

The Effectiveness of Ice Breaking to Improve Students Motivation in Learning English

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Abstract

This research was motivated by several problems of class X students of SMA N 1 Lembah Melintang. One of them is some students were not motivated to learn English even though the teacher had applied ice breaking, they were not actively involved in following the ice breaking, some students were less interested in the type of ice breaking. This type of research is descriptive quantitative. The population in this study were students of class X SMA N 1 Lembah Melintang which consisted of ten classes, namely X.E1 to X.E10. In this research, the researcher used purposive sampling, namely X.E9 and X.E10 which consisted of 70 students. The instruments in this research was questionnaires and interviews. Based on the results of this study, show that the ice breaking technique is very effective to improve students' learning motivation in learning English. The results of the student questionnaire show that the total percentage of all items is 1,625 with a mean of 81.95%. The percentage of the mean is in the range of 81% -100%, it means that the ice breaking technique is very effective to improve students' learning motivation in the tenth grade of SMA N 1 Lembah Melintang.

Abstrak

Penelitian ini dilatarbelakangi oleh beberapa permasalahan siswa kelas X SMA N 1 Lembah Melintang. Salah satunya adalah beberapa siswa tidak termotivasi untuk belajar bahasa Inggris meskipun guru telah menerapkan icebreaking, mereka tidak terlibat aktif dalam mengikuti icebreaking, beberapa siswa kurang tertarik dengan jenis icebreaking. Jenis penelitian ini adalah deskriptif kuantitatif. Populasi dalam penelitian ini adalah siswa kelas X SMA N 1 Lembah Melintang yang terdiri dari sepuluh kelas yaitu X.E1 sampai X.E10. Dalam penelitian ini peneliti menggunakan purposive sampling yaitu X.E9 dan X.E10 yang berjumlah 70 siswa. Instrumen dalam penelitian ini adalah angket dan wawancara. Berdasarkan hasil penelitian menunjukkan bahwa teknik icebreaking sangat efektif untuk meningkatkan motivasi belajar siswa dalam belajar bahasa Inggris. Hasil angket siswa menunjukkan total persentase seluruh item adalah 1.625 dengan mean 81,95%. Persentase mean berada pada rentang 81%-100% artinya teknik icebreaking sangat efektif untuk meningkatkan motivasi belajar siswa kelas X SMA N 1 Lembah Melintang.

INTRODUCTION

English is one of the compulsory subjects that must be mastered by students in Senior High Schools, especially in Indonesia. In the world of education today, the low interest and motivation of students in learning English, one of the problems is the students' fear and lack of self-confidence when uttering the sentences in English, not having friends to practice, besides that some students have difficulty learning basic subjects, namely vocabulary and so on. Therefore, teachers have an important role to create learning techniques or methods that attract students' attention to encourage students to participate and be actively involved during learning English.

Ice breaking is one of the supporting aspects in the process of learning English. Ice breaking can also be an alternative to eliminate students' boredom during learning activities.



Ice breaking is an activity that can be used to improve students participation, bring a sense of humor so as to make the class more fun and enjoyable (Collins et al., 2007). Ice breaking in learning English can be applied both at the beginning, in the middle, and at the end of learning (Jannah, 2021). Therefore, the application of ice breaking is very necessary in learning activities with the aim of eliminating laziness and boredom so that students can concentrate well when participating in the English learning process.

(Yeganehour, 2016) state that there are three types of ice breaking. Firstly is the opener activity. This activity is carried out at the beginning of learning with the aim of motivating and increasing students enthusiasm. The second type is use an energizer when students appear unfocused and unenthusiastic during the learning process. The third is feedback and disclosure. In this activity, the teacher can use it at the end of the lesson to test students' ability to understand the material that has been taught. The teacher can choose one of the types of ice breaking above, but the teacher should adjust to the situation in the class. One of the kinds of ice breaking that can be applied by the teacher is games. Ice breaking in the form of games make students more active because it is related to the material, not just playing games. With games, it can be used to convey messages or materials, Putri & Loli (2023).

Learning motivation is very important in supporting students success in the learning process. Learning motivation is one of the factors that determine effectiveness in learning, Mutiara & Merry (2022). Conversely, for students who have low interest or learning motivation, the learning outcomes do not run optimally. Intrinsic motivation is motivation that arises from aspects that are generated in one's own instincts and affect one's character and behavior (Craig, 2008). Irwandi (2017) states that, Intrinsic motivation is internal motivation to do something in accordance with the desired goals. Meanwhile, Extrinsic motivation can be in the form of awards such as salary increases and promotions. Extrinsic motivation comes from external factors such as parent, teacher and learning environment by adding the components of external motivation in learning that are rewards, praide, and competition, Anggi and Absharini (2021).

Motivation is a key to get success in learning process, Afdhol & Melyann (2021). In the process of learning English, learning motivation has important role. Students' learning motivation can be seen in how they understand and listen to teacher explanations, how they think, and the personality of each students. Students who are accustomed to making problems or mistakes at school tend to be motivated to learn (Subakthiasih & Putri, 2020). For this reason, teachers can increase students' learning motivation to learn English as much as possible by providing rewards and support for students achievement results. In addition, the provision of evaluation and feedback is also required.

