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IMPROVING STUDENTS' MOTIVATION IN LEARNING ENGLISH THROUGH IMPLEMENTING OF ICE BREAKER

(Classroom Action Research at Eighth Grade of *MTs Pembangunan*)

A THESIS

Submitted to English Language Teaching Department,
Tarbiyah and Teacher Training Faculty, *Syekh Nurjati* State Islamic Institute Cirebon
In Partial Fulfillment of The Requirements of Undergraduate Degree



By:

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ABSTRACT

Santi Kumala Dewi. 14111310062. IMPROVING STUDENTS' MOTIVATION IN LEARNING ENGLISH THROUGH IMPLEMENTING OF ICE BREAKER.

Students' motivation in learning English is an important issue in higher education and teacher has to give extra tasks to improve students' motivation. People know that the students feel bore, sleepy, lazy, give up and not active in the learning process. And ice breaker is chosen to solve this problem because ice breaker is interest technique which help students to improve their motivation in learning English. The classroom action research in this study is an effort to improve students' motivation in learning English through the implementation of ice breaker. As Kelly (2004) states that ice breaker is necessary for a successful classroom and it can improve students' motivation. Furthermore, the findings show that the students gave positive responses in learning process and created positive atmosphere in the class. The findings also showed in the preliminary study, the mean percentage of students' motivation before carrying out Classroom Action Research is 54.84%. It is the students' motivation before they use the implementation of ice breaker. There were 2 students who passed the criterion of success in this research and 20 students did not passed. Furthermore, the mean percentage in the cycle 1 was 66.96%. It means that there is some students' improve their motivation from the preliminary study that is 12.12%. There were 11 students who passed from the criterion of success in this research and 11 students did not passed. And in the second cycle the mean percentage was 77.21%, there were 18 students passed and 4 students did not passed the criterion of success. Therefore, improving students' motivation in learning English through the implementation of ice breaker is effective to the teacher' strategies.

Key words : Students' motivation, ice breaker, learning English.



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RATIFICATION

This thesis entitled **“Improving Students’ Motivation in Learning English Through Implementing of Ice Breaker”** written by Santi Kumala Dewi, student number 14111310062, has been examined on 31 Juli 2015. It has been accepted by the board of the examiners. It has been recognized as one of requirements for Undergraduate Degree in English Language Teaching Department at *Tarbiyah* and Teacher Training Faculty, *Syekh Nurjati State Islamic Institute Cirebon*.

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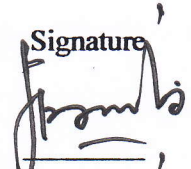
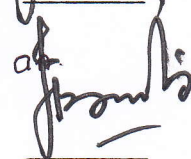
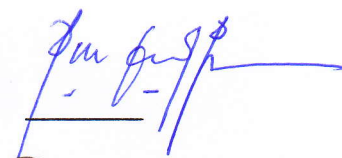
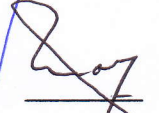
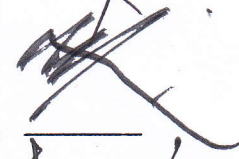
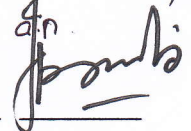
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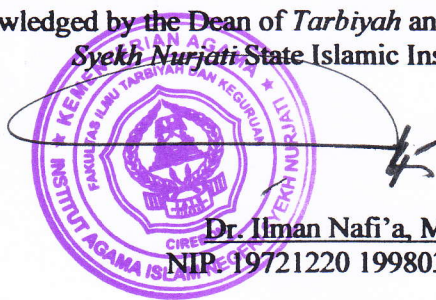
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CHAPTER 1

INTRODUCTION

In this chapter, the researcher would explain the background of the problem, the identification of the problem, the delimitation of the problem, the formulation of the classroom action research, the aims of the research, and the significance of the research and previous studies.

1.1 Background of the Problem

The motivation of students is an important issue in higher education, particularly owing to importance of academic performance in their professional life (Afzal: 2010: 80). Hanrahan (1998) argue that everything students do is underlined by some sort of motivation; it includes students and their motivation to learn. Motivation is essential to learning since it is the driving force for students' to complete tasks that build knowledge, there are many factors that play can potentially influence motivation Nguyen (2008: 3).

What makes motivation interest is our common understanding that without motivation, most performance — whether in play, work, or learning — is less. Wlodkowski (2010: 34) argue that the motivated people surpass the less motivated person, though both may have the same opportunities and very similar capabilities. People know that when people are not motivated to do what they are required to do; their behavior is often accompanied by boredom, frustration, distraction, and hostility.

