The Correlation Between Ice Breaking Strategy And Students' Motivation In Learning English At Tenth Grade MA Hubbulwathan Duri

Mhd. Arfandhi Rasyid Pane*
STAI Hubbulwathan Duri
*Corespondent Author*Email: mrpane67@gmail.com

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ABSTRACT

This research was a quantitative research. The subjects of this research were the tenth grade students of MA Hubbulwathan. The sampling technique used purposive sampling. The sample studied amounted to 36 respondents, the data collection technique in this study used a questionnaire. The data analysis method used the correlation method analysis with the help of IBM SPSS Statistics Version 22 software. Before analyzing the data, validity and reliability tests are carried out first. The results of the correlation test show a correlation value of 0.643, which means that there is a strong relationship between the ice breaking strategy and the learning motivation of tenth grade students at MA Hubbulwathan Duri. It can be concluded that Ha is accepted and Ho is rejected.

Introduction

English is now the dominant language in almost all countries. From this fact, it can be understood that the English language is an important means of communication for millions of people around the world. Almost all countries have adapted English which is used as a compulsory subject in schools. English is a subject studied by students in formal education. Starting from elementary school and up to university. Therefore, mastery of English is very important for Indonesian students.

English in Indonesia is an important subject. English subjects in Indonesia are taught from kindergarten to university. This learn at the kindergarten and basic level is local content. Meanwhile in junior high and high schools, English is a compulsory

subject and is also examined in the National Examination. At the college level, the subject of English is a complementary subject to help reference students' access in English. Learning activities are said to be fun if they are there is a relaxed, interesting atmosphere, there is motivation to learn, student attention focused and with high concentration. This learning activity will become more meaningful for students if it is done in an environment that comfortable and provide a sense of security for students. Usually when the teacher teaches in class, most of his time is spent delivering material lessons without paying attention to the conditions and thinking abilities student. It would be nice before starting learning, educators focus the students first so that they are well prepared for study.

Therefore, student learning motivation is very important. Motivational words comes from the word "motive", defined as an effort that encourages someone did something. Motives can be said to be power from within subject to perform certain activities in order to achieve a goal (Sudirman, 2016:73). Motivation is a constant tendency or attraction to pay attention to something or get involved in something because you are aware of its importance that matter. Motivation really determines the level of progress or failure learning objectives of the students (Kompri, 2015:231). Learning without motivation makes levels achievement becomes difficult, because students who do not have the motivation to learn too will have difficulty in carrying out learning activities.

Based on the results of observations at school, the learning motivation of students of class X MA Hubbulwathan in learning English is still relatively low. Among them there are still many students who pay less attention when the teacher explains the learning material. Students often feel bored during the learning process so that there are students who play alone, some even chat alone with their friends so that it affects the atmosphere in the class to become crowded, and some are silent but they don't focus or where their thoughts are.

The application of ice breaking activities can help a teacher create an interesting and fun atmosphere before delivering learning material. When students study in a pleasant mood, they will focus, more easily understand and accept the learning material presented. Ice breaking is one of the activities carried out to train concentration in the classroom, provide a sense of comfort and reduce the saturation of Physical Education students who tend to have physical kinesthetic intelligence. In addition, ice breaking can also provide an opportunity for students to get to know each other better and break the awkward atmosphere in class during college, Ice-Breakers are part of creative thinking, strategic thinking, positive thinking, problem solving and learning strategies, not only in business oeganization but also for students of all age groups (Dixon, 2008).

Based on the description above, this study has a problem that is limited to learning motivation and the action used in this research is the application of ice breaking is an activity that serves to divert concentration so that students do not experience boredom and can also be additional energy in learning a learning activity that feels boring. Based

on the limitations of the problems that have been stated, the problems in this study are: Is there any correlation of the application of ice breaking on students' learning motivation in learning English of the tenth grade MA Hubbulwathan?

Ice Breaking

Ice Breaking is one of the activities carried out to train concentration in the classroom, provide a sense of comfort and reduce the saturation of Physical Education students who tend to have physical kinesthetic intelligence. In addition, ice breaking can also provide an opportunity for students to get to know each other better and break the awkward atmosphere in class during college, Ice-Breakers are part of creative thinking, strategic thinking, positive thinking, problem solving and learning strategies, not only in business organization but also for students of all age groups (Dixon, J., Crooks, H., and Henry, K, 2008:37).

