One of the most important languages that used to communicate around the world. Besides that, English also one of important language that very helpful in every aspect of life. This research aimed to explore or investigate English teaching method use by teacher at BIMBA AIUEO. The research focused on explores teaching method used by teachers at Bimba Aiueo. The data for this research was gained from teachers' responses to the distributed-on observation. This study is conduct at BIMBA AIUEO which located in Padang, West Sumatera. The reason of choosing this school as the site of this study is because this school use fun learning method in teaching English language. The main participant (the focus) of this study is teacher who implements fun learning method in teaching English language. The findings from the observation of the implementation of the fun learning method at Bimba Aiueo, as evaluated through three main indicators—opening the lesson, main activities, and closing the lesson—reveal various insights into the teaching practices and their effectiveness.

fun learning method was successfully applied, fostering a positive and engaging learning environment. The findings align with educational standards, showing that all teachers demonstrated good teaching practices that contributed to a successful learning experience for the students.

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INTRODUCTION

English as a global communication, English is one of the most widely spoken international languages worldwide. By mastering English, children have the opportunity to communicate with people from various countries and cultures, expand their social networks, and gain global insights. However, it's essential to remember that while English has clear benefits, a child's native language and culture are also invaluable. Parents should seek a balance between introducing English and ensuring that children remain connected to their own language and culture. According to (Kuhl, 2010). children's capacity to absorb new language sounds and structures is particularly pronounced during this phas, contributing to the development of native-like accents

and robust grammatical comprehension. There are several reasons why teaching English to children can be beneficial:

Children's developing brains during their formative years are highly receptive to language acquisition. Introducing English at a young age can facilitate a more natural and effective language learning process. In other hand, distinct advantage lies in improved cross-cultural communication. Given that English is globally recognized as a lingua franca, proficiency in this language facilitates effective interaction with individuals from diverse linguistic backgrounds. This competence is especially valuable in an increasingly interconnected world, Another research by (McKay, 2016), Aiding international travel, business negotiations, academic collaborations, and intercultural exchanges. It is important to note, however, that while early exposure holds benefits, language acquisition isn't confined to childhood. Many individuals successfully learn languages later in life due to NEUROPLASTICITY. While the process might differ, According to (Dzikhriyah & Adisti, 2023) the brain remains adaptable to language learning at various stages. Beside that learning english from early childhood will be more easy because early children is in a gold age fase so they will be more easy to accept the language Beside that learning english from early childhood will be more easy because early children is in a gold age fase so they will be more easy to accept the language. According to (Krashen, Long, & Scarcella, 1979), Students who learn (Foreign language) english in the early children will be have more language ability from students who learn foreign language (English) when they are of age. Also according to (Murniati, Dwi, & Widiatoro, n.d.). learning english that is started from early children has several benefits, such as: Early children (3-10 Years old) is a golden age for learning language, Children in this age start to develop their conversation capability. Here are the problems commonly faced when teaching English to children:

Limited resources, not all environments have adequate resources to support English language learning, such as suitable books and learning materials. In cases where resources are limited, educators can focus on using creative and interactive teaching methods that don't rely heavily on physical materials. This could involve storytelling, role-playing, group discussions, and games that encourage language learning through communication. According to (Masgoret & Gardner, 2003), learning motivation is significantly related to foreign learning achievements. Moreover, Difficulty Understanding Foreign Concepts, Learning English as a second language can pose challenges for children due to different language concepts compared to their native language. Learning English as a second language can indeed present challenges for children, stemming from disparities in language concepts between their native tongue and the English language. Research underscores these challenges, shedding light on various factors contributing to the difficulty of comprehending foreign concepts. Linguistic interference, as explored by (Yulianto, 2012). In addition, Challenges in Practicing the Language, Limited opportunities to speak or interact in English can hinder children from honing their speaking and listening skills. Without frequent exposure to English in real-life contexts, children may struggle to develop their speaking and listening skills. Research by (Yulianto, 2012) highlights the importance of an immersive language environment for language acquisition. To address these issues, it is essential to create a supportive, enjoyable, and engaging

