

## The Effect Of Implementing Ice Breaking Towards Students Motivation In Learning English At Second Grade In SMK Cendana Padang Panjang

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**Keywords:** Ice Breaking, Motivation.

**Abstract:** This study aims to find the effect of applying ice breaking on motivation to learn English. This research has been conducted at SMK Cendana Padang Panjang because there are still many students who feel learning English is difficult and boring and many students do not focus on the ongoing lesson. The type of research used is experimental research. The researcher used pre experimental research one group pretest and posttest. The population of this study were students of class XI at SMK Cendana Padang Panjang. In this study, the researcher used the total sample as a sampling technique. The data collection instrument used in this study was a closed questionnaire in the form of a linkert scale. To analyze the data from the experimental class and control class, the researcher conducted a normality test using the Lilifors test and homogeneity test using the F test and to test the hypothesis the researcher used the t test and was consulted into the t table with a significant level ( $\alpha$ ) = 0.05. Based on the results of the last study, the motivation score of students before who were taught by ice breaking was 74,1 and students who was taught by ice breaking was 86,95. There is significant effect of using Ice Breaking to improve students motivation and There is significant difference between students who are taught with the Ice Breaking strategy and those who are taught without Ice breaking.

## INTRODUCTION

English that is difficult can be easy to understand, and they suggest games to make learning fun and easy to understand, thereby increasing interest and motivation to learn English in following the lesson. Ice breaking is a touch of activity that can be used to break the ice of confusion, boredom and saturation of the atmosphere so that it becomes fluid and the atmosphere can return to its original state (more conducive). If a touch of activity is applied in the classroom, it is highly likely that students will return to a better state of enthusiasm, motivation, passion for learning and boredom. (Fanani, 2010)

Ice Breaking is also focused on students, who are expected to be more active and creative in various Ice Breaking activities such as singing, puzzles, games, and fighting over anything to

use in class using games because they are related to material, not just playing games. But games can be used to convey messages or materials.

Ice breaking is one of the activities that can increase motivation because the motivation is Motivation the driving force in students that gives rise to learning activities that ensure from learning activities and provides direction to learning activities so that the objectives achieved by the learning subject can be achieved. (Sardiman, 2011).

#### RELATED LITERATURES

The research design in this study was pre experimental research one group pretest posttest, so this study used one sample groups. Pre experimental research one group pretest posttest research is pretest before being given treatment, thus the results of the treatment can be known more accurately, because it can be compared with the situation before being given treatment. An pre experimental study is guided by at least one hypothesis stating an expected causal relationship between two variables. An experimental research usually involves one classes the experimental class, and the control class. This means that there are one classes in experimental research the experimental class. The experimental class get questionnaire before treatment and give the posttest after received the treatment one groups received a pre-test and posttest on whatever instrument was used to assess the effect of the experiment before the treatment was given, and a post-test, usually on the same instrument, after the action is given. This research is also to find out the students' motivation towards the use of ice breaking. (Sugiyono, 2013)

The researcher use pre experimental research using one grub posttest and pretest pre experimental research is that one group pretest-posttest design is a research activity that provides a pretest before being given treatment, after being given treatment then give a final test (posttest).

After seeing this understanding, it can be concluded that the results of the treatment can be known more accurately because it can compare with the situation before being given treatment. The use of this design is tailored to the purpose to be achieved, namely to determine the motivation of students in learning English before and after and after the treatment.

#### RESEARCH METHOD

The result of  $t$  obtained was bigger than the  $t$  table ( $4.517 > 2,042$ ). This means that alternate hypothesis ( $H_a$ ) is accepted or there is significant effect of ice breaking towards students' motivation which is null hypothesis ( $H_0$ ) is rejected. Furthermore, there was also a significant difference between students who are taught with the Ice Breaking strategy and those who are taught without Ice breaking ( $2,884 > 2,042$ ). Lastly the motivation score of the students who were taught by using ice breaking was 126,88 and the students who were not taught by using ice breaking was 115,67 This means that the students who are using ice breaking had better motivation than the students who were not taught by using ice breaking. In the experimental pretest the student didn't get high score after using ice breaking in experimental class has student get high score 7 students get high score.

This study support the previous studies such as Reni that said the results of the analysis there is homogeneity normality and the  $T$  test is obtained that there is an influence of ice breaking learning techniques on learning motivation. Furthermore, this finding of the research also support the theory from several expert such as Yeganehpour, Hutasoit & Tambunan that believe that ice breaking provide several advantages to the learning process. It can help the teacher to create joyful and conducive learning, including eliminate boredom, boredom, anxiety, and fatigue because they can get out while from the routine of the lesson by doing free and cheerful activities.

**Table 1. Motivation Score**

	Pre-test	Post-test
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Experiment	74,1	86,95
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Based on the table above, it can be viewed that the experiment class has increased motivation after using the ice breaking.

## DISCUSSIONS

Based on the finding of the research, it is clear that ice breaking has significant effect toward the student motivation which was proved by The result of  $t$  obtained was bigger than the  $t$  table ( $4.517 > 2,042$ ). This means that alternate hypothesis ( $H_a$ ) is accepted or there is significant effect of ice breaking towards students' motivation which is null hypothesis ( $H_0$ ) is rejected.

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## CONCLUSION

Based on the research question about using ice breaking toward students' motivation it could be concluded that:

1. There is significant effect of using Ice Breaking to improve students motivation. This conclusion was draw from the testing the hypothesis by using t-test that resulted t-obtained higher than t-table ( $4.517 > 2.042$ ). This made the alternate hypothesis ( $H_a$ ) was accepted or there is significant effect of using ice breaking toward the students' motivation.
2. There is significant difference between students who are taught with the Ice Breaking strategy and those who are taught without Ice breaking. The researcher then compared the t-obtained with the t-table. The result was the t-obtained was bigger than the t-table ( $4.157 > 2,042$ ). From the data, it means that there is a significant difference between students who are taught with the Ice Breaking strategy and those who are taught without Ice breaking. In other word the alternate hypothesis ( $H_a$ ) was accepted and null hypothesis ( $H_0$ ) was rejected.
3. The motivation of students taught with Ice Breaking strategy is better than students taught without the ice breaking strategy since the motivation score of the experiment class was 74.1 and the after give treatment only 86,95 This was done by comparing the motivation score of the experiment students after the treatment of ice breaking

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