

EFL STUDENTS' ENTHUSIASM ON LEARNING GIVING ADVICES MATERIAL THROUGH ICE BREAKER

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Abstract: In this pandemic Covid 19 situation, students and teachers must adapt with the new era in teaching learning process. Online learning requires many students to study more diligently in order to comprehend the material, such as providing advices. Additionally, the monotonous and teacher-centred learning process bores more than 50% of students, causing them to lose interest in teaching and learning activities. The objective of this study is to describe the students' enthusiasm for implementing icebreaker activities after they learned how to give advice. This study used a descriptive quantitative method. The students' enthusiasm indicators administered eleven questions. The result indicated that there is a positive response to their enthusiasm, which can help them develop their critical thinking when it comes to learning English, particularly when it comes to providing advice materials. To summarize, this current research sheds new light on how to manage students' enthusiasm for English materials during synchronous and asynchronous teaching-learning interactions.

Keywords: students' enthusiasm, ice breaker, giving advices

INTRODUCTION

English is one of the compulsory subjects taught at Madrasah Tsanawiyah (MTs) Muhammadiyah 04 Purbalingga. English subject is taught from grade VII to grade IX. The learning process that had been carried out before the covid-19 pandemic was using the face-to-face method with the help of textbooks as a learning tool. During the COVID-19 pandemic, learning is carried out online assigning assignments and collecting assignments through e-learning.

Madrasah Tsanawiyah (MTs) Muhammadiyah 04 Purbalingga is one of the schools that has problems in the teaching and learning process. Based on the results of the researcher's interview with the English subject teacher for class VIIIA MTs Muhammadiyah 04 Purbalingga, totaling 36 students, information was obtained that students had difficulties with the Giving Advices material, the average score obtained on student assignments was 67, with the highest score of 85 and the lowest 46. The

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total of 19 students have score <75. This means that there are 52.7% of students who get scores below the minimum completeness criteria or low scores.

Based on the results of interviews with the English subject teacher for class VIIIA MTs Muhammadiyah 04 Purbalingga, information was obtained that students were not used to developing their creativity in thinking. If the teacher provides problems that require students to think creatively, then students have not been able to provide solutions to these problems. The monotonous and teacher-centered learning process also makes more than 50% of students feel bored so they don't focus on participating in teaching and learning activities. Therefore, the research will focus on analysis the influence of Student Centered Learning model integrated with ice breaker on students' enthusiasm for learning English in giving advices material at MTs Muhammadiyah 04 Purbalingga.

In previous research conducted by Ardian, A. & Munadi, S. (2015) showed that students who participated in the SCL model learning had higher creativity than students who took direct learning with the average score of students' creativities with the SCL model of 42.65 and the average score creativity of students who do direct learning is 39.00.

Student centered learning (SCL) or learning that is centered on the development of students often referred to as Project-Based Learning (PBL) is a 21st century learning model that implements a new curriculum using technology and students' own abilities to achieve higher standards of learning than their own traditional learning style. SCL is not an additional activity to support learning, but SCL is the basis of a curriculum. (Stephanie Bell, 2010).

Based on the background described by the researchers above, the researchers tried to conduct a study entitled "Students Centered Learning: Students' Enthusiasm on Learning Giving Advices Material through Ice Breaker".

LITERATURE REVIEW

Teaching English in the online pandemic era necessitates the cooperation of teachers and students in order to ensure that the atmosphere, conditions, situations, and learning processes in online classes run comfortably, smoothly, and support the achievement of the learning objectives. There are a plethora of online applications that can be used to assist students in their learning. One of the supporting applications is a learning management system (LMS) or e-learning, which can be used to facilitate and organize learning (Sakkir, Dollah, & Ahmad, 2020). As part of a communicative learning process, students require activities that motivate them, which can increase their enthusiasm and ability to apply the material they have learned. This requires the inclusion of refreshing activities in the learning process, such as using ice breakers in the online learning process, in order to support the communicative learning process. A method for motivating students, making students feel the same in the classroom, or unifying the class vision is called an icebreaker. It is implemented in learning with the goal of fostering active student learning processes by creating dynamic conditions in the learning environment (Sunarto, 2012). In addition, the learning process that engages students in the classroom, particularly online, fosters a diverse, coherent, and mutually beneficial interaction between students and teachers.