Ice breaking is an activity that can provide a sense of comfort and happiness. Ice breaking is also a game that is done in class to make the atmosphere in the class not boring. According to Damayanti (2019:49) "Ice Breaking is an interactive activity that can be used in class to relax and create a pleasant atmosphere in a formal environment".

Benefit of Ice Breaking

According to Fanani (2017:57) there are a few benefits of doing ice-breaking exercises in the classroom, including Eliminating boredom, uneasiness, and fatigue because it can temporarily stop learning activities by doing free and cheerful motion exercises. Below are the benefits of ice breaking activities:

1. Train students' imaginative and wide thinking.
2. Develop and optimize students' brains and creativity.
3. Train understudies to associated in bunches and work together as a team.
4. Train orderly and imaginative considering to fathom problems.
5. Increase self confidence.
6. Train to decide the technique carefully.
7. Practicing inventiveness with restricted material.
8. Practice concentration, set out to act and not be perplexed of being wrong.
9. Strengthen dubious interpersonal relationships.
10. Train to regard others.
11. Establish self-concept.
12. Train the soul of leadership.
13. Practicing being scientific.
14. Practice making choices and actions.

Procedure For Using Ice Breaker

A teacher must be able to master the ice breaking technique. The aim is as entertainment as well as an effort to restore the attention and enthusiasm of the audience

which has begun to decline. According to Husna (2018:65) there are several ways to use ice breaking in the learning process, namely :

1. Determine the shape of the ice breaker
2. Prepare ice breaking materials
3. Prepare technical terms and properties used
4. Train yourself to lead the ice breaker
5. Don't forget the interaction with the audience
6. Involve the entire audience.
7. Pay attention to the duration of the ice breaking
8. Show something that will surprise the audience.
9. Make sure the audience is comfortable with the choice of ice breaker
10. Do an ice breaking review after you're done

Kinds of Ice Breaking

Ice breaking has many kinds of ways that teachers can use in class. If a teacher is creative in teaching it will be very easy to find or make ice breaking that can help the learning process. However, the use of ice breaking must be controlled. It must have a small duration because ice breaking is only one technique used to eliminate students' boredom or help teachers make learning in class interesting. So, students are interested or motivated in learning.

According to Husna (2018:22), "there are various forms of ice breaking, ranging from just puzzles, funny stories or light humor that provoke smiles, songs accompanied by body movements, and group games that are quite draining or even mind." According to Suryoharjuno as cited in Agustina (2016:37), there are some ice breaking that can be applied in the learning process, namely:

1. Games. This game is only a short duration simulation.
2. Singing. In ice breaking you can also use songs because singing is something that can be done by all groups of children, adolescents, adults and even parents.
3. Gymnastics. In this case, the training used is not too heavy so the children do not feel too tired after doing the exercises.
4. Sentences of encouragement. A teacher must be able to provide motivational words to students, so students are
5. interested in continuing to struggle and not be discouraged in learning.
6. Storytelling. A teacher must be able to tell a story that has a moral message.
7. Applause is an ice breaker that is very easy without lengthy preparation.
8. Brain training is an activity that trains student concentration. However, it was done with joy
9. Humor is an action that is not too serious in acting because if it is too serious about responding to something, students will feel tense and uncomfortable.

10. Guess is an activity that can arouse students' curiosity about something.

Techniques for Implementing Ice Breaking Activities in Learning

All learning design experts agree that motivation is important in learning activities, but overall they only place motivation at the beginning and end of learning, not during the learning process (M. Atwi Suparman, 2014: 266). Following the implementation of ice breaking activities can be divided into three learning activities as follows:

1. Spontaneous/sudden application of ice breaking in the learning process

   Ice breaking can be done spontaneously/suddenly in the learning process. This was clearly done without preparation or without prior planning by the teacher. A teacher who is responsive to student conditions will certainly take immediate action on conditions and learning situations that are less conducive during teaching and learning activities. Ice breaking is given spontaneously/suddenly with the aim of refocusing students' attention and when students reach a saturation point, it can provide new enthusiasm for students

2. Ice breaking at the beginning of learning activities In the early learning activities students are usually still in a fresh condition, unless previously there were other subjects. Conditions that are still fresh like this can use light ice breaker, namely by filling it with ice breaker that has been prepared.

3. Ice breaking at the core of learning activities

   In the core learning activities are important moments where students must continue to focus during the learning hours, both when doing assignments or listening to the teacher's explanation.

