Course Design Through Funtainment-Based Instructional Model to Improve 4C Skills Students

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Abstract

Educational priorities have had to evolve to meet the changing needs of students, learning style and passion of learning and society in the 21st century. The emergence of the COVID-19 epidemic in early 2020 has fueled this trend even further, highlighting the importance of technology in the classroom more than ever before. This, in turn, has a profound impact on how each new generation of students receive and process knowledge. The COVID-19 pandemic and its impact on traditional face-to-face learning environments have only accelerated the need for rapid adoption of novel pedagogical strategies. The Funtainment is one of several technology-enabled educational alternatives that have recently been used by Indonesian schools. This study focuses on a novel of Funtainment learning based on encouraging intentional interaction in the class to develop students' 21st 4C's. To explore, Funtainment-based instruction in English also improves students' 4Cs. To gain the data, the questionnaire as the research instrument was distributed to the students of teacher training and education faculty, and their responses were analyzed in descriptive quantitative. This research was conducted in Indonesia. The results of the questionnaire showed that the students' responses and reactions to the course materials Funtainment-based instructional model on positive responses and its effectively to improve their 4Cs. The findings in this study can be realized the course materials with fun-based instructional model has a positive impact and can be used as an alternative of blended learning for future education.

Keywords: Course Design, 21st Century Skills, Blended Learning and Funtainment

Introduction

Currently, one can claim that the rapid shift to online and distance education is a matter of course (Altbach & de Wit, 2020). As the number of COVID-19 infections continues to climb around the world, more students than ever before are learning from home. For administrators, instructors, and students, the epidemic has had a profound effect on the way they engage with each other and how they approach online teaching and learning. As the global demand for distant learning degrees decreases, many faculty and staff struggle to teach students online in the most effective manner (Day et al., 2021; Kemp, 2020; Oraif & Elyas, 2021)

Learning paradigms such as connectivism, ubiquitous learning, and learning communities are gaining attention in the literature. According to Siemens (2005), the concept of 'connectivism' outlines how the internet, including tools like YouTube and Web browsers, may be used to discover and share information with others. Learning communities are an important part of connectivism because they are made up of people who have a common objective and use modern technology to interact, educate, and learn from each other. In Burbules (2018), the term "ubiquitous learning" refers to the ability to teach and acquire a wide range of skills and concepts, at any time and from any location, using current technology. as He described it is a shift from traditional education that aims to combine formal and informal education, different teaching methodologies, and transform learning into

a more malleable and applicable experience that can take place in a variety of contexts, particularly when the individual is not aware of the learning process.

For the reasons above, Cook (2015) stresses the importance of providing creative educational options that incorporate technology and media for Generation Z students. Generation Y and Z students' educational demands have been highlighted by some of research in various sectors by Szymkowiak, et al. (2021), Booysen, C. (2019), Miller, C. C. (2020) and Lerchenfeldt, (2020) showed the students preferring to study via mobile apps and video content rather than the traditional method of instruction. Teachers who included modern technology into their curriculum and used it for learning beyond the classroom were found to inspire students to do the same. iGen students and highlight essential aspects to consider when altering current education to better match their needs. Using these techniques as an educator can help NexGen students develop lifetime learning and problem-solving skills, empowering them to succeed (Diaz Vidal et al. (2020a); Diaz Vidal, 2020b). Hence, pedagogies that are related to technology should be employed in the classroom, it has been suggested that employing films and video games to teach economics in a business school context has educational value

The value of active learning in the college classroom has been emphasized by Baumann and Farris (2016), among many others. Higher-level questions regarding the game are posed during the course in order to show how different decisions and different scenarios in the game are linked with themes presented in class. The game's simulated world is used as a teaching tool to teach students about economic theory in the classroom.

The literary world isn't new to the utilization of video games supports edutainment with fun learning (Funtainment). Some previous related studied indicated fun learning like Gee (2007) argues that learning can and should be pleasurable, and that the more difficult and engaging a game is, the deeper the learning that results. Gee (2007), Annetta (2008) and Squire (2003) stress the educational usefulness of video games, while Barr (2017) especially discusses the use of video games in the undergraduate classroom. In the literature, there are numerous examples of how video games have been utilized to teach and learn about history. One example is a paper by Wright-Maley et al. (2018), while another research of utilizing Youtube education such as Luu, et al. (2021)Nomura, et al. (2021), Mahasneh (2021) and Wang, et al. (2021) stated that the students

would benefit from YouTube videos since teachers would not have to spend as much time making screencast lecture videos for online learning. Another Funtainment learning film based Schulze (2021),Tsai & Lin. (2021),Markowitzet al. and McAnena (2021) findings confirm that many students took pride in their videos and agreed to make them available as supplementary material for this article.

Based on the preliminary study in Indonesia that E-learning, on the other hand, has a lot of unanswered questions. Choosing the correct course for a university syllabus might be a challenge with asynchronous learning. The second problem with e-learning is that it encourages students to procrastinate and engage in other forms of distraction. Many people find it challenging to clear and organize their home office on their own. An online course may not provide enough time for students to put what they've learned into practice. Therefore, many students drop out of a course before it is finished. Another issue is the lack of face-to-face interaction between the instructor and the students in an online course, even though online courses often include feedback from the instructor and connections to other students. Moreover, few colleges and employers don't regard online course credentials as significant as high school diplomas.