Moreover, ice breaker has an impact on students' cognitive development and creativity (Fanani, 2010; Haryono, 2017), which in turn has an impact on their learning achievement. Ice breaking is an activity that can help students overcome an unsupportive learning environment that can have an impact on their physical and psychological well-being. This icebreaker undoubtedly

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necessitates the incorporation of learning media into the interactive online learning process, which results in student-centered learning (Overby, 2011; Maulana, 2018).

Icebreakers can be used in online speaking instruction, for example, by providing advice material that stimulates students' interest in speaking English (Panggua, S., 2016; Parisa, Y., 2017; Kristanto, Sudarwanto, & Kurniawati, 2020). To wit, the ice breaker method is critical to the success of learning and interaction between students and other students, as well as between students and teachers.

Furthermore, an ice breaker can motivate and provide valuable input (Chiang, Y.N., 2016) in order to increase student enthusiasm in online learning, which has a close relationship with increasing student achievement.

METHODOLOGY

The participant of this current research were 36 students on grade VIIIA MTs Muhammadiyah 04 Purbalingga. This research administered a descriptive quantitative research method. The questions consisted 11 students' enthusiasm indicator.

FINDINGS AND DISCUSSION

This research had done by distributing self-formation questionnaire via google form to 36 students of grade VIIIA MTs Muhammadiyah 04 Purbalingga. The questionnaires were given after they had joined giving advices material in speaking session using ice breaker.

The first indicator is the student's attraction to giving advices material by implementing ice breaker. 48.6 % student proposed agree that they like giving advices material. 2.9% said strongly agree that they really like giving advices material. So, over than 50% students agreed that they like giving advices material. The diagram is showed on Figure 1.

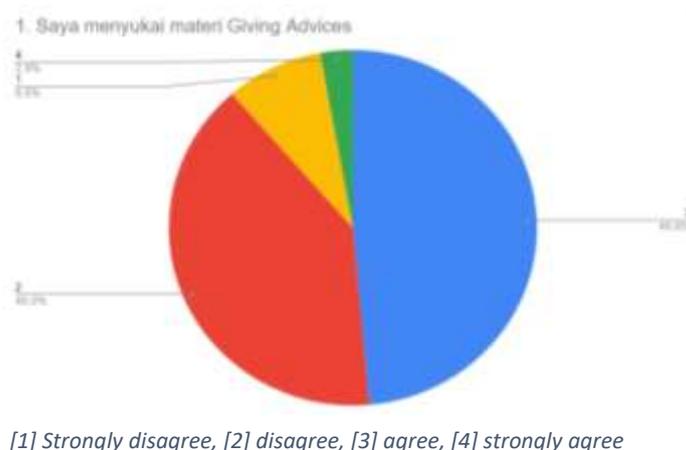


Figure 1. Student attraction to giving advices material

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The findings in Figure 1 corroborate Chiang's research (2020), which discusses the efficacy of using media other than ice breakers in the English teaching process, where media can motivate students to engage in the learning process. It's just that the previous research utilized a different type of media than this research, namely Kahoot !, whereas the current research utilized an ice breaker. Both are theoretically instructional media that serve the same purpose of motivating students to learn. Thus, this research adds another dimension to the process of learning to speak through icebreaker.

Second indicator is student boredom of the giving advices material. Most of them answered strongly agree 78.1% and agree 16.4% that they feel bored when giving advices material. The diagram is showed on Figure 2.

According to the results of Figure 2, it can be concluded that the implementation of icebreakers as a medium in online learning still collides with students' boredom; in this case, it is critical for further research to provide teachers and students with the appropriate mindset. Students are engaged in a communicative learning process, which eliminates boredom. This finding contradicts Damayanti's (2019) finding that icebreakers alleviate students' boredom during the speaking learning process.

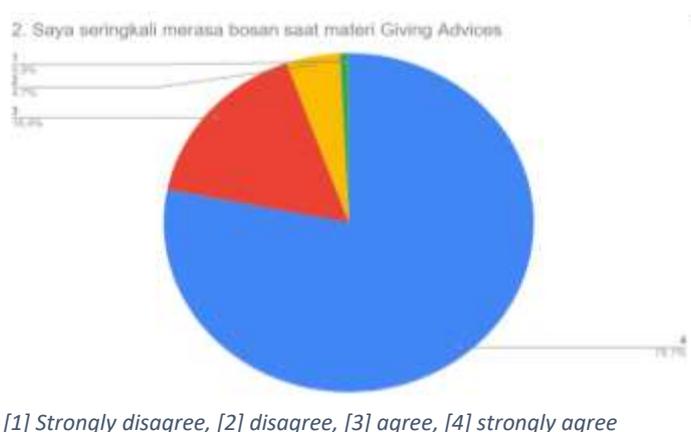


Figure 2. Student boredom of the giving advices material

The third indicator is the students' understanding in giving advices material. More than 50% students strongly agree that they got trouble in understanding the material. 60% feel really hard to understand and 35% also feel difficult to understand. The diagram can be displayed below.