English learning environment. Utilizing various learning resources, engaging in role-play, language games, and introducing English in everyday contexts can help children feel more involved and enthusiastic about learning English. As a teacher we should teach early children by using various methods that is fun and enjoyable for them such as: by singing, painting, playing game and many others. So they can learn english step by step. Although they only learn the introduction of english but it is very important for them to knowing english before they go to elementary school. Using fun and attractive learning method is essential when teaching English to early children for example:

Song, Singing helps children remember new vocabulary and phrases while enjoying the rhythm and melody. According to (Griffie, 1992) stated that Song is a unique art form that combines aspects of speech and poetry. Both songs and addresses are vocally performed, have linguistic content, and have melody. Storytelling and Role-Playing, tell stories in English and encourage children to act out characters and scenes. This enhances their language comprehension and sparks creativity. Research suggests that such immersive learning experiences enhance language acquisition and cultural awareness. Arts and Crafts, Integrate painting, drawing, and crafts into the lessons. Children can label their artworks with English words, reinforcing vocabulary. By using these fun learning methods, children can develop a positive attitude towards English and gradually build their language skills step by step. Remember, the key is to create a supportive and enjoyable learning environment that fosters their curiosity and eagerness to explore the language.

The learning approach at Bimba AIUEO emphasizes fun learning through two specific methods: the "Small Step" system and the "Individual" system. The "Small Step" system breaks down complex concepts into smaller, manageable steps, making it easier for students to understand and progress. The "Individual" system aims to identify the specific needs and strengths of each student, providing personalized attention and support tailored to their learning requirements.

BIMBA AIUEO is one English courses that is comes with the concept of playing while learning which will fulfill children's right to education without depriving them of from the joy of playing. Children will have a positive impression of the learning, so that when dealing with such rapid technological advances as it is today, children will be able to use this technology to support their interest in learning. Advances in technology can have a positive impact on children, because they can get a lot of knowledge.

It is assumed that English teachers at BIMBA English courses apply certain method in their teaching. To relate to the ideas explained previously, as a matter of fact, it is necessary to study how English teachers at BIMBA AIUEO apply their method during their teaching process.

METHOD

This is a descriptive qualitative study in which the researcher used qualitative data analysis. The researcher explores English learning method use at BIMBA AIUEO design employed in this research is qualitative research design. This design is primarily focused on gaining in-depth understanding of social phenomena. Data is collected through observations to delve into a deeper understanding of the subject being studied. This study aims at describing the implementation of fun learning method in teaches

young learners, specifically at how the teacher apply fun learning method to teach English as foreign language. This study is also conduct to describe and explain the students' responses towards the implementation of fun learning method.

RESULTS AND DISCUSSION

Research Finding

The data were explained using three indicators: opening the lesson, main activities, and closing the lesson. From the observation, it was found that teachers did various activities. The result can be seen briefly in the following table.

This This finding relates to how teachers used the fun learning method at Bimba for research observation regarding how the fun learning method was implemented at Bimba Aiueo.

The results indicate that all three teachers effectively implemented the fun learning method, with their scores reflecting a generally good level of performance. Teacher 2 consistently scored the highest across most indicators, followed closely by Teacher 1 and Teacher 3. The calculated mean scores of 84, 86, and 82 suggest that the implementation of the fun learning method at Bimba Aiueo is effective in engaging students and fostering a positive learning environment. These findings are in line with the Ministry of Education and Culture's standards, indicating that the observed teaching practices meet the required benchmarks for effective learning.

This discussion highlights the key points from the observation data and provides an analysis of the teachers' performance in implementing the fun learning method.

Opening The Lesson

Preparing students

Teacher 1: The teacher opens the lesson and prepares the students, keeping the class orderly and setting a calm and focused atmosphere. Resercher saw that she ensures that all students are attentive, engaging them with a warm greeting and a brief overview of what they will be learning, which helps to capture their interest right from the start.

