**CHAPTER II REVIEW OF LITERATURE**

**2.1 Theoretical Framework**

In conducting this research, it is very important to clarify all concepts or terms related to research in order to have a clear picture of implementation in the field. In this case, the researcher explained several terms used in this research.

**2.1.1 Definition of Motivation**

As quoted by Mc. Donald from Sardiman (2003) in Dauyah, Abulyatama,

& Besar (2018), motivation is a change in energy within a person which is preceded by a response to a goal. From the understanding conveyed by Mc. Donald consist of three main components, namely:

1. Motivation initiates energy changes in each human individual,

2. Motivation is characterized by the emergence of a person's feelings and affection,

3. Motivation will be stimulated because of a goal.

The internal psychic drive created by students to participate in learning activities is known as learning motivation. It also serves to ensure that learning activities continue and provides direction to achieve learning goals. When students are highly motivated, they will really learn. In this case, the ability helps them gain motivation to achieve learning goals.

Motivation to learn is important for students to act as a driving force in

learning activities. The motivation to learn that students have is more from outside

7

themselves which is formed by the people around them, it should be formed from the will of oneself, so that it becomes the basis for voluntary learning activities without coercion from the people around them. Increasing student learning motivation cannot be separated from how to encourage students when in the learning process, this spirit must be formed by teachers as an alternative to overcome student boredom in carrying out learning activities. An alternative that can be given is by doing ice breaking in order to thaw the frozen atmosphere while doing the learning process. The activity was carried out by providing creativity training to form ice breaking for teachers of the Jannat Al Baqi education foundation by using body members as a medium to increase student learning motivation at the Jannat Al Baqi education foundation. The outputs achieved in this activity are the final report of community service activities, scientific publications on proceedings, publications in print or online media, Nurul Azmi and their friends (2021).

Asnawi, Wariyati (2021) Motivation in learning greatly influences the learning outcomes of each student. The level of learning motivation is one of the factors that plays an important role in increasing a person's interest in learning. This can be seen from the impact of using verbal and written feed hacks on individual motivation and interest in learning. From the research results, it can be concluded that formative feedback is the type of feedback most often chosen by students and the type of feedback from oneself is the least chosen. One thing here is that feedback is usually not neutral, but often triggers a positive or negative emotional response. Al-Washliyah Medan. From the research results, it can be

concluded that formative feedback is the type of feedback most often chosen by students and the type of feedback from oneself is the least chosen. One thing here is that feedback is usually not neutral, but often triggers a positive or negative emotional response. In this study we discuss positive feedback because there is no negative feedback. From the results, it can be seen that positive feedback given by teachers can increase student motivation. This can be seen from the interviews conducted and responses during the teaching and learning process in class. There is student enthusiasm in interacting at the end of learning.

In learning activities, motivation can be said to be the overall driving force within the learner which gives rise to learning actions, which ensures the continuity of learning actions and which provides direction to learning actions, so that the goals desired by the learner can be achieved.

As a result, people frequently have to assume the motivations for people's actions based on observed behaviors.

**2.1.2 Types of Motivation**

Arianti, (2018) motivation can be divided into intrinsic motivation and extrinsic motivation:

**a. Intrinsic Motivation**

Intrinsic motivation is motivation that arises from oneself and is not influenced by something outside oneself because within each individual there is already an urge to do something. People whose behavior is driven by intrinsic motivation will only be satisfied if their behavior has achieved the results of the behavior itself. For example, people who like to read without anyone encouraging them

will look for books themselves to read. People who are diligent and responsible without waiting for orders have learned their best.

**b. Extrinsic Motivation**

This type of motivation arises as a result of influence from outside the individual, whether due to invitations, orders, or coercion from other people so that under these circumstances students want to learn. For example, students who are completing homework just obey the teacher's orders, but if they do not obey, the teacher will scold them.

From the preceding explanation, it can be expressed that intrinsic and extrinsic motivation are oppositely contradicted. The contrast is in the remunerate that is conveyed. Intrinsic motivation does not require a financial motivation, individuals essentially perform things since they are unforced and prepared to do so. In the mean time, in extrinsic motivation is individuals do something since individuals are persuaded to do so. Besides, individuals are mindful that in the event that the individuals act in a certain way, the individuals will be remunerated. In addition to intrinsic and extrinsic motivation, there's a sort of motivation in learning English.

