

**THE EFFECT OF ICE BREAKER IN INCREASING
STUDENTS' MOTIVATION TO LEARN ENGLISH AT THE
7th GRADE OF SMPN 01 NOLING**

A Thesis

*Submitted to the English Language Education Study Program of Tarbiyah and
Teacher Training Faculty of Stated Islamic Institute of Palopo for Undergraduate
Degree in English Education*



IAIN PALOPO

**Submitted by:
MUSDALIFA
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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHERS TRAINING FACULTY
STATED ISLAMIC INSTITUTE OF PALOPO**

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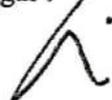


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Skripsi berjudul *The Effect of Ice Breaker In Increasing Students' Motivation to Learn English at the 7th Grade of SMPN 01 Noling* yang ditulis oleh Musdalifa, Nomor Induk Mahasiswa (NIM) 18 0202 0183, mahasiswa Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palopo, yang telah diujikan dalam sebuah seminar hasil penelitian pada hari Selasa, 12 Juli 2022 telah diperbaiki sesuai catatan dan permintaan Tim Penguji, dan dinyatakan layak untuk diajukan pada sidang ujian *munaqasyah*.

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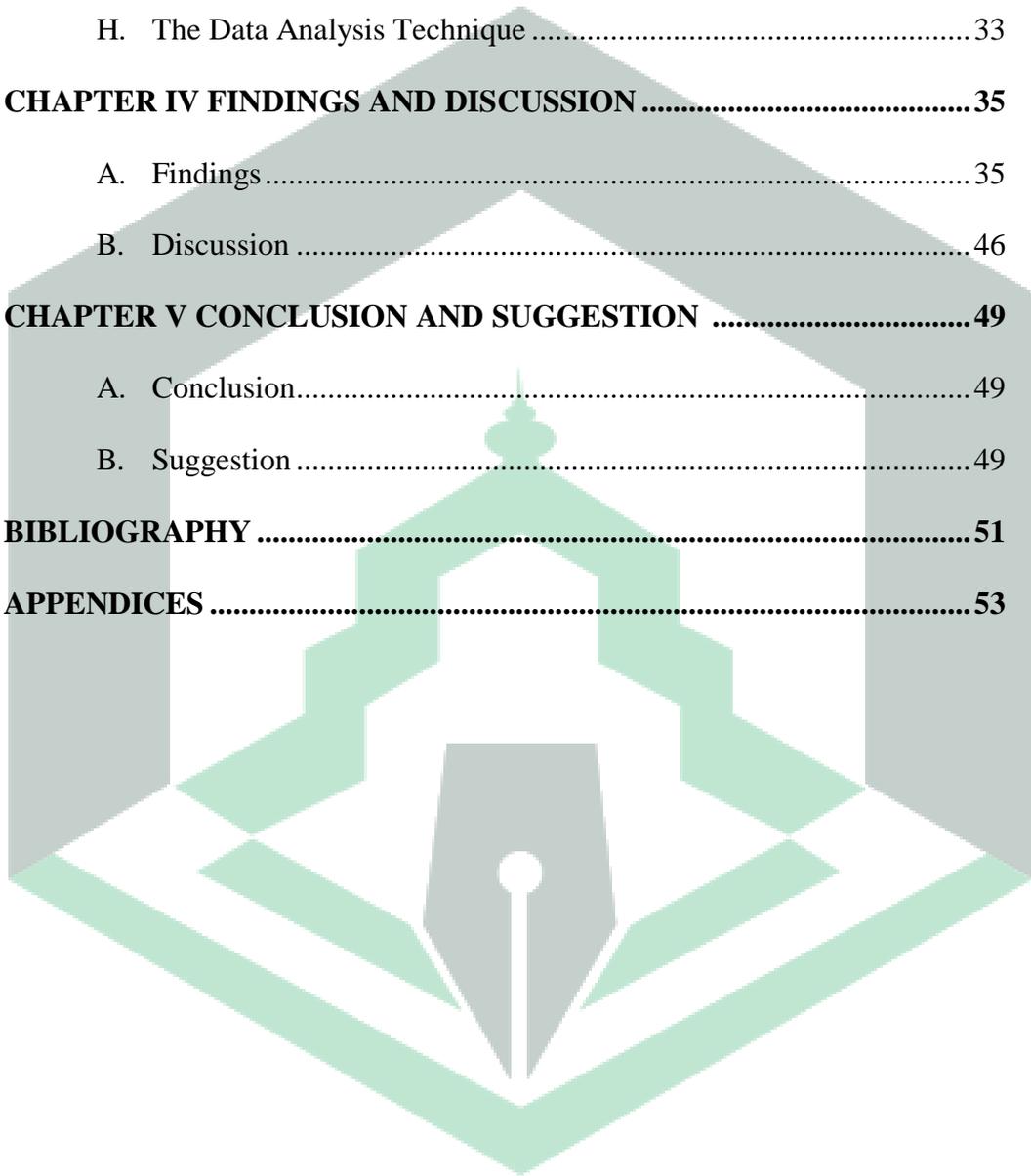


Musdalifa

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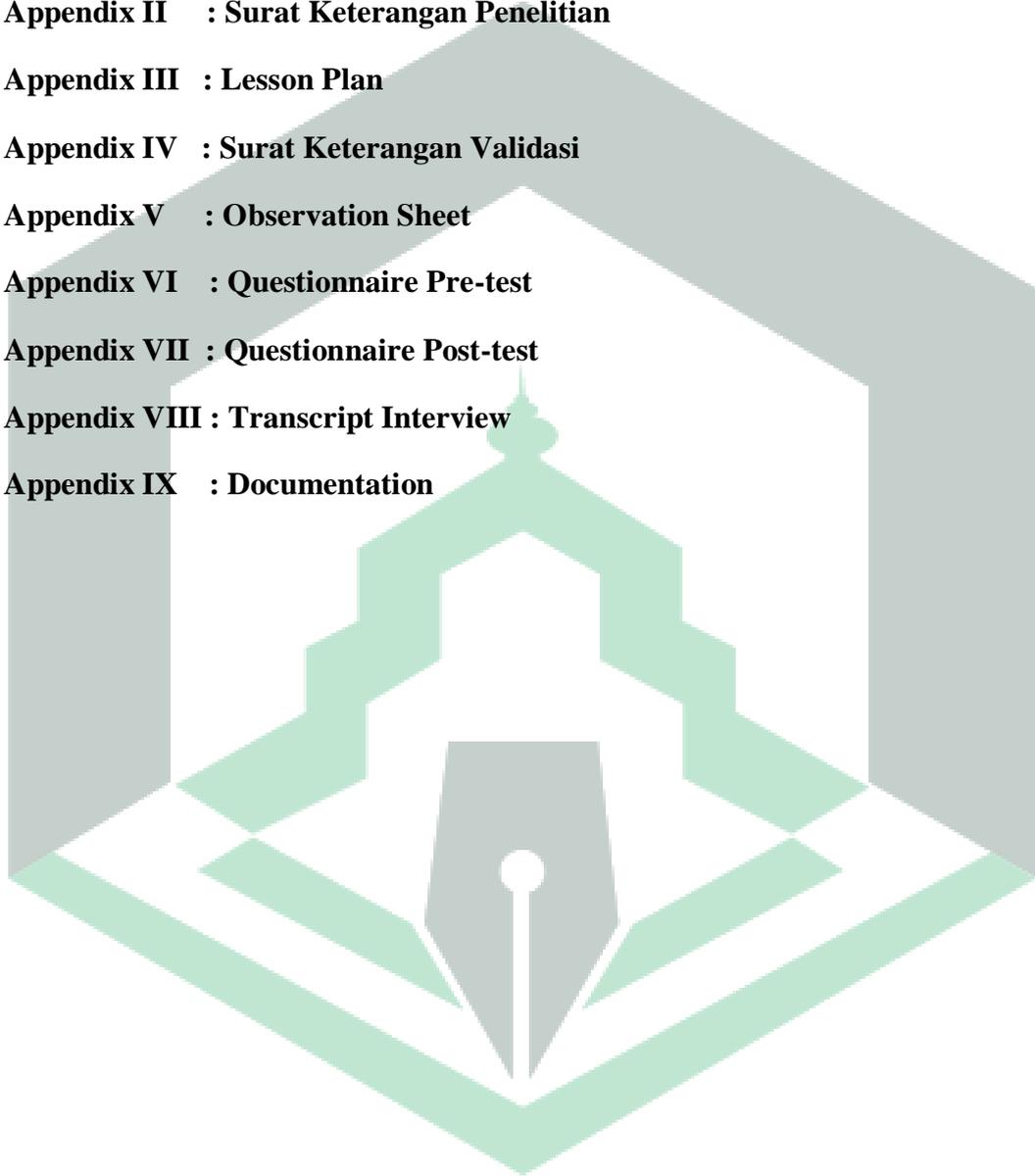


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- Appendix VIII : Transcript Interview**
- Appendix IX : Documentation**



ABSTRACT

Musdalifa, 2022. *“The Effect of Ice Breaker In Increasing Students’ Motivation to Learn English at the 7th Grade of SMPN 01 Noling”*. A thesis of English Education Study Program at Tarbiyah and Teachers Training Faculty, Stated Islamic Institute of Palopo (IAIN Palopo). Under supervisor, Wisran, S.S., M.Pd. as the first consultant and St. Hartina, S.Pd., M.Pd. as the second consultant.

This research attempted to improve students’ motivation by using ice breaker in English learning at the 7th grade of SMPN 01 Noling. To know whether the ice breaker effective or not, the researcher used pre-experimental study applied in VII.2 class. The population was 58 students. The researcher used the random sampling sample which the students consisted of 15 students. The instruments in this research were observation sheet, questionnaire and interview. The result showed that there was significant difference on the students’ motivation taught by using ice breaker. The students’ mean score of post-test (45.9) is higher than pre-test (37). Also, the T-test (14.04) is higher than T-table (2.262). It was also proved by the observation which indicated that students always enjoy, be active, energize, and interactive in the classroom. The students’ said they really enjoy the ice breaker when learning English. Therefore, hypothesis H_0 was rejected and H_a was accepted. It could be concluded that ice breaker was effective in teaching English learning toward the students’ motivation for the 7th grade of junior high school 01 Noling.

Key Words: Students’ Motivation, Ice Breaker.

CHAPTER I

INTRODUCTION

A. Background

Learning activities are needs to be followed by all students and teachers to succeed in educational goals. The success of studying depends on an effective learning process in the classroom. The learning process will arise because of the interaction between someone and his environment. One sign that a person is studying is an exchange in behavior in that person which can be caused by a change in the level of knowledge, skills, or attitudes. Consequently, learning can appear anywhere and every time. To increase student motivation in the learning process, several things are needed that can be used as a means to increase this motivation. The Qur'an was revealed in an attractive language, so that it could be brought to the attention of Muhammad's people when it was revealed. Moreover, Allah has said in Q.S : An-Nahl 125:¹

أُدْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجَادِلْهُمْ بِالَّتِي هِيَ أَحْسَنُ إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ

Meaning: "Call (humans) to the way of your God with wisdom and good lessons and argue with them in a good way. Verily, it is your God who knows best who has strayed from His path, and it is He who knows best those who are guided."

¹ Al-Qur'an, 16:125. Tafsir Jalalayn. <https://tafsirq.com/16-an-nahl/ayat-125#tafsir-jalalayn>.

Rahardjo and Pertiwi (2020) stated that many college students still have problems studying in the learning process. They find issues with speaking, writing, and understanding words and sentences. They also study hard because they need to get good scores, but sometimes they get low scores in their English subjects. Besides studying hard, they also want a good strategy for learning. The students must recognize, understand and try to analyze suitable techniques to be more successful.²

Purnama, et all (2019) stated that motivation is one of the most effective learning processes. Without motivation, the functions of learning are difficult to be completed. When learners have it in the getting-to-know process, they may more understand the materials, especially English. Motivation is the wrench of achievement in getting to know the process.³

Bostrom and Bosted (2020) said that the most critical factors in increasing students' motivation were teacher subject competence, teacher-student relationships, educational support, and access to student health. In the study, teachers also indicated a lack of prior knowledge of students from primary school and the need to learn better study techniques to graduate from high school.⁴

Hutasoit and Tambunan (2019) stated the term "break the ice ", which in turn comes from special ships known as "ice breaking," which are designed to

² Agus Rahardjo and Supratmi Pertiwi. "Learning Motivation and Students' Achievement in Learning English: A Case Study at Secondary School Students in the Covid-19 Pandemic Situation," *Journal of English Language Teaching And Literature*. (Vol. 1, no 2, 2020), 115.

³ Aprilia Purnama,, Sri Rahayu and Rasi Yugafiati. "Students' Motivation In Learning English," *Professional Journal Of English Education* (Vol. 2, no 4 2019), 112.

⁴ Lena Bostrom and Goran Bostedt. "What about Study Motivation? Students' and Teachers' Perspectives on What Affects Study Motivatio," *International Journal Of Learning Teaching And Educational Research* (Vol. 19, no 8, 2020), 111.

break up ice in the arctic areas. Just as those ships make it easier for different ships to journey, an ice breaking helps to clear the manner for a success exchange of ideas by making the participants more comfortable and attractive to communicate. Ice breakers are a great way to begin a meeting and can be used to alleviate stress and provide needed breaks throughout intense meetings. Ice-breaking help to relax students' thereby allowing them to be more receptive to listening and contributing. Significantly, an icebreaker is an activity designed to help students understand each other and usually includes sharing names and different background information.⁵

Ice-breaking in learning can be interpreted as a problem solver in students' intellectual or physical coldness. Ice Breaking was used to create an atmosphere of learning from passive to energetic, rigid to the movement (acquainted), and saturation to carefree (Sunarto, 2012).⁶

Motivation and ice breakers are related because ice breakers help teachers show enthusiasm about content and learning areas and the students themselves. Theoretically, it can be concluded that an ice breaker is a compelling interest technique to motivate students to learn English.

Therefore, researcher has implemented ice breakers in the classroom. This ice breaker is expected to motivate students to learn English so that the teaching and learning process can run well. Both teachers and students can achieve their

⁵ Rotua Hutasoit and Bonari Tambunan. "The Effect of Ice Breaking Technique in Teaching Speaking at the Tenth Grade Students of SMK Dharma Bhakti Siborongborong in Academic Year 2018/2019," *International Journal of English Literature and Social Sciences* (Vol. 3, no 5 2018), 700.

⁶ Sunarto. *Definition of Ice Breaking*. (Surakarta: Cakrawala Media 2012).

goals; the teacher can deliver the material, and students can receive the material given by the teacher well. Referring to the previous explanation above, the researcher is interested in conducting a pre-experimental research titled "The Effect of Ice Breakers in Increasing Students' Motivation to Learn English at the 7th grade of SMPN 01 Noling".

B. Problem Statement

Based on the problems discussed in the background above, the researcher formulates the research questions as follows:

“Does the use of ice breaker increase students' motivation in learning English in the 7th grade of SMPN 01 Noling”?

C. The Objective of the Research

This research aims to determine whether ice breaker increase students' motivation to Learn English at 7th Grade of SMPN 01 Noling.

D. Scope of the Research

This research focuses on using ice breaker types to increase motivation to learn English at the 7th grade students of SMPN 01 Noling. In this research, the researcher used research limitations because of problems related to motivation to learn English in junior high schools, especially class VII SMPN 01 Noling. So this research is limited only to the use of ice breaker types games, and it does not provide other techniques for students at the 7th grade junior high school.

E. The Significance of the Research

The benefits of research to be achieved by a researcher are:

1. Theoretical Significance

From a scientific point of view, this research is a development of knowledge in English. It provides information about the use of ice breakers in increasing students' motivation to learn English at the 7th Grade of SMPN 01 Noling.

2. Practical Significance

a. For Teacher

This research will be a reference for teachers at SMPN 01 Noling to increase students' motivation in the learning process so that students do not get bored when learning English.

b. For Institution

The results of this research are an additional reference for the use of ice breaker in the library of IAIN Palopo.

c. For further researcher

This research will provide information related to the use of ice breaker in increasing students' learning motivation.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Findings

In this research, the researcher sums up some relevant findings from different researcher who have performed preceding research before.

The first research was conducted by Ayu Rindu Astuti, et all (2021). An title *"The Influence of Ice Breaker To Students' Motivation In Teaching English"*. The results of this research showed the pre-test consisting of 20 questions, even though some students scored less than the minimum criteria. The minimum standard must be 7.00, but the mean score pre-test of all students in the class is 5.25. The score is considered very low for the minimum value that should be, plus the ability of students who are almost entirely late to understand the concept being taught. Students' final scores increased from the mean score of pre-test 5.25 to 8.20 in the first post-test, and the quality of students in the learning process increased.⁷ The difference is that this research uses a mix method in their research, while the researcher will apply a pre-experimental method to find out whether there is an effect of ice breaker on students' learning motivation.

The second research was conducted by Previa Rahmayanti, et all (2019). An title *"The Use Of Ice Breaker To Improve Students' Motivation In Learning English At The Tenth Grade Students Of Smk Ypkkp"*. The result of this research

⁷ Ayu Rindu Astuti, Asti Solihat, and Intan Satriani. 'The Influence Of Ice Breaker To Students' Motivation In Teaching English," *Professional Journal Of English Education* (Vol. 3, no 2, 2020), 215 .

showed that from the 28 students who followed the pre-test; two students (7.14%) were in low category, 24 students (85.72%) were in enough category, and two (7.14%) were in good category. Meanwhile, in post-test, fourteen students (50.0%) were in good category and fourteen students (50.0%) were in very good category. This means that the score and the percentages of the score in post-test are better than in the pre-test.⁸ The difference shown in this research is the level of the research target is not junior high school students.

The third research was conducted by Mohammad Sofyan Adi Pranata, et al (2021) An title "*The Effectiveness Of Ice Breaking To Increase Students' Motivation In Learning English*". The result of the research showed that from the 32 students who followed the pre-test; sixteen students (78.1%) were in low category, seven students (21.9%) were in good category, while in post-test; sixteen students (50.0%) were in good category, sixteen students (50.0%) were in very good category. It means that the score and the percentages of the score in post-test are better than in the pre-test.⁹ The difference shown in this research is that the type of ice breaker used is not specific.

The last research conducted by Siti Tamamala, et al (2020). An title "*The Implementation of Ice Breaking to Increase Students Motivation in English Learning at Yamueti Kokoda*". The results showed that the $f\text{-value} (15,444) > f_{\text{tabel}} (4,96)$ and $P\text{-value} (0,003) < \alpha \text{ (sig) value} (0,05)$, it proved the alternative

⁸ Previa Rahmayanti, Putri Ayuna Saraswati, and Gartika Pandu Bhuana. "The Use Of Ice Breaker To Improve Students' Motivation In Learning English At The Tenth Grade Students Of Smk Ypkp," *Professional Journal Of English Education* (Vol.2, no 5, 2020), 594.