Teacher 2: The Teacher begins the lesson by getting the students ready and organized in the classroom, starting with greeting the students and directing them to sit neatly.

Teacher 3: The teacher opens the lesson and prepares the students well and orderly, starting with greeting the students and directing them to sit neatly.

Motivating sudents

Teacher 1: The teacher motivates the students to arouse their interest in learning effectively, making the students enthusiastic. She uses a variety of engaging techniques, such as storytelling, interactive discussions, and thought-provoking questions, to capture their attention. By connecting the lesson to their personal interests and real-world applications, she fosters a sense of excitement and curiosity. The students become actively involved, eagerly participating and showing a genuine enthusiasm for the subject matter.

Teacher 2: The teacher motivates the students, inviting and encouraging them to increase their interest in learning effectively, making the students look orderly.

Teacher 3: The teacher greets the students and asks about their activities at home to build closeness, making the students feel close to the teacher.

Presenting apperception

Teacher 1: The children actively ask questions and share stories during the lesson, such as the superhero story (Spiderman) told by the teacher in class. This interactive approach encourages the students to engage more deeply with the material. They become more comfortable and confident in expressing their thoughts and ideas. As the teacher shares the Spiderman story, she ties it to the lesson's themes, making the content more relatable and memorable. The students' faces light up with excitement as they connect the superhero's adventures to the concepts being taught, creating a dynamic and lively classroom environment. This method not only enhances their understanding but also makes learning an enjoyable experience.

Teacher 2: From this research, Children actively ask questions and share stories during the lesson, starting from playing before the lesson begins.

Teacher 3: The children actively participate during the lesson, starting from playing before the lesson begins.

presenting learning objectives

Teacher 1: The presentation of learning objectives is fairly good, and the students can be organized neatly. The teacher clearly outlines the goals of the lesson, ensuring that students understand what they will be learning and why it is important.

Teacher 2: The presentation of learning objectives runs well, and the students can be directed neatly.

Teacher 3: The Presentation of learning objectives runs fairly well, and the students can be directed neatly.

presenting the scope of material

Teacher 1: The scope of the material is presented quite well using illustrated papers and followed by colouring while singing English songs like "red is Merah," "yellow is kuning," and others.

Teacher 2: The scope of the material is well presented using ice-breaking activities before the lesson starts, making the students more enthusiastic.

Teacher 3: The scope of the material is well presented, making the students more enthusiastic about following the lesson with learning materials and media about letters.

From the result of the observation, it can be concluded that the teachers can observed demonstrate various effective strategies for opening the lesson, each contributing to a structured and engaging classroom environment. All three teachers succeed in preparing the students by creating a calm and organized atmosphere through greetings and orderly seating arrangements. Teacher 1 stands out for her ability to capture the students' interest from the start by incorporating storytelling and interactive discussions, scoring high across multiple areas. Teacher 2 focuses on motivating the students by inviting engagement and keeping them orderly, while Teacher 3 builds closeness through personal conversations, creating a more relaxed and approachable atmosphere. When it comes to motivating students, Teacher 1 effectively fosters excitement through diverse techniques like real-world connections and questions,

while Teachers 2 and 3 rely more on encouragement and personal rapport. In presenting apperception, Teacher 1 uses a creative storytelling method that captivates students, while the other teachers ensure active participation through informal interactions before the lesson. As for presenting learning objectives, all three teachers ensure clarity and organization, with Teacher 2 slightly excelling in engaging the students. Finally, in presenting the scope of the material, each teacher uses distinct methods, with Teacher 1 integrating visuals and songs, Teacher 2 applying ice-breaking activities, and Teacher 3 focusing on media related to letters. This variety of methods not only keeps students engaged but also provides multiple entry points for understanding the material. Overall, all three teachers show strong capabilities in opening lessons, with each emphasizing different aspects of engagement and structure.