People can see a phenomenon in the morning or the first of the subject study that students looks fresh and they ready to receive material who give from the teacher. But in the other hand, in the last of the subject study, the students felt bored, sleepy, crowded and it can be the learning process can not running well so the teacher felt difficult to transfer knowledge for the students.

Larsen-freeman (2010: 34) declare that “how a method is implemented in the classroom is going to be affected not only by who the teacher is, but also by whom the students are, there and the teacher’s expectations of appropriate social roles, the institutional constraints and demands, and factors connected to the wider

social cultural context in which the instruction takes place”. So from this phenomenon the writer want to investigate through ice breakers can increase the students’ motivation or not.

Based on the writer’s observation on May 2015, there are a lot of second grade students’ of MTs Pembangunan who have less motivation to learning English, it can be seen when the students’ felt bored, crowded, and sleepy in the class. The writer thought it is necessary to apply the technique in order to make students feel motivated in learning English. Ice breaker technique is choosen to solve the problem because ice breaker is one of the techniques to increase students’ motivation. according to Draves (1997) Icebreakers are techniques used at the beginning of the first class to reduce tension and anxiety, to acquaint participants with each other, to immediately involve the class members.

Motivation and ice breakers have relation because icebreakers assist the teacher to show enthusiasm about the content area and learning, and about the students themselves. One way to do this is to make a link with prerequisite knowledge and relate the content to what a student will be familiar with. Theoretically, it can be concluded that ice breaker is interest technique which help students to improve their motivation in learning English.

The writer takes a Classroom Action Research design to get the evidence about whether ice breaker can improve studnets’ motivation in learning English in the class is achieved well.

Finally, based on the explanation above, the writer applies ice breaker which is believed as the technique which enables students to improve their motivation in learning English. Hence, the writer entitles this study “Improving Students’ Motivation in Learning English through the Implementation of Ice Breaker”.

1.2Identification of the Problem

Based on the background of the research, some problem can be identified such as students have less motivation in learning English and the teachers’ strategy in teaching English is not attracts the students so that the students felt bored, sleepy and crowded in classroom.



1.3 The Main Problem

The main problem which can be identified in the teaching- learning process of English subject study in the class is unattractive, it makes students are not motivated in learning English.

1.4 Delimitation of the Problem

In this research, the writer will limit the study because the problems relate in teaching learning English at junior high school especially to the eighth grade students of Mts Pembangunan Mandirancan. Therefore the discussion in this research must be restricted. So this research will be limited only on using ice breakers with the type brain storming and games in learning English not provide other technique for eighth grade students of Junior High School.

1.5 Formulation of the Problem

Based on the background and the identification of the problem that mentioned relating to the title improving students' motivation in learning English through the implementation of ice breaker, this research is going to investigate the questions that are:

1. How is the process of learning English through the implementation of ice breaker technique?
2. How can ice breaker technique improve students' motivation in learning English?

1.6 Aims of the Research

According to the problem that will be investigated the researcher of the effectiveness of ice breaker on students' motivation in learning English has aim. The aims of this study are:

1. To find out how is the process of learning English through the implementation of icebreaker technique
2. To find out how can ice breaker technique improve students' motivation in learning English



1.7 The Significance of the Research

This research has two significances, there are: theoretically and practically.

1.7.1 Theoretically

This research has usefulness for researcher to find out the theory about ice breaker in learning English. And for the teacher can realize that ice breaker is important in teaching English and to give solution for handling students less motivation.

1.7.2 Practically

Through this research has benefit for the researcher, teachers and students. The contributions are:

a. Teacher

The result of this research will help teachers especially for those who teach at the eighth grade student of Mts Pembangunan Mandirancan in helping student to achieve their target language. It also gives the alternative solution for improving students' motivation and students' achievement in learning English through ice breaker.

b. Student

This research will be significance for student to get the opportunities to increase their spirit to learn English so that the students not feel bored when the teachers teach in classroom.

c. Researcher

Through this research, the researcher can take some useful ice breaker in learning English

1.8 Previous Studies

To support this study, the writer can review the previous studies such as: Carole Ames and Jennifer Archer (1998) researched about Students' Learning Strategies and Motivation Processes. Mary Hanrahan (1988) researched about the effect of learning environment factors on students' motivation and learning. Hyungsung Park (2012) researched about relationship between motivation and student's activity on educational game. And the last Marlina (2014) The



implementation of ice breaking activity in English teaching and learning process at the eighth grade students of Mts Negeri Ciledug.