⁹ Mohammad Sofyan Adi Pranata, Riska Ayu Susanti, and Qomariatul Jannah. "The Effectiveness Of Ice Breaking To Increase Students' Motivation In Learning English," *International Journal Of English Education And Linguistics* (Vol.3, no 1, 2021), 34.

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.¹⁰ The difference shown in this research is the type of instrument, in previous studies only used documentation and questionnaires as research instruments, while this research used observation sheets, documentation and questionnaires.

This research has similarities in using the ice breaker technique as a reference to increase students' motivation to learn English. Apart from different research objects, this research also differs in the ice breaker application system. Researcher generally used ice breakers in previous studies without specifying the ice breaker used. In contrast, researcher will limit the type of ice breaker used in this research, only using an ice breaker game type. As well as the use of ice breaker which is done in class using games related to the material being taught.

B. Literature Review

1. The Concept of Motivation

a. Definition of Motivation

Many psychologists have given numerous definitions of motivation. We need to understand the motivation to recognize what motivation is.

¹⁰ Siti Tamalama, Agus Setiawan and Nursalim. "The Implementation of Ice Breaking to Increase Students Motivation in English Learning at Yamuetei Kokoda," *Jurnal Pendidikan Bahasa* (Vol.7, no 2, 2020), 56.

Penni Ur (1996) stated the word "motivation" is acquainted with us that is usually used in our society. However, what the word refers to is not always as simple as its utterance. The summary term "motivation" on its personal is instead challenging to outline. It is less difficult and more helpful to suppose in phrases of the 'influenced' learner: one who is 'inclined' or even eager to make investments in getting to know sports and progress. Learner motivation makes coaching and studying immeasurably less complicated, more high-quality, and more effective: as a result, the teachers' significance or topic.¹¹

The researcher can conclude from the statement above that motivation is essential in learning to achieve something. This is the process that leads to the activity. This means that motivation plays a critical role in teaching and learning activities. It influences the success or failure of students as language learners, so teachers must understand the nature of motivational motives and techniques.

Pintrich and Schunk (2008) mention that the term motivation is derived from the Latin verb 'mover' (to move), whereby goal director activity is instigated and sustained.¹² It approaches the teacher ought to understand if the students have high motivation, they will try and study tough and get achievement in learning.

¹¹ Penny Ur, *A Course in Language Teaching*, (New York: Cambridge University Press, 1996).

¹² Paul R. Pintrich and Dale H. Schunk, *Motivation in Education Theory, Research, and Applications*, (New Jersey: Pearson Education, 2008).

b. Kinds of Motivation

Penny Ur (1996) said that motivation could be divided into two types, intrinsic motivation (the urge to have interaction within the learning interest for its very own sake) and extrinsic motivation (motivation this is derived from extrinsic incentives). Each of these has an important part to play in schoolroom motivation, and each is at least partially on hand to teacher influence.¹³

1) Intrinsic Motivation

Santrock (2004) stated that intrinsic motivation entails the internal motivation to do something for its sake (an result in itself). It means motivation is a choice that comes from the inner to do something. The statement above shows that motivation may be energetic or has features that no longer want to stimulate from outdoor because all people are driven to do something. For instance, every other student may additionally take a look at a complex for a test because they enjoy the content material of the path. So, intrinsic motivation is the natural tendency to seek out challenges as we pursue non-public interests and workout competencies.

A more powerful class of reward is intrinsically driven in the learner. Gage and Berliner (1984) said that intrinsic motivation could be found in college

¹³ Penny Ur, *A Course in Language Teaching*, (New York: Cambridge University Press, 1996).

students' interest, need, and intention to learn.¹⁴

a). Interest, students with a hobby in a topic generally tend to note it. They experience that it makes a difference to them. They need to turn out to be completely aware of their character. They enjoy managing it both for what it may lead to or for its own sake. Interest can talk over with an expansion of stimuli or getting to something. The hobby is the thing that determines a mindset in operating or studying actively. The mastering process will run well if the scholars have a hobby. The scholars will examine often or correctly, and they may be fulfilled if they have a high interest.

b). Gary R. VandenBos (2007) stated that need is a situation of tension in an organism due to deprivation of something required for survival, nicely-being, or personal achievement, a substance, kingdom, or another component. The approach that needs is a circumstance wherein something is essential.

c). A hobby is an interest. This is undertaken for delight or rest in a single's spare time. So, a hobby is an activity done for pleasure, and additionally, it is something that you enjoy doing.

A hobby is an interest completed for delight at some point in one's unfastened time. The meaning claim refers to love or happiness in doing something to lose time. For example, John's hobby is reading. He constantly attempts to study a book anywhere.

d). Goal: We've stated that motivation is closely bound up with a person's

¹⁴ N.L. Gage & David C. Berliner, *Educational Psychology*. (Boston: Houghton Mifflin Company, 1984).

preference to achieve an aim. The learner may be very aware of the desire to get to know, particularly gaining knowledge of activities, and directs their efforts toward achieving them.

All people have a goal in their life. Before they do what they want to do, they have to decide on a destination first.

In teaching and learning activities, the students have to know and decide on a goal because it can be a great motivation. If the students understand the appropriate purpose, they will prepare everything that can help them to achieve their goals.

2. Extrinsic Motivation

Penny Ur (1996) mentions that "Extrinsic motivation derives from the influence of some kind of external incentive, as distinct from the wish to learn for its own sake or interest in tasks."¹⁵

Extrinsic motivations are motive active and function if there is stimulation from outside. An example is a person studying because they know there will be a test tomorrow morning, hoping that they could get a good value.

Gage and Berliner (1984) stated that we can find many sources of motivation, but actually, motivation only has two significant sources, the first source comes from within the individual itself or known as intrinsic motivation, and the second is extrinsic motivation, which appears from the outer side of and give some influences to the individual like give incentives, social pressure or

¹⁵ Penny Ur, *A Course in Language Teaching*. (New York: Cambridge University Press, 1996).

punishment.¹⁶ Harmer (2007) claims this motivation appears or comes from a teacher, parents, and the environment.

a) A significant factor in continuing a student's motivation is the teacher.

A teacher has an essential role in teaching-learning activities. The teacher is not only a person who transfers the knowledge to the students but also a motivator who can motivate or support the students in a learning activity.

b) Parents, a part of the world's culture around students, their attitude to language learning will be significantly affected by the influence of people close to them. The philosophy of parents and older siblings will be crucial.

Students who are encouraged by their parents will try new things and try to give high performance to get a reward from their parents. As a result, they will achieve better achievements.

c) Environment, outside any classroom, there are attitudes to language learning and the English language in particular. Language learning is part of the curriculum of thing status in a school situation, and the cultural images associated with English are positive. Learning English is essential to be considered in society.¹⁷

Students who are motivated by their environment will have encouraged to learn English. In other words, if their home environment, the classroom atmosphere, and the quality of facilities are good, they will do their best to achieve better English.

¹⁶ N.L. Gage & David C. Berliner, *Educational Psychology*. (Boston: Houghton Mifflin Company, 1984).

¹⁷ Jeremy Harmer, *The Practice of English Language Teaching 3rd edition*. (Oxford: Pearson Education Limited, 2007).

Generally, it has been known that determining someone's learning and motivation is not only from individual factors but also environmental factors. The environment is everything around us, which has correlated influences on us.

c. The Elements of Motivation

According to Keller's theory (2009), there are four elements or conceptions that can appear the motivation, they are:¹⁸

1) The Interest

Impossible for someone to do something if they don't like the object at all, all students will attend the lesson all the time if they are interested in the subject.

2) Relevance

Relevance shows the relation between the students' needs and study activities. Sometimes the students are lazy to study because they don't care about why they have to learn English.

3) Expectation for Success

This case shows the expectation for the students to be successful in studying. One of the reasons will make the students don't care about the lesson is that they are easy to give up and don't have an expectation of success.

4) Satisfaction

If the students get satisfaction with their lesson grades, they will be highly motivated to reach it.

d. The Types of Motivation

¹⁸ John, M, Keller. *Motivational design for learning and performance, The ARCS model approach*. (Springer Science & Business Media, 2009).

Purnama, et all (2019) said that it could be argued that teachers must be aware of the significance of motivating the students and intensifying their motivation. Related to their motivation, they can be distinguished into two types of motivations, those are:

1) Integrative Motivation

Integrative motivation is when the learners want to learn the target language to understand better and get to know the people who speak the language and mix up in their culture.

2) Instrumental Motivation

Integrative motivation describes learners who want to integrate themselves into the culture of the second language group and become involved in social interchange in that group.¹⁹

e. The Roles of Motivation in the Teaching and Learning Process

Christianto and Karin (2019) stated that motivation plays an essential role in the process of teaching and learning, namely (1) to determine things that can be used to empower the learning process, (2) to clarify the learning purpose, which is to be achieved, (3) to determine various problems against the learning stimulation, and (4) to determine the learning perseverance.

1) The Role of Motivation in Determining the Learning Empowerment

Motivation can empower learning, just as a child learning will face a problem that requires a solution. A concrete example is a child trying to solve a

¹⁹ Aprilia Purmama, Sri Rahayu & Rasi Yugafiati. *Students' Motivation In Learning English*. (Vol.2 No.4, 2019), 110.

mathematical problem using a logarithmic table. The search for logarithmic tables is an example of the role of motivation in empowering the learning process.

2) The Role of Motivation in Clarifying the Learning Purpose

Here, the role of motivation is closely related to the meaning of learning. A child will be interested in learning something if the thing learned is helpful for him. For example, a child learns about electronics because he knows that he can fix his broken radio by studying it.

3) The Role of Motivation in Determining the Learning Perseverance

A child will get motivated to learn something by hoping that they can get good grades. This motivation prevents the child from being attracted to do other things besides learning. It means that motivation is very influential on learning endurance and perseverance.²⁰

2. Ice Breaker

a. Definition of Ice Breaker

Hutasoit and Tambunan (2018) mention the term "ice-breaking" comes from "break the ice," which in turn comes from a particular vessel called "ice breaker," which is designed to break up ice in the polar regions. Just as these ships make it easier for other ships to travel, icebreakers help pave the way for a successful exchange of ideas by making participants more comfortable and engaging them in conversation. An ice breaker is a great way to start a meeting and can be used to relieve stress and provide needed rest during an intense

²⁰ Danin Christianto and Ivena Karin. "The roles of motivation in the English language learning," *The Journal of Educational Development* (vol.7, No. 3, 2019), 57.

discussion. The ice breaker helps calm participants down, enabling them to be more receptive to listening and contributing.²¹

Thornbury (2005) said that it is essential for students to feel comfortable with each other, be confident in themselves and focus on English lessons rather than other distractions. Teachers must be creative, take risks, be wise, communicative, and enjoy working with students.²²

St. Hartina, et al (2018) stated that most activities for the young learners have to involve the physical movement and their senses. The teacher needs to prepare a lot of visuals, pictures, objects and reality. Playfulness and meaningful should be the key word when describing the teacher's approach. Playing with the language is a natural way of language learning for young learners. Since the children's concentration and attention spans are short, especially at the early stages of language learning, the teachers have to created variety of activities, a variety of classroom organization, a variety of space, and of course a variety of techniques and methods.²³

b. Types of Ice Breaker

Forbes & Greene (in Rahmayanti, et al 2019) said that three types of icebreakers, those are:

²¹ Rotua Hutasoit, Bonari Tambunan. "The Effect of Ice Breaking Technique in Teaching Speaking at the Tenth Grade Students of SMK Dharma Bhakti Siborongborong in Academic Year," *International Journal of English Literature and Social Sciences* (Vol.3, No.5, 2018), 234.

²² S. Thornbury, *How to Teach Speaking*, (England: Longman, 2005).

²³ St, Hartina, Kisman Salija, and Fatimah Hidayahni Amin "Teachers' Techniques in Teaching English to Young Learners at TK Bambini School of Makassar" *Article Scholar* (Makassar: Universitas Negeri Makssar, 2018), 6.

1). The first one is openers. This kind of ice breaker can be used to begin a session or a discussion or to introduce a new topic. The aim is to warm up the students by challenging and motivating them.

2). The second type was an energizer. This ice breaker is used when the students feel stressed or do not have enthusiasm for learning.

3). The last one is feedback and disclosure. This is used to demonstrate a communication variable. It can be conducted at the end of the lesson to check the students' understanding of the learned material. Regarding the activities, ice breakers can be in many kinds of forms.²⁴

c. The Benefits of Ice Breaker

Astuti et al (2020) mentioned there are several benefits of doing ice-breaking activities, including those that eliminate boredom, anxiety, and fatigue because they can get out from the routine of the lesson by doing free and cheerful activities. Also, other benefits such as Train creative thinking and broad students, Developing and optimizing the brain and creativity of students, Train students to interact in groups and work together in a team, Training systematic and creative thinking to solve problems, Increase self-confidence, Practicing determining strategies carefully, Train creativity with limited material, Practice concentration, dare to act and not be afraid of being wrong, Gluing tenuous interpersonal relationships. Based on these benefits, it is clear that ice-breaking

²⁴ Previa Rahmayanti, Putri Ayuna Saraswati and Gartika Pandu Bhuana. "The Use Of Ice Breaker To Improve Students' Motivation In Learning English At The Tenth Grade Students Of Smk Ypkkp." *Professional Journal of English Education* (Vol.2, No 5, 2019), 596.

can be an alternative to learning primarily very used in English learning, which is usually difficult for students.²⁵

d. Kinds of Ice Breaker

According Suyono and Hariyanto (2016) said that generally, there are ten kinds of ice breakers:

- 1) Games: Games ice breaker is the engaging simulation students.
- 2) Singing: Singing an ice breaker is an easy and fun activity. Teachers rarely use it except for the vocal teacher.
- 3) Gymnastic: The gymnastic ice breaker is a simple movement.
- 4) Motivation Words: The motivation word ice breaker aims to influence the student to be motivated.
- 5) Story Telling: Storytelling ice breaker is telling a story with moral value.
- 6) Clap Your Hand: Clap your hand ice breaker effectively makes students concentrate.
- 7) Brain Gym: Ice breaker brain gym effectively prepares students' minds before the teaching and learning.
- 8) Humor: Humor ice breaker has the purpose of entertaining students.
- 9) Guessing: It has the aim of increasing students' curiosity.²⁶

²⁵Ayu Rindu Astuti, Asti Solihat and Intan Satriani. "The Influence Of Ice Breaker To Students' Motivation In Teaching English," *Professional Journal of English Education* (Vol.3, No.2, 2020), 213.

²⁶ Suyono and Hariyanto. *Belajar dan Pembelajaran*. (Bandung: PT Remaja Rosdakarya, 2012).

Soenarno (2005) mention there are kinds of ice breaker:

1) Are you ready?

Ice breaker simulation aims to form students' character, especially self-confident.

2) Bingo

It includes guessing the ice breakers.

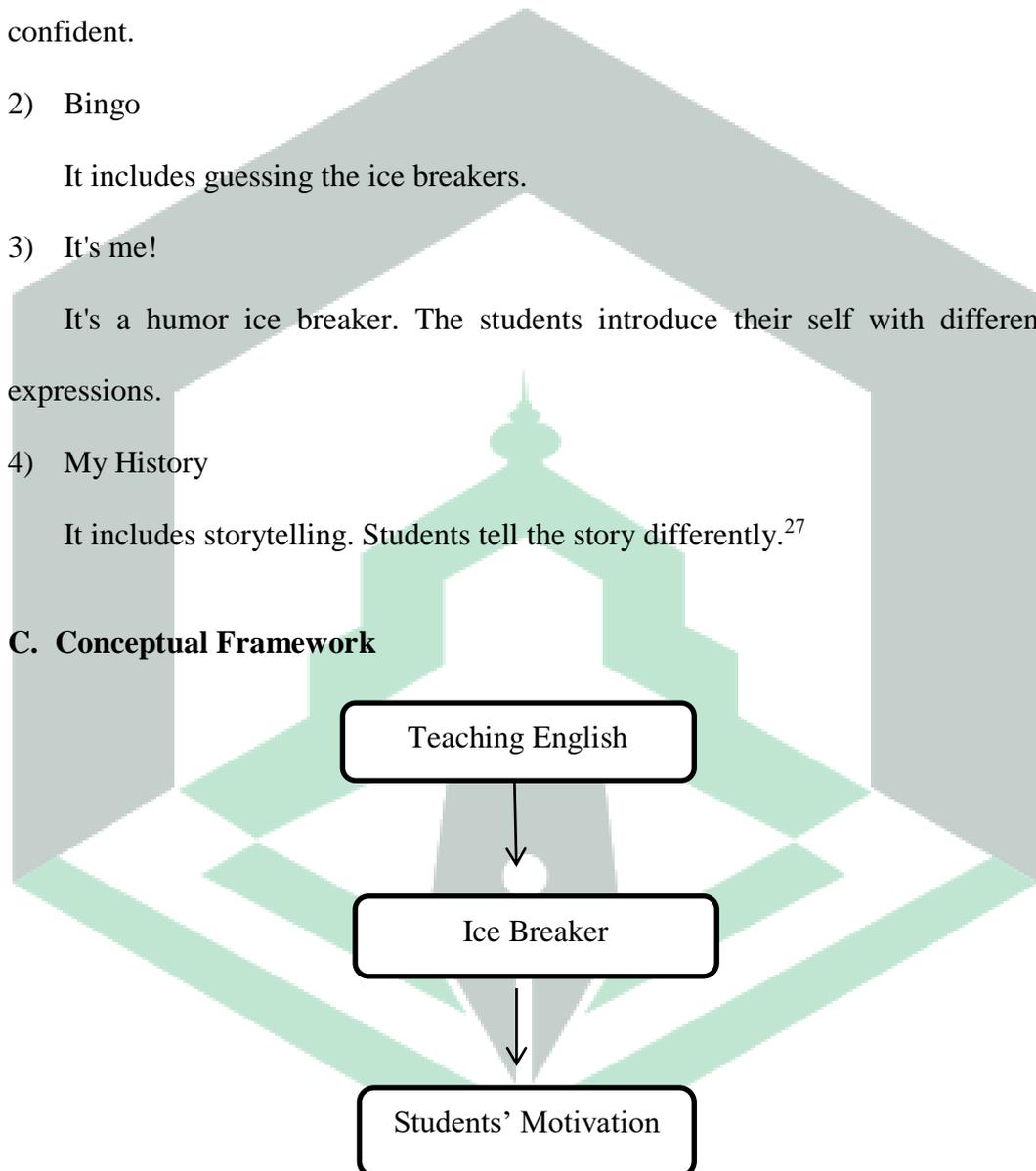
3) It's me!

It's a humor ice breaker. The students introduce their self with different expressions.