**2.1.3 The Function of motivation**

Motivating functions include:

a. Motivate action or behavior. Learning action will not occur without encouragement.

b. Motivation functions as a guide; in other words, motivation drives the vehicle.

The size of motivation will determine how quickly a job runs.

c. Motivational theory related to learning. Culture has many needs, including power, affiliation, and achievement. A person will try to motivate himself when his needs are very urgent. Motivation is very important for the teaching and learning process. Students will not do their best if they are not motivated.

It means that motivation in learning is a driving force to encourage, direct, and determine someone. In this case it is students, namely affraid to a task or action to achieve a goal study.

**2.1.4 The Role of Teachers in Increasing Student Learning Motivation**

According Arianti, (2018), one of the important tasks that teachers must do is to increase students' desire to learn. Teachers are also responsible for increasing their students desire to learn in addition to imparting and transferring their knowledge. Students' enthusiasm for learning is different, so that it is important for teachers to always motivate their students. This ensures that students always have the enthusiasm to learn and can excel and develop themselves optimally.

The learning process would be successful if students have motivation to learn. Therefore teachers need to foster student learning motivation optimally. The role of teachers in increasing student learning motivation is as follows:

1. Making students active in teaching and learning activities

The teacher gives direction to students by providing knowledge and asking questions and the students do their assignments well with the aim of increasing their motivation in learning so that they can complete it well, for example: after

the teacher gives knowledge to the students, she asks questions and they answer the question thoroughly.

2. Creating a conducive classroom atmosphere

A conducive class here is a class that is safe, comfortable and always supports students to be able to study in a calm atmosphere and supports the learning process with method ice breaking as expected.

3. Creating varied learning methods

This varied learning method ensures that students do not get bored with learning, so that varied learning is created. The goal is that students are always motivated in the learning process activities.

4. Increasing enthusiasm in teaching

A teacher's concern for the teaching and learning process is a very important factor in fostering student learning motivation because, if the teacher is not enthusiastic in the teaching and learning process, students will not be motivated to learn.

5. Giving awards

This award can be in the form of grades, prizes, praise, and so on so that students are motivated to learn and always want to be the best.

6. Creating activities that involve students in class

Create activities that involve students with their friends in the same class. The aim is that they will share knowledge and ideas to one create in completing their assignments.

As it has been explained above, the role of a teacher in encouraging her students to learn is very important; if she does not do it, they will become uncreative and uninterested in participating in learning activities. Therefore, her role is very influential in student learning motivation and the main goal is to achieve achievement and improve the quality of learning during the learning process.

**2.1.5 Definition of Ice Breaking Method**

According to M. Said in Sunarto (2017), "ce Breaking is a game or activity that functions to change the atmosphere of ice in a group. According to the term put forward by Ucu Sulastri (2014), "Ice Breaking is a transition from a boring, sleepy and tense situation to a cheerful and fun one with games. This game is an activity that is enjoyed by all groups, without being limited by age. because every individual definitely feels bored when studying, so that they want a pleasant learning atmosphere.

According to Supriadi (2017), ice breaking is the equivalent of two English words which mean "breaking the ice". This term is often used in training with the intention of eliminating the ice among the training participants, so that they know each other, understand and can interact well with each other. Ice breaking in learning can be interpreted as breaking situations of students' mental and physical freezes. It is a way to reduce an unpleasant atmosphere during the learning process. This activity can be combined with the material, student conditions, and learning environment.

Learning is a process of interaction between a teacher and her students in an educational context to achieve certain goals. There are many activities that can make students feel refreshed and ready to learn. One of them is by playing games in the form of singing, games and yelling to lower the temperature. This game can reduce boredom, increase the desire to learn, and can improve the teaching and learning process. Students must be given work that is "cooling" or "ice" for their brains. Based on the previous explanation, the author concludes that splitting ice is an activity or game designed to keep students motivated and interested in learning.

From the preceding explanation, the researcher can conclude that ice breaking is a simple, light and concise game or activity that functions to change the structure of ice, stiffness, feeling bored, or sleepiness while studying. Therefore, you can build a learning atmosphere full of enthusiasm and fun. Teachers rarely provide ice breakers or pauses in the middle of the lesson material being presented. Even though the researcher doing ice breaking in the middle of delivering lesson material is very important, because of all of the materials delivered by the teacher cannot often be absorbed well by the students. Children carry out the learning process through their life experiences. A good and enjoyable experience has a positive impact on child development. They learn from everything they see, hear and feel. This learning process will be effective if the child is happy and happy. Vice versa, they will feel afraid, anxious and feel uncomfortable and the results are less than optimal if her learning process is too forced.

