

# CHAPTER I

## INTRODUCTION

This chapter consists of background of the study, identification of the problem, limitation of the problem, formulation of the problem, objectives of the study and significance of the study.

### 1.1. Background of the Study

English lesson in Indonesia is a compulsory lesson in the curriculum. Students learn English since junior high school to senior high school and it is also part of the national examinations. Although Indonesian students learn English since junior high school or even in elementary school but some of them may have less motivation for it, because they study English as a foreign language and they think learning English is difficult and boring. It is also due to the use of English as Foreign Language does not force students to really learn and master the language because they do not have opportunities or the need to use outside the classroom (as students who are learning the language as a second language / ESL). Therefore, English teachers are required to be more creative in creating a classroom atmosphere that is enjoyable and fun for students, so that students will be more motivated to learn English.

Motivating students to actively participate in the lessons is obligatory for every teacher in the process of teaching and learning especially in learning English in Senior high school, because the students are adolescent and their motivation are still up and down, so to make them engaged in the lesson the teacher should be creative and innovative in deciding the classroom activities. Adolescent according to Lesiak (2015) illustrates the teenage years between 13-19. This is a time of emotion and moral development. Teenagers have a reputation for being the most difficult learners. Although their potential is bigger than the

young children, some of them seem to have lacking motivation, and are less liable to teacher's encouragement and not easy to guide them (Ur 1996, as cited in Leisak 2015).

One of the activities that teachers can do to boost students' motivation in learning is using ice breaking or warming up activities normally carried out at the beginning of the learning. According to Indrayanti (2004) to increase student involvement, attention and motivation, teachers can use a very beginning activity that is held the first time before core teaching activity with hope that engaging the sense and emotions will increase students' attention span. In other word, the teacher can use ice breaking in the beginning of lesson to boost students' participation and to engage them more to the topic. Ice breakers and re-energizers in the classroom might well contribute to improved student participation, increased student persistence, and ultimately enhanced student learning (Collin,2010)

Consequently, warming up activities are important in learning process, because it will provide students with engagement to materials which they will learn and motivate them to learn English. Ice breakers allow a student to become emotionally connected with classroom situation and increases motivation to engage with the following discussion (Indrayanti,2014). According to Karaoglu (2008), motivation plays a significant role in the process of learning a language. It is not easy to increase students motivation especially for most adolescent learners because their intrinsic motivation is still low to learn English. As stated by National Research Council (2004) Increasing motivation and engagement is unlikely to be accomplished by simple policy prescriptions, such as raising standards, promoting accountability, or increasing school funding although these may be helpful in the right set of circumstances. Hence the learners' motivation is important to learn English, so that the students can understand more the lesson and they will feel motivated to learn language especially English.

By applying the ice breaking, it is hoped that the students will not feel tired and ready to study. Ice breaking is breaking the ice or literally is liquefying the atmosphere. The activity occasionally needs to be created by the teacher when the situation appears to have started boring, rigid and tense. Ice breaking activity makes the teacher and the students talk about everything freely and as well as build teacher's creativity. Moreover, ice breaking activity can increase the interaction between the teacher and the students (Afrizal & Herawati, 2012). Therefore, the ice breaking is appropriate to do by the teachers in order to bring the students relaxed and fun to engage in the lesson.

Furthermore, management of ice breaking is sometimes associated with the students' motivation in learning English. The students will engage in class activities based on the teacher that use communicative teaching method or humanistic approaches, those are two of many approaches that contribute in student's motivation, by using those approaches the students can more actively and motivated in learning English. By using ice breaking students will feel more enjoyable and fun to learn English. Therefore ice breaking can increase students' motivation to learn English.

Nowdays In Indonesia, the 2013 curriculum has recommended teaching methods that could serve as guidelines in determining the extent of teacher's activities in the classroom to make it more enjoyable to increase student's motivation in learning in the classroom. As written in curriculum 2013, learning is a process of interaction between all students with educators and learning resources in a learning environment and implemented based interactive activities, inspiring, fun and motivating the students to take an active role (Permen Dikbud nomor 103 tahun 2014). However the teacher's role in creating a comfortable classroom atmosphere is still inadequate, thus affecting the students' motivation in learning, especially in learning English as foreign language for students in Indonesia.