4) My History

It includes storytelling. Students tell the story differently.²⁷

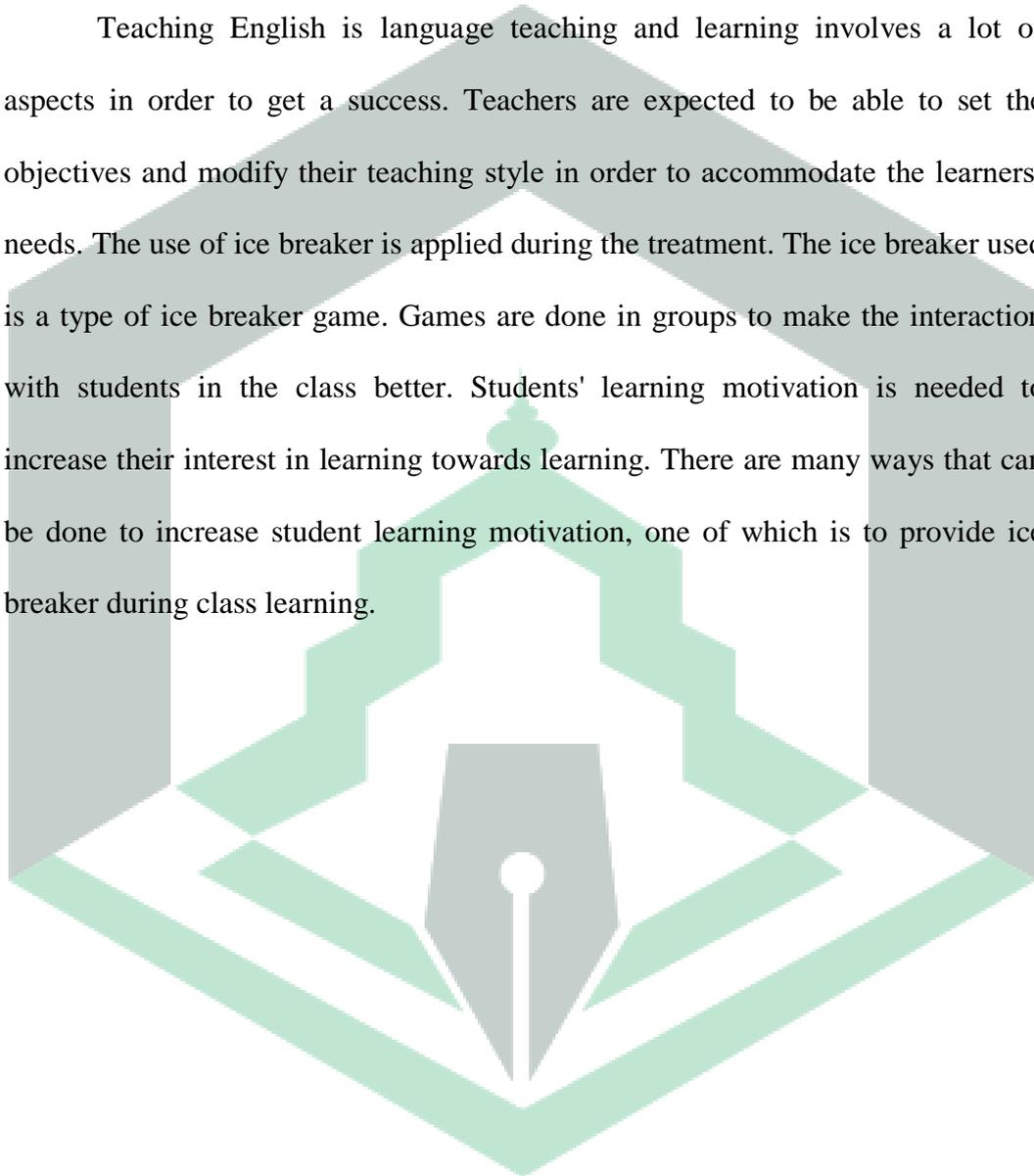
C. Conceptual Framework



²⁷ Soenarno, Adi.. *ICE BREAKER Permainan Atraktif –Edukatif untuk Pelatihan Manajemen*. (Yogyakarta: Andi Offset, 2005).

The diagram above shows that the conceptual framework that will be constructed in this research is the use of ice breaker in increasing students' motivation to learn English.

Teaching English is language teaching and learning involves a lot of aspects in order to get a success. Teachers are expected to be able to set the objectives and modify their teaching style in order to accommodate the learners' needs. The use of ice breaker is applied during the treatment. The ice breaker used is a type of ice breaker game. Games are done in groups to make the interaction with students in the class better. Students' learning motivation is needed to increase their interest in learning towards learning. There are many ways that can be done to increase student learning motivation, one of which is to provide ice breaker during class learning.



D. The hypothesis of the Research

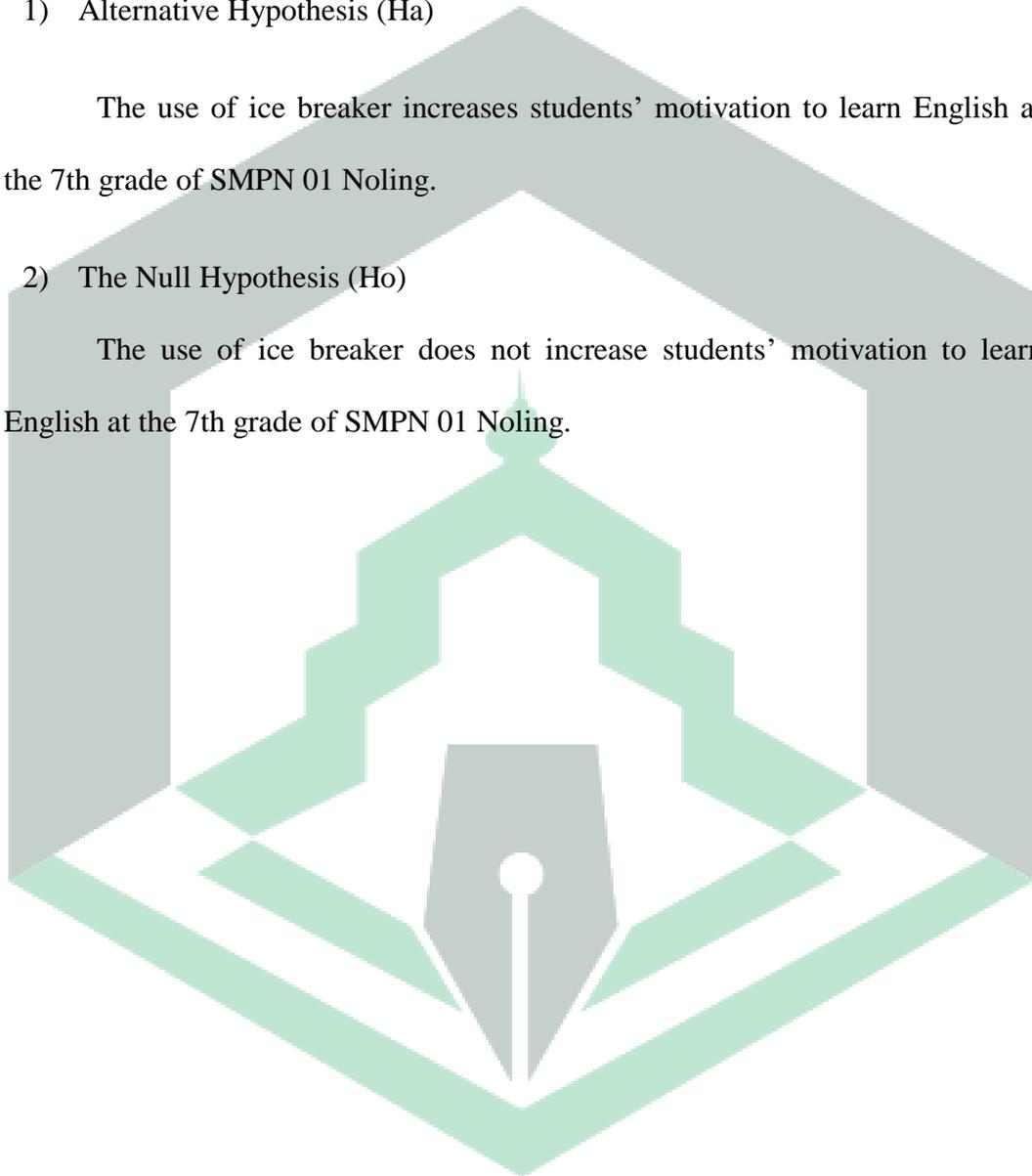
The hypothesis that the researcher used are:

1) Alternative Hypothesis (H_a)

The use of ice breaker increases students' motivation to learn English at the 7th grade of SMPN 01 Noling.

2) The Null Hypothesis (H_0)

The use of ice breaker does not increase students' motivation to learn English at the 7th grade of SMPN 01 Noling.



CHAPTER III
RESEARCH METHOD

A. Methodology of the Research

The design of this research was conducted by using a Pre- Experimental method with one group pre-test and post-test design. This research employed one group pre-test and post-test design. This design involved one group pre-test (O1), exposure to a treatment (X), and post-test (O2). In this research, the subject of study is one group class. In the pre-test and post-test design, this research aims to know the effectiveness of the use ice breaker in improving students' motivation to learn English.

Table 3.1 Research Design

Group	Pretest	Treatment	Post-Test
Experiment	O ₁	X	O ₂

X : Treatment (*using ice breaker*)

O₁ : The ability of experiment class before given treatment.

O₂ : The ability of experiment class after given treatment.

B. Location and Time of the Research

This research was conducted at SMPN 01 Noling which is location at Kel.Noling, Kec.Bupon, Kab.Luwu. It was conducted for 1 month, started from april 13th up to May 15th 2022 in academic years 2021/2022. There were eight meeting that included pre-test and post-test.

C. The Variable of the Research

Research variable was attributes to examine people, objects, or activities that had certain variations determined by research to be studied and then draw conclusions (Sugiyono, 2010).²⁸ In this research there are two variables, they are:

1. The dependent variable

In this research the dependent variable was students' motivation to learn English. Motivation drives a someone to do something to achieve his goals and is a change of energy in the human body. It can also change or influence human behavior.

2. The independent variable

In this research the independent variable was the use of an ice breaker. The ice breaker is a type of activity that can be used to melt the awkward and tense atmosphere in the classroom into a relaxed one so that the teaching and learning process can run well.

²⁸ Sugiyono. *Statistika untuk penelitian*. (Bandung, : Alfabeta. 2010).

D. Population and Sample

1. Population

Gay (1981) stated that a population is a group to which a researcher will like the results of a research to be generalizable.²⁹ The population of this research was the 7th grade of SMPN 01 Noling. The class VII.1 consist of 29 students, and class VII.2 consists of 28 students. Therefore, the total numbers of the population are 57 students.

2. Sample

The researcher conducted at 7th grade of SMPN 01 Noling. The sample was chosen by using a random sampling technique because at SMPN 01 Noling, especially the 7th grade, all classes are averaged. There is no superior class, so the researcher used a random sampling technique. The researcher chose class VII.2 with a total of 28 students. However, the researcher took only a sample of 15 students' in the class because there were only 15 students present during the fasting month at the time of the research. Researcher used an ice breaker in teaching English to give a good impression to students in learning English which is a fun and easy subject that can motivate them to learn.

²⁹ Gay, L. R. *Educational Research: Competence for Analysis and Application*. ed: 2nd. (Columbus: Charlest E., Merril Publishing Company. Abell & Howel Company. 2014).

E. The Instruments of the Research

Sugiyono (2010) stated that research instruments are tools used to measure and collect data in research to make it easier to process. The function of this research instrument was to obtain data information regarding the implementation of the research.³⁰ There are three instruments were used in this research, namely an observation sheet, questionnaire, and interview.

1. The Observation Sheet

This observation sheet was used in the pre-test and during treatment to obtain the required information. Researcher has collected data by observing classroom situations and conditions in the teaching and learning process. Researcher has observed student attitudes, class conditions, and teaching in this activity. Researcher has explained the observation material to be carried out, and the results of these observations will be recorded in the form of field notes. (*Note: A sample of observation instruments can be seen in the appendix 5*).

2. Questionnaire

The questionnaire responded to students' process of studying while applying ice breakers to motivate students in the learning process. This questionnaire was a response filed by students. The questionnaire was used to know the students' responses about their motivation. This research used closed questionnaires. Furthermore, the researcher used Likert's Scale, which had four options to answer the questions. The possibilities were strongly agreed (SA),

³⁰ Sugiyono. *Statistika untuk penelitian*. (Bandung, : Alfabeta. 2010).

agree (A), disagree (D), and strongly disagree (SD) It was used to know data about the students' motivation.

The statements used in the questionnaire are divided into two types, namely favorable and unfavorable, where favorable is a statement that leads to a positive direction. In contrast, unfavorable is categorized as a negative statement. The complete statements in the questionnaire are 15 statements.

Table 3.2 Scale Likert Table of Questionnaire

Items	SA	A	D	SD
Favorable	4	3	2	1
Unfavorable	1	2	3	4

Furthermore, this instrument will be developed based on research question indicators by Sahabuddin (2012).³¹

³¹ Sahabuddin . *Mengajar dan belajar*, cet 1 UNM university press. 2012.

Table 3.3 Table Aspect of Motivation Assessed

No.	Aspect	Indicators	No Items		Total
			Favorable	Unfavorable	
1.	The interest	There is a sense of someone's interest in doing something.	3,5,13	1,6,11	6
2.	Relevance	Relevance shows the relation between the students' needs and study activities.	4,15	9	3
3.	Expectation for success	Students' expectations in achieving learning success.	2,7,14	10,12	4
4.	Satisfaction	There is an increase in learning motivation when getting satisfaction with the good grades obtained.	8		1
Total			9	6	15

(Note: Sample questionnaire instruments can be seen in the appendix 6)

3. Interview

Interview is oral questioning of a subject (Ary: 2010).³² Interviews are used to gather data from people about opinions, beliefs, and feelings about situations in their own words. According to Esterbergin Sugiyono stated that, interview is a meeting of two persons to exchange 14 information and idea through question and responses, resulting, in communication and joint construction on meaning about a particular topic (Sugiyono: 2007).³³

In this research, researcher used structure interview therefore that process will be effective and efficient. By this technique, the researcher made an interview to students at 7th grade of SMPN 01 Noling.

E. The Procedure of Collecting Data

The data was collected by using pre-test and post-test. Pre-test was given to the students at the beginning of the research. Then, the post-test was given to the students at the end of the research. The procedures for collecting data are as follows:

1. Pre-test

The researcher conducted a pre-test. The researcher has given students a questionnaire to determine their motivation before giving treatment. The researcher also used an observation sheet at the time of the pre-test, to describe the initial stated of the students in the class.

³² Ary, Donal et al. *Introduction to Reseachr in Education*. Eighth Edition. (United States of Amerika: Wadsworth. 2010).

³³ Sugiyono. *Statistika untuk penelitian*. (Bandung,: Alfabeta. 2010).

2. Treatment

Researcher did the treatment six times. The researcher conducted treatment in the experimental class, brought English learning materials, and applied an ice breaker in learning English. At the same time, the researcher used observation sheets as field notes that describe the stated of the class at the time when treatment was applied.

- a. The first meeting: The researcher taught the topic about *self-introduction*. The use of ice breaker is given at the end of the lesson. The type of ice breaker used is *walking marker*. The researcher gave the students a marker to be carried to another friend until the music playing by the researcher stopped. So anyone who gets a marker will come to the front of the class to introduce themselves according to what has been taught by the researcher.
- b. The Second meeting: At this meeting the researcher taught the topic about *animals*. The use of ice breaker is applied at the core of learning. The type of ice breaker used is *guess the name of animals*. The researcher divided the students into two groups, then the researcher gave the students a box containing the names of animals, then each student in the group took turns taking 1 animal name, and after that the other friends would guess what animal name was being demonstrated by their group mates.
- c. The third meeting: The researcher taught the topic about *things*. The use of ice breaker in this meeting is the end of the lesson. The type of ice breaker used is *picture box*. The teacher divides the students into two groups. The teacher gives two themes, namely the living room and the bedroom. The

teacher puts each picture in a box, and the two groups are randomized and asked to line up. The teacher gives instructions. Within 10 minutes, students are asked to find 10 pictures in the box related to their group theme, for example, "living room" then, each member takes turns taking a picture of an object they usually find in the living room. After all members of each student have completed their mission, the students are asked to arrange pictures and put them on an HVS sheet and then give the name of each object the teacher gives 5 minutes. After that, each group displays their work and representatives from each group appear and describe their work.

- d. The fourth meeting: The researcher taught the topic about *asking apologize*. The type of ice breaker used is game *number action*. The use of ice breaker is applied at the core of learning. Researcher asked to students stand face to face with their friends. The teacher gives instructions. If the teacher mentions number one, the students must clap their hands against friends in front of him twice. Then if the teacher claps two hands, students have to turn once, then if the teacher claps their hands three times, students have to jump on the spot and the last instruction, if the teacher claps their hands four times, the student must squat. The teacher randomizes the order numbers to make students more energized and see how far students can focus. The students who make mistakes in the game, the teacher will give a punishment, namely making a sentence on the blackboard about asking to apologize.

- e. The fifth meeting: The researcher taught the topic about *fruits*. The use of ice breaker in this meeting is the end of the lesson. The type of ice breaker used is *arrange fruit letters*. The researcher divided the students into 2 groups, then the researcher gave a balloon containing pictures of fruit. Then the students were asked to pop the balloon. After that, students look for letters in a box given by the researcher, and then arrange the letters according to the name of the fruit found in the balloon.
- f. The six meeting: The researcher taught the topic about describing people. The use of ice breaker this meeting is the end of the lesson. The type of ice breaker used is *describe famous people*. The researcher put two pictures of famous people on the blackboard. The researcher divided the students into two groups, then each student in the group was asked to take turns writing down the characteristics of the pictures on the blackboard.
3. Post-test
- The researcher conducted the post-test with the students. The post-test aimed to determine students' motivation to learn English by using an ice breaker after receiving treatment from the researcher. This test was a questionnaire, and after giving the questionnaire, researcher choose random students' to interview for several questions about application ice breaker in learning English.

F. Validity and Reliability

The researcher used the observation sheet, questionnaire and interview to find out the students' score and perception. Before measuring the score of pre-test and post-test, the researcher has validated the instrument on experts. The experts analyzed the statement and language on instruments. To measure the students' perception, the researcher used Likerts scale, those are ; Strongly Agree (4 points), Agree (3 points), Strongly Disagree (2 points), and Disagree (1 point). The researcher classified the students' responses baased on the criteria on the table 3.4.

