The Effectiveness of English Ice Breaker Games to Increase the Student's Motivation in Learning English at Politeknik Penerbangan Makassar

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Abstract

This study aims to analyze how effective leaning English by English ice breaker games for a cadet at Politeknik Penerbangan Makassar. Learning English at Politeknik Penerbangan Makassar had some problems such they don't have any spirit to learn English and the ways of teaching at Politeknik Penerbangan Makassar is not interesting and make them get bored, so that's why around 80% from 24 cadets they don't have any motivation in learning English. It needed a strategy attract the cadets in learning English, one of them is using ice breaker games. Through ice breaker games, it is expected to facilitate the cadets an effective distance learning process and attract the cadets in learning English. This research is a qualitative research. The procedure for primary data collection is done by in-depth interviews with cadets and English lecturers. Based on the results of an online questionnaire given to 24 respondents taken from the first grade stated that 83% of respondents stated that they have high motivation in learning English using ice breaker games, 13% of respondents have low motivation, 3% of respondents they don't have any motivation to learn English by using ice breaker games. By using ice breaker games strategy, it can support the cadet's motivation in learning English. English ice breaker games is effective used for cadets to improve their English skills and provide benefits for cadets in understanding English material.

Keywords: *English Ice breakers, learning English, motivation.*

1. Background of the Study

Language is very important means of communication that is often used in our daily life. People use language each in written and spoken forms to precise their plan. As explicit by Ramelan (1992) stated that language is associate degree discretionary system of speech sounds that is employed in social communication by associate degree aggregation of citizenry, and that rather thoroughly catalogs issue, process, and events within the human environments.

English has become a global language. English as international language and used for all people around the world as the second language. English is a key to communicate among the people from different countries. English as the second language that have been taught as the first foreign language at schools.

Language is a symbol of communication. When people want to say ,order or do some thing, they always use language with people around them. Nowadays beside speaking Indonesian language as the mother tongue, the Indonesian people also study English as their second language. English is used in almost every part of the world because English is one of international language. There are some reasons why people learn English. By mastering English, we can increase our chance to work in a multinational company in our country or even work abroad. English is used in science, aviation, computers ,tourism, etc. So, people will get difficulty if they don't know English. There are many story books, films or songs use English, so by studying English , people can enjoy themselves and they don't depend on translation or subtitles. Actually there are other advantages when we understand English, Even for people who like travelling, it will be easier and more enjoyable for them.

English becomes one among obligatory subjects at Politeknik Penerbangan Makassar. Aviation Polytechnic of Makassar have an aviation safety department in which there are Air Traffic Controller (ATC) course. Legalized with *Air Traffic Services Training Provider Certificate* No. 037/ATP-ATC /DNP/VII/2016. At this time, the need for *Air Traffic* Controller source is needed by the aviation world. For an Air Traffic Controller English is the most fundamental and had a very important role to ATC job. An Air Traffic Controller, before getting a license must pass the exam of ICAO English Language Proficiency passing level 4, listed in Annex 1 - Personnel Licensing, attachment ICAO Language Proficiency Rating Scale, the Operational Level (Level 4) is the minimum required proficiency level for radiotelephony communication.

Therefore, the government provides a syllabus as the guidance of English teacher in teaching-learning process. Within the English syllabus 2020, the educational activities involve listening, speaking, reading and writing. The four skills are instructed cohesively. Though it's targeted on the four skills, pronunciation isn't singly instructed from the four skills.

The students can study English in many ways. From formal or non formal ways. Although they have already studied English, since kindergarten, they still need to master English for their future. After graduate from school, graduates from Politeknik Penerbangan Makaassar will work at the airport, so they have to master English as well. The cadets also can learn English from English courses, English application or they also can learn English from their experience. There are a lot of good ways that students can choose to improve their English. It is important for the students to feel comfortable in learning English because they will be able to practice their English and feel more relaxed and focused.

Based on the result of the observation that conducted in December 2019 at Politeknik Penerbangan Makassar, the author found some problem that faced by the cadets at Politeknik Penerbangan Makassar in learning English. Those problems are: 1) they don't have any spirit to learn English, 2) they feel ashamed or awkward to speak with their friends when they make mistakes, 3) they don't really understand the importance of English, 4) the ways of teaching at Politeknik Penerbangan Makassar is not interesting and make them get bored, and 5) they are already tired of their campus's assignments and physical workout.

