

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter discusses about finding and discussion of the present study. The finding of the current study is related with research question on the result of Ice breaking application in learning English.

4.1 Findings

4.1.1 Positive Statement of the Students before Applying Icebreaking

In students' questionnaire statements before applying icebreaking, the positive statement was the most founded in the questionnaires statement. The final result can be seen from the figure below.

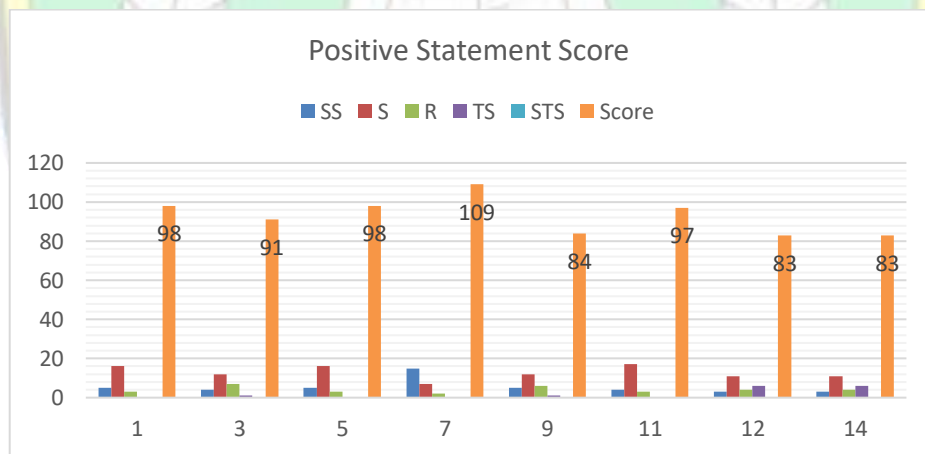


Figure 4.1 Chart of Positive Statement Score before Applying Icebreaking

The figure above showed the highest scores on positive statements before the application of icebreaking are in Q7 "I am highly motivated to learn English if the teaching method is interesting" with a total score of 109, followed by Q1, Q5, and Q 11 with a range of values over 90. The statement discussed student interest

in English lessons in all aspects of both the material and the length of the lesson if the learning method used in the class is interesting. Whereas at low scores, positive statements before the application of Icebreaking were found in Q12 "I feel diligent and patient in facing difficulties in following the English course", followed by Q14, Q9, and Q3 with an average value range of 80 which discussed student persistence in doing assignments and students' willingness to take part in learning English.

4.1.2 Negative Statement of the Students before Applying Icebreaking

In students' questionnaire statements before applying icebreaking, the negative statement was the most founded in the questionnaires statement. The final result can be seen from the figure below.

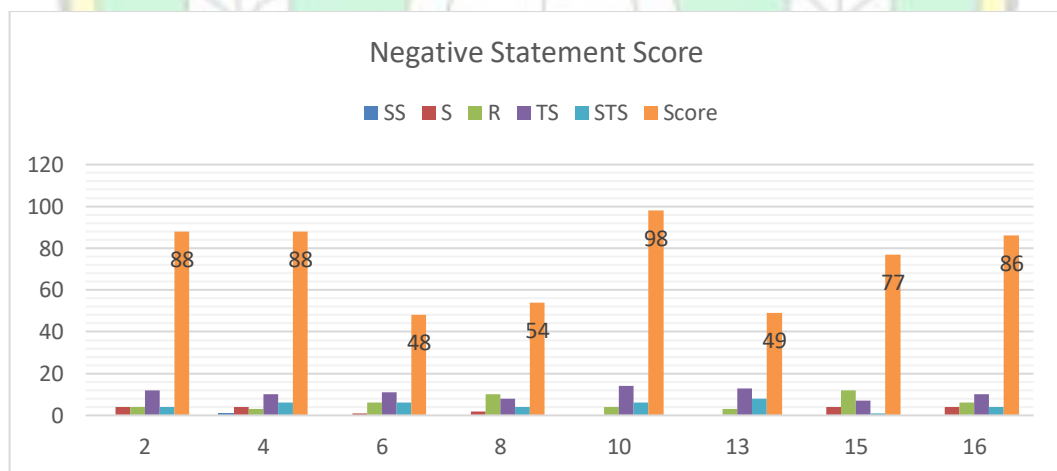


Figure 4.2 Chart of Negative Statement Score before Applying Icebreaking

Based on the chart above, it can be seen that the highest score on the negative statement value before the application of icebreaking is aimed at Q10 "I did not feel that I was diligent in doing the given English assignment" followed by

Q2, Q4, and Q16. The scores on these statements averaged from 80 to 90. The statements on these numbers discuss students' persistence in doing assignments, students are not motivated to learn English, do not have the will to learn English, and students feel bored with chores. This statement indicates that prior to the application of Icebreaking in their class, students tended to dislike English lessons, had no interest in learning it, and were not motivated. While the score with an average of 40-70 is found in Q6 "I am not very motivated to learn English if the teaching method is less attractive", followed by Q13, Q8, and Q15 which discusses students' persistence in learning with the classroom learning model they face.