In many cases lecturers use their offline methods to teach their fields invirtual class. Because of this, their students unmotivated, focused, or interested in learning at all. The novelty in this study is that by mixing education with entertainment content-based materials can be used to help students learn English more effectively in both formal and informal synchronous and asynchronous modes. This study aims to describe the types of edutainmentsas instructional model in teaching online by incorporating the materials from the students need through YouTube based content (films and songs) and games (daily learn English apps) that can be used to teach English online or blended, and the instructional model can also be used to increase students' 4Cs. Urgently of this study, after conduct the Funtainment materials and conduct a survey of university students to see what their perception about the course design through Funtainment-based is an effective way to improve the 4Cs of the students as novel in this study. We set out to address the following research questions (RQ) in this study:

RQ1. What is the students' perception of English Course design through Funtainment-Based Instructional Model to Improve the 4CsStudents?

LiteratureReview
Opportunities and Challenge to Engaging

Students Motivation

According to Shim &Lee (2020) there has been a major increase in inequality between nations and within domestic higher education sectors because of the COVID-19 pandemic. Quality has been a major concern for both students and teachers in the era of mass higher education, with both arguing that remote learning is inferior and of lower quality than face-to-face training. During the pandemic, Means and Neisler (2020) found that student happiness and motivation had declined dramatically, with half of U.S. students expressing dissatisfaction with their learning after their course became online. According to Altbach & de Wit (2020), "the cohort planning to enter higher education this fall will become a problem with the lack of motivation of students for online delivery". Online and distance education is more expensive than traditional face-to-face instruction, but many challenges and uncertainties remain regarding the quality of remote instruction, the increased workload without formal compensation, and the limited resources available to faculty to prepare them for online instruction (Day et al., 2021).

In addition, El Saheli-Elhage, (2021) claim the faculty members and instructional designers must use new pedagogical approaches and practices to support student learning to best prepare them for the increasing complexity of digitalization (study abroad, work abroad, teach a language, volunteer abroad, international student services, and career services). It is time for higher education to prepare for a new future in which we teach young adults and adults how to be responsible members of society. The use of ICTs in the classroom necessitates that student learn new skills and combine existing ones

To apply evidence-based teaching methods, whether in-person or online, faculty members also aim to establish more inclusive learning environments that promote equity. Achieving equity necessitates educators teaching in a way that recognizes and respects students' diverse origins. Faculty members may be reluctant to employ evidence-based teaching approaches in the classroom that build more inclusive online learning environments, although (Gratz & Looney, 2020). When it comes to teaching online courses, faculty members from lower and middle-income countries are sometimes apprehensive due to their lack of experience with developing high-quality online courses (Altbach & de Wit, 2020).

Many faculty members who have been teaching for at least ten years may argue that online teaching requires more time to prepare for than traditional classroom instruction. Students may also argue that distant and hybrid learning methods have resulted in unfavorable experiences for students because of a lack of connection between instructors and students when they are taught via the Internet (Day et al., 2021). Affouneh et al. (2020) argue to put it simply, we believe that educators must collaborate to create creative, inclusive, and fair online learning environments for students to excel in college and beyond. It is our belief as well, however, that the academy must be prepared for any future pandemic or other disruptions, as well as expanding the existing emergency transition to remote instruction models. During (and after) the epidemic, faculty should use research-based teaching approaches and assess which ones are most effective.

Hyflex with Funtainment as a learning Strategies Post Covid 19

Hyflex is another term for a hybrid-flexible (hyflex) mode, which can also be referred to as hybrid-flex. Attending on-campus classes, participating online, doing both, and watching a video of the class afterwards are all options available to students at Hyflex. The content, organization, and activities of a course must be able to be used both in person and online. The structure and the degree of student freedom are determined by each institution. Hybrid courses are typically taught by one faculty member who simultaneously lectures in person and online (Kim & Maloney, 2020).To bridge the gap between the teaching and learning processes, the concept of edutainment in hyplex learning environment is a set of ways to learning. It is the goal of the edutainment idea to integrate all aspects of the learning process, including an understanding of how the brain functions as well as memory, motivation, self-image, feelings, and various learning styles and methods. Learning outcomes can be achieved if students are adequately informed and motivated, as well as taught in a way that appreciates the child's style and ambition.

By mixing entertainment and education, it is possible to make learning enjoyable and meaningful. As edutainment, the blend of education and entertainment, it provides enjoyment that is both educational and exciting. Student-centered learning is supported by the edutainment concept, in which students are more active, directly involved in activities or games, have experience through simulation with fellow students of a certain interest or age, relate the learning to real life, and are passionate about the learning process .

According to Khalid & Ahmed (2014) and (2015) videos, films, music, websites, social media, games, flash, graphic novels, comics, movies and other

forms of media can all be used as teaching tools in the classroom are all examples of edutainment's informal and enjoyable content. The educational technology of edutainment, which uses the interesting to acquire knowledge, is intended to balance the emotions of the users of a computer screen filled with colorful graphics and design, interactive pedagogy, in order to convince users that learning is an exciting and fun process. fascinating, creative, inventive, and meaningful learning can be enhanced via edutainment. Edutainment is the use of educational games and animations to help pupils acquire vocabulary. It is appropriate for kindergarten pupils to engage in edutainment by playing with teaching aids in and outside the classroom.

