

## STUDENTS' PERCEPTIONS OF THE EFFECT OF ICE BREAKING ON ENGLISH LEARNING MOTIVATION

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### ABSTRACT

*This study aims to determine students' perceptions of the impact of ice breaking on motivation to learn English for students at UPT SPF SMPN 27 Makassar. Based on the importance of teaching English in Indonesia as a foreign language. Thus, by doing ice breaking before learning, it is hoped that students can focus on the process of learning English. In this study, the authors used case studies and qualitative research methods. The subjects of this study were five students of class VIII 1, consisting of four girls and one boy. The research instrument is observation and interviews. This research results in students becoming enthusiastic and focused on learning English in class.*

**Keywords:** *Learning English, Motivation, Ice Breaking*

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## INTRODUCTION

Learning is a primary need that is needed by every human being to achieve educational goals where teachers and students are the main elements. The purpose of learning can change a person's life systematically towards a better life. One of the characteristics of someone who learns is a change in behavior caused by changes in the level of skills, attitudes, and knowledge (Tamamala, Setiawan, & Nursalim, 2020). Learning is practical in an effective learning process that can occur anywhere and anytime. Four factors can affect learning effectiveness: attention and knowing the purpose, evaluation of the use of results, and motivation (Dollar and Miller, 1981 in Astuti, Solihat, & Satriani, 2020: p.210).

Motivation is a desire that encourages someone to do something to achieve the desired goal. The urge can arise from within or without a person, without any coercion. Motivation can also affect students' abilities in the learning process, especially in learning English. The homogeneous English learning process can interfere with students' motivation to learn. So, they will get bored quickly, and their English skills will not improve or be hampered. Therefore, the role of the teacher as a guide in the classroom is essential to help manage to learn to be effective and pay attention to students so that they are motivated and enthusiastic about learning (Pranata, Susanti, & Jannah, 2021).

Based on some of the explanations above, researchers are interested in using Ice breaking to increase students' motivation in learning English. Ice-breaking gave it to eliminate student boredom in learning. Hence, ice-breaking is an activity in the form of a game that can change the classroom atmosphere from frozen to liquid. Ice-breaking in English learning can be done when opening lessons, rehearsals, or closing lessons. Therefore, ice-breaking in education creates a learning atmosphere from stiff to moving (familiar), bored to alert, and passive to active (Sunarto, 2012 in Tamamala, Setiawan, & Nursalim, 2020: p.54).

## **LITERATURE REVIEW**

### **Learning English**

Language is an essential element in communication, both verbally and verbally. A person has received language learning from birth, becoming the first language or mother tongue—the Role of language as a key to emotional, intellectual, and social development. Learning a foreign language is essential in an increasingly advanced era of globalization. Especially English is the most widely used international language in the world. A person's language skills, both second and foreign languages, will develop if students are directed to focus on using them in communicating.

The second language is a language that is obtained after mastering the first language, or the mother tongue becomes complex (Hoque, 2017)—usually used in educational, social, trade, and formal events (Astuti, Solihat, & Satriani, 2020). Meanwhile, a foreign language is a language that is not commonly used and is used to communicate with people from other countries. A foreign language is rarely used in the speaker's country of origin.

Based on the statement above, the authors conclude that learning a second language or a foreign language such as English is very important. Mastery of English can facilitate communication with foreigners. English is likened to a bridge connecting one country to another. Therefore, knowledge of English can make it easier to get information about the development of science and technology for the progress of a nation.

### **Motivation**

Motivation is a person's instructions to behave and repeat a behavior, a set of forces that act behind the motive or have reasons and goals. Motivation is recognized as one of the reasons a person moves forward, resulting from both conscious and unconscious factors (Vinoy, Kumar, 2019). Thus, it is essential to have motivation for everyone to be able to give satisfactory results at school and work. The motivation is obtained from within a person (intrinsic) or from other people, the environment, or events (extrinsic).

