The Implementation of Ice Breaking to Increase Students Motivation in English Learning at Yamueti Kokoda

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ABSTRACT

This research was conducted in order to see the effect of the implementation of ice breaking to increase students motivation at 7th grade of MTs Yamueti Kokoda. In conducting this research, the rsearcher used pre-experimental design. The researcher used one class in this research. In the class researcher applied pretest and posttest. The sample are the students at 7th grade consisted of 11 students. The results of the research that used ice breaking technique that could be seen the value was lower than a value ($0.00 < 0,05$), it could seen p value ($0,003$) and the signifficant level ($0,05$), the value of fto tally ($15,444$) was more than ftable ($4,96$). This mean that an alternative hypotesis there is an influence the implementation of ice breaking on students motivation in english learning (H1) was accepted and, of course a null (H0) was rejected. In other words ice breaking gave the significant influence to the students motivation at 7th of MTs Yamueti Kokoda.

Key words: Ice breaking technique, Learning Motivation students

INTRODUCTION

Learning was a process that was carried out continuously which was marked by a systematic change in a person towards a better life (Rahyubi, 2011: 3). Learning was a complex process that happens to everyone throughout his life. The learning process would occur because of the interaction between a person and his environment (Arsyad, 2011: 1). Therefore learning could happen anywhere and anytime. One sign that a person was learning was a change in behavior in that person that might be caused due to changes in the level of knowledge, skills or attitudes.

Motivation was an energy change in someone's person characterized by the on set of effective (feelings) and reactions to achieve goals. Because someone had a

certain purpose of its activities, then someone had strong motivation to achieve it with all the effort he could do to achieve (Syaiful Bahri Diamarah 2011). Motivation was an ancouragement from within individuals to do something to achieve the goals they want and there was no complusion element from the individual in the proces learning Motivation was needed, Because motivation becomes the driving force behavior (the energize) as well as being a determinant of the behavior. Motivation could Also be said as theoritical construct regarding the occurencce of behavior includes regulation (regulation) direction (directive).Based on the description above, it could be synthesized that motivation learning there was a psychological state that arises in a person to provide encouragement in carrying out an act of behavior. motivation and learning was two things that influence each other, because with it motivation then someone would have the desire to conduct more active learning activities and enthusiasm.

One of the subjects studied in the formal education of Madrasah Tsanawiyah (MTs) or the junior high school (SMP) was English. English was the language used as the official communication medium of many Commonwealth countries and was widely understood and used. English was one of the subjects that was considered difficult by students. Because english was an abstract science. So to understand it required a high concentration. Many factors caused students' in ability to absorb English lessons given by the teacher. Among of them started from the learning process that was not interesting and boring.

Based on the results of interviews conducted by researcher to teacher in the field of english studied, it was know that students motivation in learning english is lacking. This could be seen from the behaviour of student when taking english lesson, only a few students take the lessons well while other so there are those who sleep, go in and out of class, some even talk to a classmate to laugh during the english lesson. The learning method used in the learning process at MTs Yamueti Kokoda is dominated by teacher methods which are teacher centered or teacher centered. Although the lecture method had many advantages that students got a lot of information from the teacher in a short time (Suryanti, 2010: 72), but this method also had disadvantages that could cause excessive boredom. The role of the teacher in the very dominant Ceremony Method can cause students to become passive and not motivate students to learn (Sudirman, 2006).

The researcher intended to use Ice breaking to increase the students motivation in learning english. The form of activities that could be given to eliminate boredom and learn to students is by giving Ice Breaking. Ice breaking was a game or activity that serves to change the freezing atmosphere in the group (Said, 2010). Ice Breaking in learning can be interpreted as a problem solver in students' mental or physical coldness. Ice Breaking was used to create an atmosphere of learning from passive to active, from rigid to motion (familiar) and from saturation to carefree (Sunarto, 2012). Ice breaking in learning English could be done when opening a lesson, pausing during the delivery of material and when closing learning. The use of ice breaking activities in the learning process in MTs Yamueti Kokoda had never

been done because of the short duration of lessons and the lack of teacher knowledge about ice breaking.

