THE IMPLEMENTATION OF ICE BREAKERS TOWARD IMPROVEMENT STUDENTS' MOTIVATION IN LEARNING ENGLISH AT SOFTWARE ENGINEERING IN SMK TI GARUDA NUSANTARA CIMAHI

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Abstract

The purpose of this study is to find out the improvement students' motivation using ice breaker in learning English at the tenth grade of software engineering major in SMK TI Garuda Nusantara Cimahi. The data obtained from the result of observation and students learning outcomes from the test (pretest and posttest). The result showed Students who were completed value with KKM > 70 in the pre-cycle has 28.60% and in the first cycle increased to 67.80% than in the second cycle improved to 100%. The average student learning outcomes in the first cycle amounted to 66.29 and the second cycle increased to 73.09 so the average student learning outcomes from cycle I to cycle II increased by 6.8. It means there was an improvement in students' motivation after carried out classroom actions research. Based on the fact, the researcher concluded that the ice breaker was effective to improve students' motivation in learning English at the tenth grade of office software engineering major in SMK TI Garuda Nusantara Cimahi. It was also proved by observation students when teaching-learning in the classroom. Students feel enjoy, be active, feeling happiness, focus on material and stay in the classroom during the learning process.

Keywords: *Teaching Method, Motivation, Ice Breaker, Learning Process*

INTRODUCTION

Education is a strategic aspect of developing human resources. Indonesia can build a nation by education, especially in furthering its country with the young generation potential. Therefore, education is the first milestone in the progress of a country. Every human being has the right to get an education, it is an infallible necessary that must be obtained.

(Wiryopranoto, Herlina, Marihandono, & Tangkilisan, 2017) states Understanding of education is a decision in the life of the growth of children, meaning that education guides all the natural strengths that exist in these children so that they as human beings and members of society can achieve the highest levels of salvation and happiness. And general education is intended to advance the character (character, inner strength), mind (intellectual) and physical of children in harmony with nature and society.

Education field divided into 2 types is formal education and non-formal education. Formal education that can be obtained by participating in activities or educational programs that are structured and planned by government agencies for example through schools or universities. And non-formal education that is not bound by government-formed institutions, it can be obtained through daily life activities such as self-study through reading books or learning through experiences of oneself and others.

According to (Wikisource, 2003) UU no 20 year 2003 that *"Pendidikan adalah usaha sadar dan terencana untuk mewujudkan suasana belajar dan proses pembelajaran agar peserta didik secara aktif mengembangkan potensi dirinya untuk memiliki kekuatan spiritual keagamaaan, pengendalian diri, kepribadian, kecerdasan, akhlak mulia, serta ketrampilan yang diperlukan dirinya, masyarakat, bangsa, dan Negara"*. From the law we know that education is not only needed for itself, but in society, nation and state. The law also realizes that in education there is a good learning environment and learning process so that students can be achieve their learning objectives. And motivation is needed to build a good and conducive learning environment.

A student's motivation must be done either by delivering or oral. Brown (2007) as cited in Parmawati (2018) defines speaking as an interactive process of constructing meaning that involves producing, receiving and processing speech as sounds as the main instrument. Then (Harmer) states motivation is some kind of internal drive which pushes someone to do things in order to achieve something. Motivation is the important thing in learning because it can be affect to students learning outcomes and students' comfort in learning. Many factors that can be influence the levels of motivation students in learning. As he Said that there are four sources of motivation in learning, are; the society we live, significant others, the teacher and the method used.

Based on the result of observation conducted by the researcher, when the English learning process at students of tenth-grade office software engineering which consist of 28 students, it was found that there were some problems related to their learning process, are:
1. There are still many noisy students who disturb the concentration of the other students.
2. Less varied method to deliver material thus students feel bored and tend to be sleepy in class.
3. Lack of enthusiasm for students to do the task and low student learning outcomes.

