

# CHAPTER I

## INTRODUCTION

In this chapter, the researcher would explain the background of the study, scope of the study, research question, purpose of the study, significant of the study, and definition of key terms.

### 1.1 Background of the Study

In the teaching field, strategies in the classroom are very important for successful learning. This is what is still widely questioned by the teacher in controlling the class. Traditionally, teaching in class is so monotonous that students only focus on the teacher. Nowadays, teaching has interesting variations, one of which is by using ice-breaking techniques. Ice breaking has been known to be successful in increasing students' proposals and learning enthusiasm in class (Kavanagh et al., 2011). In a study in Turkey by Yeganehpour (2016) in using icebreaking techniques, students become more active in class and more interest in learning. This phenomenon is also found in research object, when the researcher conducted preliminary observations on 22 January 2020 many students stated that they felt bored and out of focus because the situation was very monotonous and tense. Some students thought that the techniques of teaching mastery by their teacher in class are not effective.

Student motivation in learning English is an important problem that often happens in schools and teachers must provide additional assignments to increase student motivation. People know that the students feel bore, sleepy, lazy, give up,

and not active in the learning process. Then, the icebreaker is chosen to solve this problem because of the interest in this technique, which helps students to enhance their motivation in learning English. This study is an effort to enhance students' motivation in learning English through the implementation of an icebreaker. Kelly (2004) stated that an icebreaker is necessary for a successful classroom and it can improve students' motivation. Furthermore, the findings show that the students gave positive responses in the learning process and created a positive atmosphere in the class. Another opinion from Kelly (2004) is Ice breaking can make students emotionally connected with the school and increase motivation. Yeganehpour (2016) maintained that ice breaking is something done or said to relax an unduly formal atmosphere or situation at the start.

In the learning process, having the motivation to learn is needed because it can determine whether a student has willing to study or not. Motivation in learning can increase confidence and leads to the goal of the learning process. Motivation in learning can be seen from students' behaviors and characteristics dealt with willingness, attention, concentration, and diligence. Students who have high motivation in learning will show willingness, attention, and concentration to the study or learning activity. In contrast, a student who has low motivation will show unwillingness, be easy to feel bored and try to avoid the learning activity. Therefore, to make the students have motivation in learning, the teacher has to prepare some techniques that can enhance the students' motivation by seeing things that can influence their motivation. There are several things which can be

used to enhance students' motivation such as; giving reward and praise for their good jobs.

Therefore, the researcher wanted to apply icebreaker in the classroom. It was expected that ice breaker can motivate students in learning English so that the teaching and learning process can run well, both the teacher and the students can reach their goals; the teacher can deliver the materials, and the students can accept the materials given by the teacher well. Referring to some of the previous explanation above, researcher was interested in conducting this research with qualitative method. This expected that would be a solving in teaching English in class specifically, which also requires interesting things in learning to foster their willingness to learn English. Learning English for them is something difficult and very complicated subject because the language and writing are different. In addition, the teaching method in their class making them bored and not interested in learning.

## **1.2 Scope of the Study**

This study focuses on enhancing students' motivation on integrating ice breaking in class Eighth Graduate B of Islamic Junior High school academic year 2020/2021. In order to increase their motivation, ice breaking in done between the teaching time to break the tedious atmosphere and encourage students to learn.

### **1.3 Research Question**

This study was guided by the question “to what extent ice breaking motivate students to learn in learning English at one of the Islamic states junior high school in South East Sulawesi.

### **1.4 Purposes of the Study**

To find out what extent ice breaking motivate students to learn in learning English at one of the Islamic states junior high school in South East Sulawesi.

### **1.5 Significances of the Study**

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

a. Teacher

The result of this research will help teachers especially for those who teach at the second grade student of junior high school in helping student to achieve their target language. It also gives the alternative solution for strengthening students' motivation and student's achievement in learning English through ice breaking.

b. Student

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

c. School

This research will be expected to bring positive impacts for the school to solve some problems about students' motivation and to achieve the goal of learning.

d. Future researchers

Through this research, the researchers can take some useful and strategy of ice breaking in learning English.

### **1.6 Definition of Key Terms**

Ice breaking in this research is a surefire strategy in turning on a learning atmosphere where students can play while learning which makes it not boring. In line with Crooks, Dixon and Henry (2010) that Ice Breaker is a kind of activity that can be used to melt the clumsy and strained condition in the classroom into relaxation. With ice breaking, the relationship between teacher and students gets an approach so that the teaching and learning process can run well. Motivation itself is divided into two, namely: intrinsic motivation and extrinsic motivation. Intrinsic motivation describes all motivational-types driven by internal rewards while extrinsic motivation describes all motivational-types driven by external rewards.

Learning English is what people do when they want to use the English language. In language learning, we often talk about language skills and language systems. Language skills include: speaking, listening, reading, and writing. Language systems include vocabulary, grammar, and pronunciation. A lot of people learn English at school, where English is a common subject. Many people

also want to spend their own personal time learning English. Some of these people may not know any English, where others will have learned some English in school and will want to advance their knowledge of it.

Motivation is something that leads people to do something in order to reach their goal and it is like the energy changes in the human body (Andrew, 2014). It also can change or influence human behavior.