4.1.3 Positive & Negative Statement of the Students before Applying Icebreaking

In students' questionnaire statements before applying icebreaking, the positive and negative statement was the most founded in the questionnaires statement. The final result can be seen from the figure below.

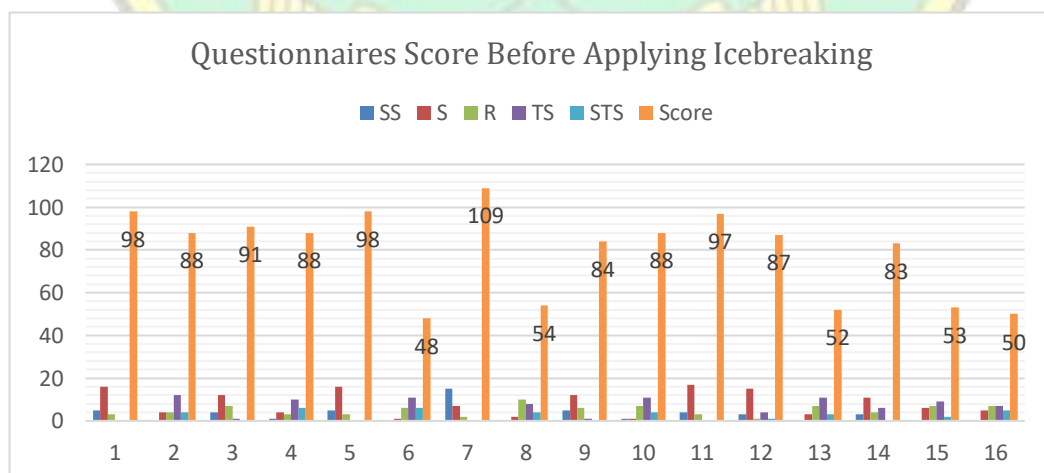


Figure 4.3 Histogram of Questionnaires Score before Applying Icebreaking

Overall, when combined between positive statements (Q1, Q3, Q5, Q7, Q9, Q11, and Q12) and negative statements (Q2, Q4, Q6, Q8, Q13, Q15, and Q16), the questionnaire score was the highest about student motivation before application Icebreaking in the English class is found in Q7 "I am highly motivated to learn English if the teaching method is interesting" with a value range of more than 90, which was a positive statement stated that students are motivated to learn English lessons if the teaching method they get in the class is interesting. While the lowest score with a value range of more than 40 is found in Q6 Q6 "I am not very motivated to learn English if the teaching method is less attractive" which a negative statement stated that students are not happy with the number of hours of instruction that the school provides for English subjects.

4.1.4 Positive Statement of the Students after Applying Icebreaking

In students' questionnaire statements after applying icebreaking, the positive statement was the most founded in the questionnaires statement. The final result can be seen from the figure below.