Main Activities

Presenting the material

Teacher 1: The material presentation is done well, as seen from the students' activities in the class, who are enthusiastic about following the lesson. The material presentation was executed effectively, as evidenced by the students' engagement and enthusiasm during the class. The dynamic delivery of the content captured their attention, fostering an interactive learning environment. Students actively participated in discussions, posed insightful questions, and demonstrated a clear understanding of the subject matter.

Teacher 2: The material presentation is done well, as seen from the students' activities in the class, The material presentation well done, seen from the teacher directing the students' activities in the class.

Teacher 3: The material presentation is done well, as seen from the students' activities in the class, The material presentation well done, seen from the teacher directing the students' activities in the class.

Applying the material concept

Teacher 1: The learning concept is also well applied, as seen from the colouring activity related to Spiderman, who likes to help, and the story that incorporates good behaviour in social settings is also included in the classroom learning session.

Teacher 2: Storytelling and singing make the children more enthusiastic about following the lesson. The learning concept is also well applied, as seen from the media provided, such as colouring letters while singing, the story linking good behaviour in social settings is also included in the classroom learning session.

Teacher 3: Storytelling and singing make the children easier about following the lesson. The learning pretty good applied, as seen from the media provided, such as colouring letters while singing and story telling.

Implementing active learning

Teacher 1: The implementation of active learning is well done by the teacher, as evidenced by the students' enthusiasm in asking questions about the pictures used as material.

Teacher 2: The story linking good behaviours in social settings is also included in the classroom learning session. The teacher skilfully incorporates stories that highlight good behaviours in social settings into the classroom learning sessions, enhancing both the educational and social aspects of the curriculum. By weaving

narratives that feature characters demonstrating positive interactions, respect, and effective communication, the teacher provides students with relatable examples of desirable behaviours.

Teacher 3: Active learning also runs pretty well, evident from the students' enthusiasm in following every game included by the teacher in the main material.

Fostering positive habits

Teacher 1: Positive habits are well instilled by the teacher, making the students orderly and able to be directed. The teacher has effectively instilled positive habits in the students, contributing to a well-structured and disciplined classroom environment. These habits have cultivated a sense of orderliness among the students, enabling them to follow instructions and adhere to classroom routines seamlessly. The clear and consistent guidance provided by the teacher has empowered the students to stay focused, be organized, and actively participate in the learning process. Their ability to remain attentive and responsive is a testament to the teacher's success in fostering a respectful and cooperative classroom atmosphere.

Teacher 2: Positive habits are well instilled by the teacher, Positive habits are well instilled by the teacher, making the students orderly and able to be organized.

Teacher 3: Positive habits are well instilled by the teacher, from the observation author looked teacher organized students quietly in classroom.

Using tools/materials and IT media.

Teacher 1: Effective use of learning media enables active student participation and makes the learning process effective in class. By integrating diverse and engaging media, such as interactive presentations, multimedia resources, and educational technology, the teacher has created a dynamic learning environment that captivates students' attention.

Teacher 2: Effective use of learning media enables active student participation, making the learning process effective in class. The effective use of learning media significantly enhances student participation and makes the classroom learning process more impactful.

Teacher 3: Effective use of learning media enables active student participation, making the learning process effective in class. The effective use of learning media significantly enhances student participation and makes the classroom learning process more impactful.

Class management

Teacher 1: The class management is conducive, providing full attention to the students, making them skilful in both group and individual learning. The teacher's strategic approach to class organization and time management allows for balanced and productive interactions, whether students are working collaboratively or independently. The positive and supportive atmosphere fostered by the teacher not only enhances students' ability to work effectively in groups but also empowers them to excel in individual tasks.

Teacher 2: The class management is conducive, providing full attention to all students, making them skilful in both group and individual learning. The teacher's strategic approach to organizing and structuring the classroom fosters an environment where students can thrive both in group settings and during individual activities. By

maintaining a well-organized and balanced classroom, the teacher effectively facilitates group collaboration, encouraging students to work together, share ideas, and solve problems collectively.

Teacher 3: The class management was less conducive, author saw the student browsed in classrom it might the teacher was first time in that class, because she was new teacher.