G. The Data Analysis Technique

The data was collected through pre-test and post-test. The researcher used the formula as follows:

1. The data from the questionnaire is calculated by using the following formula

$$\text{Score} = \frac{\text{the number of students}}{\text{total point}} \times 100$$

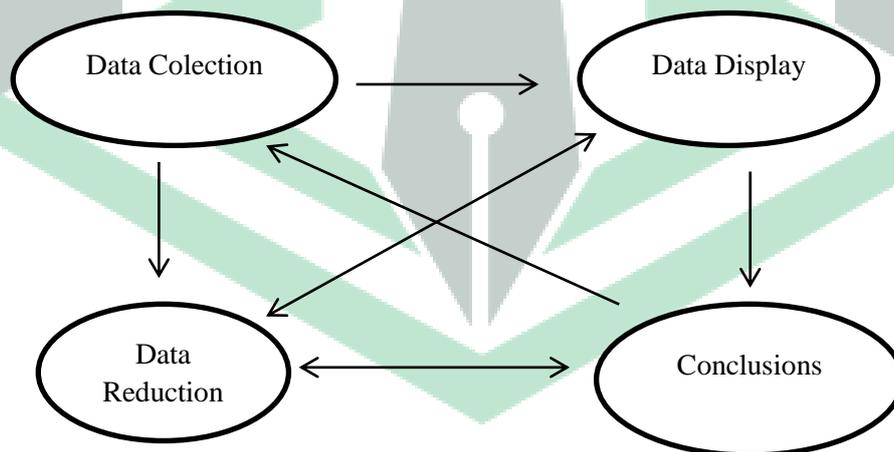
2. Classifying the students' level score motivation into the following criteria.

Making the table of score category

Table 3.4 The Rating Score of the Motivation Category

No.	Criteria	Score
1.	Bad	15-23
2.	Poor	24-32
3.	Average	33-41
4.	Good	42-50
5.	Excellent	51-60

3. The data from the observation sheet and interview is analyzed by using the Miles and Huberman concept.



a) Data Reduction

In data reduction phase, the researcher focuses on the teaching and learning process which is conducted by the researcher in the classroom, starting from pre-activity to post-activity. Data reduction is the process of selecting, focusing, simplifying, abstracting, looking the themes and patterns and discarding unnecessary (Miles, Huberman & Saldana; 2014)³⁴. The data in the form of observation notes about the researcher activity, the result of interview, and lesson plan, then the data is reduced to the narrative text.

b) Data Display

The data display stage is carried out in the form of a short description using narrative text, it can also be in the form of graphs, matrices, and charts (Miles, Huberman & Saldana, 2014)³⁵. In this case, the researcher displays data on increasing students' learning motivation in the form of descriptive text. Data coming from activity observations, and interviews.

c) Conclusion

The last step according to Miles, Huberman & Saldana (2014) is conclusion. In this research, the character education implementation such as character education values and the way to implement has been written in the data display. From the data display it is analyzed further to derive the conclusions.

³⁴ Miles, M.B, Huberman, A.M, dan Saldana, J. *Qualitative Data Analysis, A Methods Sourcebook*, Edition 3. (USA: Sage Publications. Terjemahan Tjetjep Rohindi Rohidi, UI-Press, 2014)

³⁵ Miles, M.B, Huberman, A.M, dan Saldana, J. *Qualitative Data Analysis, A Methods Sourcebook*, Edition 3. (USA: Sage Publications. Terjemahan Tjetjep Rohindi Rohidi, UI-Press, 2014).

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The findings of this research were based on the results of the data analysis. The data analysis was used to collect data. The students' motivation in learning English consisted of pre-test and post-test. The pre-test was given to know the students' motivation to learn English before treatment. After giving the treatment, the post-test was given to know the students' motivation to learn English.

1. The Result of the Observation Before and After Treatment

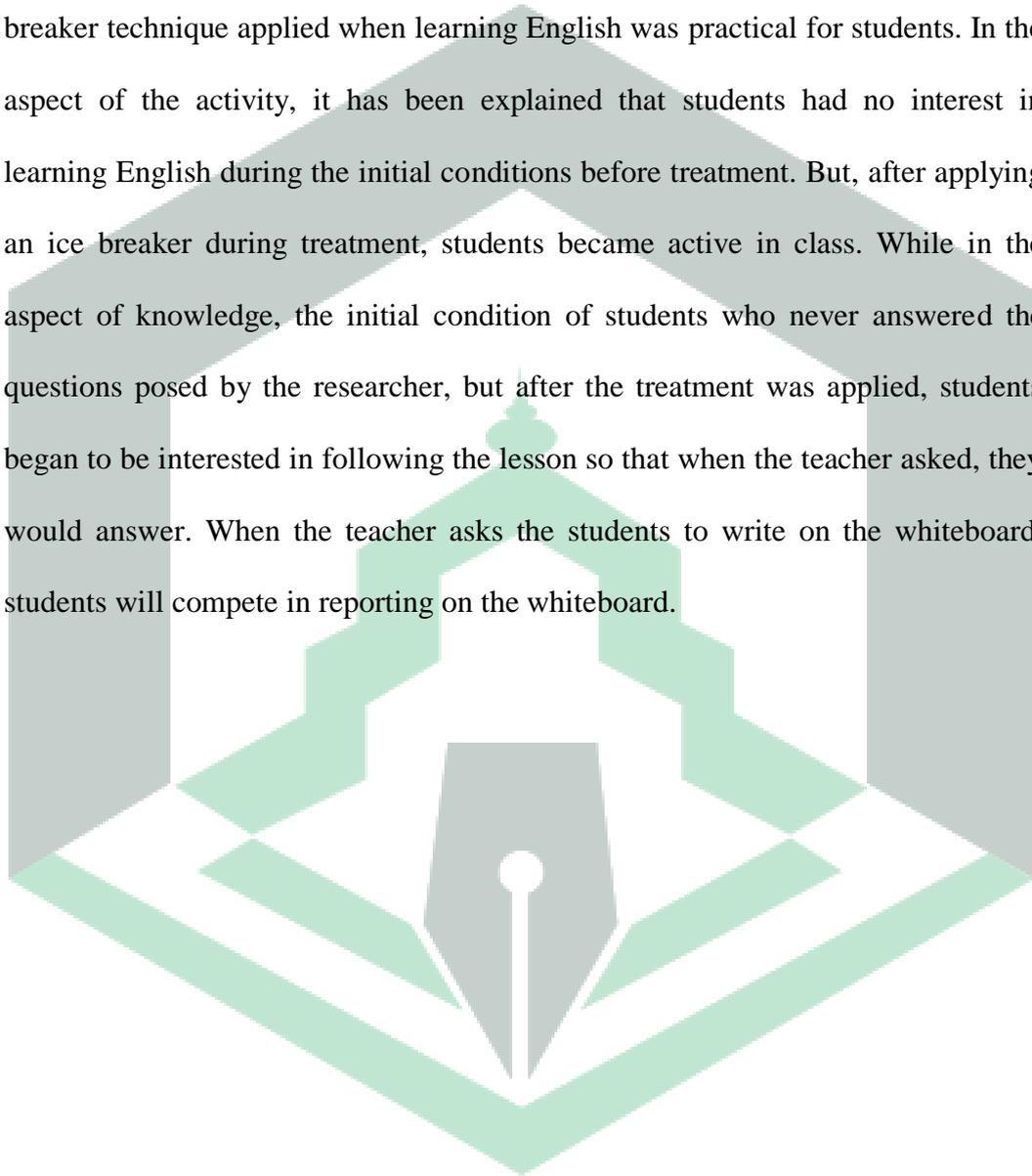
The results of the observation before and after treatment can be seen in the following table.

Table 4.1 The Result of the Observation Before and After Treatment

Aspect	Before treatment	During and after treatment
Activeness	<p>At the first meeting in the pre-test, the teacher applied the learning method without using an ice breaker. The researcher found the class condition as followed:</p> <ol style="list-style-type: none">1. Students' activeness in the classroom is very less towards learning.2. Students are not at all interested	<p>When the researcher applied the ice breaker in every meeting, the class condition clearly seen that:</p> <ol style="list-style-type: none">1. Students became interested in paying attention to the researcher.2. Students have started to be active when invited to play while learning, especially the

	<p>in the learning material presented by the researcher.</p> <p>3. Most of the students just sat quietly in their chairs, and some students were busy talking to their friends.</p> <p>4. Some students played on their cellphones when the teacher explained the material.</p>	<p>ice breaker game applied by researcher relies on teamwork.</p> <p>3. Students are more active in interacting with each other in the classroom.</p>
Knowledge	<p>During the pre-test, the teacher asked the students about the material explained. The fact of the students' showed that:</p> <p>1. They did not answer even though the teacher repeatedly explained the material.</p> <p>2. When students were asked to repeat the vocabulary mentioned by the teacher, they were silent.</p>	<p>After being given an ice breaker, the students' shows some development in motivation as followed.</p> <p>1. Students are more interested in learning English</p> <p>2. When the researcher asks questions, students can answer the questions.</p> <p>3. When the researcher gave assignments to students, they were very enthusiastic about doing them.</p>

Based on the previous table, the summary of the results is taken from the observation sheet that was filled out by the researcher when conducting research in class. Comparisons were made so that researcher would know whether the ice breaker technique applied when learning English was practical for students. In the aspect of the activity, it has been explained that students had no interest in learning English during the initial conditions before treatment. But, after applying an ice breaker during treatment, students became active in class. While in the aspect of knowledge, the initial condition of students who never answered the questions posed by the researcher, but after the treatment was applied, students began to be interested in following the lesson so that when the teacher asked, they would answer. When the teacher asks the students to write on the whiteboard, students will compete in reporting on the whiteboard.



2. The Result of Questionnaire in Pre-test

The questionnaires were given to students at the pre-test before being given treatment by the researcher can be seen in the following table.

Table 4.2 The Result of Questionnaire in Pre-test

Respondent	Statement Number															Total	Category
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15		
R1	4	2	4	2	1	3	1	3	4	3	3	3	2	1	1	37	Average
R2	2	3	4	1	2	4	2	3	3	4	3	4	1	1	1	38	Average
R3	4	1	3	1	2	3	1	4	3	3	3	3	1	1	1	34	Average
R4	3	1	3	1	2	4	1	3	4	3	4	3	2	2	1	37	Average
R5	1	2	4	2	1	4	2	4	4	2	3	3	3	1	1	38	Average
R6	2	1	4	2	2	3	1	3	3	2	3	3	1	1	1	32	Poor
R7	2	1	4	2	2	3	2	4	4	4	4	4	2	2	2	42	Good
R8	1	2	4	2	2	4	1	4	4	4	3	3	2	2	2	40	Average
R9	2	1	3	3	1	3	1	4	3	3	3	4	1	1	1	34	Average
R10	3	1	3	4	1	3	2	3	3	3	4	4	2	1	1	38	Average
R11	1	1	4	4	1	4	1	4	4	4	3	3	1	1	1	37	Average
R12	2	1	3	3	2	3	1	3	4	4	3	3	2	1	1	36	Average
R13	1	1	4	3	2	3	1	3	4	4	3	4	1	1	1	36	Average
R14	3	1	3	3	2	4	1	3	3	4	3	4	1	1	1	37	Average
R15	4	1	4	1	1	4	2	4	4	4	3	3	2	1	1	39	Average
Total																555	-
Mean Score																37	Average

The table above includes the questionnaire scores from students at the pre-test. The total number of samples used is 15 students. From 15 students, 1 student got a score of 32, which was categorized as poor, 14 students got the average category, where 2 students got a score of 34, 2 students got a score of 36, 3 students got a score of 37, 3 students get a score of 38, 1 student receives a score of 39, and also 1 student got a score of 40. In contrast, in the good category, 1 student got a score of 42. The mean score of the pre-test categorizes is average. The total number of students' overall scores is 555, and the mean score value is 37.

3. The Result of Questionnaire Post-test

The questionnaires were given to students at the post-test after being given treatment by the researcher. This questionnaire will show the results of students' learning motivation and whether there is an increase after being given treatment by the researcher.

Table 4.3 The Result of Questionnaire Post-test

Respondent	Statement Number															Total	Category
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15		
R1	1	4	4	3	4	3	3	3	2	2	4	2	3	3	3	44	Good
R2	2	3	4	4	4	4	3	3	3	2	3	2	3	4	3	47	Good
R3	1	4	3	3	3	3	2	4	3	3	4	3	3	3	3	45	Good
R4	1	4	3	3	4	4	3	3	2	3	4	3	4	3	2	46	Good
R5	1	4	4	4	4	4	2	4	3	2	4	3	3	3	3	48	Good
R6	2	3	4	4	3	3	2	3	3	2	3	2	4	4	3	45	Good
R7	1	4	4	4	4	3	2	4	4	2	4	3	4	4	4	51	Excellent
R8	1	4	4	3	4	4	3	4	3	2	3	4	3	4	4	51	Excellent
R9	2	3	4	4	3	4	2	3	4	2	3	2	3	4	3	46	Good
R10	1	4	4	4	3	3	2	3	3	2	4	1	3	4	3	44	Good
R11	1	4	4	4	3	4	1	4	4	1	4	2	4	4	4	48	Good
R12	1	4	4	3	2	3	1	3	4	2	4	2	3	4	4	44	Good
R13	1	3	4	3	2	3	2	4	3	1	4	2	3	3	3	41	Average
R14	1	4	4	4	3	4	1	3	3	2	3	1	3	3	3	42	Good
R15	2	4	4	3	2	4	2	4	4	2	3	2	4	4	3	47	Good
Total																689	-
Mean Score																45,9	Good

The table above includes the questionnaire scores from students at the post-test. The total number of samples used is 15 students. From 15 students, 1 student got a score of 41, which was categorized as average, 12 students got a good category, where 1 student got a score of 42, 3 students got a score of 44, 2 students got a score of 45, 2 students get a score of 46, 2 student gets a score of

47, and also 2 students get a score of 48, while in the excellent category, 2 students get a score of 51. The mean score of the pre-test categorize is good. The total number of students' overall scores is 689, and the mean score value is 45.9.

4. The Classification of Students' Pre-test and post-test

The questionnaire consisted of 15 items. Each item provided four alternatives of response result categories, namely: Strong Agree, Agree, Disagree, Strong Disagree.

Table 4.4 The Frequency Distribution and Percentage of Students' Pre-test and Post-test Score.

No.	Motivation Category	Range	Pretest		Post-test	
			F	P (%)	F	P (%)
1.	Bad	15-23	0	0.00	0	0.00
2.	Poor	24-32	1	6.67	0	0.00
3.	Average	33-41	13	86.67	1	6.67
4.	Good	42-50	1	6.67	12	80.00
5.	Excellent	51-60	0	0.00	2	13.33
Total			15	100	15	100

The table above shows that from the 15 students who followed the pre-test; one student (6.67%) was in poor category, thirteen students (86.67%) were in average category, and one student (6.67%) was in good category, while in post-test; one student (6.67%) were in average category, twelve students (80.00%)

were in good category, and two students (13.33%) were in excellent category. It means that the score and the percentages of the score in post-test are better than in the pre-test.

5. Mean Score and Standard Deviation

The mean score and the standard deviation of the pre-test and the post-test can be shown in the following table:

Table 4.5 The Total Mean Score Standard Deviation of the Students in Pretest and Post-test score.

	Mean Score	Standard Deviation
Pre-test	37	2,47
Post-test	45,9	11,09

The table above shows the mean and standard deviation of pre-test and post-test scores. We can see the increase in the number of scores that occurred during the pre-test and post-test. The mean score of the questionnaire at the time of the pre-test was 37, while at the time of the post-test, the number rose to 45.9. And also, the standard deviation value at the pre-test was 2.47, while at the post-test it was 11.09. So the use of the ice breaker technique impacts students' learning motivation.

6. Test of Significance Testing

To know whether or not the mean score was statically different from two variables (pre-test and post-test) at the level of significant difference (0,025) with the degree of freedom (df) = N-K , where N = the total of the students (15) and K = the total of variables. The following table shows the result of the t-test and t-table calculation:

Table 4.6 The Following Table Show the Result of T-test and T-table

Calculation		
Variable	T-Test	T-Table
X₁- X₂	14,04	2,262

The table above indicates that the value of the t-test was higher than the value of the t-table. It suggests a significant difference between the students' pre-test and post-test scores.

7. The Students Perception Toward the Ice Breaker in Learning English

The results of interviews from several students (*Can be seen at appendices 8, P.150*), from the five students, they said that the application of ice breaker was very influential in the learning process in the classroom to increase student motivation. The students' comments were given below:

The first question the researcher gave to the students :

Question 1 : Is there a difference between learning that uses ice breaker techniques and learning that doesn't use ice breaker?

Student A : *Very different, because when learning without an ice breaker, I feel very sleepy in class. So that, there is no interest in learning English.*

Student B : *In my opinion, learning without an ice breaker is very boring, but when using an ice breaker I am very excited because there are interesting games related to learning materials.*

The result from two representative answers above, students revealed that they really need ice breakers in the learning process in class, especially learning English. In addition to increasing learning motivation, ice breaker can also increase their knowledge in English learning, because without learning motivation, students have not interest in learning lesson at school.

Furthermore the researcher asked the second question as follow :

Question 2 : Can giving ice breaker when learning English increase learning motivation in class?

Student C : *I think the motivation in learning English is increased because of the ice breaker. Actually, all this time I really hate learning English, because I think the language is difficult to understand, and boring to learn. But when the researcher taught English lessons while playing ice breaker games there, I felt that learning English was fun to learn.*

Student D : *My motivation in learning English is increased when learning while playing games ice breaker.*

The result from two representative answers above, students need a fun activity to generate their learning motivation. Ice breaker is a solution for students to make learning fun.

Furthermore the researcher asked the third question as follow :

Question 3 : Can you spill the most favorite ice breaker games !

Student A : *I am most happy when an ice breaker that uses a balloon, after getting the picture inside the balloon, we arrange the letters in it. At that time I didn't want to be defeated by another group.*

Student E : *In my opinion, the ice breaker that I like the most is the game of guessing the name of the animal from the sound demonstration, at that time I couldn't stop laughing when I saw my friend demonstrating an animal.*

The result from two representative answers above, students are very excited when playing ice breaker types of games, especially games that are done in groups, because students are asked to be able to work together with other students to do these games.

B. Discussion

In this research, ice breaker was used as a learning technique. The design of this research was conducted by using a Pre-Experimental method with one group pre-test and post-test pre-experimental design. There are two variables in this research, namely the independent variable (The use of an ice breaker) and the dependent variable (Students' motivation to learn English). The population and sample used were randomly selected, with a total population of 57 students, while the total sample was 15 students. The instrument used in this research used three types of research instruments, namely observation sheets, questionnaires and interviews. In data collection, data collection procedures used in this research were pre-test, treatment and post-test. While the use of rating scores using five categories, namely Bad, Poor, Average, Good and Excellent.

The result of data analysis showed that using ice breakers has managed to motivate students in learning English. It could be seen from the effectiveness of

the ice breaker in the table above, which showed that the t-test value was higher than t-table value. The t-test was 14.04, and t-table was 2.262. It means that there was a significant improvement after treatment, so the students' motivation in learning English was effective by using ice breaker. It means that there was an improvement in students' motivation using ice breakers in learning English at 7th grade of SMPN 01 Noling.