LITERATURE REVIEW

Previous Related Study

Khadiyanti Isti, the research about "The Effect of Ice Breaking and Poster Media on Interests Studying Natural Sciences Class III Elementary School Students Length 3 Surakarta Academic Year 2013/2014 ", The purpose of this research states about how Influence of Ice Breaking and Poster Media on Interest in Learning. in this research the reseachr approach used was quantitave with the type of quasi-experimental research,the sampling technique used purposive sampling technique. The results showed that the ice breaking and poster media together positively influenced students' interest in learning in science subjects at Elementary School Students Length 3 Surakarta.

Suryanti the research about "The Effect of Ice Breaking on Chemistry Learning Motivation Students of Class X Semester 2 at SMA Negeri 10 Yogyakarta Academic Year 2013/2014 ".Purpose this research tells about how Ice Breaking influence Against Chemistry Learning Motivation. In this research the reseachr approach used was quantitave with the type of quasi-experimental research,the sampling technique used purposive sampling technique. The results showed that the there is a significant influence of the use of ice breaking on the motivation to study chemistry in class X semester 2 students at SMA Negeri 10 Yogyakarta in the academic year 2013/2014.

The Definition of Motivation

The teaching and learning process was a process that deliberately on create for the benefit of students. So that students are excited about learning, the teacher tries to provide a conducive learning environment with utilize all the potential of the existing class. This desire was always there for each the teacher himself wherever and whenever, not all the wishes of the teacher come true all because of various causes. The problem of motivation was wrong a series of factors that cause it (syaiful bahri, 2010). According to Mc. Donald (2010) "Motivation was an energy change within the person characterized by affective arousal and anticipatory goal reaction. Motivation was a change in inner energy self (personal) someone who is marked by the emergence of feelings and reactions to achieve the goal ". (Oemar Hamalik, 2001). In a large Indonesian dictionary (2007), motivation was defined as efforts that can cause a person or group of people to be moved to do something, because you want to achieve the goals you want he wants or gets satisfaction with his actions. According to M. Alisuf Sabri (2007), motivation was everything that becomes driving the emergence of a behavior.

Of some understanding put forward by experts that motivation was a change that was found in a person for do something to achieve the goal. It can be concluded that motivation as a change of energy in someone marked by the emergence of feelings and preceded by a goal. Motivation was an impulse that arises from within and outside one's self which results in a response to do an action.

Types of learning Motivation

In this case the psychology scientists classify the types of motivation learning, including: According to Sardiman AM, motivation was divided into two types or groups namely intrinsic and extrinsic: **Intrinsic motivation**: Intrinsic motivation was motives that become active or its function did not need to be stimulated from the outside, because in every self individuals already have the urge to do something. Example someone who likes to read needed not be told or encouraged, he was diligent in reading books to read. The need to please others. **Extrinsic motivation**: extrinsic motivation was active and functioning motives due to external stimulants. For example someone was studying, knowing tomorrow morning there was a test in the hope that you will get a grade well, or in order to get a prize. So when viewed in terms of objectives the activities they do, do not directly cling to the essence what it does it.

Learning Motivation Indicator

Indicators were monitoring tools (something) that could provide guidance /information. Relation to learning motivation was a tool for stimulate which could provide instructions for the creation of an act. There were several indicators of students who have high motivation to learn this could be recognized through the learning process in the classroom or at home (Asnawi sahlan, 2007).

a. Awareness of the learning objectives of English : Awareness in learning English was an indicator in motivation, students would have the awareness to learn English because they know would aim to study English.

b. Feeling happy : A student who has feelings of pleasure or likes towards english lessons for example, then he must continue to study science related to English. There was absolutely no feeling of being forced to study the field.

c. Attention in Learning : Attention was also an indicator of motivation. Attention was the concentration or activity of our soul towards observation, understanding, and so on by ruling out ones other than that. Someone who was motivated on a particular object then by itself he will pay attention to these objects. For example, a student pays attention to English lessons, then he trying to pay attention to the explanation of the teacher.

d. Motivating Drivers are Learning Materials and the Attitude of Teachers Interesting :Not all students like a field of study because of factors his own motivation. Some were motivated by subject areas it was because of the influence of his teacher, classmates, study material which were interesting. So it was undeniable that the learning outcomes were very satisfying by getting a value that was above average.

e. Power or energy : In addition to feeling happy, attention in learning and also material interesting lessons and teacher attituded. Power or drive to take English

lessons was also one indicator motivation. For example, English lessons provided many benefits to students if English is not only studied at school but also studied otherwise if students do not read english lessons then students couldnot feel the benefits contained in the english lessons the.

f. Awareness of benefits : Awareness of the benefits was an indicator of learning motivation with awareness, students could feel the benefits of English lessons learned.