First, by Carole Ames and Jennifer Archer (1998) researched about students' learning strategies and motivation processes. They research investigate how specific motivation patterns are related to the salience of mastery and performance goals in actual classroom settings. There is a gap between them research and this research. They research conducted on achievement motivation has focused on identifying different types of goal orientations among students, the motivational processes that areas associated with these different goals, and the conditions that elicit them. And this research focuses on increasing students' motivation in learning English.

Second, by Mary Hanrahan (1988) researched about the effect of learning environment factors on students' motivation and learning. Her research about to be reported grew out of a study of the effects of the learning environment on deep learning. There is a gap between her research and this research. Her research using teaching method based on a constructivist epistemology would be more likely to lead to worthwhile learning than a "transmission "teaching method based on students center and her research investigate in learning biology class, and it is different with this research. This research conducted using ice breakers and will be taken in learning English.

Third, by Hyungsung Park (2012) researched about relationship between motivation and student's activity on educational game. His research focused on the effect of the activity levels of educational game on the intrinsic motivation of the learners. There is a gap between his research and this research. His research using Games Based Learning method in learning process and using video games and computer games in every student' activity. And in this research, teachers using conditional or different method in learning process depend on syllabi.

The last, Marina (2014): The implementation of ice breaking activity in English teaching and learning process at the eighth grade students of Mts Negeri Ciledug. Her research talk takes the main problems about method or strategies of the teacher when teaching in the classroom. As she know that Method or Strategy



is Important for teacher to teach in the classroom, but sometimes the method or strategy that the teacher used is unchanged, the students stay uninterested, bored and many problems that we ever been found in the classroom, as a teacher we needed something different, find the interest thing for help the teacher in the classroom and it supposed to help the teacher when teaching in the class, and minimize students problems in the class. Her researcher collects the data through observation, Interview, Questionnaire and Document Study. Her method of the research is Qualitative research by using case study. There is a gap between her research and this research, because this research focuses at eighth grade students of Mts Pembangunan Mandirancan and using classroom action research. Then this research focuses on students' motivation in learning English through the implementation of ice breaker.

In the context of my study, where the position of the subject study are ignored factor in classroom instruction, students' learning strategies, the effect of learning factors intrinsic motivation and the implementation of ice breaking activity, the research is not deliberate to explore further those studies but the writer focus on ice breakers on students' motivation and achievement in learning English is not used in the previous studies and the writer will take different place of the eighth grade at Mts Pembangunan Mandirancan.



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CHAPTER V

CONCLUSION AND SUGGESTION

5.1 CONCLUSION

The implementation of ice breaker in learning English in the second year of eightclass of MTs Pembangunan Mandirancan in academic year 2014/2015 can be concluded as follow:

1. The process of learning English before used the implementation of ice breaker has many problem that happened in the class, it is not only from the students' behavior but also in method and strategies the teacher that influenced in learning process. After the writer know the problem of the students, the writer tried to used ice breaker technique to teach them in the class. In the planning phrase the writer design a lesson plan and chooses a material and media that used in the class. In action phrase the writer taught the students in line with the lesson plan that had been made. In observing phrase, the writer gathering all relevant the data occurred during the implementation of ice breaker. In reflecting phrase the writer reflect the data that have been collected. In addition, the technique of ice breaker made the students felt enjoy, more active, interest and make the students felt motivated to learning English. Besides that the class condition during teaching-learning process created positive atmosphere in the class.
2. There is improvement of students' motivation through the implementation of ice breaker. It can be seen from the students' mean percentages in the preliminary study that was 54.84%, and 66.96% of the class percentages in the first cycle, to 77.12% of the class percentages in the second cycle which passed the criterion of success in this research. In the preliminary study that were 3 students who passed the criterion of success and 18 students did not passed the criterion of success. But after used the implementation of ice breaker technique, the students who passed in the first cycle were 11 students from the 22 students. And in the second cycle almost all the students

passed the criterion and 4 students did not passed the criterion of success in this research.

5.1. SUGGESTION

After the writer carried out the research, the writer concluded that the implementation of ice breaker could improve students' motivation in learning English. Regarding to the subject of the classroom action research (CAR), there are some suggestions to describe as follow:

1. The writer suggests that the teacher should used various techniques in the classroom because it can motivate the students especially through the implementation of ice breaker technique.
2. In applying ice breaker technique the writer suggests that teacher need better preparation and teacher should manage time when using ice breaker technique in order not spend more time to get the students' interest.
3. It is suggested for other researchers to investigate other techniques to improve students' motivation in learning English.





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