There are four kinds of English skills that the students at Politeknik Penerbangan Makasar that should be mastered, those are speaking, listening, reading and writing. Ideally the students have to master those skills. But they have low motivation, so those skills are difficult to get. Based on the result of the questionnaire that the writer given to some students as respondents around 80% from 24 cadets, they have low motivation to learn English.

From those problem, the lecturers at Politeknik Penerbangan Makassar should have many special tricks to form their students actuated to learn English. The cadets want how of teaching which is pleasurable and sensible so finally they will integrate themselves into English. Actually, the cadets can study and have fun at the same time. One way that in learning English can use is ice breaker games as the strategy because it can increase the student's motivation in learning English. Mostly the cadets don't have any brave to speak in English. They need time to be able to speak without being ashamed. So, they need some strategy such ice breaker games to improve their motivation in learning English.

Ice breaker games is a fun activity for students to share some information about themselves and be creative at the same time. An icebreaker is a simple activity or game that helps the cadets and lecturer get to know each other, as well as the students to learn a bit more about each other. The best icebreakers for teaching require little preparation and are easy to use in class. They can help to set the cadets more confident in learning English. English ice breaker games can be used to warm up the conversation among the participants. These games are not only interesting but also force the cadets to communicate in a fun way. These English ice breaker can be done indoor or outdoor. In this study, the author chooses indoor games because it will be easier to do. An

effective classroom ice breaker games can help lecturers in creating a positive and joyful classroom atmosphere. Some English lecturers at Politeknik Penerbangan Makassar put too much textual and conventional activities and they think it is the best way to spend the time in the classroom. Few of them put the ice breaker games in the beginning or in the middle of the lesson to attract cadets' interest in learning. Teaching English by using ice breaker games strategy used to help the clear the way for learning to occur by making the cadets more comfortable by helping to bring out a conversation.

Based on previous study that conducted by Rahmayanti (2019) and Hussain et al., (2017) assumed that there is influence of ice breaking to the motivation of studying English, the data from her research showed that the value is less than 0.005, its mean that null hypothesis was rejected. Sinta (2018) assumed that ice breaker strategy can improve the students ability in speaking. Supported by another research by Yoganehpour (2016) and Hussain et al., (2017) assumed that using ice breaker The usage of ice breaking is one of activities to relieve the stress, boredom, sleepy into relaxed and fun, so the situation can be more condusive and there is a significant influence (Suuryanti 2014) The other writer, Burhan (2017) also said that there is influence between ice breaker to the students mark results. Dryden and Vos (2000) in Holil (2009:10) states that learning will be more effective through joyful learning. An effective classroom Ice-Breaker can help teachers in creating a positive and joyful classroom atmosphere. Yusuf (2009) also stated that ice breakers are intended to refresh the situation, reduce tension and reload the energy and enthusiasm of the members.

So the writer wants analyze the effectiveness of English ice breaker games to increase the student's motivation in learning English at Politeknik Penerbangan Makassar. The English games can try to help the cadets to manage English through fun ways. From these games, students can improve their speaking and new vocabulary words. Based on the background, the writer has two questions for this research. Those are: 1) How is the effectiveness of English ice breaker games to increase the student 's motivation in learning English, 2) How can the English ice breaker improve the ability of students to speak.

This research tries to find out whether or not English ice breakers will improve the cadet's motivation to learn English and to describe the effectiveness of English ice breaker games to increase the cadet's motivation in learning English.

By Considering the positive effects, some teachers apply it in their instruction. In an instruction, an Ice-Breaker is used to improve students' motivation in communicating each other, because of the problems that commonly appear in a class such as boredom, tired, low enthusiasm, and unwillingness to study.

2. Literature

According to Suryoharjuno (2018). Ice breaker games method is the changing situation from boring, monotonous or tense become relax, full of spirit and happy to listen or watch for people speaking in front of the class or meeting. We know that ice breaker games are important to make the interaction among people can run well. Ice breaker games are activities that are used to warm up the conversation.

Ice breaker games are often chosen when the situation or event is stucked. These games are interesting to use. Dixon et al (2008:15) exposes that an Ice-Breaker is an ungraded activity designed to allow the teacher to get to know the students and for them to know each other. It is clear enough that Ice-Breakers are well designed to make the students get to know with the each other, feel more relaxed and get them prepared for materials.