**2.1.6 The importance of Ice Breaking Method in learning**

According to Kader (2022), a very serious learning process without the slightest atmosphere of excitement can make students bored and sleepy. Apart from that, a research shows that human concentration time when watching a film is only 15–20 minutes. The rest of their minds will be reminded of things that are far from certain activities.

A teacher must try to make her students minds focus again when their minds are no longer focused. When students lose focus, she should use a louder voice, tell them to stand up in front of the class, take them out, or hit them to get them to focus again. These efforts were largely ineffective, it will be worse and involve students' emotional involvement. Even though they are in their original seats, they are unhappy or naturally afraid to take part in the lesson. On the other hand, if they enjoy taking lessons, they will be more involved, focus longer, and be more active in the learning process.

**A. Benefits of Ice Breaking**

The benefits of using Ice Breaking in classroom learning are as follows:

a. The process of conveying information runs perfectly;

b. Mutual motivation between teachers and students in learning activities us good and

c. The relationship between teachers and students is getting closer.

The researcher can conclude that there are several benefits of doing ice breaking activities, including to eliminate boredom, anxiety and fatigue because

the teacher can temporarily get out of your lesson routine by doing free and cheerful movement activities, as well as other benefits such as:

a. Developing and optimizing students' brains and creativity.

b. Training students to interact in groups and work together as one team. c. Training students to think creatively and broadly.

d. Training systematic and creative thinking to solve problems. e. Increasing self-confidence.

f. Practicing determining strategies carefully. g. Practicing creativity with limited materials.

h. Training concentration, daring to act and not being afraid of making mistakes

**B. Ice Breaking at the End of the Lesson**

According to Kader (2022), Ice breakers can be used even after the lesson is finished. Its function is as follows:

a. Helping students remember and understand the material they have just studied. b.Creating a pleasant atmosphere.

c. Motivating students to continue following lessons.

In general, ice breaking can be done with games that are played at the beginning of the lesson which aim to ignite students’ enthusiasm but ice breaking can also be done at the end of the lesson to help the students remember the previous lessons.

**2.1.7 Ice Breaking Types**

In the classroom learning process, teachers can make various types of icebreakers. They can use any of these types of ice breaking to maximize the learning process. There are several types of Ice Breaking, namely:

a. Yells b. Claps c. Songs

d. Games.

**2.1.8 Advantages and Disadvantages of Ice Breaking**

According to Kader (2022) All learning models or learning approaches have their advantages and disadvantages, and Ice breaking is one of them, as shown below:

A. Advantages of Ice breaking:

1) It can make a long time seem fast,

2) It can cause a pleasant impact to learning,

3) It can be used spontaneously or conceptually,

4) It can create a group and united atmosphere.

According to the researcher the advantages of ice breaking is that it can shorten time during the learning process, making the class atmosphere fun and cheerful.

B. Disadvantages of icebreaking:

1) Application is adjusted to the conditions in each location,

2) A lot of time is wasted if the teacher cannot manage his time well,

3) High creativity is required for teachers in terms of creating and implementing icebreaking.

According to the researcher the disadvantage is the teacher’ lack of creativity in implementing the types of ice breaking carry out in the classroom so that the students’ feel bore in learning.

**2.1.9 Ice Breaking Method in Teaching English**

Ice breaking method is an activity or game carried out at the beginning of a meeting or session to help break the ice or awkwardness between students’, as well as build better interaction and communication between them. Usually done at the beginning of a meeting be in the class.

The goal of ice breaking method is to create a relaxed, fun, and inclusive atmosphere, allowing participants to feel comfortable and actively involved. Ice breaking method can involve different types of activities, such as team games, quick questions, creative challenges, or light physical activity. Some examples of learning methods using the ice breaking method are as follows:

1. Students introduce themselves one by one by saying their names and making special greetings or gestures.

2. Each students must share one unique or interesting fact about themselves with the group.

3. Students are given a certain topic or question, and they must discuss it in small groups to come up with creative ideas or solutions.

