

RESEARCH ARTICLE

**THE IMPORTANCE OF DOING AN ICE-BREAKING BEFORE CORE
LEARNING ACTIVITIES**

Farah Amaliyah Yuwono¹, Rahmania Sri Untari¹, Lintang Suminar¹, Ristananda Izzul
Muslimin Syifa¹

Rahmania.sriuntari@umsida.ac.id

^[1] Universitas Muhammadiyah Sidoarjo, Sidoarjo, Indonesia

ABSTRACT

This study discussed the importance of doing an Ice-Breaking before Core Learning Activities to enhance students' learning motivation level for Tenth grade students at SMKN 2 BUDURAN SIDOARJO. This research objectives to avoid of students' problem that exhibiting low enthusiasm and motivation in their learning endeavors. The researchers employed a qualitative descriptive methodology. The techniques for data collection encompassed observation, doing three categories of ice-breaking, and documentation only. The findings showed the data of participants consisted around ± 30 students from various classes, specifically X DKV, RPL, and BD classes and showed the attachment of three categories of ice-breaking techniques were applied across several classes, specifically "Hold Friends' Shoulder", "Who Faster, They Got it!", and "Guessing Words Through Gestures". Thus, this research can concluded that ice-breaking activities were exceptionally appropriated at the beginning of learning, this section could see based on proof of documentation attachments into findings section because all of the researchers could foster students' enthusiasm for have done an ice-breaking before carried out the core learning activities.

Keywords: *Ice-Breaking, Learning Motivation*

INTRODUCTION

In the context of Indonesia, the English language is imparted to learners from the elementary education level through to secondary education. Despite the provision of English instruction to students at the elementary stage, a significant number of them encounter considerable challenges. Additionally, certain students express a lack of motivation towards acquiring proficiency in English, as they perceive it to be of minimal importance (Naila Al Ghifarah, 2023). Within the pedagogical framework, it is anticipated that educators will possess the capability to manage the dynamics of the classroom environment. The aforementioned classroom dynamics refer to the various activities occurring within the educational setting. Strategies to address instances of student noise, disinterest,

lack of preparedness for lessons, and diminished enthusiasm for learning are necessary. Numerous factors contribute to students' lack of enthusiasm or readiness to engage in learning; one such factor is the fatigue stemming from a full day of academic activities, wherein students often experience exhaustion from studying at home followed by further study at school. Furthermore, monotony in the learning process arises when the instructional material presented by teachers fails to captivate student interest, resulting in a reluctance to participate actively in classroom activities. Consequently, the incorporation of ice-breaking activities is deemed essential within the learning process (Nursita Ningsih, 2022).

Ice-breaking served as a mechanism to transition from states of boredom, lethargy, saturation, and

tension to conditions characterized by relaxation, enthusiasm, alertness, and enjoyment in engaging with speakers at the front of the classroom or meeting space. The primary objective of ice-breaking activities was to dissolve barriers among participants, fostering familiarity, mutual understanding, and effective interaction. Fundamentally, the implementation of ice-breaking methodologies was imperative for educators when conveying lesson content within the classroom. During the instructional process, students were prone to experiencing fatigue and boredom, which could hinder their comprehension of the material being taught. This phenomenon is evidenced by a notable decline in students' retention of information and an overarching sense of disinterest in the lessons presented by the instructor. It was crucial to underscore that the enjoyment derived from the execution of ice-breaking activities should not culminate in excessive noise or disruption, which could impede the instructional process during subsequent class periods. The enjoyment experienced within the classroom learning environment can be interpreted as a catalyst for cultivating an interest in learning, enhancing interaction with educators, promoting student engagement in discourse, and fostering comprehension among students (Adi Putra Rahmatullah, 2014).