Even in the non formal education, such as in English courses, these games can be the media to encourage the students to speak or to interact with their friends.

It means that they improve their way of communicating and accidentally make them enjoy the lesson. Youmi (2013) said that learning is the behaviour changing that can be seen from the relationship between the educators as the stimulation giver and the students as the response to the stimulation that is given.

While the costructivism theory, according to Huda (2014) and Ghani et al., (2019) this theory told about the basic theory of group. One of the first theoritical basic about this group study comes from social constructivity. Huda quoted from Vygotsky that students' mentality develops from interpersonal level where they transform their interpersonal interaction with other people new skill from these interactions.

Widiati & Cahyono (2006: 278) in their 2005 study found that students in the class were mostly silent and that was due to students' anxiety. From these findings, there are several problems faced by cadets in conducting their verbal communication. Some of these are natural linguistic problems (eg grammar, vocabulary, pronunciation) and communication techniques (such as fluency and interactivity), but the rest are psychological problems (such as motivation and anxiety).

Motivational theory is the theory that has connection with people's willingness to achieve certain goals or results. Most motivation has two factors, such as intrinsic and extrinsic factors. The intrinsic factors are concerned with individual's interest, enjoyment and willingness to do activities. While extrinsic factors focus on the result of the activity. Motivation is concerned with the factors that stimulate or inhibit the desire to engage in behaviour (Moris & Maisto, 2002).

Motivation is an internal process. Whether we define it as a drive or a need, motivation is a condition inside us that desires a change, either in the self or the environment. When we tap into this well of energy, motivation endows the person with the drive and direction needed to engage with the environment in an adaptive, open-ended, and problem-solving sort of way (Reeve, 2018).

Motivation is one of the most important factors in language learning. Students with good attitude and can speak English prefer to pay attention and keep learning. In contrast to children with poor English, they prefer not to pay attention or prefer to pretend to pay attention.

Motivation is very important to make cadets at Politeknik Ppenerbangan Makassar like the process in learning English. Motivation is needed both for the lecturer and cadet. When the lecturer have motivation, they will have good motivating strategies, which in turn give positive motivation to the cadets and can create good English achievement. The lecturer can do it by giving praise; suggestion or reward as the motivation.

3. Research Method

In this reseach, the writer used the qualitative research. According to Ashley Crossman (2020) qualitative research is a type of social science research that collects and works with non-numerical data and that seeks to interpret meaning from these data that help understand social life through the study of targeted population or places.

This research was conducted at Politeknik Penerbangan Makassar of first grade or the beginners around 17-19 years old. The the questionnaire and interview were held at the beginning of December 2019.

The total population or students as the respondents in this research were 24 cadets. All of them were asked to choose the multiple questions. They just answered around 15 questions. The writer collected the data by giving questionnaire to the students and interviewed the the English lecturers.

4. The Result of the Study

In the preliminary stage, field observations were made to find out the previous obstacles in learning English before using the ice breakers games in English learning activities.
Based on the results of observations in the field it states that the learning applied previously is still monotonous, the material presented is less interesting and boring, so the cadets feel unenthusiastic in participating in English learning activities. Based on the results of an interview with one cadet stated that:

''During learning at the classroom, in learning English activities, I felt boring, we always listening to the lecturers all the time and the lecturer explaining the material and exercises were still using a manual paper-based test system, so I was not enthusiastic in participating in learning activities in the classroom". (Interviewed, 29 December 2019)

In addition, the authors conducted an interview with another cadets that regarding the methods used by the lecturer when teaching English as follows:

'' Our lecturers teach English by using traditional method (Teacher-learner centered) and when our lecturers cannot attend the classroom, we are always given the task of working on the questions in the book, we rarely practice English'. (Interviewed December 30, 2019)

The author also conducted an interview with one of the English language instructors at Politeknik Penerbangan Makassar and stated that: " Teaching and learning English mostly used traditional method because it adjusts the limited access to existing facilities at Politeknik Penerbangan Makassar, but since there are new ways of non formal strategy to teach English by using icebreaker games, hopefully it can support the students at Politeknik Penerbangan Makassar in learning English in class ". (Interviewed, December 30, 2019).