According to Pomar Vazquez (2021), Robinson et.al (2021), Vereshchagina (2021); Das (2020), Almutairi (2021) have analyzed edutainment technologies in teaching English and findings several benefits of incorporating entertainment into language instruction, which are summarized here: through exercises that stress meaning, learners are better able to retain the language they have learned. As well as allowing students to learn while having fun, educational entertainment also allows them to grow in a variety of other ways, including physical, social, emotional, and cognitive. As a result, students are more likely to take risks in their language practice when they are in a safe and supportive atmosphere. Teacher-recognized educational benefits of games and role-playing include the development of students' strategic thinking abilities.

Edutainment and fun learning activities or Funtainment can help students and teachers learn and teach more effectively. As a first step, they broaden the educational environment in both the formal and non-formal arenas. Both children and adults can benefit from the usage of educational aspects such as informational entertainment and edutainment. Interactivity, fast-flowing bits of information, fragmented information, and knowledge provided in the most dynamic style are all factors that help students learn more effectively in a similar environment to their daily lives. As a result, Funtainment can help increase students' motivation, concentration, self-reflection, and growth as a learning strategy. A course's instructional design should incorporate edutainment and infotainment to ensure that both education and enjoyment are properly balanced and that learning never takes a back seat to fun. Providing students with a variety of educational and informational tools and monitoring their progress is also critical.

Methods

In this study, the primary goal is to determine how students respond to the utilization of Funtainment learning based via YouTube content based, games, films, and songs after learning and teaching in one academic semester. Qualitative data gathered from documentary materials such as questionnaires is described, summarized, or explained in descriptive quantitative research. The setting of the study is Universitas Al Asyariah Mandar . This study conducted from September to December 2021 at the first semester students of Teacher Training and Education Faculty while using Funtainment learning based (YouTube, Film, Songs and games) as an online learning materials for English subjects in one academic semester. A description of the respondents' is included in the survey form. First, respondents are asked about their attitudes regarding online learning through Funtainment learning based and students experience while treatment with Funtainment learning based influence their 21 century skills.

Purposive sampling was chosen in selecting the sample. According to Kumar (2018:62) stated purposive sampling is as a non-probability sampling method, purposive sampling considers the researcher's judgment as to what samples are most likely to meet the study's objectives. It was therefore decided to use students in the English 1 course at Indonesian University at West Sulawesi as the research sample. For educational research, questionnaires are a prominent method of gathering data. To gather information about things that can't be noticed immediately, such as interests and values and the like, it's widely used (Gall, Gall, & Borg, 1996). The questionnaire was given to students who had previously studied English through Funtainment learning-based education. Percentage was used to calculate the results of the surveys, which were then plotted on graphs.

A retrospective of the previous semester's online learning deployment was conducted at the start of the 2021–2022 semester which was the time needed to complete the task. There are a total of 72 participants in this study, 15 Male and 57 Female. All of them are first semester students, consisting of the students from the Mathematic Education department, the Civic Education department, and the Indonesian Language department at the Teacher Training and Education Faculty. In this study, the questionnaire grid was modified for Funtainment responses and reactions for students' responses. Table 1 shows the grills and the questionnaire.

Table 1. Student Response Questionnaire Grid for Funtainment Learning Based

Aspect	Description	Number
Responses	Funtainment is interesting (the content, beneficial for students learning style.	1,4,
	The materials is clarity, modern, fun (Video and Game)	2, 5, 12
	The materials through Funtainmnet learning based is Easy to Understand	3
Reaction	Funtainment increase the sense of creativity, eagerly,	6, 7
	Relevance for students want and need.	8
	Great learning Experience, motivate learning, best learning recommended	9, 11
21 century skills	Critical Thinking feeling confidence to problem solving, Clarity in communication, Collaboration and creative	10, 13

For each statement a score using a Likert scale, namely: Strongly Agree (score 5), Agree (score 4), Neutral (score 3), Disagree (score 2), and Strongly Disagree (score 1). Furthermore, the response questionnaire is arranged in the format of Google Form which is then shared with students who have previously used the Funtainment in learning English. Each indicator in the questionnaire, the percentage of scores obtained will be calculated using the following calculations.

$$PS = \frac{S}{T} \times 100\%$$

Description:
PS: Score Percentage

S: Score obtained
Q: Total Score (maximum)

Based on the percentage of scores obtained for each indicator, it can be seen the category of student responses to the indicators concerned with the categories in Table 2 (Riduwan, 2007). Student responses to Funtainment learning based in English learning is determined based on the average percentage the score of each existing indicator, to then be adjusted to the response category based on Table 2.

Table 2. The Category of Student Response

| No	Percentage Score	Category of response
1.	81-100%	Very Positive
2.	61-80%	Positive
3.	40-60 %	Enough
4.	21-40%	Negative
5.	0-20%	Very Negative

Results and Discussion

For eight weeks, the students of teacher training and education faculty was taught by the by funtainment learning environment using qualitative approach Qualitatively, the results of the performance test were looked at. In this study in general, it is agreed that the word 'technology induction' has been defined in a lot of different ways. Teachers can use e-resources to help them reach their educational goals. Funtainment learning resources that were used at the sample college were evaluated while technology was used to make e-learning more efficient. There can be an assumption based on the research done by the researchers. This is because of the researcher's own observations, literature reviews, reports, and personal feedback. The unit's issues are more comprehensive and systematic. During the course of study, it was found that the college was ready to use the funtainment method of teaching and learning at all times e-resources are available from the infrastructure, internet, and students' devices to the active training of teachers and students. This means that a good environment can be set up with the help of these resources. A lot of people were excited about the funtainment activities in general.