Language usage

Teacher 1: The use of language is good and easily understood by the children, including friendly intonation and tone for the children in the class.

Teacher 2: The use of language is good and easily understood by the children, including friendly intonation and tone for the children in class.

Teacher 3: The use of polite and good language makes it easy for the children to understand, including friendly intonation and tone for the children in class.

Assesment of learning process

Teacher 1: Monitoring the students' progress well and linking the material with stories that the children like. By regularly assessing each student's understanding and growth, the teacher can provide personalized feedback and support, ensuring that every student remains on track and feels confident in their learning journey.

Teacher 2: Monitoring the students' progress well and linking the material with stories that the children like.

Teacher 3: Monitoring the students' progress well and linking the material with stories that the children like while sung.

Assesment of learning outcomes

Teacher 1: The learning outcomes assessment runs well and aligns with the syllabus applied in Bimba.

Teacher 2: The learning outcomes assessment runs well and aligns with the syllabus applied in Bimba. The teacher shows a caring attitude towards the students, seen from the open and empathetic attitude shown to the students in the class.

Teacher 3: The learning outcomes assessment runs well, although there is litle noisy in the class.

Social sensitivity

Teacher 1: from the observation, author saw The teacher shows a caring attitude towards the students, seen from the open and empathetic attitude shown to the students in the class. This approachability creates a supportive and nurturing classroom environment where students feel valued and understood. The teacher's genuine concern for each student's well-being is reflected in their attentive listening, compassionate responses, and encouragement.

Teacher 2: from the observation, author saw The teacher shows a caring attitude towards the students, seen from the open and empathetic attitude shown to the students in the class.

Teacher 3: from the observation, author saw The teacher shows a caring attitude towards the students, seen from the open and empathetic attitude shown to the students in the class.

Personality

Teacher 1: The teacher's appearance is polite and friendly to the children, seen from the friendly and enthusiastic gestures in guiding the children in class.

Teacher 2: Teacher's appearance and personality are friendly to the children, seen from the friendly gestures in guiding the children in class.

Teacher 3: Teacher's appearance and personality are friendly to the children, seen from the friendly gestures and show a cheerfull in guiding the children in class.

From the result of the observation, it can be concluded all three teachers demonstrate effective strategies in delivering the main activities of the lesson, showing strong performance in several areas. They present the material well, with Teacher 1 excelling in fostering engagement through dynamic content delivery, while Teachers 2 and 3 focus on directing students' activities. The application of the material concept is consistently effective across all teachers, with Teacher 2 slightly outperforming by using engaging media and storytelling techniques that make the lesson more memorable and relatable to students. Active learning is well implemented by all, though Teacher 2 particularly shines by incorporating positive social behaviours into the lessons, creating an enriching learning environment. Positive habits are instilled effectively by all teachers, contributing to a well-ordered and organized classroom, with students responding positively to their teachers' directions. The use of tools, materials, and IT media is well-executed, making the learning process more engaging and effective for students in all three classrooms. Teacher 1 and Teacher 2 maintain a conducive classroom environment, ensuring that students excel both in group and individual settings, while Teacher 3 faces slight challenges in class management, possibly due to being a newer teacher. Language usage is clear, friendly, and easily understood by the children across all teachers, contributing to effective communication and student comprehension. The assessment of the learning process and outcomes is consistent across all teachers, with each monitoring student progress and ensuring that the learning aligns with the syllabus. In terms of social sensitivity, all three teachers exhibit empathy and care for their students, fostering a supportive classroom atmosphere. Lastly, their personalities are consistently friendly and approachable, with each teacher displaying warmth and enthusiasm, which helps create a positive and engaging environment for the students. Overall, each teacher shows competency in managing the main activities, with Teacher 2 excelling slightly in terms of class engagement and active learning.

Closing The Lesson

Summarizing the learning material

Teacher 1: The author has been seen teacher summarizes the learning effectively, involving all students to discuss and talk about the material that has been taught in class. The teacher excels at summarizing the learning material in a way that reinforces key concepts and ensures thorough understanding.

