

## ANALYSIS ON THE FOURTH GRADE STUDENTS' MOTIVATION IN ENGLISH LEARNING THROUGH ICE BREAKING METHOD AT MADRASAH IBTIDAIYAH SYABABUL QORIB PERBAUNGAN IN ACADEMIC YEAR OF 2023/2024

Novita Andini<sup>1</sup> Nurlaili<sup>2</sup> Zulfitri<sup>3</sup>

Universitas Muslim Nusantara Al Washliyah

[novitaandini@umnaw.ac.id](mailto:novitaandini@umnaw.ac.id) [nurlaili@umnaw.ac.id](mailto:nurlaili@umnaw.ac.id) [zulfitri@umnaw.ac.id](mailto:zulfitri@umnaw.ac.id)

---

### Abstract

*This research was conducted to analysis the students' motivation with ice breaking at Madrasah Ibtidaiyah Syababul Qorib Perbaungan 2023/2024 in academic year which consisted of 29 students. This research used qualitative method. Teaching activities are not only limited to the teacher providing material but also pay attention to students whether they are focused or not during the learning process. The presence of internal and external factors is very important so that the learning process is good and enjoyable. Low learning motivation makes learning not optimal. Students are not focused and enthusiastic because teachers often use the lecture method in the learning process. So that students can focus again, ice breaking is needed to restore a pleasant learning atmosphere. Ice breaking functions as a learning process, as an energizer before providing the main material, ice breaking, and when experiencing boredom, it gives a pleasant impression when learning. Examples of ice breaking include providing quizzes, games, singing and others that make learning more fun. The objectives of this research are (1) Analysis learning motivation in the face-to-face learning process, (2) Analysis student learning motivation through the use of ice breaking in learning. In collecting the data, researcher distributed interview and ice breaking (sing a song) to measure their motivation in learning English, and the researcher used opposite-word song as a ice breaking and it is categorized into good motivation because the students very excited to learning English. Based on the research finding, it can be concluded that the students have fair motivation in learning English because it is effective by the teacher, parents and environment.*

*Keyword : motivation, ice breaking, english*

### Abstrak

*Penelitian ini dilakukan untuk menganalisis motivasi belajar siswa di Madrasah Ibtidaiyah Syababul Qorib Perbaungan 2023/2024 dengan 29 siswa. Penelitian ini menggunakan metode kualitatif. Kegiatan mengajar tidak hanya sebatas guru memberikan materi namun harus memperhatikan peserta didik apakah siswa fokus atau tidak selama proses pembelajaran. Adanya faktor dari dalam maupun dari luar sangat penting agar proses pembelajaran tercipta dengan baik dan menyenangkan. Motivasi belajar yang rendah membuat pembelajaran menjadi tidak maksimal. Peserta didik tidak fokus dan tidak bersemangat karena guru sering menggunakan metode ceramah di dalam proses pembelajaran. Agar siswa dapat kembali fokus, maka diperlukan adanya ice breaking untuk mengembalikan suasana belajar yang menyenangkan. ice breaking berfungsi untuk sebuah proses belajar, sebagai energi sebelum pemberian materi utama, ice breaking, dan disaat mengalami kejenuhan sehingga memberikan kesan yang menyenangkan ketika belajar. Contoh Ice breaking antara lain pemberian quiz, permainan, bernyanyi dan lainnya yang menciptakan pembelajaran lebih menyenangkan. Tujuan dari penelitian ini adalah (1) Menganalisis motivasi belajar pada proses pembelajaran tatap muka, (2) Menganalisis motivasi belajar siswa melalui penggunaan ice breaking dalam pembelajaran. Dalam pengumpulan data, peneliti melakukan wawancara dan ice breaking (menyanyikan lagu) untuk mengukur motivasi mereka dalam belajar bahasa Inggris, dan peneliti*

*menggunakan nyanyian lagu opposite-word sebagai ice breaking dan dikategorikan dalam motivasi baik karena murid bersemangat untuk belajar Bahasa Inggris. Berdasarkan temuan peneliti, dapat disimpulkan bahwa siswa memiliki motivasi yang cukup dalam belajar bahasa Inggris karena efektif oleh guru, orang tua dan lingkungan.*

*Keyword : motivasi, ice breaking, bahasa inggris*

## 1. INTRODUCTION

Motivation is a reason that drives a person to do and complete an activity in order to desired goal of some element. One of the most important elements is learning. Motivation could be a favorable state of mind toward particular objective. It plays a crucial role in learning hence. It determines learning success. Motivation has an imperative part in the educating and learning handle for both teacher and students. For teachers to know the motivation to memorize from motivation is exceptionally essential to preserve and increment the soul of students' learning.