The graph below shows the data that the researchers came up with. According to what they said, a lot of

students are happy with the funtainment-based learning method of learning described on figure 1 below.
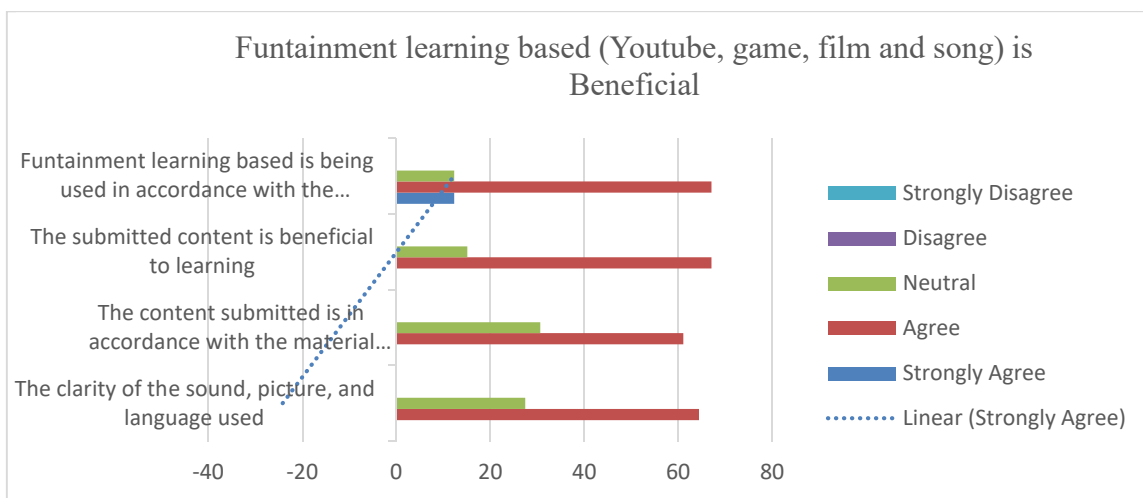
Figure 1. Funtainment learning based is interesting
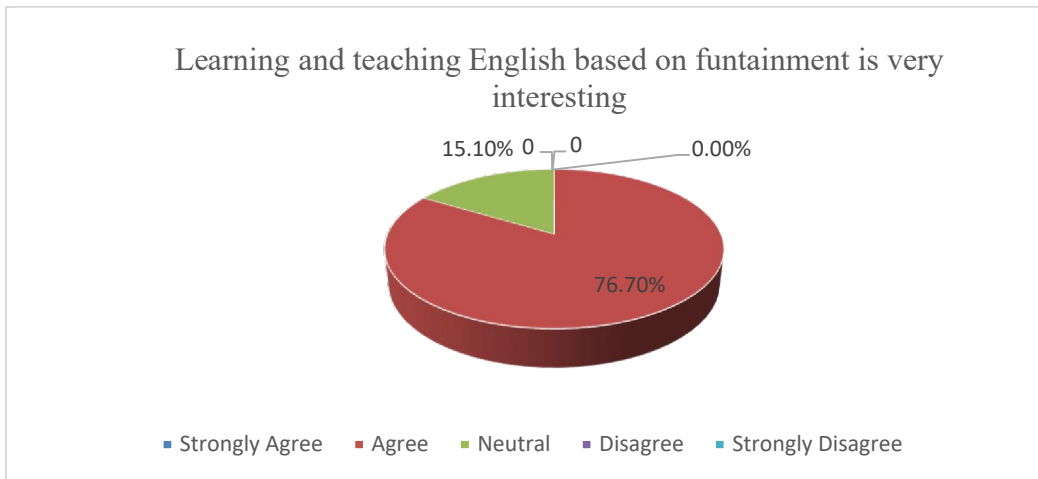
This subject also thought the funtainment learning activities were a good way to learn. It was found that this group of students had a more positive attitude, most of the students feel funatinment learning based is interesting showed 76.70 percent agree category and 15.10 percent neutral category

Figure 2.Funtainment learning based is beneficial

The first statement in figure 2, the survey findings show funtainment learning based (Youtube content, games, song and movie the sound, picture and language used is clarity, 64.40 percent respondents believe their materials can be categorized clarity. Whatever, 27.40 percent respondent ensure have enough English through funtainment learning based clarity on language used because of lack

comprehension on the materials.