4. Students work together to solve puzzles or complete puzzles within a certain time limit.

5. Simple activities such as playing “Simon Says” or “Musical Chairs” can engage

students physically and create an active atmosphere.

Ice breaking method can help build trust, strengthen relationships among students, reduce awkwardness, and create a positive environment for further learning or collaboration. These activities are often tailored to the context and objectives of the meeting, as well as the characteristics of the students involved.

**2.2 Related Study in Research**

Previous research was conducted in an effort to compare and find new inspiration for further research. The following are several previous research findings that are related and relevant to the research that the researcher will conduct.

The first research is the research conducted by Pranata, et al (2021) with the title "The Effectiveness of Ice Breaking to Increase Students' Motivation in Learning English". This research generally aims to determine the increase in the impact of ice breaking on student motivation in first grade English learning at Nurul Jadid Middle School. This research uses a pre-experimental design using a one shot case study pre-test and post-test. The results of this research prove that ice breaking is effective in teaching English to the motivation of class I students at Nurul Jadid Middle School. Thus, this research makes students feel happy, active, energetic, feel happy, interactive in class, stay in class during the learning process, and focus on the material.

The second previous research was the research conducted by Muharir, et al

(2022) with the title “Penggunaan Ice Breaking dalam Meningkatkan Motivasi

Belajar Peserta Didik pada Mata Pelajaran Pendidikan Agama Islam Kelas VIII SMP Muhammadiyah Pinrang”. This type of research is a pre-experimental research design and this research aims to determine the use of Ice Breaking in Increasing Students' Learning Motivation in Class VIII Islamic Religious Education Subjects at Muhammadiyah Pinrang Middle School. The results of this research prove that Ice Breaking has a significant and influential effect on students' PAI learning motivation.

The third previous research was the research conducted by Astuti, et al (2020). This research is entitled "The Influence of Ice Breakers to Students' Motivation in Teaching English". This research aims to explore ice breaker techniques in teaching English to junior high school students in Cimahi. This type of research uses case study and qualitative research methods. The results of this research are that students become focused and have fun learning English in class.

Based on these studies, this research refers to research conducted with the title "The Effectiveness of Ice Breaking to Increase Students' Motivation in Learning in English". The results of this research prove that ice breaking is effective in teaching English to the students’ motivation at Madrasah Ibtidaiyah Syababul Qorib Perbaungan. All the research has similarities to this research in using qualitative method and this research in terms of the variables used namely using ice breaking and students’ motivation, this research also hopes that media of ice breaking can be an intermediary media to increase the students’ motivation in learning English, in this research increasing students’ motivation to courage speaking English for the fourth grade at Madrasah Ibtidaiyah Syababul Qorib

Perbaungan. The difference between this research is the research method used, as well as the location and time of conducting the research. The location in this research is Desa Melati II, Dusun Salak, Kecamatan Perbaungan.

**2.3 Conceptual Framework**

Basically, remaining within the lesson to induce a few learning materials could be a kind of boring action for the students. It is truly troublesome for students to memorize in such a formal setting each day. It also happened at Madrasah Ibtidaiyah Syababul Qorib Perbaungan of the fourth grade. The students were bored in course, in spite of the truth that the instructor had knowledge empowered them to take part completely within the prepare in learning, especially in talking exercises and asked to conversation in English, the studnets stay noiseless. On the off chance that the students must be conversation in English, they do it in a cluttered way, word by word since the researcher teaching at Madrasah Ibtidaiyah Syababul Qorib Perbaungan. So, it will be easy to teaching the studengs. They require a learning procedure that permits them to enjoy their learning English. Agreeable learning methodology is the title of this investigation. It varies from other instructing strategies in that understudies collaborate instead of compete with one another. Ideally, this strategy can spark their ability in studying, especially English. Students will have a frame of discussion or certain exercises in bunches in the event that agreeable exercises are utilized. The group comprises students with shifting levels of English capacity, so understudies with lower capacities can inquire their companions with higher capacities for offer assistance in case they are having troubles, whereas students with higher capacities will take

part in a assortment of fun exercises to keep them from getting to be bored amid the learning. Students will not see that they are learning to move forward their talking motivation, but or maybe that the students are bantering with their companions in English as a result of the agreeable learning procedure since they will have more interactions by having discussions or playing diversions with their companions in English. Therefore, ice breaking is one of the reason to increase the students’ motivation in learning English.