For students' learning motivation can cultivate a soul of learning so that motivation is empowered to do the act of learning. Students carry out learning exercises with joy since they are persuaded by motivation. According to Hasni (2022), the most important element in the learning activity is the teacher. A teacher must have broad knowledge and insight. To deliver the material, a teacher must choose which method is appropriate to the class or student situation. Teacher help improve students learning outcomes, so that they feel interested in learning. In the teaching field, there are several ways to boost students' learning motivation. One of which is actualizing the correct learning procedure.

*Astuti, et al (2020)* state that "Ice breaking" comes from two foreign words: "ice" means hard, cold, or hard ice, and "breaking" means settlement. According to M. Said in Sunarto (2017) "Ice breaking is a game or activity that functions to change the atmosphere of ice in a group." According to the term put forward by Ucu Sulastrri in her book "Ice Breaking" is a transition from a boring, sleepy and tense situation to become cheerful and fun with method ice breaking. (Sulastrri, 2014) the ice breaking an activity that is enjoyed by all groups, without being limited by age because every individual definitely feels bored in learning, which then wants a fun learning atmosphere.

Based on several opinions, it can be concluded that Ice Breaking is a technique for a teacher to change students boring atmosphere so that they will be refreshed and enthusiastic about learning. According to Jamal in his book (2017) regarding the function of ice breaking, namely: ice breaking functions to strengthen concepts and return to alpha condition However, teachers must be careful in choosing the right Ice Breaking. This means do not let ice breaking take up class time. Ice breaking which is used for training or outbound must be differentiated from ice breaking in the classroom.

The challenge for teachers is to collect ice breakers. In the sense that Ice Breaking is good for learning, so that students become enthusiastic about learning again, but it also does not waste time learning (Asmani, 2015). Meanwhile, according to Sulastrri, "Ice Breaking used in the world of education must have an educational function, so that it can provide reinforcement for lessons. Therefore, super creative teachers will always create a fluid and enthusiastic atmosphere by creating their own ice breaking models. According to Sulastrri, 2014 The creative teachers will provide a positive side for children to want to learn without any coercion within them. There are many types of ice breaking games that can be observed, imitated and modified as follows: Playing

games use vocabulary is the type of ice breaking that most makes students excited. Students will appear new and more enthusiastic when playing the game. According to Sunarto, 2017 the feeling of sleepiness disappears and apathy spontaneously turns into activity. Through games the atmosphere becomes fluid so that learning conditions become conducive. Ice breaking can be understood as an attempt to break or dilute hard atmospheres so that ice can flow and calm. It can be done in a variety of activities, such as playing games, writing short stories, and other guessing activities.

Based on the problems found at the Madrasah Ibtidaiyah Syababul Qarib Perbaungan, there are still many students who have difficulty in receiving English lessons because of the low vocabulary so many words to be spoken make them less interested in learning English. Besides, there are some students who think that learning English takes a lot of time and processes in order to write differently from the pronunciation. With the ice breaking method, it can make it easier for them to master English vocabulary by singing and memorizing the vocals according to the lyrics of the song.

From the background above, the researcher's interested in conducting research entitled "Analysis on the Fourth Grade Students' Motivation in English Learning through Ice Breaking at Madrasah Ibtidaiyah Syababul Qorib Perbaungan in Academic Year of 2023/2024".

The research problem formulation discussed in this research about What is ice breaking students' motivation in learning English at Madrasah Ibtidaiyah Syababul Qorib and Based on the formulation of problem, the objective of the research are as follows to create conditions where the fourth grade students can be enthusiastic about learning English at Madrasah Ibtidaiyah Syababul Qorib Perbaungan and to find out the use of ice breaking which can increase the fourth grade students' motivation in learning English at Madrasah Ibtidaiyah Syababul Qorib Perbaungan.