With the implementation of the ice-breaking activity, all students were afforded the opportunity to familiarize themselves with one another, thereby fostering a sense of security and comfort within the classroom environment. The significance of ice-breaking cannot be overstated, as it serves as a preparatory mechanism for students to effectively engage with lesson materials; additionally, it cultivates a congenial atmosphere that facilitates greater acquaintance among students. It is anticipated that those students lacking motivation to learn may experience a shift towards increased motivation, or that students who exhibit disinterest in the learning process may be reinvigorated with enthusiasm at the commencement of the lesson (Khalimatus Sa'diyah, 2023). Furthermore, the incorporation of ice-breaking activities during instructional time has the potential to enhance enthusiasm, stimulate interest, and create a

dynamic and enjoyable learning experience. The benefits associated with the implementation of ice-breaking activities include the perception that lengthy instructional periods are more expedient, the establishment of a relaxed and enjoyable classroom ambiance, the ability to spontaneously employ such activities when the learning environment becomes unproductive and monotonous, and the enhancement of students' enthusiasm and motivation towards learning. Conversely, the drawbacks of implementing ice-breaking activities are contingent upon the specific contextual conditions present at each location where such activities are employed (Nursita Ningsih, 2022).

The resolution of the exist students' problems, specifically because the avoidance of students exhibiting low enthusiasm and motivation in their learning endeavors, the researchers instituted the titlertalked which was executed in several classes including X DKV, RPL, and BD at SMKN 2 BUDURAN SIDOARJO for English subjects. For three distinct categories of ice-breaking activities were employed across those various classes, specifically "Hold Friends' Shoulder", "Who Faster, They Got it!", and "Guessing Words Through Gestures".

METHOD

Research Design

Based on the research methods by (Nursita Ningsih, 2022) employed the qualitative descriptive research methodology. This particular research approach accentuated the significance of observing phenomena and required sharp instincts from the researchers. Therefore, for this study would use the type of that research method to enhance students' learning motivation level into several classes at school, with topic on the importance of doing an ice-breaking activities before starting core learning activities session.

Participants

The participants are consisted around ± 30 students from various classes, specifically X DKV, RPL, and BD at SMKN 2 BUDURAN SIDOARJO. The

participants are selected through purposive sampling to yield comprehensive insights into their experiential perspectives.

Data Collection

The technique for data collection involved direct observation and documentation to strengthen the validity of observation data (Nursita Ningsih, 2022). The techniques for this section are encompassed observation, doing three categories of ice-breaking, and documentation only. For three categories of ice-breaking techniques were applied across several classes, specifically "Hold Friends' Shoulder", "Who Faster, They Got it!", and "Guessing Words Through Gestures". This section complicated the meticulous observation of classroom dynamics during the ice-breaking sessions, with a concentrated focus on student interactions, levels of engagement, and reactions to the activities. In addition, for observation techniques have done with field notes that systematically recorded to capture non-verbal cues and contextual variables that may exert influence on student behavior.

Data analysis

This section was conducted utilizing thematic analysis, wherein the observational data collected was systematically coded to elucidate recurring patterns, themes, and salient behaviors pertinent to the significance of ice-breaking activities in fostering student involvement and preparing them for subsequent learning.

There were three categories of ice-breaking activities and the rules to do for students in classroom. These categories and the rules were adapted from (Zhang, 2024).

1. Ice-Breaking Name : "Hold Friends' Shoulder."
Ice-Breaking Duration : 5-10 minutes
Ice-Breaking Rules :
 - a. All students stand up at space beside their desk and lined up lengthwise to hold their each friends' shoulder (must hold till game finished).
 - b. All students concentrated on keywords which given by the educators.

- c. There were four keywords (front, back, right, and left) and three rounds (slow, half- speed, and faster) during this game started.
 - d. In 1st round, if the educators say "front", students must one step at front. If "back", students must one step at back. If "left", students must one step at left. If "right", students must one step at right.
 - e. In 2nd round was same rules like first round, but in this round is done with half-speed by students.
 - f. Meanwhile, in 3rd round was also same rules and only changed into the opposite of first keywords before. For the example, if the educators say "front", students must one step at back, and so on.
2. Ice-Breaking Name : "Who Faster, They Got it!"
Ice-Breaking Duration : 10-15 minutes
Ice- Breaking Rules :
 - a. All students stand up and they must have one pair friend in each one desk. This part also can consisted in max. three people at one desk.
 - b. All students can prepared one to two light items (based on students' amount at one desk and make sure only one person who had not that item).
 - c. All students concentrated on four keywords in Indonesian (Sekat, Sikut, Sakit, and Sikat) which given by the educators. This category was also there three rounds (slow, half-speed, and faster).
 - d. In 1st round, if the educators say "Sekat", students could stretch their hands in front chest. If "Sikut", students could touch their elbow. If "Sakit", students could touch their stomach. Meantime, if the educators say "Sikat", one to two students must fast take the light item on desk.
 - e. In 2nd and 3rd rounds were same rules like first round, but only changed according to the rules of speed at this game.