4. Ice breaking at the end of learning activities

   At the end of the activity can be done by saying Alhamdulillah together then filled with ice breaking activities that have been prepared

Motivation

According to the Big Indonesian Dictionary, motivation is an impulse that arises in a person consciously or unconsciously to take an action with a specific purpose. Motivation is the driving or pulling force that causes behavior towards a certain goal. Students will be serious and focused because they have high motivation. If there is a driving factor called motivation, a student will study hard (Mulyasa, 2003: 112). Motivation is a stimulus, encouragement or generator that is owned by a person or group of people who want to act and cooperate optimally in carrying out something that has been planned to achieve the goals that have been set (Azwar, 2000: 15). From some of the opinions of the experts above, it can be concluded that motivation is a persistent

interest or tendency to pay attention to or be involved in something because of awareness of that matter.

Learning

Learning is a process or effort that is carried out by everyone to increase knowledge and get a change, either in the form of behavior, skills, attitudes or positive values as experiences. Learning is a process of changing behavior as a result of individual interaction with the environment in meeting their needs (Sugihartono, 2007:74). Learning is interaction separated by individual adjustments. Changes due to learning systems can be displayed in structures such as changes in information, mindset and behavior, abilities, and capacities, as well as changes in different perspectives that exist in individuals who learn (Trianto, 2010:9). Learning is indicated by a change in behavior as a result of experience. Learning is observing, reading, imitating, trying something yourself, listening, following directions. Learning is a change in appearance as a result of practice (Sardiman, 2018:22). Learning is being able to do something that was done before he learned or when his behavior changed so that it is a different way of dealing with various situations than before (Muhammad, 2003:165).

From some of the opinions of the experts above, it can be concluded that learning is one of the most important human business activities because with that effort, we can experience changes in our own behavior from over time, changes that were initially unknown to become known.

Indicator Learning Motivation

The implementation of developing students' motivation towards a subject is a form of helping students see how the relationship between the material being studied and themselves when the learning process activities take place (Hamzah, 2008:28). Indicators of motivation to learn include:

1. There is a desire and desire to succeed

   To get high marks in their learning activities, students have a strong desire to succeed in mastering the learning material.

2. The urge and need for learning

   Students have a sense of need for learning activities. For example, he feels the need to study in order to be smart and not to be left behind by the friends around him.

3. There are hopes and aspirations for the future

   Someone who is motivated by an activity must have certain goals or ideals that move him to always carry out these activities.

4. There is appreciation in learning

   Students feel motivated by gifts or awards from the teacher or the people around them for the learning success they have achieved.

5. There are interesting activities in learning

Interesting activities will increase students' interest in participating in learning activities.

6. There is a conducive learning environment

This learning activity will be more meaningful for students if it is carried out in a comfortable environment and provides a sense of security for students.

Factors Influencing Learning Motivation

Motivation as an inner process and psychological process in a person is strongly influenced by several factors, namely:

1. Internal factors

That is, factors that come from within a person to be compelled to do something, such as interests, aspirations, desires, hopes, and emotional conditions (Didin, 2016: 334)

2. External factors

Namely motivation that arises because of encouragement from outside the individual, such as the school environment, educators, methods, media and learning resources, awards and praise, competition, and the role of parents (Darsono, 2000:65).

a. The ideals and aspirations of students

A target to be achieved. Ideals are factors that influence student motivation so that it will strengthen learning motivation.

b. Conditions owned by students both physically and spiritually.

This condition is related to physical conditions, and psychological conditions. If a student whose physical condition and spiritually disturbed, it will interfere with student learning and vice versa.

c. Students ability

In learning, various abilities are needed which include several psychological aspects contained in students, for example attention, memory, and thinking power.

d. Environmental conditions

The state of the environment comes from outside the student. The condition of a healthy environment, harmony, social order needs to be of higher quality with a safe, peaceful, orderly and beautiful environment, then the enthusiasm and motivation to learn will be very high.

e. Encouragement from the teacher in motivating students

The way teachers prepare themselves in educating students starts from mastering the material, how to deliver the material, how to attract students' attention, evaluate student learning outcomes, and others. If these efforts are carried out by prioritizing the interests of students, then student learning motivation will appear by itself.

Elements in learning

Dynamic elements in learning are elements that can change in the learning process. In the teaching and learning process it can be unstable, sometimes strong, sometimes weak and even disappear altogether. For For example the emotional state of students, enthusiasm for learning, the situation in the family will affect one's motivation. Learning motivation does not only act as a driving force for students, but also plays a role in providing a sense of happiness when students experience an enjoyable learning process. It is this feeling of joy and happiness that triggers the emergence of enthusiasm for learning in students.