The results of the research were taken from the observation sheet that had been filled out by the researcher when conducting research in class. The level of students' motivation to learn is very different at the initial conditions before the implementation of the ice breaker, and after the implementation of the ice breaker. Without the use of ice breaker, students in class are not at all interested in participating in the lesson, while when learning using the ice breaker technique, students begin to be active in class and enjoy the learning brought by researcher.

The results of interviews conducted by researcher with students showed that the use of ice breaker was very important during the learning process in class. Which of the five answers from the students who were interviewed were the same, all of them liked ice breaker. This research is in line with Pranata (2021) which found that the use of ice breaker when learning English made students' learning motivation increase. This shows that ice breaker is very influential on students' learning motivation at school, in addition to increasing learning motivation, ice breaker is also able to increase students' knowledge, because without learning motivation, students have not interest in learning English at school.

The researcher believed that ice breakers improved students' motivation in learning English. Purnama, et all (2019) stated that motivation is one of the most significant things in learning process. Without motivation, the purposes of learning is tough to be achieved. When learners have it in learning process, they will more understand with the materials, especially English.³⁶ From the research found an ice breaker changes from boredom, sleepy, saturated, and strained situation into relaxed, enthusiastic, attention and feeling like hearing or seeing a person speak in front of the class. It can make students motivated in the learning process. Furthermore, the icebreaker is needed in the classroom. Kuswara (2004) explained it is much needed to make the teaching-learning process run well and enjoyable, and the students keep concentrating on the lesson.³⁷

In summary, the researcher asserted that the treatment by using an ice breaker was undoubtedly beneficial to improving the students' motivation in learning English at the 7th grade of SMPN 01 Noling.

³⁶ Aprilia Purmama, Sri Rahayu and Rasi Yugafiati. *Students' Motivation In Learning English*. (Vol. 2, no 4 2019).

³⁷ Kuswara. *Ice breaker in classroom activity* . surabaya. Jaya pustaka. 2004.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and discussion in the previous chapter, the researcher concludes that the use of ice breaker is effective in increasing the students' motivation to learn English in 7th grade of SMPN 01 Noling. It is proven by the result of the post-test (45.9) which is higher than the pre-test (37). Also, the T-test score (14.04) was higher than the T-table (2.262). This shows that there is a significant change between the students' pre-test and post-test on their learning motivation. The results of observations during and after the implementation of the ice breaker were that students' learning motivation increased in learning English. And also the results of student interviews showed that they really enjoyed ice breaker when learning in class, especially learning English.

B. Suggestions

Based on the conclusion above, the researcher proposed the following suggestions:

1. To Teacher

The researcher suggested that teachers use various classroom techniques because they can motivate students, especially through the application of ice breaker. In applying the ice breaker technique, the researcher suggests that the

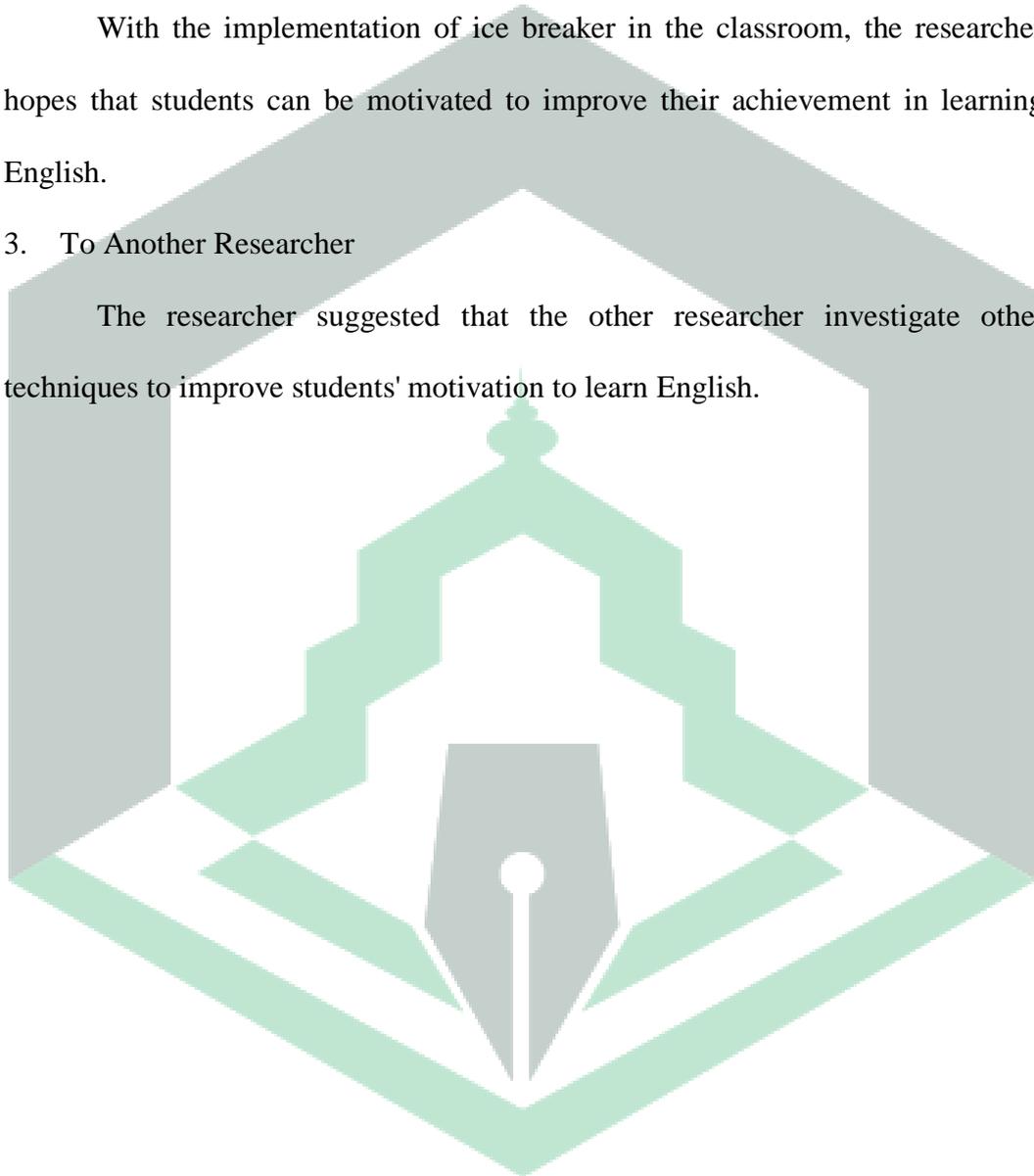
teacher should be more prepared and manage the time when using the ice breaker technique so that it does not take up too much time to attract students' interest.

2. To Students

With the implementation of ice breaker in the classroom, the researcher hopes that students can be motivated to improve their achievement in learning English.

3. To Another Researcher

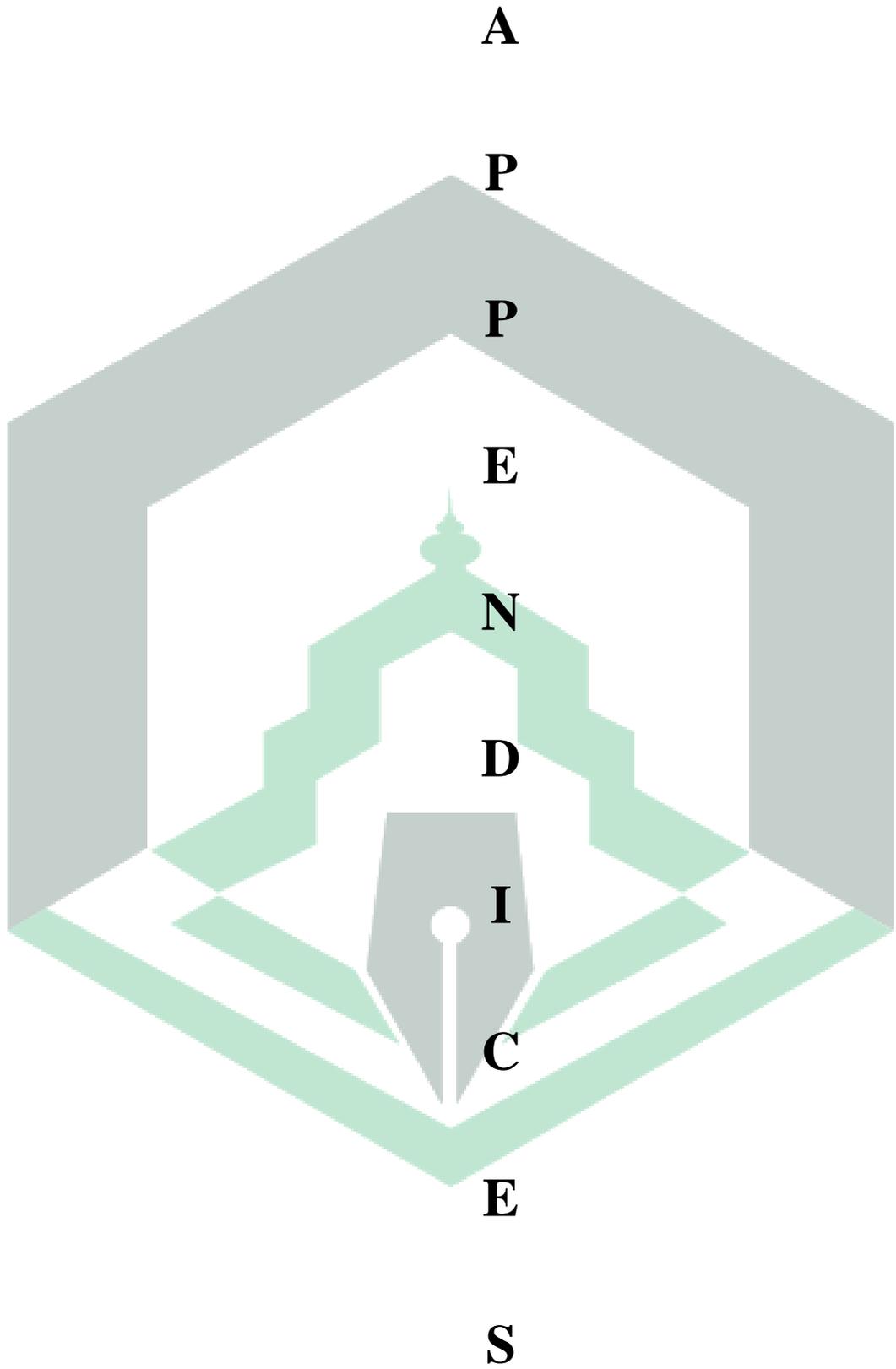
The researcher suggested that the other researcher investigate other techniques to improve students' motivation to learn English.



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APPENDIX II :
SURAT KETERANGAN PENELITIAN



**PEMERINTAH KABUPATEN LUWU
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 1 NOLING**

*Alamat: Jalan Noling Kel. Noling Kec. Bupon Kab. Luwu Kode Pos 91993
E-mail: smp1noling@gmail.com*

SURAT KETERANGAN TELAH MELAKSANAKAN PENELITIAN

Nomor: 376/ Dikbud/ SMP.06/ TU/ 2022

Berdasarkan Surat Permohonan Izin Penelitian Nomor: 0649.1/In.19/FTIK/HM.01/04/2022 Tanggal 04 April 2022 maka Kepala SMP Negeri 1 Noling menerangkan bahwa:

Nama	: Musdalifa
NIM	: 18 0202 0183
Tempat/ Tanggal Lahir	: Noling, 25 Mei 1999
Jenis Kelamin	: Perempuan
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Ilmu Keguruan
Alamat	: Noling
Tempat Penelitian	: SMP Negeri 1 Noling
Waktu Penelitian	: April-Mei 2022

telah melaksanakan penelitian di SMP Negeri 1 Noling pada hari Rabu 13 April 2022 s.d. 18 Mei 2022 dengan baik dalam rangka penyusunan Skripsi dengan judul **"The Effect of Ice Breaker in Increasing Students Motivation to Learn English at The 7 th Grade of SMPN 01 Noling"**.

Demikian surat keterangan ini diberikan untuk digunakan sebagaimana mestinya.

Noling, 24 Mei 2022

Kepala Sekolah,

Arifin Nobeisalira, SE, M.Si.

Pangkat: Pembina

NIP : 19740312 200604 1 014

Tembusan kepada yang terhormat:

1. Bupati Luwu (Sebagai Laporan) di Belopa;
2. Kepala Kesbangpol dan Linmas Kab. Luwu di Belopa;
3. Dekan Institut Agama Islam Negeri Palopo;
4. Mahasiswa yang bersangkutan;
5. Arsip.



LESSON PLAN

School : SMPN 01 Noling
Subject : English
Class/Semester : VII.2
Subject Matter : Introduce Yourself
Time Allocation : 45 Minute
Meeting : 1st (Treatment 1)

A. Learning Objectives

- Students can introduce themselves in front of their friends
- Students know how to introduce themselves well.
- Increase students' confidence in self-introduction

B. Learning Activities

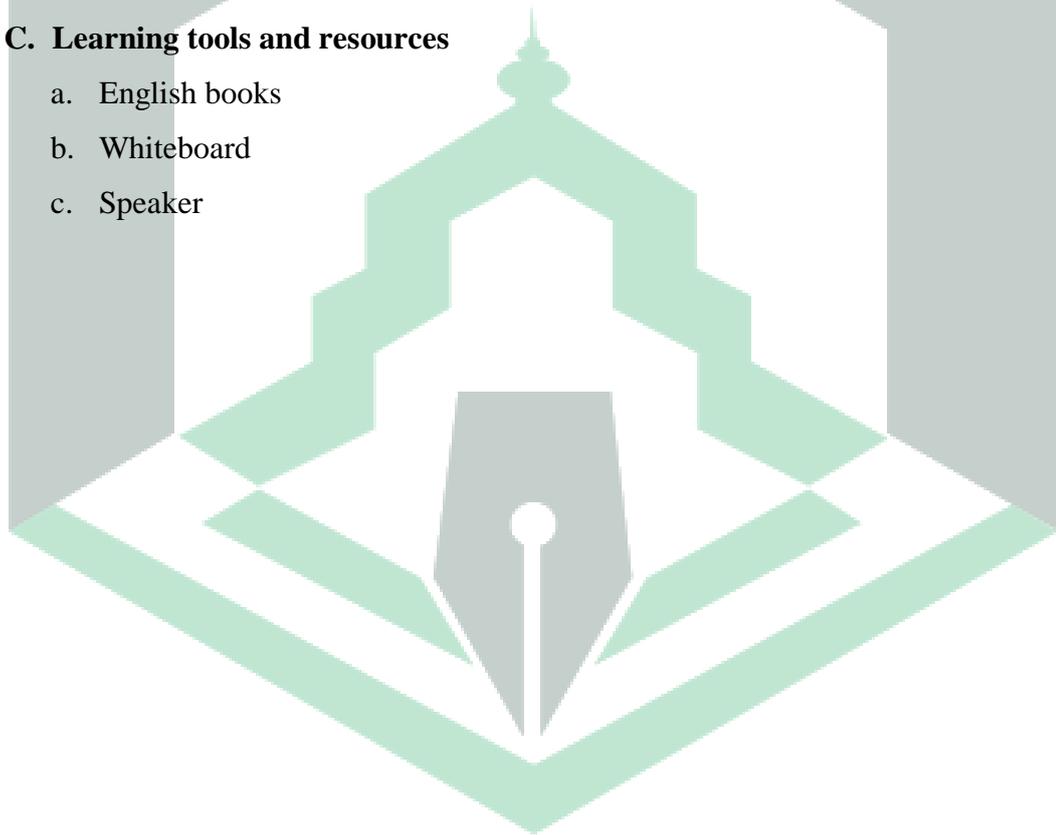
Step	Activities	Time
Opening	<ul style="list-style-type: none"> • The teacher said salam. • The teacher checks the attendance list of students. • The teacher conveys the material coverage and activity description. 	5 minute
Main Teaching	<p><u>Observing:</u></p> <ul style="list-style-type: none"> • The teacher gives an example of an expression displayed in front of the class introducing yourself. 	30 minute

	<ul style="list-style-type: none">• Students imitate the example of introducing themselves in front of the class. <p><u>Questioning :</u></p> <ul style="list-style-type: none">• With the guidance and direction of the teacher, students ask about the new vocabulary that students find in the examples.• Students ask how to pronounce correctly and adequately some words or expressions that are still difficult.• The teacher provides clarification/answers related to questions asked by students. <p><u>Experimenting :</u></p> <ul style="list-style-type: none">• The teacher gives an example to the students of how to pronounce the expression of introducing yourself.• Students follow and imitate the pronunciation of sentences exemplified by the teacher.• With the examples that have been obtained, students know how to read and write, introducing themselves properly and correctly. <p><u>Networking :</u></p> <ul style="list-style-type: none">• The teacher gives the students an introduction ice breaker (walking marker).	
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Closing	<ul style="list-style-type: none">• Students and teachers reflect on learning activities and their benefits.• The teacher asks questions to determine whether the students have understood the topic of "introduce yourself."• Students are asked to make learning conclusions.	10 minute
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C. Learning tools and resources

- a. English books
- b. Whiteboard
- c. Speaker



LESSON PLAN

School : SMPN 01 Noling

Subject : English

Class/Semester : VII.2

Subject Matter : Animals

Time Allocation : 45 Minutes

Meeting : 2nd (Treatment 2)

A. Learning Objectives

Students can know the names of animals in English.

B. Learning Activities

Step	Activities	Times
Opening	<ul style="list-style-type: none"> • The teacher does the opening by greeting and praying. • The teacher checks the attendance list of students. • The teacher conveys the material coverage and activity description. 	5 Minutes
Main Teaching	<ul style="list-style-type: none"> • The teacher shows a yard where there are several animals. • The teacher asks students to look at the picture, then asks what animal is in the 	30 Minutes

	<p>picture in English and says how many of each, such as: How many chicks are there?</p> <p>How many crocodiles are there?</p> <ul style="list-style-type: none">• The teacher asks students to observe their surroundings and find out what animals they find.• The teacher gives Ice breaker games and animals.• Students are divided into two groups.• The teacher gives instructions. Each group will be given five pictures of animals.• For students whose groups are asked to come forward and then turn around, the teacher will show pictures of animals. The first student is asked to face each other by saying boom. Students in front of him had to say door and pretended to be surprised, then the other student was asked to demonstrate the animal that the student in front of him had to guess. Then the student had to come forward to write on the blackboard.• Students and teachers reflect on learning activities and their benefits.	
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	<ul style="list-style-type: none"> • The teacher asks questions to determine whether the students understand the topic of "animals." • Students are asked to make learning conclusions. 	
Closing	<ul style="list-style-type: none"> • Students and teachers reflect on learning activities and their benefits. • The teacher asks questions to determine whether the students understand the topic of "animals." • Students are asked to make learning conclusions. 	10 Minutes

H. Learning tools and resources

- a. Whiteboard
- b. English books
- c. Picture

LESSON PLAN

School : SMPN 01 Noling

Subject : English

Class/Semester : VII.2

Subject Matter : Things

Time Allocation : 45 Minute

Meeting : 3rd (Treatment 3)

A. Learning Objectives

Students can know the objects around them in English

B. Learning Activities

Step	Activities	Times
Opening	<ul style="list-style-type: none"> • The teacher does the opening by greeting and praying. • The teacher checks the attendance list of students. • The teacher conveys the material coverage and activity description. 	5 minutes
Main Teaching	<ul style="list-style-type: none"> • The teacher displays a picture of an object usually found in the classroom. • The teacher asks students to look at the pictures, then asks what objects are in the 	30 minutes

pictures in English and says how many of each, such as: How many chairs are there? How many pens are there? How many cupboards are there? How many erasers are there? How many pictures are there? How many maps are there? How many whiteboards are there?