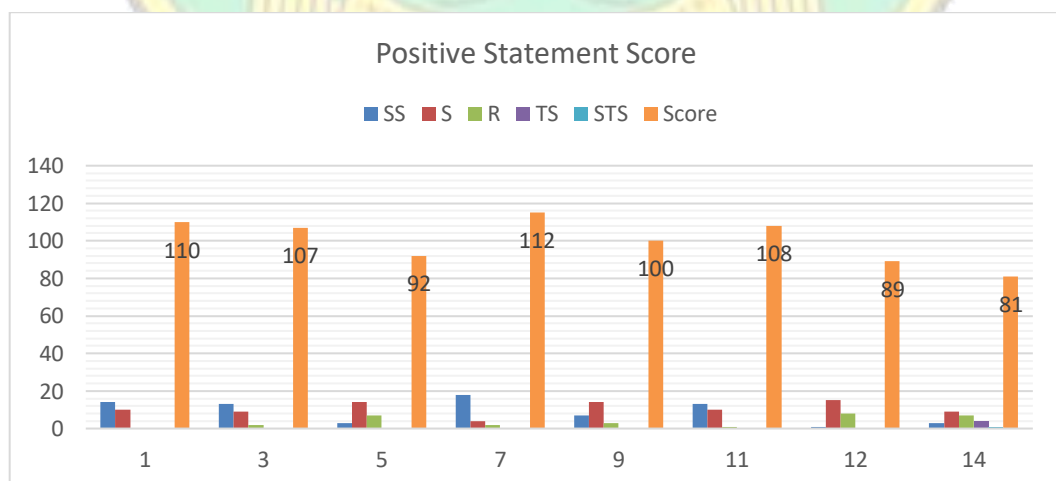


Figure 4.4 Chart of Positive Statement Score after Applying Icebreaking

Based on the chart above, the highest value with a value range of more than 90 in positive statements after the application of Icebreaking is in Q7 "I am very motivated to learn English if the teaching method is interesting" with total score has increased to 112 and followed by Q1, Q11, Q3 and Q9 which discussed that students are motivated to learn English if the teaching method is interesting, students feel enthusiastic about doing English language assignments, students feel interested in taking English lessons and students are more diligent and patient in facing difficulties in learning and doing assignments. While the lowest scores with a value range of more than 80 are found in Q14 "I prefer to work and study independently to complete English assignments", followed by Q12 and Q5 which state that students prefer to do assignments independently and students are happy with the amount of learning time given.

4.1.5 Negative Statement of the Students after Applying Icebreaking

In students' questionnaire statements after applying icebreaking, the negative statement was the most founded in the questionnaires statement. The final result can be seen from the figure below.

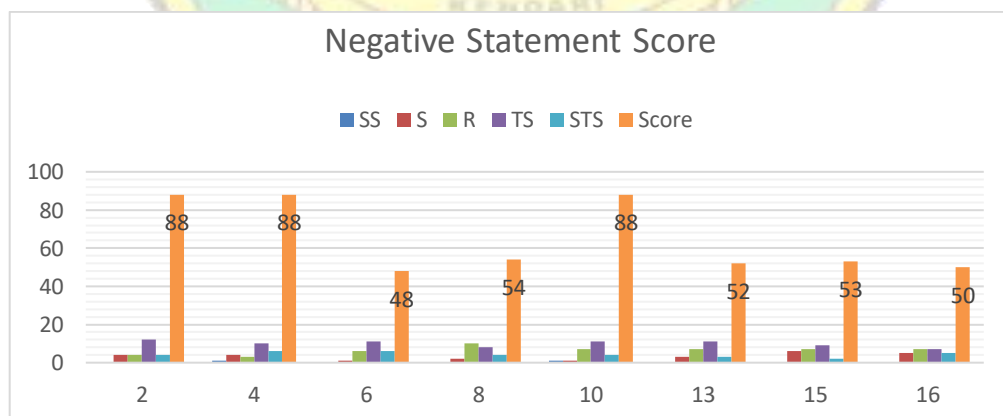


Figure 4.5 Chart of Negative Statement Score after Applying Icebreaking

The chart above showed that the highest score on negative statements after the application of Icebreaking to English learning with the same value of 88 is found in Q2, Q4, and Q10 which stated that students were still not motivated by English lessons and did not have the will to learn English also did not diligent in doing assignments. While the lowest scores on negative statements after the application of Icebreaking with a value range of 48 to 53 were found in Q6 "I am not very motivated to learn English if the teaching method is less attractive", followed by Q16, Q13, Q15, and Q8 which discussed that students were dislikes in the long hours of English lessons, students felt bored with routine assignments, students were not diligent and patient in facing difficulties in English lessons, students were not happy when doing assignments by themselves and students were not motivated in learning English if the learning method is less attractive.

4.1.6 Positive & Negative Statement of the Students after Applying Icebreaking

In students' questionnaire statements after applying icebreaking, the positive and negative statement was the most founded in the questionnaires statement. The final result can be seen from the figure below.