The second question deal with content submitted is in accordance with the English materials some of them felt strongly agree 15.10 percent, 67.1 percent were agreeing category and 15.1 percent were on neutral. The third question the submitted content is

beneficial to learning 61.10 percent agreed on this statement and 30 percent were neutral category. The last question is funtainment learning based is being used in accordance with the current learning condition 12.3 percent respondent agreed on this statement, 67.1 percent agree and 12.3 percent on neutral category.
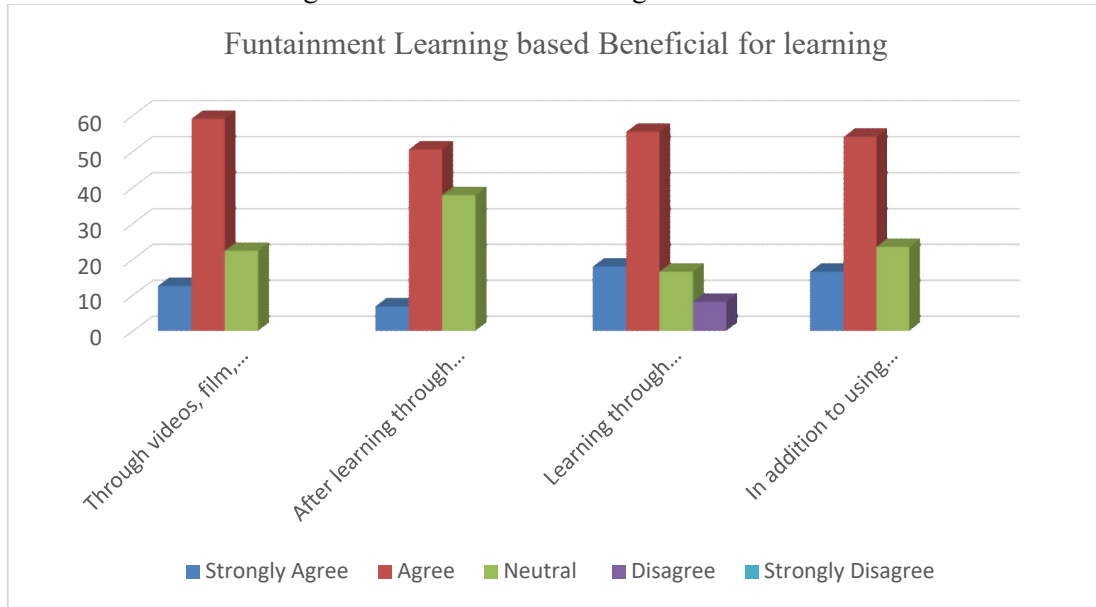
Figure 3. Funtainment Learning based materials based on the iGen Want and Need
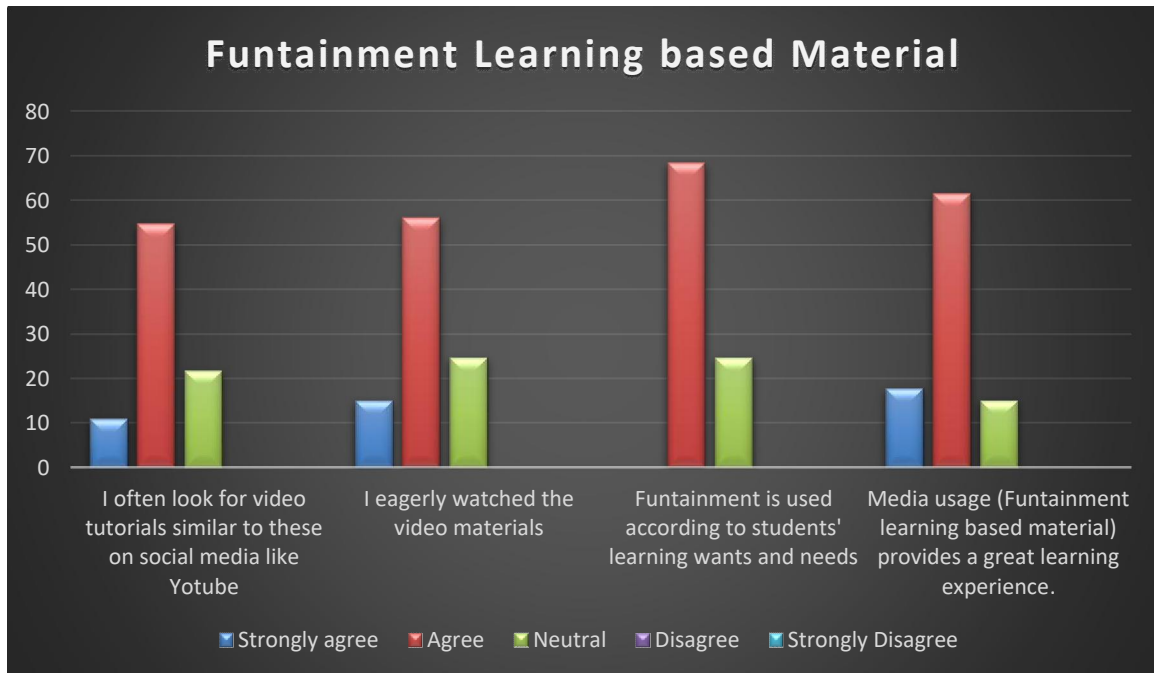
In Figure 3, the research subjects were questioned on their knowledge, needs, and wants. There are four questions to investigate the subject experience based on functional learning needs and wants. Reference as figure 3 the statement about subject experience on watching online 11 percent strongly agree, 54.8 agree and 21.8 on neutral category and watching video online most of the subject agree on this statement 15.1 percent strongly agree and 56.2