Based on the limitation of the problem, the problem that will be researched is formulated into the following question: "To what extend is ice breaking technique effective to improve students' motivation in learning English at the tenth grade of SMA N 1 Lembah Melintang?"

METHODS

This research used descriptive quantitative. Quantitative descriptive research is conducted to provide answers to problems and obtain more relevant information related to a phenomenon by using quantitative steps. The researcher use quantitative descriptive to describe phenomena related to the use of ice breaking on students' learning motivation. The data in this study were calculated using a quantitative method to find the effectiveness of ice breaking to improve students' learning motivation in learning English. The population in this study is the tenth grade at SMA N 1 Lembah Melintang which consisted of ten classes. The researcher chose the tenth grade in this study because the teacher applied ice breaking in the tenth grade. Purposive sampling was used to obtain the sample for this study. The sample in this

research is class ten, especially classes X. E9 and E.10. First, both classes are taught by the same teacher. Second, the researcher chose the classes because the teacher who applied ice breaking was the teacher who taught in classes X.E9 and X.E10 rather than the teacher who taught in classes X.E1 to X.E8.

In this research, the researcher used questionnaire and interview. The researcher use close-ended questions as the instrument of this research. The questionnaire in this study relates to students' learning motivation in learning English. The researcher also interviewed students regarding the types of ice breaking that the teacher has implemented in class. In this study, the researcher conducted a structured interview. The data in this study will be collected by distributing the questions to the students. In answering the questions, students must fill in the answers by ticking the column provided. After students have completed filling out the questionnaire, the researcher collects the questionnaire and calculates the percentages of data, arranging percentages into a diagram of ranting scale.

RESULT AND DISCUSSION

RESULT

The results of the mean percentage of students in the questionnaire is organized into the diagram ranting scale. As a result, Researcher use ranting scales to determine the level of effectiveness. To see the results of the percentage of data that has been obtained, see in the data interpretation below:

Ranting Scale	Persentase	Explanation
81%-100%	81,95%	Very effective
61%-80%		Effective
41%-60%		Quite effective
21%-40%		Ineffective
0%-20%		Very ineffective

The mean percentage of students is 81.95%, based on the interpretation table. The findings show that ice breaking is very effective to improve students' learning motivation in class X. The mean percentage of students is 81.95%, with a range of 81% -100%. To conclude, ice breaker is helpful to improve students' motivation in learning English.

DISCUSSION

Based on the explanation and analysis of the results above, the researcher concluded that the use of ice breaking was very effective to improve the learning motivation of class X students at SMA N 1 Lembah Melintang. This can be seen in the mean percentage of students, namely 81.95% with a range of 81% -100%. Based on the interpretation table, the use of ice breaking in learning English is very effective.

Based on the explanation of the results of the students questionnaire regarding ice breaking, it can be concluded that many students agreed that ice breaking can increase motivation, make students more focused and relieve anxiety when learning English. In addition, based on the results of the researcher's interview with the several students, it can

be concluded that ice breaking can foster feelings of joy, happiness and being able to get rid of sleepiness or boredom in English lessons.

Based on the data on the previous page, a description of the effectiveness of ice breaking to increase students learning motivation in English, there are 4 aspects of ice breaking namely (attention, relevance, confidence, and satisfaction), intrinsic motivation (there is a desire and desire to succeed, there is encouragement and the need for learning, and the existence of hopes and aspirations in the future) and extrinsic motivation (there is appreciation in learning, there are interesting activities in learning and there is a conducive learning environment).

The researcher interpreted that the highest of mean data percentage into twig quality that the mean percentage showed the percentage was. This is supported by theory. Ice breaking is an activity that teachers can apply to reduce anxiety, boredom and make students more active and motivated to take part in further learning. In addition, motivation is a key term in language learning and it is multidimensional. (Dembo, 2004) stated that motivation is something related to behavior and an internal process that is closely related to passion and direction. As it is clear, motivation is a process.

Motivation is a tool to help students obtain and achieve their goals. Finally, the findings have been supported by theory and the findings are supported by several researcher and researcher assisted by a description of the results of questionnaires and interviews. It was implied in the findings that students motivation with the application of ice breaking was good.

CONCLUSION

Based on the results of a student questionnaire regarding the effectiveness of ice breaking to improve students motivation in learning English in tenth grade at SMA N 1 Lembah Melintang, it can be concluded that the ice breaking technique is very effective in improving their learning motivation. This is evidenced by the mean data percentage of students' was 81.95%. The rating scale showed that 81,95% which it was very effective on rating quality. Based on the results of the student questionnaire, most students chose strongly agree and agree, it can be concluded that students are interested in the application of ice breaking given by the teacher. With ice breaking, students become more active and foster a sense of enthusiasm for students again. In addition, based on the results of interviews between researcher and teacher, it can be concluded that ice breaking is very effective in learning English activities. Then based on the results of the researcher's interviews with several students, they said that ice breaking was effectively applied by the teacher on the sidelines of English learning.

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