Ice Breaking

The term of ice breaker comes from two foreign words, namely ice breaking means which had a rigid nature, whereas breaker means solve. The literal meaning of ice-breaking was 'problem solver'. So, ice breaking could be interpreted as an effort to break or melt rigid atmosphere to be more comfortable and relaxed. This matter aims that the material submitted could be received with both by students. Students would be more able to receive subject matter if the atmosphere was not tense, relaxed, comfortable, and more friendly (Nida, 2017). students did not tend to learn by memorizing only what makes students feel bored and because boredom or saturation were students being not focused on learning but doing other things like rowdy in class or asleep during class. According to Suryanti, (2010) ice breaking was one of the activities for divert the situation from astonishing, boring, sleepy be fun, be excited, relax and don't make it sleepy so the learning atmosphere could melt and become more conducive to have a significant influence. Refresher game (ice breaking) was an activity done to dilute the boring learning atmosphere, rigid, and passive into fun learning activities, refreshing, active and arousing motivation to learn more passionate (Riya Susanah, 2013) With the teacher giving ice breaking before starting learning activities, the teacher give an interesting impression, fun, and foster a feeling of comfort in the beginning learning.

Types of Ice breaking

According to Sunarto (2012: 33-95) There are several types of ice breaking, namely:

Ice breaking type of yells.

Ice breaking type of applause

Ice breaking Type of Song

Ice breaking Type of Body Motion

Ice breaking Humor type

Ice breaking game type

Ice breaking Types of Stories

Ice breaking type of magic

Ice breaking Audio Visual Types

Strengths and Weaknesses of Ice Breaking

In learning techniques there must be a name advantages and disadvantages of each, including this ice breaking (Hari Silawati, 2017). Every learning technique had its advantages alone there teachers were required to be able to adjust to existing learning needed. The advantages of ice breaking: Makes long hours feel fast, Bring

a pleasant impact on learning, Could be used spontaneously or conceptually, creating a compact and unified atmosphere. While the shortcomings of ice breaking: Adoption is adjusted with the conditions in each place.

METHOD

Design and Samples

This research used pre-experimental design. Pre-experimental design involved one class as an experimental class. The sample in this research is a class VII of 11 students. The sample was taken using purposive sampling.

Instrument and Procedure

For obtained data in this research used wwo kinds of instruments namely tests learning motivation student questionnaire responses with Ice Breaking techniques and documentation. Questionnaire sheets were used to obtain data on learning motivation Student science. The questionnaire contains a collection of statements give to students for know the motivation to learn the statements given to students to know students' motivation in learning using techniques ice breaking learning. Documentation was a medium to obtain a visualization picture regarding student activities during the learning process takes place. Documentation in the form of student work during the activity and photos of activities done during learning by used camera media. Documentation done to see the notes made in research.

Data Analysis

Regression test was a test of reggresion coefficient simultaniously. The test was done to learn the influence of all independent variables found in the model together (simultaniously) on the dependent variable. Test f in this research was used to test loud ice breaking againts the students motivation in learning english. Acording to sugiyono (2014:257)formulated as follow :

$$F = \frac{R^2/k}{(1-R^2)/(n-k-1)}$$

Information
R^2 : Coefition determation
K : Variable index
N : Number of data or cases

F these calculation are compared to those obtained by using a risk level or signivicanly 5% level or with degree freedom = k (n-k-1) the following criteria :
- H_o accepted if $F_{to\ tally} < F_{Table}$ or Value significant > a

- H_1 accepted if $F_{to\ tally} > F_{Table}$ or Value significant > a

If H_0 acceptend acours, then it can defined not to have a significant impact of the obtained multiple regression model resulting in no significant effect from the stimulatenious free variables to the bound variabels.

Anova was a statistical analysis that examines the mean defferences between group. Anova stands for analysis of variace was a statistical test procedure similar to the t test. However, the advantage of anova was that it cuold test the differences of more than two groups. Anova is used as an analytical tool to test the research hypotesis which assesed whether there was a difference in the mean between groups. The final result of the anova anaysis was the value of the f test or f count. This calculated f value was more than f table, it could be concluded f value that H1 was accepted and H0 is rejeted, which means that there was a significant difference in the mean in all groups.