There are several researches studies that have been conducted on ice breaking activity. The study is using games to promote students' motivation toward learning English by Mahmood and Tanni (2012) which describes the use of mini-games to motivate students in learning English from teachers' perspective. By using the method of the game meant that students would feel happy and motivated in learning English. Games have influence on the students' attitudes towards learning English and that the use of them in the class is not just for fun but it also serves many educational purposes such as creative thinking, critical thinking, problem solving, role playing and collaborative work among others.

The other study is a descriptive study of ice breaking activity in teaching English for children by Afrizal and Herawati (2012) this study describes the use of ice breaking activity in teaching English to the children so that children easily understand English through ice breaking activity given by their teachers. In addition, other study is about role of warm-up activity in language classroom, a Tertiary Scenario. That study written by Akhter (2014) which explain the effectiveness of using warm up activity in language classroom. He conducted survey among some universities for his paper to find out whether warm up activity plays an important role in language classroom and whether it is useful for teachers and students in language teaching and learning.

From these all studies ice breaking seems very helpful in learning the English language in creating a fun learning environment and easier to understand so that students will feel motivated to learn English.

Therefore, this research is conducted to describe how the teachers' perceive the implementation of Ice breaking types as part of students' motivational techniques in SMA Negeri 1 Pakem Yogyakarta.

## 1.2. Identification of the Problem

The researcher identifies the problems found at high school students in Yogyakarta especially in SMA Negeri 1 Pakem Yogyakarta. The problems are related to implementation of warming up activities or ice breaking at high school in Yogyakarta can be seen from teachers understanding of warming up activities, teaching and learning method, and time management.

Teachers understanding of warming up activity still low because the teaching system that unfamiliar with ice breaking activity so, that teacher unconsciously create boring atmosphere of classes for their students. The teachers of SMA Negeri 1 Pakem usually use ice breaking or warming up activity based on the text book that they used for teaching. They think that warming up do not very important in their class activity and it will take a long time before the lesson to be delivered. The main point they deliver the all materials and the student understand about the materials without known about students' feel in their class. Therefore the teacher do not have more creative activity for ice breaking or warming up activities.

Teachers use scientific approach and traditional teaching method in their class because by using scientific approach the teachers know their students ability, but they also use traditional teaching method that the method brings the teachers teach their materials in order and they do not worry about the time limit, so they can deliver all the material. The method also more efficient in deliver the material by specified time.

The teachers think that the time to teach is limit, so to do the warming up activities will take long time and it is not efficient. Sometimes when the teachers do the warming up he or she does not to the point to the topic or material that will they teach. Teacher will feel worried` when the time is not enough to deliver all the materials.

### **1.3. Limitation of the Problem**

Models of ice breaking to increase students' motivation in learn English is believed to be varied and complex. This research, however, does not limit the problem into one or two aspect of the types of ice breaking to boost students' motivation, but it tries to cover the whole effect of ice breaking types to boost students' motivation in learning English of SMA Negeri 1 Pakem Yogyakarta.

### **1.4. Formulation of the Problem**

Based on the identification and limitation of the problem, the problem of this research can be formulated as follows: How do the teachers' and students' perceive the implementation of ice breaking types as students' motivational technique of SMA Negeri 1 Pakem Yogyakarta?

### **1.5. Objective of the Study**

This research is aimed at finding out and describing the implementation of ice breaking types link to students' motivation in learn English of grade X of SMA Negeri 1 Pakem Yogyakarta.

### **1.6. Significance of the Study**

The results of this research are to give contribution to English teachers, students of English Education, English Education Department of The Faculty of Psychology and Socio-cultural Sciences of Islamic University of Indonesia and other researchers.

#### **1. For English teachers**

The teachers hopes that the results of this research will be useful for the English teachers especially teachers of English high school in Yogyakarta. They can get information about how to improve their teaching method by using ice breaking or warming up activity so that, they can find ways to boost students' motivation to learn English.

## **2. For student of English Language Education**

The researcher hopes that this research will inspire students of English Language Education Department to develop further research on types of ice breaking to boost students' motivation so that they can conduct research on warming up activity to boost students' motivation.

## **3. For English Language Education Department, Faculty of Psychology and Socio-Cultural Sciences**

The researcher hopes that this study can be useful for English Language Education Department especially in developing knowledge to boost students' motivation especially for high school students.

## **4. For Other Researchers**

The researcher hopes that this study can inspire the other researchers to contribute in developing students' motivation through other warming up activities.