- The teacher gives an ice breaker picture box
 - The teacher divides the students into two groups.
 - The teacher gives two themes, namely the living room and the bedroom.
 - The teacher puts each picture in a box, and the two groups are randomized and asked to line up.
 - The teacher gives instructions. Within 10 minutes, students are asked to find 10 pictures in the box related to their group theme, for example, "living room" then, each member takes turns taking a picture of an object they usually find in the living room.
 - After all members of each student have

	<p>completed their mission, the students are asked to arrange pictures and put them on an HVS sheet and then give the name of each object the teacher gives 5 minutes.</p> <ul style="list-style-type: none"> - After that, each group displays their work and representatives from each group appear and describe their work. 	
Closing	<ul style="list-style-type: none"> • Students and teachers reflect on learning activities and their benefits. • The teacher asks questions to determine whether the students have understood the topic of "animals." • Students are asked to make learning conclusions. 	10 minutes

C. Learning tools and resources

- a. English book
- b. Picture
- c. Whiteboard

LESSON PLAN

School : SMPN 01 Noling

Subject : English

Class/Semester : VII.2

Subject Matter : Asking Apologize

Time Allocation : 45 Minute

Meeting : 4th (Treatment 4)

A. Learning Objective

Students can understand asking to apologize.

B. Learning Activities

Step	Activities	Times
Opening	<ul style="list-style-type: none"> • The teacher does the opening by greeting and praying. • The teacher checks the attendance list of students. • The teacher conveys the material coverage and activity description. 	5 minutes
Main Teaching	<ul style="list-style-type: none"> • The teacher gives an example to the students on how to pronounce the expression 	30 minutes

	<p>asking sorry(expression of apologies), For example, I am sorry/I am very sorry.</p> <ul style="list-style-type: none">• Students follow and imitate the pronunciation of sentences exemplified by the teacher.• With the examples that have been obtained, students know how to read and write expressions of apologizing with good and right.• The teacher asks students to identify the functions and types of words related to the expression of apology.• The teacher gives guiding questions to students to identify the structure of the text.• The teacher gives ice breaker games with number action games• Researcher asked to students	
--	--	--

stand face to face with their friends. The teacher gives instructions. If the teacher mentions number one, the students must clap their hands against friends in front of him twice. Then if the teacher claps two hands, students have to turn once, then if the teacher claps their hands three times, students have to jump on the spot and the last instruction, if the teacher claps their hands four times, the student must squat. The teacher randomizes the order numbers to make students more energized and see how far students can focus.

- for students who make mistakes in the game, the teacher will give a punishment, namely making a sentence on the blackboard about asking to

	apologize	
Closing	<ul style="list-style-type: none">• Students and teachers reflect on learning activities and their benefits.• The teacher asks questions to determine whether the students have understood the topic of "asking to apologize."• Students are asked to make learning conclusions.	10 minutes

C. Learning tools and resources

- a. English book
- b. Whiteboard

LESSON PLAN

School : SMPN 01 Noling

Subject : English

Class/Semester : VII.2

Subject Matter : Fruit

Time Allocation : 45 Minute

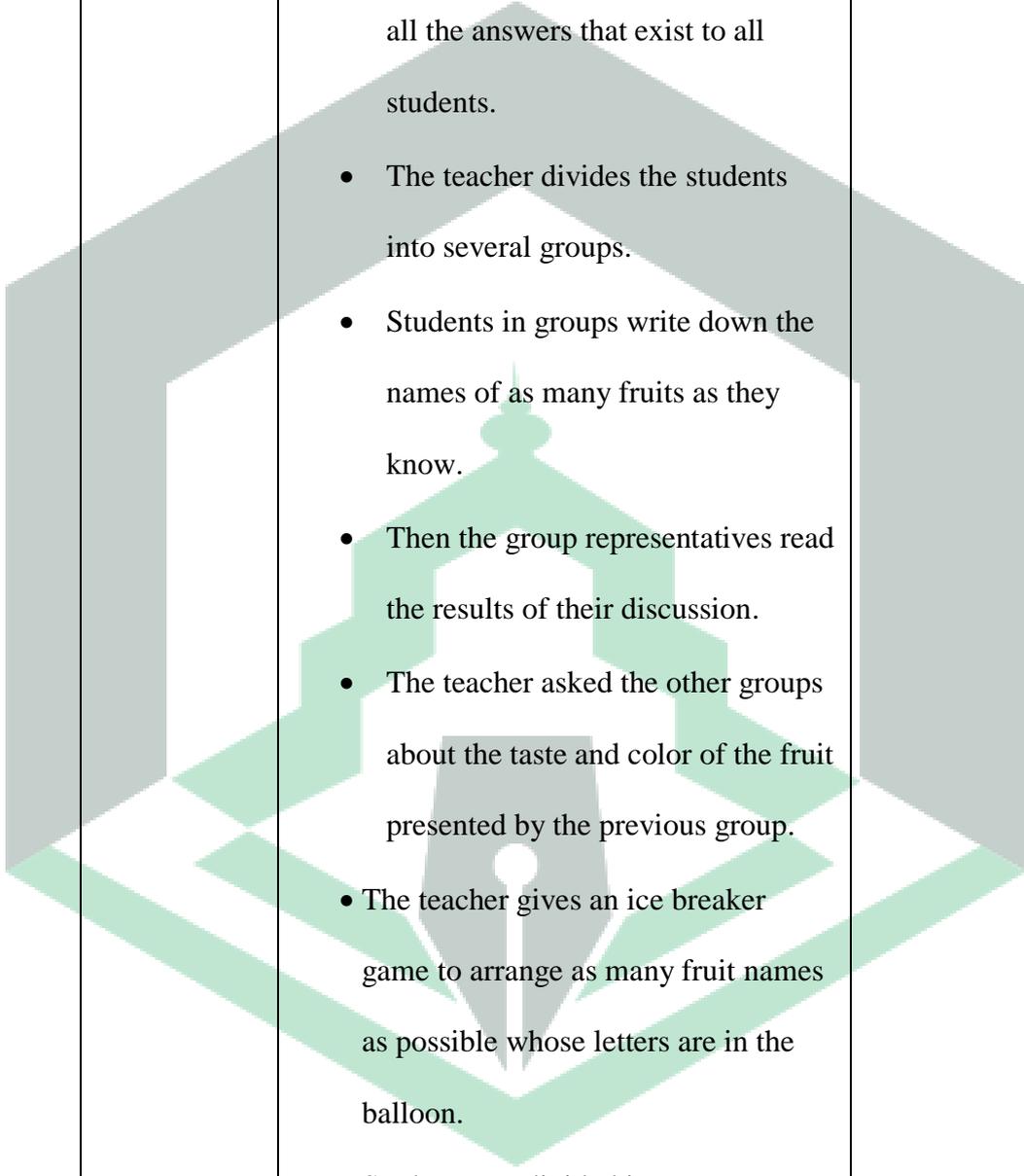
Meeting : 5th (Treatment 5)

A. Learning Objectives

Students can know English fruit in English.

B. Learning Activities

Step	Activities	Times
Opening	<ul style="list-style-type: none"> • The teacher does the opening by greeting and praying. • The teacher checks the attendance list of students. • The teacher conveys the material coverage and activity description. 	5 minutes
Main Teaching	<ul style="list-style-type: none"> • The teacher shows pictures of fruits to students. 	30 minutes

- 
- Students are asked to guess what fruit is shown by the teacher.
 - The teacher provides feedback on all the answers that exist to all students.
 - The teacher divides the students into several groups.
 - Students in groups write down the names of as many fruits as they know.
 - Then the group representatives read the results of their discussion.
 - The teacher asked the other groups about the taste and color of the fruit presented by the previous group.
 - The teacher gives an ice breaker game to arrange as many fruit names as possible whose letters are in the balloon.
 - Students are divided into two groups
 - Then the teacher gives a balloon to each group. Students pop the balloons, then look for letters and

	<p>arrange them according to the fruit names in English.</p> <ul style="list-style-type: none"> • The group that composes the most fruit names is the winner. 	
Closing	<ul style="list-style-type: none"> • The teacher gives a sheet to the students containing the names of the fruits in English, and then the students are asked to complete the names of the fruits which some of the letters are missing. • Students and teachers reflect on learning activities and their benefits. • The teacher asks questions to determine whether the students have understood the topic of "fruits." • Students are asked to make learning conclusions. 	10 minutes

C. Learning tools and resources

- a. English book
- b. Picture
- c. Balloon

LESSON PLAN

School : SMPN 01 Noling

Subject : English

Class/Semester : VII.2

Subject Matter : Describing People

Time Allocation : 45 Minute

Meeting : 6th (Treatment 6)

A. Learning Objectives

Students can describe the meaning in simple written and oral describing people.

B. Learning Activities

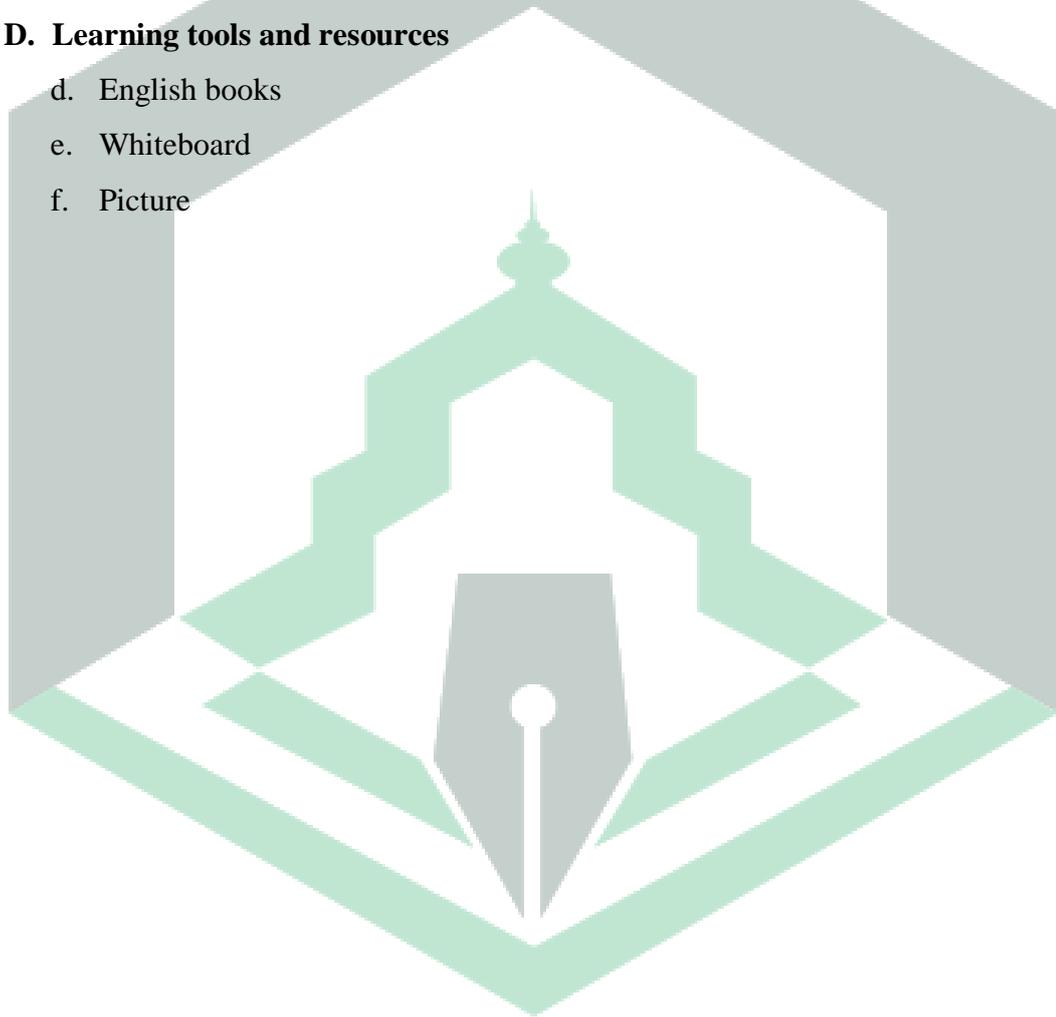
Step	Activities	Times
Openers	<ul style="list-style-type: none"> • The teacher does the opening by greeting and praying. • The teacher checks the attendance list of students. • The teacher conveys the material coverage and activity description. 	5 Minute
Main Teaching	<ul style="list-style-type: none"> • The teacher gives an example of how to describe someone. • Students look for the meaning of difficult 	30 Minutes

	<p>words and relevant information obtained with the guidance and direction of the teacher.</p> <ul style="list-style-type: none"> • The teacher divides the students into several groups. • Students in groups read other descriptive texts from various sources with pronunciation, word stress and intonation. • Students in pairs find the main idea, detailed information and specific information and social functions of describing people read/heard. • The teacher gives ice breaker games. Who am I? • Students are divided into two groups • The teacher puts a picture of a famous figure on the blackboard • Students are asked to describe everything related to the character alternately with their group friends. 	
Closing	<ul style="list-style-type: none"> • In groups, students compose describing people according to the social function, purpose, structure and elements of language. • Students edit the descriptions made by 	10 Minutes

	<p>friends.</p> <ul style="list-style-type: none">• Students present their descriptions in front of the teacher and friends.• The teacher closing the class and pray together.	
--	---	--

D. Learning tools and resources

- d. English books
- e. Whiteboard
- f. Picture





APPENDIX IV :
SURAT KETERANGAN VALIDASI

SURAT KETERANGAN VALIDASI

Yang bertanda tangan dibawah ini:

Nama : Dr. Masruddin, S. S., M. Hum
 Jabatan/Pekerjaan : Dosen
 Instansi Asal : IAIN Palopo

Menyatakan bahwa Instrumen Penelitian dengan judul:

The Effect Of Ice Breaker In Increasing Students' Motivation to Learn English at the 7th Grade of SMPN 01 Noling.

dari mahasiswa:

Nama : Musdalifa
 Program Studi : Pendidikan Bahasa Inggris
 NIM : 18 0202 0183

(sudah siap/~~belum siap~~) dipergunakan untuk penelitian dengan menambahkan beberapa saran sebagai berikut:

Tambahkan tujuan di kuesionernya

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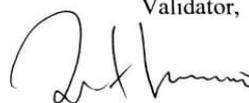
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Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Palopo, 29 Maret 2022

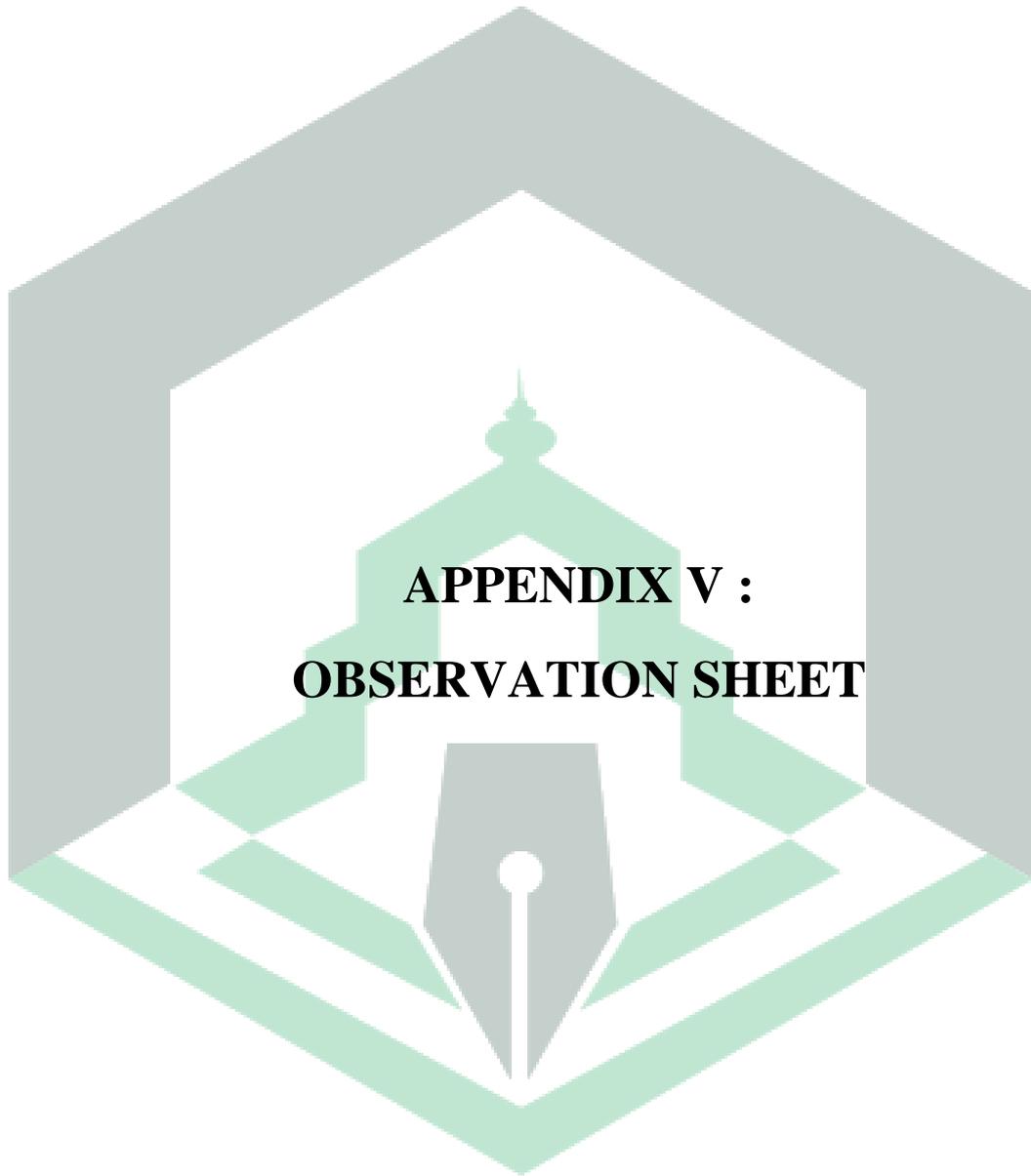
Validator,



Dr. Masruddin, S. S., M. Hum

NIP 19800 613200 5011 005

*coret yang tidak perlu



APPENDIX V :
OBSERVATION SHEET

LEMBAR VALIDASI PEDOMAN OBSERVASI

Pedoman observasi ini digunakan untuk mempermudah peneliti melakukan observasi serta memperoleh informasi mengenai cara guru mengajar bahasa Inggris dalam rangka memunculkan kemampuan berpikir kritis.