## **2. RESEARCH METHOD**

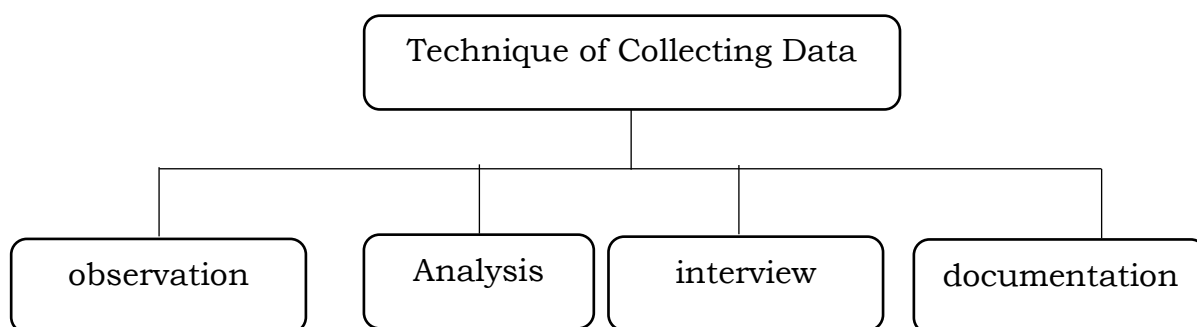
In this research, researcher used qualitative research methods. According to Bogdan and Biklen in Sugiyono (2020), the descriptive qualitative research method is collecting data in the form of words or pictures, so that it does not emphasize numbers. The data collected after analysis is then described so that it is easy for other people to understand. This qualitative research aims to gain an understanding of how to observe, describe and analyze existing conditions related to analysis of the fourth grade students' motivation in English learning through ice breaking at Madrasah Ibtidaiyah Syababul Qorib Perbaungan in the academic year of 2024/2025.

The researcher was conducted this research at Madrasah Ibtidaiyah Syababul Qorib Perbaungan. The research subjects were the fourth grade students of Madrasah Ibtidaiyah Syababul Qorib, Dusun Salak, Melati II Village, Perbaungan Sub-district, with a total of 29 students. In this research, the researcher was collected the data from the students as the respondents. There are 10 students who were the sample. The researcher get the data by conducting observation, interview, and documentation.

The researcher used a interview to collect the data. Researcher take field notes during observations and take photos or videos as evidence. After making observations, on the next schedule the researcher conducts interviews with students for 15 minutes. For interviews, she records students' answers based on questions given by her using a voice recording device and made a transcript in the attachment. Documentation taken after conducting observations and interviews. She will give the questions and the students answered them. Data

collection procedure used in this research namely, observation, interview, and documentation.

Table 1. Technique of Collecting Data



In this research, the researcher used a qualitative data analysis technique. It is a time consuming and difficult process. It is the process whereby researcher systematically search and arrange their data in order to increase their understanding of the data and to enable to present the result to others. Qualitative analysis is messy and nonlinear. Data analysis in qualitative research is often done concurrently or simultaneously with data collection.

Technique of data analysis doing by processing the result of interview transcript, observation note, and document review. The data analyzed base on interactive model of analysis promoted by Miles and Huberman (1994). There are three different types of this model including data reduction, data display, conclusion drawing/verification and data collection from an interactive cyclical process.

**3. RESULT AND DISCUSSION**

The result of this study are the answers or interviews from each participant who learning English at the school. This research was conducted in May 2024. There were 10 participants involved in this study at fourth grade in Madrasah Ibtidaiyah Syababul Qorib Perbaungan.

**1. Meeting 1**

The researcher introduced himself to the students using English and the students also introduced themselves. From this introduction the researcher analyzed that many students were lazy and bored with English. This can be seen from their enthusiasm, many students did not want to introduce themselves for various reasons, and only 4 students were enthusiastic about introducing themselves using English.

**2. Meeting 2**

From the results of meeting 1, the researcher finally gave an ice breaker at meeting 2 by singing, the researcher gave an opening class song, namely “*Good morning everybody*  
*How are you? I’m fine*  
*Good morning everybody*  
*How are you? I’m fine*  
*Good morning to me*  
*Good morning to you*”

*Good morning everybody  
How are you? I'm fine"*

but the results were still the same as meeting 1, only 8 students were enthusiastic about following the song. After that the researcher replaced it with open-close singing

*"Open close open close  
And then we are clapping  
Open close open close  
And then we are clapping again  
Rolling rolling rolling rolling  
And the we are smiling hehehe  
Rolling rolling rolling rolling  
And the we are laughing hahaha"*

with the aim of building students' enthusiasm but the result was that only 10 students were enthusiastic.

### **3. Meeting 3**

In meeting 3, the researcher tried to replace it again with opposite-word singing, namely:

*"This is big big big  
This is small small small  
This is short short short  
This is tall tall tall  
This is fast fast fast  
This is slow slow slow  
This is yes yes yes  
This is no no no"*

and finally the students were enthusiastic about taking the English class. After that, the researcher closed meeting 3 with shouts demonstrated by the researcher and followed by the students.