percent agree category. The third statement of funtainment learning based used according to the subject learning need and learning want result showed that that the research subject approved based on the data shown, 68.5 percent agree category. The last question is regarding on funtainment learning based materials provides a great learning experience 17.8 percent respondents strongly agree and 61.6 believe its wonderful experience.
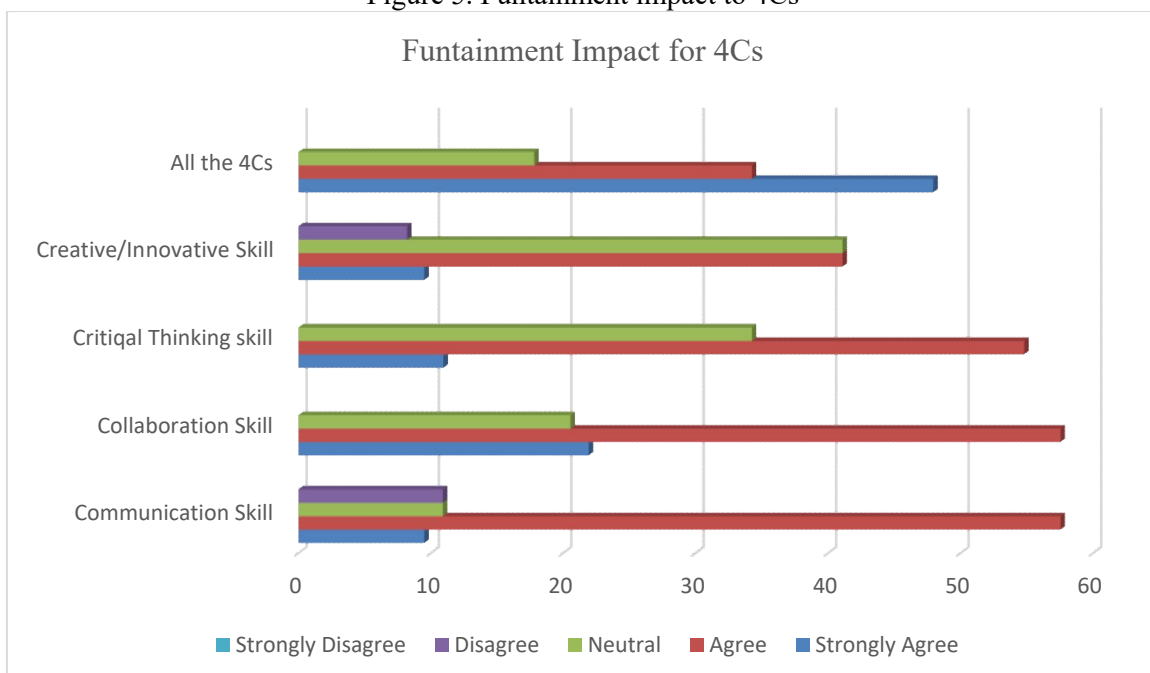
Figure 4.Funtainment Learning based Reaction

Regarding on statement in figure 4 about funtainment learning based through video, film, game and song most of the subject research having positive reaction, the subject believe they can complete the task 12.7 percent stongly agree and 59.2 agree. However, 22.5 percent respondent on neutral category. The good thing on the statement after learning through funtainment learning based materials, most of the subject research believe they motivate to complete the task 7 percent strongly

agree, 50.7 percent agree and 38 neutal position.

Subject reaction on statement the funtainment learning based is the first experience 18.1 percent strongly agree, 55.6 percent agree, 16.7 neutral category and 8.3 percent disagree. In addition beside social media app, subject research having positive statement on game (daily learn English apps) on smart phone 16.7 percent strongly agree, 54.2 agree and 23.6 percent choose neutral category.

Figure 5. Funtainment impact to 4Cs

In this session, the main core of the question regarding the influence on funtaiment learning based to 4C's by subject research. The first 21th century skill is communication. According to research in the field, funtainment-based learning can help people improve their skills at communicating. 57.53% agree, 9.55% strongly agree, 10.99% are neutral and 10.99% don't agree. The results of a survey on collaboration skills come back with a positive response from students. 21.91 percent strongly agree, 57.53 percent agree, and 20.54 percent are in the middle. Funtainment-based learning can help students improve their critical thinking skills, according to a survey. 10.95 percent of the people who took the survey strongly agreed, 54.79 percent agreed, and 34.24 percent were in the "neutral" category. 95% of people who took a survey about their creative thinking skills said they thought it was important, 41% said it was important, and 34% said it was not important.