Petunjuk pengisian :

- Beri tanda ceklist (✓) pada kolom Y (ya) atau T (tidak) berdasarkan pendapat Bapak/Ibu.
- Isi kelayakan pada baris terbawah dengan ketentuan :

L : layak

P : layak digunakan dengan perbaikan

T : tidak layak digunakan.

- Beri saran (jika ada) dan kesimpulan

No.	Aspek/Indikator	Y	T
1.	Format bahasa mudah dimengerti	✓	
2.	Format pedoman observasi mempermudah peneliti dalam mencatat hasil pengamatan.	✓	
3.	Kesesuaian pedoman observasi dengan tujuan observasi.	✓	

Saran :

.....

Kesimpulan:

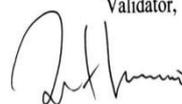
Secara umum, pendapat Bapak/Ibu terhadap materi yang dikembangkan:

- Layak
- Layak dengan perbaikan
- Tidak layak

Palopo, 24 Maret 2022

Penilai Kelayakan,

Validator,



Dr. Masruddin, S. S., M. Hum

NIP 19800 613200 5011 005

Observation Sheet

Pre-test

Component to be Observation	Description	Checklist		Note
		Yes	No	
Clarity				
1. Researcher Instruction	1.1 Spoken language is clear and easily understood	√		Teacher use English while in combination with Indonesian.
	1.2 Teacher repeats the instruction	√		Before giving assignments, the teacher in class gives instructions to students according to what assignments are given.
	1.3 Student understand teacher instruction		√	Only some students pay attention to the teacher in front, most of them are busy telling stories or

				doing things that are not necessary, such as drawing in a book, or playing with pens and so on.
2. Researcher Action	2.1	Teacher teaches material with a tool to support learning English	√	The teacher teaches using a package book that has been provided at the school with the material is greetings.
	2.2	Teacher teaches material without learning materials or any tools	√	In class, the teacher always focuses on textbooks which are always a reference for learning in class.
	2.3	Teacher focuses on the textbook in instructional process	√	The teacher only focuses on explaining the material contained in the textbook, without using other media or applying an ice

				breaker.
Relevance				
1. Related students' knowledge	1.1 Reflects on students' prior knowledge or Experience		√	The teacher does not provide reflection before giving the material to students.
	1.2 Teacher uses a clue before apply the ice breaker activity in the lesson.		√	Throughout the lesson, the teacher never used an ice breaker in class.
2. Suitable activity	2.1 The activity or any exercises uses in the classroom are suitable on students' level/grade	√		Learning activities carried out in schools follow the predetermined RPP.
	2.2 The activity relates with the learning topic.		√	The activities carried out only by the teacher dominate, so that students only

				listen to the teacher explaining the material.
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Observation Sheet

Treatment I

Component to be Observation	Description	Checklist		Note
		Yes	No	
Clarity				
1.Researcher Instruction	1.1 Spoken language is clear and easily understood	√		The researcher uses English combined with Indonesian, so that students can easily understand what is explained by the researcher.
	1.2 Researcher repeats the instruction	√		Researcher always give instructions before the start of class activities, especially when giving ice breakers.
	1.3 Student understand teacher instruction	√		At the time of the first treatment, the students were still a bit confused by the instructions given by the researcher.
	2.1 Researcher teaches	√		In addition to using textbooks, researcher use

2.Researcher Action	material with a tool to support learning English			media speakers when giving ice breakers in class.
	2.2 Researcher teaches material without learning materials or any tools		√	Researcher use textbooks when teaching. which are always a reference for learning in class.
	2.3 Researcher focuses on the textbook in instructional process		√	The researcher uses the ice breaker technique which is related to what material is being taught that day.
Relevance				
1. Related students'	1.1 Reflects on students' prior knowledge or experience		√	The researcher gives reflection first to the students before giving the material

knowledge	1.2 Researcher uses a clue before apply the ice breaker activity in the lesson.	√		Researcher give a clue before being given an ice breaker.
2. Suitable activity	2.1 The activity or any exercises uses in the classroom are suitable on students' level/grade	√		The initial activity carried out was bringing self-introduction material, by bringing basic material to 7th grade students according to their grade level.
	2.2 The activity relates with the learning topic.	√		Ice breaker activities that are delivered according to the material being taught

Observation Sheet

Treatment II

Component to be Observation	Description	Checklist		Note
		Yes	No	
Clarity				
1. Researcher Instruction	1.1 Spoken language is clear and easily understood	√		The researcher uses English combined with Indonesian, so that students can easily understand what is explained by the researcher.
	1.2 Researcher repeats the instruction	√		Researcher always give instructions before the start of class activities, especially when giving ice breakers.
	1.3 Student understand teacher instruction	√		At the time of the second treatment, students have started to enjoy with the instructions given by the researcher.
	2.1 Researcher teaches material with a tool to	√		In addition to using textbooks, researcher use media picture and text box when giving ice

2. Researcher Action	support learning English			breakers in class.
	2.2 Researcher teaches material without learning materials or any tools		√	Researcher use textbooks when teaching. which are always a reference for learning in class.
	2.3 Researcher focuses on the textbook in instructional process		√	The researcher uses the ice breaker technique which is related to what material is being taught that day.
Relevance				
1. Related students' knowledge	1.1 Reflects on students' prior knowledge or experience		√	The researcher gives reflection first to the students before giving the material.
	1.2 Researcher uses a clue before apply the ice breaker activity in the lesson.		√	Researcher give a clue before being given an ice breaker.

2. Suitable activity	2.1 The activity or any exercises uses in the classroom are suitable on students' level/grade	√		The initial activity carried out was bring animals material, by bring basic material to 7th grade students according to their grade level.
	2.2 The activity relates with the learning topic.	√		Ice breaker activities that are delivered according to the material being taught

Observation Sheet

Treatment III

Component to be observation	Description	Checklist		Note
		Yes	No	
Clarity				
1. Researcher Instruction	1.1 Spoken language is clear and easily understood	√		The researcher uses English combined with Indonesian so that students can easily understand what is explained by the researcher.
	1.2 Researcher repeats the instruction	√		Researcher always give instructions before starting class activities, especially when giving ice breakers.
	1.3 Students understand teacher instruction	√		At the time of the third treatment, students started to enjoy the instructions given by the researcher.
	2.1 Researcher teaches material with a tool to	√		In addition to using textbooks, researcher use media pictures and text

2. Researcher Action	support learning English			boxes when giving ice breakers in class.
	2.2 Researcher teaches material without learning materials or any tools		√	The researcher use textbooks when teaching. Which are always a reference for learning in class.
	2.3 Researcher focuses on the textbook in the instructional process		√	The researcher uses the ice breaker technique related to what material is being taught that day.
Relevance				
1. Related students' knowledge	1.1 Reflects on students' prior knowledge or Experience		√	The researcher gives reflection first to the students before giving the material.
	1.2 Researcher uses a clue before applying the ice breaker activity in the lesson.		√	Researcher always give a clue before being given an ice breaker.

2. Suitable activity	2.1 The activity or any exercises used in the classroom are suitable for students' level/grade	√		The initial activity was to bring animal materials by bringing basic materials to 7th-grade students according to their grade level.
	2.2 The activity relates with the learning topic.	√		Ice breaker activities that are delivered according to the material being taught



b.	Butir-butir kuesioner mencakup data yang berhubungan dengan penggunaan bahasa didalam materi baik dan benar				✓	
c.	Butir-butir kuesioner mencakup data yang berhubungan dengan aktifitas pembelajaran memadai.				✓	
d.	Butir-butir kuesioner mencakup data yang berhubungan dengan input materi memadai				✓	
e.	Butir-butir kuesioner mencakup data yang berhubungan dengan kegrafikaan memadai.				✓	
III	Aspek Bahasa					
a.	Butir-butir kuesioner dirumuskan dalam bahasa Indonesia yang baik dan benar.					✓
b.	Butir-butir kuesioner dirumuskan dalam bahasa Indonesia yang efektif.					✓
c.	Butir-butir kuesioner dirumuskan dalam bahasa Indonesia yang efisien.				✓	
d.	Butir-butir kuesioner dirumuskan dalam bahasa yang mudah dipahami sesuai dengan tingkat kemampuan berbahasa responden.				✓	

D. Komentar

Tambahkan tujuan Pada kuesioner

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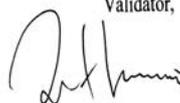
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Palopo,

Penilai Kelayakan,

Validator,



Dr. Masruddin, S. S., M. Hum

NIP 19800 613200 5011 005

Questionnaire

Nama :

Kelas :

Perhatikanlah petunjuk dibawah ini!

- Pernyataan-pernyataan dibawah ini menanyakan tentang motivasi Anda dalam pembelajaran bahasa inggris
- Ingat, tidak ada jawaban yang benar maupun salah serta tidak akan berpengaruh pada nilai Anda.
- Jawablah dengan jujur sesuai dengan pengalaman dan pengetahuan Anda
- Ceklislah kolom yang mewakili jawaban atau opini Anda.

Gunakan lah skala dibawah ini untuk menjawab pernyataan tersebut!

Petunjuk:

SA = Strong Agree (Sangat Setuju)

A = Agree (Setuju)

D =Disagree (Tidak Setuju)

SD =Strong Disagree (Sangat Tidak Setuju)

No.	Pernyataan	Score			
		SA	A	D	SD
1	Saya selalu mengantuk ketika belajar bahasa Inggris di kelas.				
2	Saya mengajak teman untuk berdiskusi jika menemukan kesulitan dalam belajar bahasa Inggris.				
3	Saya selalu semangat ketika guru memberikan games pada saat pembelajaran bahasa Inggris.				
4	Saya akan bertanya kepada guru ketika ada pelajaran yang sulit untuk dipahami.				
5	Saya menyimak pelajaran guru dari awal sampai akhir.				
6	Saya kurang bersemangat mengikuti pelajaran, jika guru hanya berfokus pada buku pelajaran.				
7	Saya berusaha mengerjakan tugas dengan usaha sendiri.				
8	Saya sangat termotivasi untuk belajar bahasa Inggris setiap mendapatkan nilai yang bagus.				
9	Saya merasa tidak tertarik untuk mengulang pembelajaran diluar jam sekolah.				
10	Saya selalu menyerah ketika mengerjakan tugas yang sulit.				
11	Saya tidak pernah bertanya kepada guru ketika ada pelajaran yang tidak saya mengerti.				

12	Bila saya ditegur oleh guru, saya akan menghiraukannya.				
13	Saya akan bertanya ketika saya tidak mengerti tentang apa yang dijelaskan oleh guru di depan.				
14	Saya rajin ke sekolah terutama mata pelajaran bahasa Inggris.				
15	Saya selalu mencatat pelajaran dan kosakata baru tentang bahasa Inggris yang saya terima.				



Questionnaire

Nama : *Suci Anggraeni*

Kelas : *VII.2*

Perhatikanlah petunjuk dibawah ini!

- Pernyataan-pernyataan dibawah ini menanyakan tentang motivasi Anda dalam pembelajaran bahasa inggris
- Ingat, tidak ada jawaban yang benar maupun salah serta tidak akan berpengaruh pada nilai Anda.
- Jawablah dengan jujur sesuai dengan pengalaman dan pengetahuan Anda
- Ceklislah kolom yang mewakili jawaban atau opini Anda.

Gunakan lah skala dibawah ini untuk menjawab pernyataan tersebut!

Petunjuk:

SA = Strong Agree (Sangat Setuju)

A = Agree (Setuju)

D =Disagree (Tidak Setuju)

SD =Strong Disagree (Sangat Tidak Setuju)

Petunjuk:

SA = Strong Agree (Sangat Setuju)

A = Agree (Setuju)

D =Disagree (Tidak Setuju)

SD =Strong Disagree (Sangat Tidak Setuju)

No.	Statement	Score			
		SA	A	D	SD
1	Saya selalu mengantuk ketika belajar bahasa Inggris di kelas.		✓		
2	Saya mengajak teman untuk berdiskusi jika menemukan kesulitan dalam belajar bahasa Inggris.				✓
3	Saya selalu semangat ketika guru memberikan games pada saat pembelajaran bahasa Inggris.		✓		
4	Saya akan bertanya kepada guru ketika ada pelajaran yang sulit untuk dipahami.		✓		
5	Saya menyimak pelajaran guru dari awal sampai akhir.			✓	
6	Saya kurang bersemangat mengikuti pelajaran, jika guru hanya berfokus pada buku pelajaran.	✓			
7	Saya berusaha mengerjakan tugas dengan usaha sendiri.				✓
8	Saya sangat termotivasi untuk belajar bahasa Inggris setiap mendapatkan nilai yang bagus.		✓		
9	Saya merasa tidak tertarik untuk mengulang pembelajaran diluar jam sekolah.		✓		
10	Saya selalu menyerah ketika mengerjakan tugas yang sulit.	✓			
11	Saya tidak pernah bertanya kepada guru ketika ada pelajaran yang tidak saya mengerti.		✓		

12	Bila saya ditegur oleh guru, saya akan menghiraukannya.	✓			
13	Saya akan bertanya ketika saya tidak mengerti tentang apa yang dijelaskan oleh guru di depan.				✓
14	Saya rajin ke sekolah terutama mata pelajaran bahasa Inggris.				✓
15	Saya selalu mencatat pelajaran dan kosakata baru tentang bahasa Inggris yang saya terima.				✓

Questionnaire

Nama : **RISKA AMELIA PUTRI**

Kelas : **VII.2**

Perhatikanlah petunjuk dibawah ini!

- Pernyataan-pernyataan dibawah ini menanyakan tentang motivasi Anda dalam pembelajaran bahasa inggris
- Ingat, tidak ada jawaban yang benar maupun salah serta tidak akan berpengaruh pada nilai Anda.
- Jawablah dengan jujur sesuai dengan pengalaman dan pengetahuan Anda
- Ceklislah kolom yang mewakili jawaban atau opini Anda.

Gunakan lah skala dibawah ini untuk menjawab pernyataan tersebut!

Petunjuk:

SA = Strong Agree (Sangat Setuju)

A = Agree (Setuju)

D =Disagree (Tidak Setuju)

SD =Strong Disagree (Sangat Tidak Setuju)

Petunjuk:

SA = Strong Agree (Sangat Setuju)

A = Agree (Setuju)

D =Disagree (Tidak Setuju)

SD =Strong Disagree (Sangat Tidak Setuju)

No.	Statement	Score			
		SA	A	D	SD
1	Saya selalu mengantuk ketika belajar bahasa Inggris di kelas.			✓	
2	Saya mengajak teman untuk berdiskusi jika menemukan kesulitan dalam belajar bahasa Inggris.				✓
3	Saya selalu semangat ketika guru memberikan games pada saat pembelajaran bahasa Inggris.		✓		
4	Saya akan bertanya kepada guru ketika ada pelajaran yang sulit untuk dipahami.		✓		
5	Saya menyimak pelajaran guru dari awal sampai akhir.			✓	
6	Saya kurang bersemangat mengikuti pelajaran, jika guru hanya berfokus pada buku pelajaran.		✓		
7	Saya berusaha mengerjakan tugas dengan usaha sendiri.				✓
8	Saya sangat termotivasi untuk belajar bahasa Inggris setiap mendapatkan nilai yang bagus.		✓		
9	Saya merasa tidak tertarik untuk mengulang pembelajaran diluar jam sekolah.	✓			
10	Saya selalu menyerah ketika mengerjakan tugas yang sulit.	✓			
11	Saya tidak pernah bertanya kepada guru ketika ada pelajaran yang tidak saya mengerti.		✓		

12	Bila saya ditegur oleh guru, saya akan menghiraukannya.		✓		
13	Saya akan bertanya ketika saya tidak mengerti tentang apa yang dijelaskan oleh guru di depan.			✓	
14	Saya rajin ke sekolah terutama mata pelajaran bahasa Inggris.				✓
15	Saya selalu mencatat pelajaran dan kosakata baru tentang bahasa Inggris yang saya terima.				✓

Questionnaire

Nama : Nuraisyafitri

Kelas : VII

Perhatikanlah petunjuk dibawah ini!

- Pernyataan-pernyataan dibawah ini menanyakan tentang motivasi Anda dalam pembelajaran bahasa inggris
- Ingat, tidak ada jawaban yang benar maupun salah serta tidak akan berpengaruh pada nilai Anda.
- Jawablah dengan jujur sesuai dengan pengalaman dan pengetahuan Anda
- Ceklislah kolom yang mewakili jawaban atau opini Anda.

Gunakan lah skala dibawah ini untuk menjawab pernyataan tersebut!

Petunjuk:

- SA = Strong Agree (Sangat Setuju)
- A = Agree (Setuju)
- D =Disagree (Tidak Setuju)
- SD =Strong Disagree (Sangat Tidak Setuju)

Petunjuk:

- SA = Strong Agree (Sangat Setuju)
- A = Agree (Setuju)
- D =Disagree (Tidak Setuju)
- SD =Strong Disagree (Sangat Tidak Setuju)

No.	Statement	Score			
		SA	A	D	SD
1	Saya selalu mengantuk ketika belajar bahasa Inggris di kelas.		✓		
2	Saya mengajak teman untuk berdiskusi jika menemukan kesulitan dalam belajar bahasa Inggris.		✓		✓
3	Saya selalu semangat ketika guru memberikan games pada saat pembelajaran bahasa Inggris.		✓		
4	Saya akan bertanya kepada guru ketika ada pelajaran yang sulit untuk dipahami.	✓			
5	Saya menyimak pelajaran guru dari awal sampai akhir.				✓
6	Saya kurang bersemangat mengikuti pelajaran, jika guru hanya berfokus pada buku pelajaran.		✓		
7	Saya berusaha mengerjakan tugas dengan usaha sendiri.			✓	
8	Saya sangat termotivasi untuk belajar bahasa Inggris setiap mendapatkan nilai yang bagus.		✓		
9	Saya merasa tidak tertarik untuk mengulang pembelajaran diluar jam sekolah.		✓		
10	Saya selalu menyerah ketika mengerjakan tugas yang sulit.		✓		
11	Saya tidak pernah bertanya kepada guru ketika ada pelajaran yang tidak saya mengerti.	✓			

12	Bila saya ditegur oleh guru, saya akan menghiraukannya.	✓			
13	Saya akan bertanya ketika saya tidak mengerti tentang apa yang dijelaskan oleh guru di depan.			✓	
14	Saya rajin ke sekolah terutama mata pelajaran bahasa Inggris.				✓
15	Saya selalu mencatat pelajaran dan kosakata baru tentang bahasa Inggris yang saya terima.				✓



Questionnaire

Nama : **RISKA AMELIA PUTRI**

Kelas : **VII.2**

Perhatikanlah petunjuk dibawah ini!