Based on Self-determination Theory (SDT), two types of motivation can encourage students to learn: internal and external (Filgona, Sakiyo, Gwany, & Okoronka, 2020). Intrinsic motivation refers to the drive of interest or comfort in a task. It comes from within the individual rather than relying on external pressure (Tohidi, & Jabbari, 2012). Meanwhile, extrinsic motivation is the motivation that comes from outside the individual. Extrinsic motivation can be in the form of threats, coercion, and rewards such as titles, grades, or money.

From the explanation above, the authors can conclude that motivation is an encouragement to achieve a goal. Motivation is essential for everyone, especially students. It is obtained consciously or unconsciously. The acquisition of motivation can come from within (intrinsic) or outside (extrinsic) the individual.

### **Ice Breaking**

The term ice breaking in the world of education comes from the connotative meaning of "breaking the ice." It is interpreted as breaking the ice in the classroom (Kamal, 2014). Ice-breaking is a way to create a conducive classroom atmosphere. Unifying thought patterns and actions to one point of attention can condition the classroom atmosphere (Husna, 2018). Therefore, students can focus on learning.

The purpose of doing ice breaking in the classroom is to eliminate boredom, anxiety, and boredom to create a practical class in learning. These activities can be from outdoor education that is free and cheerful. Several benefits can be obtained from ice-breaking activities in the classroom.

Namely, optimizing students' brain performance and creativity, training students' concentration and collaboration, practicing systematic, creative, and broad thinking to solve problems, increasing self-confidence, and having a leadership spirit so that they dare to take action. Decisions and actions (Astuti, Solihat, & Satriani, 2020). Therefore, ice-breaking is very important in the learning process to make the class atmosphere fun and students stay concentrated on learning.

There are several types of ice breaking such as audio visual, magic, stories, humor, body motion, song, applause, yells, and games (Sunarto, 2012 in Tamamala, Setiawan, & Nursalim, 2020: p.57). Learning techniques must have their advantages and disadvantages. The benefits of ice breaking for students are that it makes them happy and enthusiastic about learning; for teachers, it can make students easier to handle in education. The drawback of ice-breaking is that not all classes can be conditioned to do ice-breaking.

Based on the description above, ice-breaking is one way to make the classroom atmosphere run effectively and be conducive. Ice-breaking can make students feel comfortable and happy in class. The implementation of ice breaking can optimize students' brain performance. Hence, they can focus on learning. Although ice-breaking has a drawback, the teacher must be competent to adapt it according to class conditions. Additionally, ice-breaking has many benefits if teacher implements it in the classroom.

## METHODOLOGY

This research was conducted on class VIII UPT SPF SMPN 27 Makassar, consisting of grade VIII 1 students. The number of samples used in the interview is five people. Among them are four women and one man. Thus, there was gender variety among the participants.

In this study, data were collected in a qualitative design. Qualitative data relates to events and changes that occur during the process of class activities, classroom situations, and student behavior. Researchers collected data using field observations, notes, recordings, and interviews. Observations are carried out by carefully observing and recording events in the classroom, which occur during the interaction of all participants in the learning process in the school.

This study chose VIII-grade students because the age level of these students is usually students who are less interested in learning a single language, especially English (Astuti, Solihat, & Satriani, 2020). This research was conducted in four meetings. Each meeting takes about 70 minutes to see the process of increasing students' interest and motivation in learning English. The study was conducted in March 2022.

## RESULTS

This research aims to determine the effect of implementing ice-breaking activities in the English learning process on the learning outcomes of class VIII 1 UPT SPF SMPN 27 Makassar students. Random Sampling method to select students to know the situation in class accurately. The research was conducted for four meetings. The first meeting of the third meeting was used to observe the class that applied ice breaking in learning English. The last meeting was conducted to determine the increase in students' interest in English. During the learning process, the researcher made observations by giving field notes to capture what students did to increase student motivation in class.

The actions, steps, and observations are shown in the table below:

**Table 1. Activity Table**

Meeting	Activities
	In this first meeting, the researcher asked the students to answer when they were absent while raising their hands and saying the name of the fruit in English.