Figure.6 Students Building up Communication and Collaboration Via WhatsApp
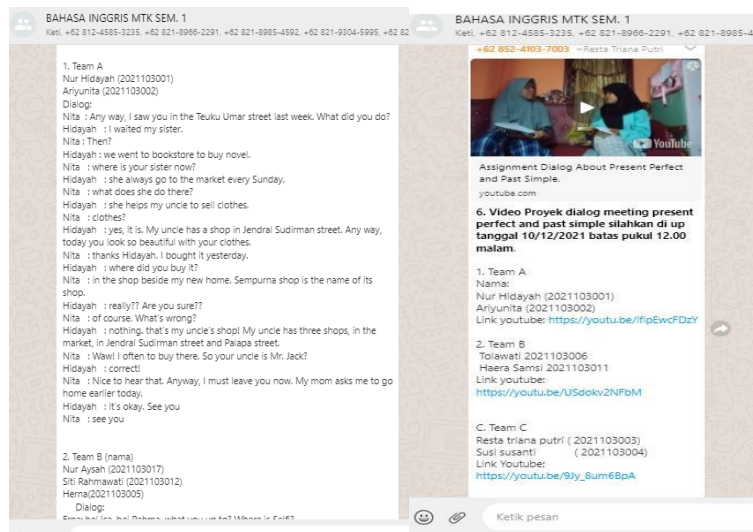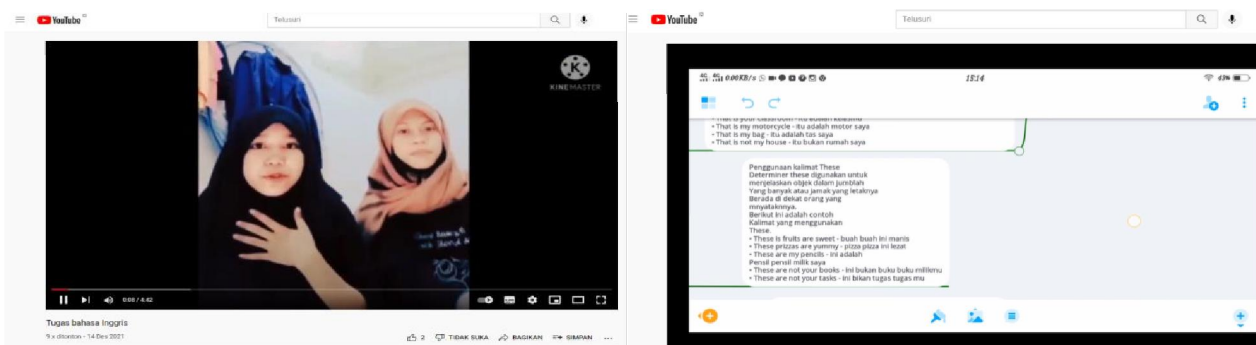

Figure. 7. Students Critical and Creative thinking

In figure 6 and 7 showed one looked into how funtainment learning in general and edu-gaming in particular affects Indonesian students who are learning English as a second language. The data for success came from the samples: YouTube content-based materials, a film, a song, and a game that were all funtainment-based. The students were tested on a wide range of language skills and items, such as listening, reading, speaking and writing. They also had to learn about grammar and vocabulary. More than half of the students said that learning in a way that was fun helped them improve their English and 21st century skills. Online material can be very interesting for people who want to learn English, too. Similarly, most of the students think that e-learning through funtainment-based learning is good for learning. It was said that in the case of subject research, the teachers who used the e-resources found them very useful.

In exercises that require communication skills, students are invited to create a dialogue based on the topic, which is subsequently practiced. This practice seeks to enhance students' oral communication abilities in English and to prepare them to be more proficient in their use of the language, as well as more confident and active. The result of their discussion were presented in the class also they recorded their presentation in a video and then uploaded it to YouTube. The presentation's goal was to enable the lecturer to better supervise and

strengthen the students' concepts. There by gaining constructivist education. They were able to tell the difference between what they already knew and what they didn't know.

In this stage shows the students of the First-year teacher training and education faculty in Indonesia were found to have enhanced levels of creative thinking and creative self-efficacy after taking an integrated course of critical and creative thinking. In both personal and professional contexts, the course was a success for students.

Figure 8.Collaboration in action

Organizing the students was the first step in implementing Funtainment to improve the students' 4Cs. Students were assigned to small groups of three people, each of whom had a distinct intellectual level. It was hoped that the method of scaffolding through peer tutorials would be effectively supported. Students with a high academic capacity were encouraged to assist those with a lower academic ability in constructing material concepts. Funtainment-based learning was used in the second stage to help students better understand the topic. presentation. It was designed to motivate students to develop new thoughts that were more scientific than the original concept, based on the constructivist approach.

This emphasis on social practice and cooperation in groups is reflected in the learning process, which necessitates active participation from the students. Because of differences in academic ability, not all students can participate fully in the learning process. Because of this, a diverse group of pupils is needed to encourage all children to participate. As depicted in Figure 8, students practice their collaborative skills by rearranging jumbled sentences from the game apps. They listen, read, and write their correct sentences while working together in small groups to discuss and interact with one another. They also have a strong desire to teach one another.

The Funtainment learning-based learning process ran smoothly. It may be seen in the students' excitement as they progress through the course. Using the learning phases, the speaker encouraged them to build their own understanding of the elements of deductive and inductive thinking.

Discussion
The findings showed funtainment learning based is a learning process that is focused on the students, the students are responsible for making sure they can meet the needs and expectations of e-learning. It is important for students to learn how to become independent learners instead of relying too much on their teachers for help, as the shift from teachers to learners calls for. In this way, they will be able to figure out or figure out their own flaws. In terms of e-learning, the ability to monitor learning means that the learners are autonomy aware of their language learning process. This awareness allows the learners to control and regulate their cognition and other self-control characteristics as they learn English through an funtainment learning based.

They also talked about how important it is for EFL learners and teachers to have a fun mode so that they stay motivated and driven to learn the language. Enjoyable in learning, fun and happiness are at the heart of learning because they help students engage their cognitive, emotional, cultural, and behavioral patterns, which in turn, will help them improve their academic performance in the subject in the long run. English-learning materials should be made to make people think, and people should be encouraged to learn well. People who want to use fun-based learning materials also need to know how to integrate ICT and online learning applications to help them learn. When students learn metacognitive strategies and how to use e-learning platforms, they will be more likely to use ICT tools as part of their learning. To be sure, the learners' motivation to learn English goes up as they start to feel in charge of their own learning and can handle the modules' expectations.