- Pernyataan-pernyataan dibawah ini menanyakan tentang motivasi Anda dalam pembelajaran bahasa inggris
- Ingat, tidak ada jawaban yang benar maupun salah serta tidak akan berpengaruh pada nilai Anda.
- Jawablah dengan jujur sesuai dengan pengalaman dan pengetahuan Anda
- Ceklislah kolom yang mewakili jawaban atau opini Anda.

Gunakan lah skala dibawah ini untuk menjawab pernyataan tersebut!

Petunjuk:

SA = Strong Agree (Sangat Setuju)

A = Agree (Setuju)

D =Disagree (Tidak Setuju)

SD =Strong Disagree (Sangat Tidak Setuju)

Petunjuk:

SA = Strong Agree (Sangat Setuju)

A = Agree (Setuju)

D =Disagree (Tidak Setuju)

SD =Strong Disagree (Sangat Tidak Setuju)

No.	Statement	Score			
		SA	A	D	SD
1	Saya selalu mengantuk ketika belajar bahasa Inggris di kelas.				✓
2	Saya mengajak teman untuk berdiskusi jika menemukan kesulitan dalam belajar bahasa Inggris.	✓			
3	Saya selalu semangat ketika guru memberikan games pada saat pembelajaran bahasa Inggris.	✓			
4	Saya akan bertanya kepada guru ketika ada pelajaran yang sulit untuk dipahami.		✓		
5	Saya menyimak pelajaran guru dari awal sampai akhir.			✓	
6	Saya kurang bersemangat mengikuti pelajaran, jika guru hanya berfokus pada buku pelajaran.		✓		
7	Saya berusaha mengerjakan tugas dengan usaha sendiri.				✓
8	Saya sangat termotivasi untuk belajar bahasa Inggris setiap mendapatkan nilai yang bagus.		✓		
9	Saya merasa tidak tertarik untuk mengulang pembelajaran diluar jam sekolah.	✓			
10	Saya selalu menyerah ketika mengerjakan tugas yang sulit.			✓	
11	Saya tidak pernah bertanya kepada guru ketika ada pelajaran yang tidak saya mengerti.	✓			

12	Bila saya ditegur oleh guru, saya akan menghiraukannya.			✓	
13	Saya akan bertanya ketika saya tidak mengerti tentang apa yang dijelaskan oleh guru di depan.		✓		
14	Saya rajin ke sekolah terutama mata pelajaran bahasa Inggris.	✓			
15	Saya selalu mencatat pelajaran dan kosakata baru tentang bahasa Inggris yang saya terima.	✓			

Questionnaire

Nama : *Imelda Riviani*

Kelas : *7.2*

Perhatikanlah petunjuk dibawah ini!

Pernyataan-pernyataan dibawah ini menanyakan tentang motivasi Anda dalam pembelajaran bahasa inggris

Ingat, tidak ada jawaban yang benar maupun salah serta tidak akan berpengaruh pada

nilai Anda.

Jawablah dengan jujur sesuai dengan pengalaman dan pengetahuan Anda

Ceklislah kolom yang mewakili jawaban atau opini Anda.

Gunakan lah skala dibawah ini untuk menjawab pernyataan tersebut!

Petunjuk:

SA = Strong Agree (Sangat Setuju)

A = Agree (Setuju)

D =Disagree (Tidak Setuju)

SD =Strong Disagree (Sangat Tidak Setuju)

Petunjuk:

SA = Strong Agree (Sangat Setuju)

A = Agree (Setuju)

D =Disagree (Tidak Setuju)

SD =Strong Disagree (Sangat Tidak Setuju)

No.	Statement	Score			
		SA	A	D	SD
1	Saya selalu mengantuk ketika belajar bahasa Inggris di kelas.				✓
2	Saya mengajak teman untuk berdiskusi jika menemukan kesulitan dalam belajar bahasa Inggris.	✓			
3	Saya selalu semangat ketika guru memberikan games pada saat pembelajaran bahasa Inggris.	✓			
4	Saya akan bertanya kepada guru ketika ada pelajaran yang sulit untuk dipahami.	✓			
5	Saya menyimak pelajaran guru dari awal sampai akhir.	✓			
6	Saya kurang bersemangat mengikuti pelajaran, jika guru hanya berfokus pada buku pelajaran.		✓		
7	Saya berusaha mengerjakan tugas dengan usaha sendiri.			✓	
8	Saya sangat termotivasi untuk belajar bahasa Inggris setiap mendapatkan nilai yang bagus.	✓			
9	Saya merasa tidak tertarik untuk mengulang pembelajaran diluar jam sekolah.	✓			
10	Saya selalu menyerah ketika mengerjakan tugas yang sulit.			✓	
11	Saya tidak pernah bertanya kepada guru ketika ada pelajaran yang tidak saya mengerti.	✓			

12	Bila saya ditegur oleh guru, saya akan menghiraukannya.		✓		
13	Saya akan bertanya ketika saya tidak mengerti tentang apa yang dijelaskan oleh guru di depan.	✓			
14	Saya rajin ke sekolah terutama mata pelajaran bahasa Inggris.	✓			
15	Saya selalu mencatat pelajaran dan kosakata baru tentang bahasa Inggris yang saya terima.	✓			

Questionnaire

Nama : Muh. Aidil

Kelas : VII. 2

Perhatikanlah petunjuk dibawah ini!

- Pernyataan-pernyataan dibawah ini menanyakan tentang motivasi Anda dalam pembelajaran bahasa inggris
- Ingat, tidak ada jawaban yang benar maupun salah serta tidak akan berpengaruh pada nilai Anda.
- Jawablah dengan jujur sesuai dengan pengalaman dan pengetahuan Anda
- Ceklislah kolom yang mewakili jawaban atau opini Anda.

Gunakan lah skala dibawah ini untuk menjawab pernyataan tersebut!

Petunjuk:

SA = Strong Agree (Sangat Setuju)

A = Agree (Setuju)

D =Disagree (Tidak Setuju)

SD =Strong Disagree (Sangat Tidak Setuju)

Petunjuk:

SA = Strong Agree (Sangat Setuju)

A = Agree (Setuju)

D =Disagree (Tidak Setuju)

SD =Strong Disagree (Sangat Tidak Setuju)

No.	Statement	Score			
		SA	A	D	SD
1	Saya selalu mengantuk ketika belajar bahasa Inggris di kelas.			✓	
2	Saya mengajak teman untuk berdiskusi jika menemukan kesulitan dalam belajar bahasa Inggris.		✓		
3	Saya selalu semangat ketika guru memberikan games pada saat pembelajaran bahasa Inggris.	✓			
4	Saya akan bertanya kepada guru ketika ada pelajaran yang sulit untuk dipahami.	✓			
5	Saya menyimak pelajaran guru dari awal sampai akhir.		✓		
6	Saya kurang bersemangat mengikuti pelajaran, jika guru hanya berfokus pada buku pelajaran.		✓		
7	Saya berusaha mengerjakan tugas dengan usaha sendiri.			✓	
8	Saya sangat termotivasi untuk belajar bahasa Inggris setiap mendapatkan nilai yang bagus.		✓		
9	Saya merasa tidak tertarik untuk mengulang pembelajaran diluar jam sekolah.		✓		
10	Saya selalu menyerah ketika mengerjakan tugas yang sulit.			✓	
11	Saya tidak pernah bertanya kepada guru ketika ada pelajaran yang tidak saya mengerti.		✓		

12	Bila saya ditegur oleh guru, saya akan menghiraukannya.			✓	
13	Saya akan bertanya ketika saya tidak mengerti tentang apa yang dijelaskan oleh guru di depan.	✓			
14	Saya rajin ke sekolah terutama mata pelajaran bahasa Inggris.	✓			
15	Saya selalu mencatat pelajaran dan kosakata baru tentang bahasa Inggris yang saya terima.	✓			



APPENDIX VIII
TRANSCRIPT INTERVIEW

SURAT KETERANGAN VALIDASI

Yang bertanda tangan dibawah ini:

Nama : Dr. Masruddin, S. S., M. Hum
 Jabatan/Pekerjaan : Dosen
 Instansi Asal : IAIN Palopo

Menyatakan bahwa Instrumen Penelitian dengan judul:

The Effect Of Ice Breaker In Increasing Students' Motivation to Learn English at the 7th Grade of SMPN 01 Noling.

dari mahasiswa:

Nama : Musdalifa
 Program Studi : Pendidikan Bahasa Inggris
 NIM : 18 0202 0183

(sudah siap/~~belum siap~~) dipergunakan untuk penelitian dengan menambahkan beberapa saran sebagai berikut:

.....

.....

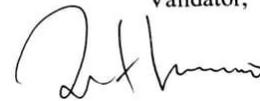
.....

.....

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Palopo, 29 Maret 2022

Validator,



Dr. Masruddin, S. S., M. Hum

NIP 19800 613200 5011 005

*coret yang tidak perlu

Interview Transcript of Students

Interview 1 : Student A

Date : Saturday, May 18, 2022

R : Hallo, Assalamualaikum dek Rini.

S : Waalaikumsalam Kak.

R : Bisa minta waktunya sebentar dek.

S : Iya, bisa kak. Kenapa kak ?

R : Disini kakak ada beberapa pertanyaan yang berkaitan dengan penelitian kakak sebelumnya dikelas VII.2 mengenai penggunaan ice breaker pada pembelajaran bahasa Inggris.

S : Oiya kak silahkan.

R : Apakah ada perbedaan antara pembelajaran yang menggunakan teknik ice breaker dan pembelajaran yang tidak menggunakan ice breaker ?

S : Sangat beda kak, karena ketika pembelajaran tanpa ice breaker, saya dikelas merasa sangat mengantuk saat pembelajaran berlangsung. Sehingga tidak adanya ketertarikan untuk mengikuti pembelajaran bahasa Inggris.

R : Apakah pemberian ice breaker pada saat pembelajaran bahasa Inggris dapat meningkatkan motivasi belajar dikelas?

S : Sangat meningkat kak, dikelas saya menjadi semangat serta termotivasi untuk belajar bahasa Inggris. Serta memperhatikan pembelajaran dari awal sampai akhir.

R : Bisakah anda sebutkan permainan ice breaker yang paling disenangi !

S : Saya paling senang pada saat ice breaker yang menggunakan balon terus menyusun hurufnya yang ada didalamnya kak, disitu saya tidak mau dikalah sama kelompok lain.

R : Terimakasih atas waktunya dek, semoga selalu diberikan kesehatan serta dilancarkan sekolahnya. Assalamualaikum Warahmatullahi Wabarakatuh.

S : Aamiin. Sama-sama kak, Waalikumsalam warahmatullahi wabarakatuh.

Interview Transcript of Students

Interview 2 : Student B

Date : Saturday, May 18, 2022

R : Hallo, Assalamualaikum dek Alam.

S : Waalaikumsalam Kak.

R : Bisa minta waktunya sebentar dek.

S : Iya kak.

R : Disini kakak ada beberapa pertanyaan yang berkaitan dengan penelitian kakak sebelumnya dikelas VII.2 mengenai penggunaan ice breaker pada pembelajaran bahasa Inggris.

S : Oiya kak.

R : Apakah ada perbedaan antara pembelajaran yang menggunakan teknik ice breaker dan pembelajaran yang tidak menggunakan ice breaker ?

S : Menurut saya kak, kalau pembelajaran yang tidak ada ice breakernya sangat membosankan, tapi kalau menggunakan ice breaker saya sangat bersemangat karena adanya games yang menarik yang berkaitan dengan materi pembelajaran.

R : Apakah pemberian ice breaker pada saat pembelajaran bahasa inggris dapat meningkatkan motivasi belajar dikelas?

S : Iya kak, karena tanpa ice breaker pembelajaran terasa hambar.

R : Bisakah anda sebutkan permainan ice breaker yang paling disenangi !

S : Kalau menurut saya, yang paling saya suka yaitu games yang tebak nama hewan dari peragaan suaranya, pada saat itu saya tiidak bias berhenti tertawa melihat teman saya memperagakan seekor hewan.

R : Terimakasih atas waktunya dek, semoga selalu diberikan kesehatan serta dilancarkan sekolahnya. Assalamualaikum Warahmatullahi Wabarakatuh.

S : Aamiin. iye kak, Waaalikumsalam warahmatullahi wabarakatuh.

Interview Transcript of Students

Interview 3 : Student C

Date : Saturday, May 18, 2022

R : Hallo, Assalamualaikum dek Dwi.

S : Waalaikumsalam Kak ifa.

R : Bisa minta waktunya sebentar dek.

S : Iya bisa kak.

R : Disini kakak ada beberapa pertanyaan yang berkaitan dengan penelitian kakak sebelumnya dikelas VII.2 mengenai penggunaan ice breaker pada pembelajaran bahasa Inggris.

S : Oiya siap kak.

R : Apakah ada perbedaan antara pembelajaran yang menggunakan teknik ice breaker dan pembelajaran yang tidak menggunakan ice breaker ?

S : Sangat beda kak, penggunaan ice breaker selama pembelajaran itu memberikan semangat belajar bagi saya kak, karena dikelas kita lebih aktif dalam bekerja sama anatar kelompok dalam memainkan ice breaker yang sesuai dengan materi pembelajaran setiap pertemuan. Jadi belajar sambil bermain lebih efektif. Sedangkan kalau pembelajaran tanpa ice breaker suasana kelas sangat membosankan, karena hanya mendengarkan guru menjelaskan didepan.

R : Apakah pemberian ice breaker pada saat pembelajaran bahasa inggris dapat meningkatkan motivasi belajar dikelas?

S : Menurut saya motivasi belajar menjadi meningkat karena ice breaker. Sebenarnya selama ini saya sangat benci belajar bahasa inggris, karena saya pikir bahasanya sulit dipahami, serta membosankan untuk dipelajari. Tapi ketika kakak membawakan pembelajaran bahasa inggris sambil memainkan games ice breaker disitu saya merasa pemebelajaran bahasa inggris menjadi menyenangkan untuk dipelajari.

R : Bisakah anda sebutkan permainan ice breaker yang paling disenangi !

S : Games mendeskripsikan idola kak. Karena ada oppa korea hehehe.

R : Terimakasih atas waktunya dek, semoga selalu diberikan kesehatan serta dilancarkan sekolahnya. Assalamualaikum Warahmatullahi Wabarakatuh.

S : Aamiin. Makasih juga kak, Waaalikumsalam warahmatullahi wabarakatuh.



Interview Transcript of Students

Interview 4 : Student D

Date : Saturday, May 18, 2022

R : Hallo, Assalamualaikum dek Ratna.

S : Waalaikumsalam Kakak.

R : Bisa minta waktunya sebentar dek.

S : Iya kak.

R : Disini kakak ada beberapa pertanyaan yang berkaitan dengan penelitian kakak sebelumnya dikelas VII.2 mengenai penggunaan ice breaker pada pembelajaran bahasa Inggris.

S : Oiya kak.

R : Apakah ada perbedaan antara pembelajaran yang menggunakan teknik ice breaker dan pembelajaran yang tidak menggunakan ice breaker ?

S : Menurut saya sangat beda kak, karena selama pembelajaran bahasa Inggris yang menggunakan ice breaker membuat suasana belajar jadi lebih bersemangat. Sedangkan kalau tidak menggunakan ice breaker sangat membosankan.

R : Apakah pemberian ice breaker pada saat pembelajaran bahasa inggris dapat meningkatkan motivasi belajar dikelas?

S : Motivasi belajar bahasa Inggris saya menjadi lebih meningkat ketika belajar sambil bermain.

R : Bisakah anda sebutkan permainan ice breaker yang paling disenangi !

S : Games bermain balon kak.

R : Terimakasih atas waktunya dek, semoga selalu diberikan kesehatan serta dilancarkan sekolahnya. Assalamualaikum Warahmatullahi Wabarakatuh.

S : Iya kak, Waalikumsalam warahmatullahi wabarakatuh.

Interview Transcript of Students

Interview 5 : Student E

Date : Saturday, May 18, 2022

R : Hallo, Assalamualaikum dek Suci.

S : Waalaikumsalam Kakak ifa.

R : Bisa minta waktunya sebentar dek.

S : Iya bisa kak.

R : Disini kakak ada beberapa pertanyaan yang berkaitan dengan penelitian kakak sebelumnya dikelas VII.2 mengenai penggunaan ice breaker pada pembelajaran bahasa Inggris.

S : Oiya siap kak.

R : Apakah ada perbedaan antara pembelajaran yang menggunakan teknik ice breaker dan pembelajaran yang tidak menggunakan ice breaker ?

S : Beda kak, karena ice breaker membuat pembelajaran dikelas jadi lebih berwarna kak.

R : Apakah pemberian ice breaker pada saat pembelajaran bahasa Inggris dapat meningkatkan motivasi belajar dikelas?

S : Saya selalu termotivasi untuk belajar bahasa Inggris ketika pembelajaran bahasa Inggris jadi lebih menyenangkan menggunakan ice breaker dari pada sebelum kakak mengajar dikelas kami.

R : Bisakah anda sebutkan permainan ice breaker yang paling disenangi !

S : Games menebak nama hewan dan meletuskan balon kak, karena games itu sangat menyenangkan bagi saya.

R : Terimakasih sebelumnya atas waktunya dek, semoga selalu diberikan kesehatan serta dilancarkan sekolahnya. Assalamualaikum Warahmatullahi Wabarakatuh.

S : Iya sama-sama kak, Waaalikumsalam warahmatullahi wabarakatuh

DOCUMENTATION



The first meeting is Pre-test.
(April 13, 2022)



The second meeting is treatment I, the material presented is Self introduction by applying ice breaker walking marker. (April 14, 2022)



The third meeting is treatment II, with the material animals by applying ice breaker guess the name of the animal. (April 20, 2022)



The fourth meeting is treatment III, with the material things by applying ice breaker picture box. (April 21, 2022)



The fifth meeting is treatment IV, with the material is asking apologize by applying ice breaker number action. (April 22, 2022)



The six meeting is treatment V, with the material fruits by applying ice breaker arrange fruit letters. (May 11, 2022)



The seventh meeting is treatment VI, with the material describing people by applying ice breaker describe famous people. (May 12, 2022)



The last meeting is Post-test. (May 18, 2022)