Meeting 2	Students start learning by praying and ice-breaking or warming up before discussing the learning material. Ice-breaking is to say the names of animals in English if their names are called.
Meeting 3	Researchers began to discuss the material together with ice breaking or warming up. Students are asked to watch the video and then demonstrate it. The ice-breaking used is the "Chicken dance."
	In this meeting, the researchers were interviewed to find their opinion about ice breaking in learning English.

The attitudes and behavior of students have improved, as in the table below:

**Table 2. Improved Cognitive Skills**

Point	First Condition	Improvement
Activeness	At the first meeting, the students were still less active. Some are confused and silent. Some students even pay attention and focus on other things.	Students are more active and pay more attention to their friends. They are enthusiastic about asking questions if they do not already know.
Knowledge	It feels awkward when giving an ice-breaking breaker because they do not have the motivation to learn it.	Initially, only 15% of students liked English, but with the learning process and adding ice-breaking before learning, the students who wanted English increased to 45%. Students begin to get used to saying and listening to words in
Enjoyment	Students seem not interested in the learning process. Some of them feel uncomfortable doing ice breaking.	Students' interest in learning English began to increase. They are more enthusiastic about learning and minimize their boredom.

There are three research questions during the interview, along with participant answers, as follows:

**1. What are the students' perspectives on ice-breaking activities in English language classrooms?**

The students responded that the ice breaking could help them develop their insight broadly, especially in science. In addition, other students said ice-breaking could make him think creatively. Thus, she is more focused or concentrated on learning and becomes more confident because ice-breaking makes the atmosphere more fun. They hope that the application of ice breaking before learning English begins will always be applied. Significantly, they like ice breaking the most when taking attendance, namely mentioning vocabulary in English, because they feel it is challenging.

**2. What problems do the students face in ice-breaking in the English language classrooms?**

The five students interviewed did not mind if the ice breaking was done during the lesson. They are happy with the ice-breaking activities applied in learning. They feel free and happy. Even though they are having fun, they stay focused on studying because they feel refreshed after warming up.

**3. What suggestions do students suggest in carrying out ice-breaking activities in English class?**

All of their suggestions were almost identical, suggesting that ice-breaking should always be done before starting the lesson. Not only applied in English subjects but also applied to other subjects. According to them, their thinking ability and interest in learning English will increase with the ice breaking. It happens because they are ready and enthusiastic before receiving lessons, so they are not stressed and depressed while studying.

Based on the table of observations and interview results, there is an increase in value in the learning process. This increase can also be seen in the attitudes and behavior of students. Accordingly, this research has shown that ice-breaking or warming up before starting learning is proven to help students optimize their cognitive values and increase motivation and interest. The most important thing is that they are happy with the ice-breaking; this can also be seen from the change in students' attitudes towards English from subjects that they think are boring to subjects they enjoy.

## **DISCUSSION**

During the meeting, the researcher observed the whole process of learning English. Researchers pay attention to how students learn when ice breaking is done before starting English learning. At the first meeting, some students still felt confused in the warm-up and needed the teacher's guidance and examples to do each step. However, it does not affect students' enthusiasm toward the lessons to be discussed.

At the next meeting, the researcher listened to the students more enthusiastically. It is indicated by the number of enthusiastic students asking questions during learning. Thus, it excited the class atmosphere because many students were passionate about asking questions. It was considering the research conducted to increase students' learning motivation. Hence, it can be seen at every meeting and in the results of interviews.

## CONCLUSION

The study was conducted in four meetings where each meeting carried out warm-up or ice-breaking before starting English language learning. From the results of the data obtained, it can be concluded that the ability of class VIII 1 students have increased. The use of ice breaking before learning takes place can increase students' interest and motivation in English. It can be seen from the results of interviews that the sampled students did not experience difficulties applying ice breaking in learning English.

Based on the research that has been done, the authors conclude that ice-breaking can increase students' interest and motivation in the learning process. In this research case study, the authors suggest that teachers can use ice-breaking in the classroom. Ice-breaking at the school is not only in learning English but is expected to be applied in all subjects. It is so that students have a motivation to learn because it creates a learning atmosphere that is not boring and fun.

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