About how important it is for EFL learners and teachers to have a funtainment learning based mode so that they stay motivated and driven to learn the language. Enjoyable in learning, fun and happiness are at the heart of learning because they help students engage their cognitive, emotional, cultural, and behavioral patterns, which in turn, will help them improve their academic performance in the subject in the long run. English-learning materials should be made to make people think, and people should be encouraged to learn well. People who want to use fun-based learning materials also need to know how to integrate ICT and online learning applications to help them learn. When students learn meta cognitive strategies and how to use e-learning platforms, they will be more likely to use ICT tools as part of their learning. To be sure, the learners' motivation to learn English goes up as they start to feel in charge of their own learning and can handle the modules' expectations.

Teachers and students both have a responsibility to make sure that communication happens in online classes. E-learners can't fully interact with their peers and language teachers through e-learning platforms, so both teachers and students have to make sure that communication happens in online classes. Make time for active sessions and use materials that help e-learners with their language skills.

The value of e-learners being motivated can't be overestimated. It not only gives them the drive to learn new languages, but it also helps them become more interested and emotional about the English language. So, this study underline how to engage the motivation of language learners determines how much effort they will put into learning a new

language, they love the English and whether they want to pass their English subject or learn it for their career and personal growth to support the digital era to make sure that people want to learn languages online, they need to be able to use the right meta cognitive strategies to make them more ready to learn and build the confidence they need to learn quickly and effectively.

Another thing that makes it easy to learn a new language through Funtainment learning based is that there is enough interaction in the target language with peers and language teachers with the instructional design to make team, give them time for discussion on wahtsApp group and doing collaboration with their team together. Students, especially those who are weak or shy, not confidence, feeling anxiety have the chance to talk to their teachers in peivately via chat and classmates in person when they use Funtainment materials to learn English. Funtainment based learning design to make students increase their socially connected and it let them get personalized help from their language teachers. In order to learn a new language, the learner needs to know about cultural differences in the language they are learning. Because they were taught online, they will be more appreciate the differences and understand how the differences would work in their own society.

Even though many studies say e-learning is better for students than face to face lessons, the lack of communication between learners and their instructors could lead both to negative feelings, that's why during online building community the negative feeling will be reduce. This study findings when they studied English online through funtainment learning based. We found that students t have a lot of help from the instructors started to have positive feelings, happy and enjoyable learning, building team, doing ccollaboration, discussion, peoblem solving and creative thinking about the subject as a whole.

The result are in the same direction of the findings of many studies of this kind especially Cinkara and Bagceci (2013) also found that e-learners' attitudes toward English were affected by how well they got along with their peers and teachers. The positive relationship made them more excited about learning English through E-learning platforms, and they began to have a more positive attitude about it.

This study contributes to help English subject in designing EFL content materials through funtainment also to stops the weakness EFL e-

learners from benefiting from online language lessons is poor EFL course content or a poorly planned curriculum, Souriyavongsa et al. (2013) said that if a curriculum was made without taking into account the abilities, learning styles, and needs of the students, it would make the learning process even worse. The students would not learn anything from the lessons using the existing content. In addition, Akbari (2015) said that language teachers are often put in a situation where they have to use pre-made modules instead of planning lessons based on their students' different levels of skills. Teachers are usually expected to base their lessons on modules given by the Ministry, so their attitudes are influenced by expectations from the Ministry, the schools they work at, and the students they work with.

An 'immersion' in English language learning could be achieved by incorporating technology through funtainment learning based into EFL learning, according to the theory. This can be done by letting EFL learners connect the idea of a foreign language to their own real-life experiences. Immersion teaching and technique must be used to increase the amount of second language input, but then technology can be used in the classroom to make students more autonomous and teach them how to learn a new language (Chen ,2013),; Watkins & Wilkins(2011). In this study, researchers applied some new teaching materials content to help students learn how to speak and listen better with the help of the great YouTube app (YouTube content-based materials, film, and song) in the EFL learning process. EFL activities can also benefit from this, because conversation analysis helps students become more aware of how to have a good conversation and how to solve problems that arise during a conversation. Listening and speaking exercises on YouTube and games from Daily learn English apps also help students correct or recognize their pronunciation of movie trailer, song voiceovers and games. This is the best way for someone who is intermediate to advance to improve their spoken English both physically and dramatically. Take notes, writing sentences, summarize, building team work, doing discussion with team, collaboration in pairs to practices their speaking and show the students how to write based on the videos and games used to unjumble sentences, rearrange sentences, fill the vocabulary. This is the part of English skills that can be improved by using the funtainment learning based.

Conclusion
The wide range of language learning needs have

demonstrate that transformational learning methodologies can be used in some fields, like English. So, that can be investigated to start a new trend in EFL learning. Today's funtainment learning based is getting better and better, so there is a need to use ICT tools to help English language teaching, and there is a desire to use technology tools when learning a new language. Mastering a new technology is always going to make EFL students more interested in learning through funtainment as a new way to teach. Teachers can also use technology-based language instruction to practice the pedagogical technological concept and to design language materials for use with technology-based language instruction. Funtainment learning, which is based on the English language learning method, must be used by EFL teachers in order to show ease as a new way to get students excited about learning. Through the use of new technological techniques, learners' interest can help them learn a new language more quickly.

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