- f. For one person who did not get one light item, they were not the winner.
3. Ice-Breaking Name : "Guessing Words Through Gestures."
Ice-Breaking Duration : 15-20 minutes
Ice-Breaking Rules :
- All students must have each group members consisted in five until six members of one group.
 - All students can prepare their each group to make one line to play this game alternately with other groups and they also must concentrate on several sentences which the educators given to students at games' time.
 - For several sentences, there were six sentences. One group would get one of the difference sentences. In each one group who would get one sentence of the keywords, were only one person at front line. For two until four or five person line (looked the students' amount) who only replay the gestures from one person at front line. The point of that was last person in one group who would guess the real sentence keywords.
 - These were six sentences keywords at this game, consisted of "He is sad.", "The ducks are run.", "This class is great.", "A mosque is big.", "The rabbits are jump.", and "My phone is new."
 - For last person who had part to guess the sentence keywords, if she/he (students) could not guess the correct answer. Therefore, that group were not the winner automatized.

RESULTS

The data and photo documentations of three ice-breaking activity categories which have been done in the classroom. The data in several class, including X DKV, RPL, and BD. The students' amount of those classes were 30 students roughly.

The students' gender of X DKV and X BD were balance between boy and girl students. Meanwhile, at X RPL class who had the boys' student gender more a lot than girls' student. This section was adapted from (Chyntia Maharani, 2024). Here were the photodocumentations which have been done at those three classes in SMKN 2 BUDURAN SIDOARJO.

1. Ice-Breaking Name : "Hold Friends' Shoulder."

Class : X RPL



Figure 1. Hold Friends' Shoulder

2. Ice-Breaking Name : "Who Faster, They Got it!"

Class : X BD



Figure 2. Who Faster, They Got it

3. Ice-Breaking Name : "Guessing Words Through Gestures"
Class : X DKV



Figure 3. Guessing Words Through Gestures

DISCUSSION

At several classes, in the school of SMKN 2 BUDURAN SIDOARJO had low enthusiasm and motivation in their learning endeavors. Therefore, from the lack of students' at the several classes, they had to treat with doing a fun ice-breaking. This was generally intended to enhance students' learning motivation level before the core learning activities started. It was imperative to acknowledge the necessity for further research to be conducted on ice-breakers and their multifaceted linguistic, social, and cultural roles across various levels of engagement (Yeganehpour, 2017). Thus, the researchers tried to do this research at SMKN 2 BUDURAN SIDOARJO of Tenth grade by doing three categories of Ice-Breaking type.

By doing three categories of Ice-Breaking type, consisted of "Hold Friends' Shoulder", "Who Faster, They Got it!", and "Guessing Words Through Gestures". When during doing the Ice-Breaking activities, students were more confidence and motivated to study the English Subject after the Ice-Breaking activities are finished. Moreover, it was essential to deliver clear and comprehensible instructions, selected suitable ice-breaking activities,

taken into account the allocated time constraints, and fostered a conducive classroom environment that enhanced student motivation and interested in the lesson (Dea Zahra Farwati, 2018). Students gave good response and seem interesting when the core learning activities started because that fun activities like doing an Ice-Breaking was very influential in enhancing students' learning motivation.

The ending findings showed the data of participants consisted around ± 30 students from various classes, specifically X DKV, RPL, and BD classes. The findings achievement have showed at the attachment of three picture categories of ice-breaking techniques which applied at several classes, specifically "Hold Friends' Shoulder", "Who Faster, They Got it!", and "Guessing Words Through Gestures". The interest and enthusiasm displayed by students during doing of ice-breakers was notably advantageous. While it was expected that students actively participated, the majority were able to engage and contribute effectively to the process of learning English, as evidenced by the significant results regarding students' motivation levels (Annisa, 2019). Students were able to reflect their progress by doing the exist categories of ice-breaking type. This reflection for avoided the students' weakness of low enthusiasm and motivation in their learning endeavors. Additionally, for enhanced students' learning motivation level so that they also could receive and catch the learning easily after doing fun activities such as an Ice-Breaking.