RESULT AND DISUSSION

In the research there are 6 meetings, the first metting the researcher gave the pretest for students to know the initial motivation of students, the second until 5 meetings the research give treatment used ice breaking in process learning than the 6 or finale meetings the researcher gave the posttest for student to know the finale motivation of students after given treatment used ice breaking. This analysis describes detail explanation of the students motivation between pre-motivation and post-motivation

Tabel 1. The Rate Percentage Students Motivation Of Pretest And Posttest In Experimental Group.

No	score	Qual	Motivation			
			Pretest		Posttest	
			F	P (%)	F	P (5)
1	80-90	Very Motivation	0	0	11	11
2	60-70	Motivation	0	0	0	0
3	40-50	Lack of motivation	11	100	0	0
Total			11	100	11	100

The table above, show that in pretest, there are 11 (100 %) students classified as lack of motivation. In posttest there are 11 students classified aas very motivation. From this analysis, after given treatment by the researcher the students score dealing with motivation has increase. Based on analysis above , giving treatment by using ice breaking in learning motivation students has been improved the students motivation.

Table 2. The F-Test of regression.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate

1	,795[a]	,632	,591	1,872

a. Predictors: (Constant), PostMotivation

The table above, showing an R value which is a symbol of the coefficient value of correlacion. Trough this chart also gained an R square or cuefficient determination (KD) that show how good regression models are shaped by free an bound variable interactions. The value of KD obtained is 0.632 which can be interpreted that a ice breaking has a 6.32% contribution influence on students Motivation and 4.78 % of others affected by other factors outside the ice braeking The above correlation the table is 0,795 this value can be interpreted that the relationship between the research variables in the strong category

Table 3. The Result of Anova Analysis
ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	54,106	1	54,106	15,444	,003[b]
	Residual	31,530	9	3,503		
	Total	85,636	10			

a. Dependent Variable: pretest
b. Predictors: (Constant), posttest

Table above show that the F-*value* is 15,444 and the p –*value* is 0,003, can know the F – *table* is 4,96. According to hypothesis testing criteria , H1 is accepted if the f-value > f-table and P-value < a (0,05). From the table above, the researcher showed that the f-value (15,444) > f_{tabel} (4,96) and P-value (0,003) < a (sig) value (0,05) , it proved the alternative hypothesis (H1) which said that there is an influence the implementation of ice breaking on students motivation in english learning is accepted and, of course the null hypothesis (H0) is rejected. In other words ice breaking influence the students' motivation.

There were some factors that influence the improvement of the students' motivation using ice breaking. The First this activity is very fun and makes learning compete to get the most motivation. Second, ice breaking could increase student confidence in learning thus makes students more active. Third, ice breaking could makes the learning atmosphere be comfortable. According to Suryati (2017) ice breaking was one of the activities for divert the situation from astonishing, boring, sleepy be fun, excited, relaxed and not making it sleepy so the learning atmosphere could become more conducive to have a significant influence. So that it could make students were more active in learning process so that students motivation in learning increased.

In the application of ice breaking, the researcher had few obstacle. In arrangin students to do what the research instruct. This was caused by shame or maybe laziness that arises from within the student. But this did not really effect the student because for a few minutes the ice breaing activity was running the students were already enthusiastic and active in doing something the researcher was told to do.

Each learning technique has advantages andd disadvantages respectively, so it would be better if when choosing a technique learninsg adjusts to the problems experienced so learning can run normally and can certainly improved students motivation . ice breaking is an active learning technique and interesting besides making students more active this technique is also very useful to get rid of the bored and lazy inner studens learns.

CONCLUSION

Based on data analysis and hypothetical testing in chapter IV, researchers concluded that there was an ice breaking learning technique for learning English in the students of MTS Yamueti Kokoda. This shows After analysing the results of the data analysing pretest and posttest, researcher found than the value was lower than a value $(0.00 < 0,05)$, it could see p value $(0,003)$ and the significant level $(0,05)$, the value of $f_{to\ tally}$ $(15,444)$ was more than f_{table} $(4,96)$. This proved that an alternative hypothesis there was an influence the implementation of ice breaking on students motivation in english learning (H1) is accepted and, of course a null hypothesis (H0) was rejected. In other words ice breaking give effect to the students' motivation.

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