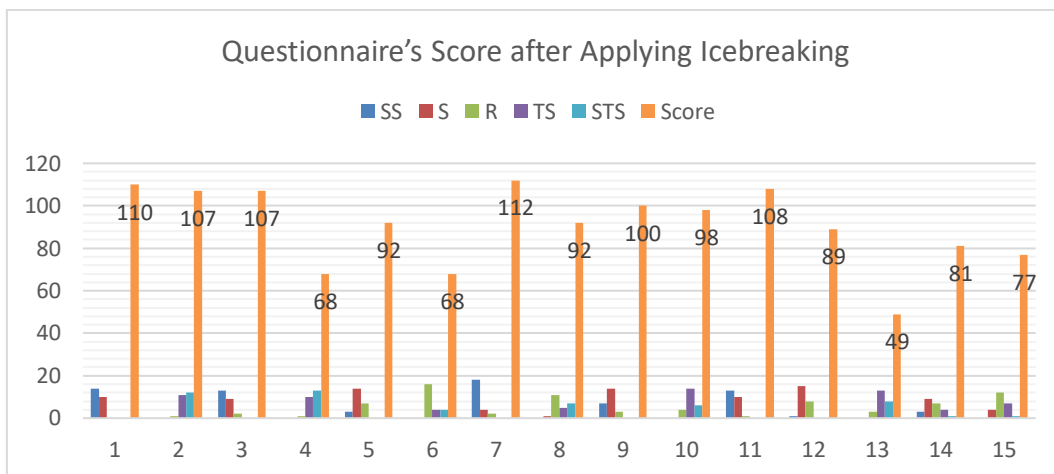


Figure 4.6 Histogram of Questionnaire's Score after Applying Icebreaking

To sum up, when compared with the overall score before the application of 1268 now increases to 1444. Based on positive statements (Q1, Q3, Q5, Q7, Q9, Q11, and Q12) and negative statements (Q2, Q4, Q6, Q8, Q13, Q15, and Q16), the results on the highest score of the questionnaire about student motivation after the application of Icebreaking were still found in Q7 which stated that students are motivated to learn English lessons if the teaching method they get in the class is interesting. This statement number is the same as the statement number before applying Icebreaking so that the difference in value can be seen from 109 (Q7 before applying Icebreaking) to 112 (after Applying Icebreaking). While the lowest score after the application of Icebreaking was in Q13 which stated that students were not diligent and bored in doing English assignments that given.

4.1.7 Students Reflection on Motivation Aspect

The success of research can be seen in the improvement of students after the research method application (Braun & Clarke, 2013). After analyzing

students' reflection through coding, the researcher found that the ice breaking enhanced students' motivation successfully. Based on coding's result, through the first question of reflection "How do you feel about the lesson today?" almost all students were agreed that ice breaking was the proper method to enhance students' motivation in learning English. This was evidenced by the statements of students who said that ice breaking the new way they found how to increase their study.

"Today's lesson makes me very happy because I rarely learn English like this way." (S.19)

"I think today's lesson made me feel great in learning English than the previous days." (S.23)

As the reason icebreaking motivate them in study because icebreaking is fun way then it gave the different way to study while enjoying the material by playing and learning, as the following students said.

"Today's lesson is very different from usual lessons because we can learn and play." (S.5) (Same statement with S.14)

"I become happy in learning because it is fun" (S.7) (Same statement with S.3)

In the other hand, several students said that English was the favorite subject and they like to learn it.

"I'm happy because English is my favorite subject" (S.18)

"It makes me happy because I can learn English again and again" (S.21)

In the second question, "How do you think about ice breaking application in the class?" there was students stated that the application of icebreaking is very suitable in the classroom.

“I think ice breaking is very suitable to be implemented in our class because finally the class becomes active.” (S.8)

“In my opinion, the Icebreaking method is very suitable to be applied in our class because we can learn while playing” (S.16)

Several students also said that icebreaking was good for students.

“it is good and proper for us” (S.17)

“I think it's good because it can increase students' enthusiasm for learning.” (S.24)

Overall, almost all students responded they agreed that ice breaking was motivated them in the study when asked “Are you motivated to learn English with the application of Ice Breaking?”. Those arguments were conveyed for various reasons. Several students said ice breaking was the proper method for them. There also students said that because they can play while study and ice breaking also could sharpen the brain. Therefore, English subjects become students’ favorite subjects. This statement was proven by following students answer.

“Yes, I am very motivated to learn English because English is one of my favorite subjects.” (S.13)

“Yes, because of ice breaking, I started to like learning English, even at first I didn't.” (S.15)

“Yes, I am motivated for English students because ice breaking is very good to apply in the classroom.” (S.22)

From the statement above, it can be concluded that gradually students can finally enjoy English lessons and when they consider English material to be quite easy, students consider it their favorite lesson.

4.1.8 Students Reflections on Interesting Aspect

The primary thing of this method also showed in the interesting aspect that students answered the most. When asked “How do you feel about the lesson today?” almost all students said that Icebreaking gave them joy in learning and increase their willingness in learning English. This was evidenced by the statements of students who said that icebreaking succeeded in attracting to learn.