From the conclusion above, it can be concluded that using ice breaking opposite words can build students' motivation and enthusiasm in taking English lessons and this is the link video:

<https://drive.google.com/file/d/1nqzD2MK893hRswMxnb1WqEMokfJ1jpBS/view?usp=drivesdk>

<https://drive.google.com/file/d/1nsmEoJQQEXgB7PcqC3FsDDeDv3Twy57n/view?usp=drivesdk>

To maintain the identify of the participants, their names where initiated. Participant 1 (H) and participant 2 (A), participant 3 (R), participant 4 (AS), participant 5 (N) were interview on May 27 2024. Participant 6 (RF), participant 7 (NL), participant 8 (AB), participant 9 (I), participant 10 (D) were interview on June 3 2024.

The researcher used 5 questions regarding students; motivation in learning English at school to obtain data from each participant. The answer of each participant were write in a paper. The paper were then transcribed for analysis.

#### **1. Students' motivation toward learning English in School**

Based on the interview result, the researcher found some data about students' motivation toward learning English in the school. Motivation is divided into two categories, namely integrative and instrumental motivation.

#### **a. Intrinsic Motivation**

Intrinsic motivation is motivation that arises from oneself and is not influenced by something outside oneself because within each individual there is already an urge to do something (Arianti, 2018). The interview result found that 9 participants had intrinsic motivation, where they learned English because their desires drove them. The participants learn English to improve their understanding, especially to master the structure and grammar. In addition, they also know English to be able to speak English, especially when learning with ice breaking

#### 1. To be able to speak with ice breaking

Based on the interview with the participant H, R, AS, and N the researcher found that they learn English because they want to be able to speak with the teacher. As in students' interviews:

*My motivation for learning English is to improve my understanding of English. Besides that, I am learning English to be exciting and fun. (Participant H).*

*With ice breaking, learning English become fun (Participant R)*

*Because ice breaking, I will be happy to learning English (Participant AS)*

*I like English because the ice breaking is fun and teacher always smile (Participant N)*

From the data above, it can be summed up that students have intrinsic motivation for learning English is the desire to deepen their understanding of English and improve their motivation in using ice breaking. It can be seen that all participants are interested in learning with ice breaking.

#### 2. Interest to the learning English

In addition, from the interviews, the researcher also found that some participants studied English because they were interested in things related to the English language. Integratively motivated students want to learn the language because they are interested with the ice breaking.

*I do not like learning English because it is hard to pronounce it and hard to write it but I like the ice breaking (Participant D)*

*I like ice breaking and teacher become fun (Participant AB)*

*With ice breaking make me excited to learning English (Participant I)*

From the interview results, it can be concluded that participants learn English because they want to participate in a community that speaks English. There are also the participants who are interested in English. Based on the data, the researcher categorizes the motivation into integrative motivation.

### **b. Extrinsic motivation**

In learning English, someone knows not only because of their desire but also because there is an external impulse that makes them understand. There are goals and objectives to be achieved to make them learn. Arianti (2018), emphasizes that extrinsic motivation is "the execution of an activity to receive external rewards". From the interview results, it can be concluded that 3 participant studied English in ice breaking. They describe:

*I like English because there is the ice breaking (Participant NL)*

*After studying with ice breaking, learning English becomes fun and calmer. (Participant A)*

*In the past, I did not like English because it was boring but after using ice breaking, learning English became fun and easy to understand and make me like English. (Participant RF)*

From the explanation above, it can be concluded the participant NL, A, and RF who have intrinsic motivation have something they want to achieve by learning English at Madrasah Ibtidaiyah Syababul Qorib Perbaungan.

This research aimed to determine the students' motivations in learning English at Madrasah Ibtidaiyah Syababul Qorib Perbaungan and the factors that affect how they learn English. In conducting the investigation, the researcher used the interview to collect the data. There are 10 participants involved in this study. In this research, the research questions are divided into two. Therefore, the findings of each research question are described below.

The first research question is ice breaking students' motivation in learning English, after concluding the finding, the students' motivation become added because ice breaking. The results of this study is the opposite-word singing and indicated that intrinsic and extrinsic motivations play an essential role in learning English. Interestingly, all participants agreed that ice breaking can made English be fun. In addition, another student also argued that he could get more benefits in his study by ice breaking. From the study results, three participants admitted that they were interested in learning English so fun and they wanted to speak English fluently.

The second research question is how does the students' motivation affect the way of learning English, after concluding the finding, two factors affect students' motivation to learn English at the school. The specific explanations are in the following paragraph. Among factors that affect students' motivation, seven participants admitted that they were influenced by intrinsic motivation in learning English. It indicated that personal characteristics such as learning English with ice breaking to experience understanding English affected the participant in learning English.