From the problem above that student's lack of interest and motivation in learning English. Because motivation is the beginning of the success of learning in the classroom. And the researcher tried to use ice breaker to improve students' motivation. (Oroujlou and Vahedi 2011) According to the Pocket Oxford English Dictionary, motivation is 1. The reason or reasons behind one's actions or behaviour. 2. Enthusiasm. Hence, the abstract term 'motivation' on its own is rather difficult to define. It is easier and more useful to think in terms of the 'motivated' learner: one who is willing or even eager to invest effort in learning activities and to progress. Here we want to explain two kinds of motivation which are relevant to our study

The ice breaker is an approach method to melt the clumsy atmosphere to be happy and enjoy, besides it can be used to improve students' motivation. If students are motivated, students will study seriously and are expected to improve student learning outcomes. Ice breaker can be conducted spontaneously or conceptually, and the teacher must be master the guidelines of the ice breaker to make it easier for the teacher to deliver the purpose. The ice breaker is usually used at the beginning of learning, but they're also those who do it in the middle of the lesson even at the end of the lesson, thus students feel happy and addicted in learning.

METHOD

This study was conducted in the 10th grade of Software Engineering major consisting of 28 students at SMK TI Garuda Nusantara Cimahi, Cimahi city, West Java. Author use CAR (Classroom Action Research), this CAR is design in two cycles repeatedly with specific actions

two times with research procedures, that is: planning, implementation, observation, and reflection. (Kunlasomboon, Wongwanich, &Suwanmonkha, 2015) ecited to Kemmis and Taggart Classroom Action Research is a form of collective of self-reflection on a social situation in order to improve reasoning and justice in the situation at the place where the Classroom Action Research is conducted.

RESULTS AND DISCUSSION

Results

The research was conducted classroom action research (CAR) for several cycles. This cycle consists of a cycle I and cycle II. Each cycle consists of planning, action & observation and reflection. The second cycle was carried out to improve the previous cycle. Before conducting the research, the researchers have observed the learning English activities at tenth grade of software engineering in SMK TI Garuda Nusantara Cimahi. Based on the results of these observations, the researcher found that student motivation in English subjects in the tenth grade of software engineering was still relatively low. This happens because learning activities in the classroom are still not optimal.

This is proven by the results of the pre-cycle which is conducted by the researchers. Students of tenth-grade software engineering consist of 28 students, but only 8 students (28.60%) who complete the standard value and there were 20 students (71.40%) who incomplete. This is shown in Table 1. Therefore to solve this problem the researchers tried to research to focus on students' motivation in English learning activities by giving students an ice breaker to improve their learning outcomes.

Table 1/diagram 1

Students learning outcomes pre-cycle
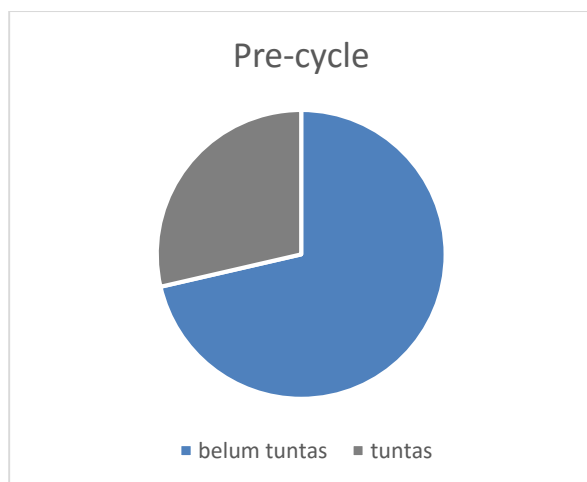
Therefore to solve this problem the researcher focusses on providing ice breaker activities to increase the motivation to learn English in plan and intention material in 10th-grade software engineering.
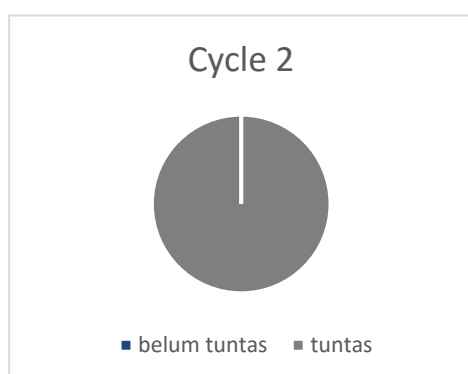
Cycle 1

The results of the first cycle showed that students' learning motivation had increased. This can be seen from the students who can achieve completeness scores. In the pre-cycle stage, there were 28.60% of students and after conducting treatment there were 67.80% of students. Thus it can be concluded that the action in the first cycle has a role to increase students' motivation. However, in this first cycle, not all student learning motivation can be reached completeness criteria, the standard of this completeness criteria is 75%. The failure of the first cycle occurs because of the lack of time for ice breaker activities and also the less effective rules for ice breakers. There are still some students who cannot participate during ice breaker activities.