Teacher 2: Teacher summarizes the learning effectively, involving all students to discuss and talk about the material that has been taught in class. The teacher's skillful facilitation of these discussions helps to clarify any misunderstandings and reinforces the core principles of the lesson.

Teacher 3: The teacher summarizes learning effectively, then teacher also has been seen involving all students to discuss and talk about the material that has been taught in class.

Conducting reflection and follow-up

Teacher 1: Reflection on learning and review is done using illustrated media presented according to the syllabus.

Teacher 2: Reflection on learning and review is done using illustrated media presented according to the syllabus in Bimba. Reflection run well.

Teacher 3: From the observation author saw Reflection on learning and review was not suitable according to the syllabus in Bimba.

From the result of this observation, all the three teachers effectively closed their lessons. Each teacher involved students in discussions about the topics, which helps support key ideas and ensure comprehension. This method promoted student participation and encouraged reflection on the key concepts of the lesson. All teachers were rated equally for their ability to summarize the material effectively. Regarding reflection and follow-up, Teachers 1 and 2 excel by using illustrated media aligned with the syllabus to guide students through the review process. Their reflections help reinforce the lesson and ensure continuity in learning. However, Teacher 3 encountered some difficulties in aligning the reflection process with the syllabus, which affected the review's overall effectiveness. Despite this, all teachers manage to close their lessons well, focusing on reinforcing learning and engaging students in meaningful reflection.

from this research, the average score was:

To calculate the percentage of observation results according to the Ministry of education and Culture (2014:146) using the following formula:

$$\text{Score} = (\text{obtained score} / \text{maximum score}) \times 100\%$$

Discussion

The findings from the observation of the implementation of the fun learning method at Bimba Aiueo, as evaluated through three main indicators—opening the lesson, main activities, and closing the lesson—reveal various insights into the teaching practices and their effectiveness.

Opening the Lesson

The teachers' effectiveness in preparing students for the lesson varied slightly among the three observed teachers, with Teacher 2 scoring the highest in organizing and motivating students. This teacher effectively captured students' attention through a well-structured start, setting a positive tone for the rest of the lesson. Although Teacher 1 and Teacher 3 also performed well, they showed slight differences in their approaches, particularly in motivating students, where interactive discussions and personalized approaches were highlighted. The average scores in this category ranged from 82 to 86, indicating a generally good performance. The process of learning is a series of activities, experiences, and interactions that lead to the acquisition of knowledge, the development of skills, the understanding of concepts, and changes in behavior or attitudes. (Ackermann, 2004) stated, by exploring their common universe' with their teacher as guide, knowledge grows according to complex learning between teacher and students.

In other hands, Teachers who create environments that meet these psychological needs are more successful in engaging students. According to (Thompson, 2015), The cyclical nature of lesson study makes it a natural fit for continuous improvement. Yet,

little research into the effectiveness of lesson study as a tool for new teacher preparation or for middle and high school teachers exists. Main Activities

In the main activities, Teacher 2 consistently achieved the highest scores, particularly in implementing active learning and applying the material concept. The use of storytelling, interactive discussions, and practical activities like coloring and singing significantly engaged students, making the lessons more relatable and enjoyable. Teacher 1 and Teacher 3 also implemented effective strategies, but with minor differences in execution, especially in classroom management and fostering positive habits. The consistent use of tools, materials, and IT media across all teachers enhanced student participation and the overall learning process. The scores in this category were also strong, with averages between 83 and 88. The teacher has to know how Children learn English enjoy and fun way. Because they have to learn English in young age, they are easily to get bored and feel difficult if the material is too hard. According to (Fransischa & Syafei, 2016) Teaching English for children is different to adults. In addition, teaching is not only giving a million of exercises but, also creating activities that would make the young learners become more interested. (English, 2001) stated that, “New Ideas for Teaching English Using Songs and Music”. Music is universally pleasurable and important, and no known society is without it. Active learning is a pedagogical approach where students are actively engaged in the learning process, as opposed to passively receiving information. This approach is particularly effective in young learners, who are naturally curious and energetic. According to (Cooper & Casey, 2023), Theory of Cognitive Development, children learn best when they are actively involved in the learning process. In other hand, Active Learning is a process where students engage in activities that prompt them to reflect on concepts and how to apply specific ideas. Another stated by (Deani & Widodo, 2020), Active Learning is the mechanism by which students participate in certain activities that encourage them to think about concepts and how they use certain ideas