Based on the results of interviews and observations conducted by the author in December 2019, it can be concluded that the use of teacher-centered learning methods is less effective and efficient, thus becoming an obstacle in learning English at Politeknik Penerbangan Makassar. Monotonous English learning affects the motivation of cadets in participating in learning activities, so the learning outcomes are less than optimal and not in accordance with the expected results. Can be seen from the results of the questionnaire distributed to 24 respondents about the motivation to learn English is 73% about 22 cadets have very low motivation in learning English, about 4 cadets totaling 13% have low motivation in participating in English learning activities, 2 cadets around 6% were hesitant, 1 cadet totaling 3% had high motivation, 1 cadet totaling 3% had very high motivation in participating in learning English in class.

From the results of the questionnaire distributed to 24 respondents above it can be concluded that the selection of methods as a learning tool can influence the learning motivation of cadets in participating in learning activities in class.

The results of an interview with one of the heads of Academic and Administrative Affairs, Dhian Supardam, stated that: "We will try to always support the lectures to improve the quality of learning, we give the lecturers and cadets the freedom to use the strategy such ice breaker's games to support learning activities". (Interviewed, 29 November 2019)

Related to the analyzed Ice breaker games are chosen by the lecturers at Politeknik Penerbangan Makassar when the situation in the classroom is stucked. These games are interesting to use. the lecturers used English ice breaker games to breakdown the formal situation, those games can be the media to encourage the students to speak or to interact with their friends. It means that they improve their way of communicating and accidentally make them enjoy the lesson. Based on this idea, the author thinks that those ice breaker games can increase the cadet's motivation in learning English because when they are learning English actively, it means

they need good communication with one another. although there are many ways for the teachers or trainers to motivate the cadets to speak actively, these games can be one of the good ways to practise because students will not feel to be forced to speak. They can study English in a fun way.

Teaching English can be done indoor or outdoor. The outdoor games are the games which are played by more cadets outside the classrooms. They can enjoy them in an open space, while the indoor games are games that are played inside the classrooms with fewer number of cadets. In the matters of the way to play, there are some types of ice breaker games, those are team building games such guessing sentences. In this game, each group member shares interesting stories or things about himself or herself, Every cadet must make 3 statements about herself or himself, one of the statement is true, This game can be played in a team. Another ice breaker's game is Yes/No question. The class is divided into 4 groups. The player must think of certain thing, for examples; name of fruits, vegetables, profession, etc. He or she just answers yes or no. The other group members must give long questions about it. Usually each question is given 10 minutes. All the cadets have the same position. The lecturer or trainer mentions one thing, for example: garden. The cadet must continue making the word with the beginning word and then the will be continued until one student cannot mention anything. As the punishment, he or she must tell about his or her activities during the day.

Another ice breaker's games are ''If 'and so sentences''. The class is divided into two groups. Every cadet is given a pen and a piece of paper. One group must write down the words and another group must read the word and make the sentences, and the sentences must started with the word 'if'' and 'so''. For example: one group give the word ''money'' so another group must make the sentences from that word such ''if I have much money I will buy a house, so I can make my parents happy''.

The using of ice breaker's games at Politeknik Penerbangan Makassar, it can support learning English. Besides that, it can increase the motivation of learning cadets to improve their English skills, this is in accordance with the results of a questionnaire distributed to respondents of 30 cadets from the first grade stated that around 25 students around 83% the cadets have high motivation in learning English by using ice breakers, 4 cadets around 13% have low learning motivation, and 1 cadet around 3% they don't have any motivation to learn English.

5. Conclusion

This study investigated the effectiveness of Ice-Breaker Activity to improve cadet's skill in learning English towards the use of Ice-Breaker Activity in teaching English

The data gathered through questionnaire and interviewed was computed while data from questionnaire were analyzed based on the frequency students' answers and then were calculated and interpreted into percentages. Furthermore, this study has proven that:

1. Ice breaker's games is good method to increase the student's motivation to learn English at Politeknik Penerbangan Makassar.
2. 83% students at Politeknik Penerbangan Makassar have high motivation to learn English by using ice breaker's games.
3. Ice breaker's games can breakdown the situation during learning English in the classroom.
4. Ice breaker's games is an effective method or strategy to be implemented at Politeknik Penerbangan Makassar to help the students to improve their speaking skill.

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