The need for English also makes students learn English. To clarify, intrinsic motivation appeared when the students were moved to do something for the challenge instead of environmental factors. Besides the intrinsic motivation factor, extrinsic motivations also affect the students learning English. Three participants indicated that they have extrinsic motivation in learning English. Based on their explanation, they have reasons for studying with ice breaking, such as the desire to get a good study. They also added that ice breaking provide some materials and techniques that are more effective than formal institutions. According to Arianti (2018) extrinsic motivation is the type of motivation arises as a result of influence from outside the individual, whether due to invitations, orders, or coercion from other people so that under these circumstances students want to learn. In conclusion, ice breaking can make students become like and excited to learning English.

#### **4. CONCLUSIONS AND SUGGESTION**

Motivation is essential in learning a language and is indispensable in determining the students' success or failure in learning. In general, motivation is divided into two types of intrinsic motivation (motivation from their inner world) for example students learn English because they enjoy it and extrinsic motivation (motivation from external sources) for example someone competing at a sport to win a gift.

In this research, 10 participants are studying in an English at school. The data was obtained from doing a interview. Then the data is analyzed by coding it, and the summary of the finding is presented below. The first research question found two types of students' motivation toward learning English. The first motivation is intrinsic motivation. From the result of the analysis, there 7 participants had intrinsic motivation. Two of them mentioned that they learned English because they liked to study with ice breaking. Another participant said they learned English because they like the teacher teaching with ice breaking. Extrinsic motivation there are three participants are instrumentally motivated.

Three participants said they study English because they were interested in English-related things. From the result of the research, all participants have stimulant that affects their learning of English.

To get the improvement of next study, the writer would like to propose some suggestions for the students, the teachers, and next researchers, they are:

1. For the Students  
For students to be easier to learn English, the most important thing is to love the English language and pay attention to teachers who explain when learning English.
2. For the Teachers  
For teachers to pay more attention to their students and explain with a more interesting method so that students feel happy and comfortable so that student motivation can grow and give passion for every student learn.
3. For the next researchers  
For the next researcher in order to develop again this research in order to deepen the motivation of learning, especially learning English in school.

## REFERENCES

- A.M. Huberman & M.B Miles. 1984. Analisis Data Kualitatif. Terjemahan oleh Arianti, (2018). Peranan guru dalam meningkatkan motivasi belajar siswa. Didaktika Jurnal Kependidikan. 12(2), 117-134.
- Asnawi, Wariyati. (2021). Motivation in learning English. Universitas Muslim Nusantara Alwashliyah Medan: Indonesia
- Astuti, A. R., Asti, S., Intan, S. (2020). The influence of ice breaker to students' motivation in teaching english. Professional Journal of English Education. 3(2), 210-216. Doi: 10.22460/project.v3i2.p210-216:
- Dauyah, E., Abulyatama, U., & Besar, A. (2018). No Title. 30(Septem/ber), 196–209.
- Hasni, R. (2022). English language learning motivation on eight grade students' of SMP Satria Dharma Perbaungan. Journal of science and research. 4(1). 12-22. Doi: <https://doi.org/10.51178/jsr.v4i1.1246>:
- Kader, D. A. (2022). The use of ice breaking to motivate the students english learning at MTs Muhammadiyah Tanamon. Thesis. English Education study Program Manado State Institute Of Islamic Studies.
- McKechnie Lynne E. F. 'Naturalistic Observation' dalam Given, Lisa M. (2008). The Sage Encyclopedia of Qualitative Research Methods Volume 1 dan 2. Sage Publication.
- Muharrir., Herdah., Rustan E. (2022). Penggunaan ice breaking dalam meningkatkan motivasi belajar peserta didik pada mata pelajaran pendidikan agama islam kelas VIII SMP Muhammadiyah Pinrag. Al-Ishlah Jurnal Pendidikan Islam. 20(22). 179-186. Doi: <https://doi.org/10/35905/alishlah.v20i2.3318>:
- Nurul A., Fita., Fani. (2021). Motivation and Ice breaking. Universitas Muslim Nusantara Alwashliyah Medan: Indonesia
- Oxford: 233. Observations. New York
- Sugiyono, 2020. Qualitative Research Methods. Bandung: Alfabeta.
- Sugiyono. (2016). Metode Penelitian Kuantitatif, Kualitatif dan R&D. Bandung: Alfabeta.
- Sulastri, U. (2014). Tips & Trik Ciptakan "WOW" di Sekolah. Luxima.
- Sunarto. (2017). Ice Breaker dalam Pembelajaran Aktif. Yuma Pustaka.