Closing the Lesson

Closing the Lesson

The closing of lessons involved summarizing the material and conducting reflections. All three teachers performed adequately, although there was a slight drop in the scores compared to the previous indicators. Teacher 1 and Teacher 2 excelled in summarizing the material and engaging students in discussions, ensuring that the key concepts were reinforced. However, Teacher 3 showed a slight decline in conducting reflections, as it was observed that the reflection did not fully align with the syllabus at Bimba. Teaching English to Young Learners (TEYL) is a rapidly growing field around the world, Fun learning creates a positive and enjoyable learning environment. Students associate learning with positive feelings and experiences, which can contribute to a more favorable attitude toward education in the long term.

Despite this, the overall scores remained good, ranging from 75 to 80.

The Importance of Summarizing the Material Summarizing is an essential part of lesson closure as it helps students review and consolidate their understanding of the material. Summarizing falls under the cognitive process of comprehension, where learners restate, explain, or review what they've learned. By engaging students in discussions and summarizing the key points, teachers help cement this knowledge in

long-term memory. Another research (Mctighe & Wiggins, 2015) stated that, Education should strive to develop and deepen students' understanding of important ideas and processes so that they can transfer their learning within and outside school. Accordingly, we recommend that content (related goals) be unpacked to identify long-term transfer goals and desired understandings. Overall Performance

The results indicate that all three teachers effectively implemented the fun learning method, with their scores reflecting a generally good level of performance. Teacher 2 consistently scored the highest across most indicators, followed closely by Teacher 1 and Teacher 3. The calculated mean scores of 84, 86, and 82 suggest that the implementation of the fun learning method at Bimba Aiueo is effective in engaging students and fostering a positive learning environment. These findings are in line with the Ministry of Education and Culture's standards, indicating that the observed teaching practices meet the required benchmarks for effective learning.

This discussion highlights the key points from the observation data and provides an analysis of the teachers' performance in implementing the fun learning method.

CONCLUSION

According to research and finding, the observation of the implementation of the fun learning method at Bimba Aiueo, based on the indicators of opening the lesson, main activities, and closing the lesson, reveals that the method is effectively applied by the three teachers, with slight variations in their approaches and outcomes. In the opening of the lesson, Teacher 2 stood out in capturing and organizing students' attention with a well-structured start, which led to high levels of engagement and motivation.

Although Teacher 1 and Teacher 3 also performed well in this aspect, their motivational strategies were slightly less effective. The overall scores indicated that all teachers performed adequately in this area. During the main activities, Teacher 2 once again achieved the highest scores by incorporating interactive and hands-on learning activities such as storytelling, singing, and coloring, which made the lessons more enjoyable and engaging for young learners. Teacher 1 and Teacher 3 also implemented effective strategies, but with minor differences in classroom management. The consistent use of IT tools and media across all teachers further supported the active participation of students.

In the closing of the lesson, all three teachers summarized the material adequately, though Teacher 1 and Teacher 2 excelled more in ensuring that key concepts were reinforced through discussions. Teacher 3 faced some challenges in aligning the reflection with the syllabus, which impacted the effectiveness of the review.

Overall, the teachers received scores with averages ranging from 82 to 86, indicating that the fun learning method was successfully applied, fostering a positive and engaging learning environment. The findings align with educational standards, showing that while Teacher 2 consistently performed the best, all teachers demonstrated good teaching practices that contributed to a successful learning experience for the students.

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