Efforts to Increase Learning Motivation Learning motivation for students indirectly affects the student learning process. If student learning motivation decreases, it will also indirectly affect the learning objectives to be achieved. In increasing student learning motivation, the role of the teacher is very important. Teachers are the main component in the world of education, because they directly interact with students. So that the teacher's influence on increasing student motivation is very large. There are several ways to increase student learning motivation at school, including:

a. Giving values, prizes, competition/competence, group work, knowing results, praise and recognized goals

b. Shows students that the skills they learn are really needed by them in the context of learning.

c. Growing awareness for students to feel the importance of the task and accept it as a challenge so that work by risking self-esteem, is an important form of motivation

In this study, the researcher referred to a previous, articles compiled by Febriani Fuji Lestari (2021), the title is "The Effectiveness Of Ice Breaking Technique To Improve Students' Speaking Skill At Mtsn 8 Magetan" students are still lacking in their speaking skill. They have their own problems. In teaching speaking, teacher should apply technique for teaching speaking. One of the technique is ice breaking technique. This technique was used to help students to clear the way for successful exchange of ideas by making the participants more comfortable and engaging them in conversation. In this research, the researcher used quasi-experiment design. The researcher conducted a research at MTsN 8 Magetan of the seventh grade. The researcher took two classes with random sampling. These classes were 7A as a experimental class and 7B as a control class. Experimental class consists of 25 students, while control class consists of 25 students. The result of the research showed that the ttest was 2.277 and value of ttable

of db=48 was 2.01063. It means that the value of ttest was higher than ttable (2.277>2.01063). So, the hypothesis was accepted, the hypothesis is There is a significant difference score between students who were taught by ice breaking technique. The difference with this research is that this study uses correlation research methods and research locations at MA Hubbulwathan Duri.

Method

This research is a quantitative research. This research was conducted at MA Hubbulwathan. The research time that researchers need is for three months starting from January to March 2023. The subjects of this research were the tenth grade students of MA Hubbulwathan. The sampling technique used purposive sampling. The sample studied amounted to 36 respondents, the data collection technique in this study used a questionnaire. The data analysis method uses the correlation method analysis with the help of IBM SPSS Statistics Version 22 software. Before analyzing the data, validity and reliability tests are carried out first.

Finding and Discussion

This correlation test uses the help of the SPSS v.22 program and is shown in the following table.

Table 1: Correlation Test Results

Correlations

		Ice Breaking	Motivation Learning
Ice Breaking	Pearson Correlation	1	.643[**]
	Sig. (2-tailed)		,000
	N	36	36
Motivation Learning	Pearson Correlation	.643[**]	1
	Sig. (2-tailed)	,000	
	N	36	36

**. Correlation is significant at the 0.01 level (2-tailed).

This correlation analysis aims to see how big the relationship is between variable X (ice breaking strategy) and variable Y (motivation learning). The results of this correlation analysis using the SPSS v.22 program give a value of 0.643, which means that the ice breaking strategy variable is strongly related to motivation learning.

In this section the researcher will answer the formulation of the problem in this study, namely whether there is an influence between ice breaking strategy on the learning motivation of tenth grade students at MA Hubbulwathan Duri. Data collection techniques in this study used questionnaires to assess respondents' answers and through study literature and websites which became research references to support research. The research questionnaire consisted of 6 items of statement of variable X and 8 items of statement of variable Y. In this study, the sample used was 36 respondents consisting of 15 male and 21 female students. The respondents came from the tenth grade IPA and IPS.

The results of the correlation test show a correlation value of 0.643, which means that there is a strong relationship between the ice breaking strategy and the learning motivation of tenth grade students at MA Hubbulwathan Duri. It can be concluded that Ha is accepted and Ho is rejected.

Conclusion

From the results of research that has been conducted by the author regarding "The Influence between Ice Breaking Strategy Toward Students' Motivation In Learning English At Tenth Grade Ma Hubbulwathan Duri", it can be concluded that there is a strong relationship between using ice breaking and motivation learning for class X students of MA Hubbulwathan Thorn. The sample used in this study was 36 of the 91 population of MA Hubbulwathan Duri students. The data collection technique in this study used a questionnaire which was distributed manually to students at school. The data were analysed using Pearson product moment correlation analysis, and the processing of this study used SPSS v22. The correlation test results obtained were 0.643 (64.3%), accepted by Ha and Ho was rejected or could be interpreted as using ice breaking variable (X) has a relationship with the learning motivation variable for students of Tenth Grade MA Hubbulwathan Duri (Y).

Acknowledgements

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