“I feel happy and joyful so it can make me interested in learning English” (S.1) (Same statement with S.10)

“I find it very good and quite interesting.” (S.4)

In the second question, “How do you think about ice breaking application in the class?” students said that was very good, very interesting, better and very happy because they became not sleepy in the class, not boring and they can play while study, as the following students said.

“Very good because we can learn while playing” (S.9)

“Very good at making learning very interesting” (S.10)

This statement also supported as the following students said.

“It's great because I have become even more excited to learn.” (S.3) (Same statement with S.21)

“Ice breaking games make the classroom atmosphere entertained and excited.” (S.6)

Hence, students are very interested in learning English in class because of the interesting Icebreaking method which makes them motivated to learn in class when asked in the third question “Are you motivated to learn English with the application of Ice Breaking?”. They are excited to learn in class with fun learning. This statement was proven by following students answer.

“Icebreaking makes me very happy to learn English” (Same statement with S.12 and S.20)

Besides, there was student said if using the ice breaking method is very good.

“Yes because if breaking is so good” (S.3) (Same statement with S.12)

Overall, all students said that they were motivated and interested in learning English for various reasons regarding the application of Icebreaking. This is evidenced by some students not feeling sleepy because of the loss of boredom when studying caused by Icebreaking's presence in the middle of the lesson. Students think that the method is really right, it makes them always excited because it brings new things that make them always eager to know and try.

4.2 Discussion

This part presents the discussion from the research findings. This study described how the use of ice breaking enhancing students' motivation in learning English. In this study, researchers used three kinds of instruments to obtain the results of this study, namely: classroom observation, questionnaires, and students' reflection.

To begin with, the game can motivate students to learn, the students looked excited in learning that increases them to learn English. Based on the questionnaire statement in number 7 “I am motivated in learning English if the method is interesting”, this was the highest rank of the score. While through reflection, proven by student 7 statement “it is great, I become more excited to learn”. In line with Saniy & Sarwi (2020) that something fun in learning attended

makes students motivated. This can be seen in student enthusiasm in lessons, students were always competing in answering questions.

In other hand, ice-breaking can improve student concentration, sharpen memory and capture power, and can build cohesiveness in groups. These what Wikström, Falcon, Martikainen & Saarikivi (2019) stated that ice-breaking can increase student motivation in physical education learning. The proof can be seen through observation, students understand the subject more easily and even get a lot of new vocabulary in games that they can relate it into the lesson as in the game "Simon says" which can be integrated with the present tense subject. For the example, Simon says sit down, come forward, jump, etc. which followed by all students.

Additionally, increasing student motivation will also affect students' skills in speaking English. Lasagabaster (2011) said that the role of motivation is to make the position-aware at the beginning of learning, the process, and the final results then inform about the strength of the learning effort, this is what makes students discover their abilities. Many of the students are already able to express, describe and give instructions while speaking only with the help of some new vocabulary they get in the game. Sometimes, students also gave the instruction to their friend while playing the game consecutively. This also happened in game "Draw me". Unconsciously, students spat out several vocabularies to guest the picture that their friend drew for example "dog was barking".

The primary, almost of students admitted that the English language has become their favorite subject which student 13 said “Yes, I am very motivated to learn English because English is one of my favorite subjects.” and student 15 said “Yes, because of ice breaking, I started to like learning English, even at first I didn't.” that answered the third question of reflection “are you motivated by Icebreaking application in learning English?” This has been proven by Yeganehpour (2016) as the previous study that Icebreaking is one of the right methods to liven up the learning atmosphere. Meanwhile, it is certain that children of the same age as Junior High School still need interesting strategies in their learning, playing while learning can be things they still want (Gomes & Mendes, 2007).

Overall, what students think about Icebreaking is an interesting thing that arouses students' enthusiasm and motivation to continue learning. When student motivation is built, students will independently develop themselves to continue to learn new things (Daif-Allah & Aljumah, 2020). The success of Icebreaking appeared in this research that completed the previous research from Amroti (2016) in Purworejo. However, the method is more important than the material, so teachers must prepare the material and finalize the method (Allen & Iano 2019). It means that before giving the material the teacher is obliged to prepare the teaching method for the material.

This certainly can facilitate the teaching and learning process. The teacher easily delivers the material and students easily understand the material. In several cases, it was found that most teachers forced their students to master the lesson so

that students only memorized the material, not understanding the material. Teachers must be good at presenting appropriate methods of teaching by considering the suitability of methods and materials as well as methods and students. Through classroom observation, questionnaire, and reflection, students showed a similar result, which they were motivated to study English after integrating icebreaking in the class.