Table no.2
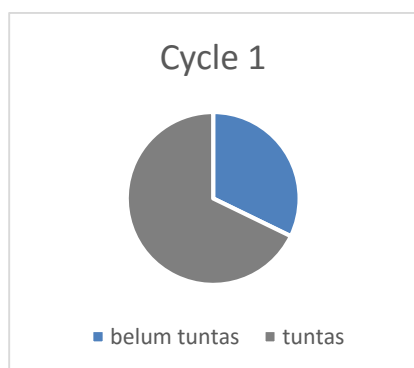
Cycle 2

The second cycle was carried out by the teacher to explain the rules of ice breaker activities and carried out seriously until students understood. The results of this cycle showed that the learning motivation of tenth grade of software engineering students in SMK TI Garuda Nusantara Cimahi has a significant increase. There were 67.80% (19 students) who can achieve completeness score in the first cycle and got 100% (28 students) in the second cycle.

Besides, students learning activities also increase from cycle I to cycle II. In the first cycle, the average student learning activities was 69.14% then increased to 84.68% in cycle II. In this second cycle, student participate in learning activities is much better than cycle I. At the first observation before conducting treatment, there were a few students who paid attention to the teacher's explanation. Most students were chatting with their friends and also some students were sleepy so they were not focused on learning at that time. After conducting treatment, there

was an increase in student learning activities in cycle 1, although there were some students who still not focused on the teacher, most students had noticed the teacher when the teacher explained the material.

Students learning activities in cycle II is better than cycle I. It is shown during the teacher explains the materials. In cycle II no one student chatting when the teaching-learning process, all students of tenth-grade software engineering pay attention to the teacher's explanation carefully. Most students are actively asking and answering the questions, also they are active to discuss and collaborate with their groups to answer the student worksheets.

Discussion

Based on the results obtained, the implementation of ice breaker activities in learning English has a considerable impact on students' learning motivation in tenth-grade software engineering of SMK TI Garuda Nusantara Cimahi. After the implementation of ice breaker activities, students feel happy, more active and re-focused on learning. (Alderman) said that the knowledge of motivation is so extensive that the crucial factor in making the best choice to a particular problem. If we have not learned extensive motivational knowledge base, then our choices are limited.
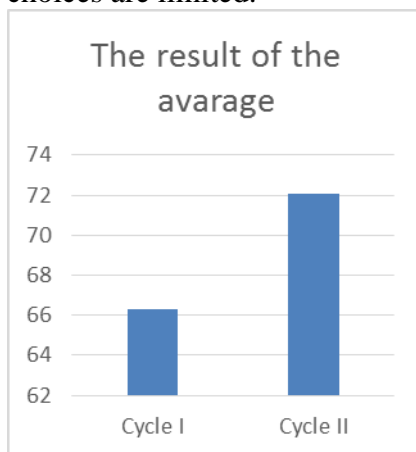

Table no. 4. The result of the average students score

Based on table no.4 shows the average students learning outcomes in the cycle I is 66,29 and has increased in the cycle II of 5,8 to 72,09. In cycle I the lowest score obtained by students is 50 and the highest is 85. In cycle 2 the lowest score obtained by students is 50 and the highest is 90.

Increase of learning outcomes in cycle 1 and 2 through the stages of the process of improvement and deficiencies that occur in cycle 1. The increase in learning outcomes is due to feelings of enthusiasm from within students after being given ice breaking that gives rise to feelings of joy, fun, and students become concentration in learning.

CONCLUSION

Based on the findings and the discussion researcher concluded that implementation ice breaker was effective to improve students' motivation in learning English at software engineering major in SMK TI Garuda Cimahi. The interest and enthusiasm of students when the ice breaker is

very beneficial. Although students are required to be active the majority of students can participate and take part in learning English It was proven from the result of students' motivation level significance.

ACKNOWLEDGMENTS

The researcher suggests for the further researcher to use other more interesting sources to find more the ice breaker and to know about how implementation ice breaker toward improvement students' motivation in learning English

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