CONCLUSION

This research can concluded that ice-breaking activities were exceptionally appropriated at the beginning of learning, this section could see based on proof of documentation attachments into findings section because all of the researchers could foster students' enthusiasm for have done an ice-breaking before carried out the core learning activities. The primary objective was to enhance familiarity and facilitate effective interaction (between students and interactions with the educators presented in the classroom) prior to the initiation of learning activities. Furthermore, ice-breaking activities were

anticipated to stimulate students' interest in the forthcoming lessons, particularly within the context of English subject.

ACKNOWLEDGEMENT

The researchers would like to express their gratitude to Allah SWT, a God who has been given them grace and blessings, so that the researchers were finally able to complete this research on time.

The researchers realized that without the help and encouragement from various parties, the completion of this research would not have been possible. Therefore, with sincerity and humility, the researchers expressed their highest gratitude and appreciated to :

1. People who have accompanied the authors, also included the preceptor at college of Muhammadiyah University of Sidoarjo and other several English educators at SMKN 2 BUDURAN SIDOARJO, thank you for everything because those all participants continued to be motivated to complete this research.
2. Friends who fought together during research started until finished, also who helped enliven the situation, at a time provided wonderful encouragement each other.

REFERENCE

- Adi Putra Rahmatullah, I. A. (2014). Metode Ice-Breaker untuk Meningkatkan Hasil Belajar Siswa Dalam Proses Pembelajaran Menerapkan Dasar-Dasar Teknik Digital di Kelas X TAV SMK MUHAMMADIYAH 1GRESIK. *Jurnal Pendidikan Teknik Elektro*, 658-659.
- Annisa, T. S. (2019). The Implementation of Ice Breakers Toward Improvement Students' Motivation in Learning English at Software Engineering in SMK TI GARUDA NUSANTARA CIMAHI. *PROFESSIONAL JOURNAL OF ENGLISH EDUCATION (PROJECT JOURNAL)*, 917-918.
- Chyntia Maharani, C. H. (2024). Implementasi Fun Learning untuk Mengembangkan Minat Belajar Siswa di SDN 01 Ngadirejo serta Perekrutan Mahasiswa Baru di SMK TI Kromengan. *Jurnal Pengabdian Masyarakat Indonesia*, 72-75.
- Dea Zahra Farwati, M. R. (2018). The Application of Ice Breaking Activities in Teaching English to Junior High School Students. *Journal of English Teaching and Linguistics Studies (JET Li)*, 7-8.
- Khalimatus Sa'diyah, F. S. (2023). Pengaruh Penggunaan Ice-Breaking Terhadap Konsentrasi Belajar Siswa Studi di SMK NEGERI 7 JAKARTA. *Jurnal Ilmiah Mandala Education (JIME)*, 1881-1882.
- Lindiani Santika, A. E. (2024). Penerapan Ice-Breaking untuk Mengatasi Kejenuhan Belajar Siswa Kelas X DPIB SMK NEGERI 11 MALANG Pada Mata Pelajaran Mekanika Teknik . *Live and Applied Science. Prosiding National Seminar and Call for Paper Civil Days*, 350-351.
- Naila Al Ghifarah, R. P. (2023). Students' Perception Towards the Role of Ice-Breaking Activities in Learning English at Senior High School. *JOURNAL OF ENGLISH LANGUAGE TEACHING AND LITERATURE (JELTL)*, 118-119.
- Nursita Ningsih, M. S. (2022). Implementasi dan Manfaat Ice-Breaking untuk Meningkatkan Minat Belajar Siswa di SMA NEGERI 2 SIMPANG HILIR. *ACADEMIA* , 2-3.
- Yeganehpour, P. (2017). Ice-breaking as A Useful Teaching Policy for Both Genders. *Journal of Education and Practice*, 139-140.
- Zhang, W. (2024). The Effective Use of Musical Ice Breaking Activities. *Arts Studies and Criticism, China*, 75-76.