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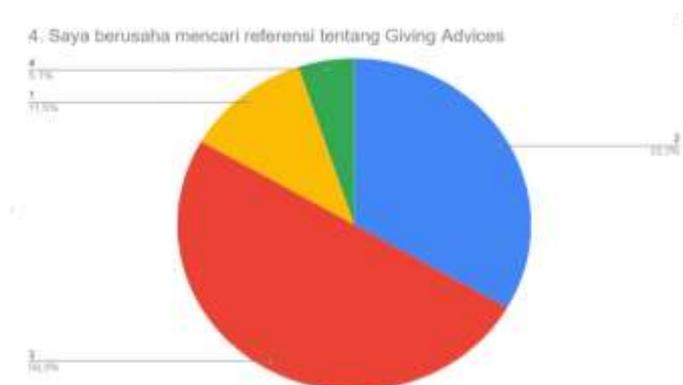


[1] Strongly disagree, [2] disagree, [3] agree, [4] strongly agree

Figure 3. Student understanding of the giving advices material

Figure 3 explains why the implementation of ice breaking was not optimal in terms of providing an understanding of the material for giving advices, which contradicts the findings of Hutasoit & Tambunan (2018), who found that ice breaking promotes comfort in learning, both in the learning environment and in learning to speak English.

The fourth indicator is student efforts to find references. 50% from the students think that references are something that really important. So, they agree to look for some references in giving advices material. The complete explanation can be seen on figure 4.



[1] Strongly disagree, [2] disagree, [3] agree, [4] strongly agree

Figure 4. Student efforts to find references

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As illustrated in Figure 4, the ice breaker has an effect on students' efforts to locate additional learning resources. These findings corroborate prior research by Pratama et al. (2021), which found that icebreakers are effective at increasing student motivation.

Besides, the fifth indicator is students' effort to practice the material. 55.2% students agree to practice the material. But, 36.8% students disagree to do that. The detail explanation can be seen in figure 5.

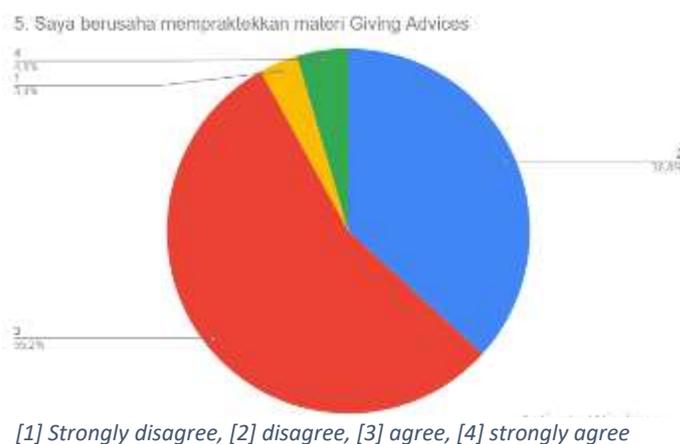


Figure 5. Students' efforts to practice the material

Students make an effort to practice learning materials in Figure 5, which is consistent with Pratama et al(2021) 's research that students make an effort to practice reading.

The sixth indicator is student convenience regarding learning resources. Over than 50% students disagree that the resources only from the teacher. 55.1% disagree and 14.5% strongly disagree that the process of learning centered on teacher the resources of learning just from teacher. The diagram can be displayed below.

The seventh indicator is student convenience regarding the learning model. 68.2% students agree that they more comfort if the learning process centered to the students. The complete explanation can be seen on figure 7.

Figure 7 demonstrates that implementing ice breaker activities is not only convenient to implement in the classroom, but also focuses on students' learning by encouraging students to think actively and communicatively while learning English speaking. These findings are consistent with Sukriningsih & Yansen's (2019) research, which indicates that students learn actively in the classroom and that the learning process is centered on student collaboration.

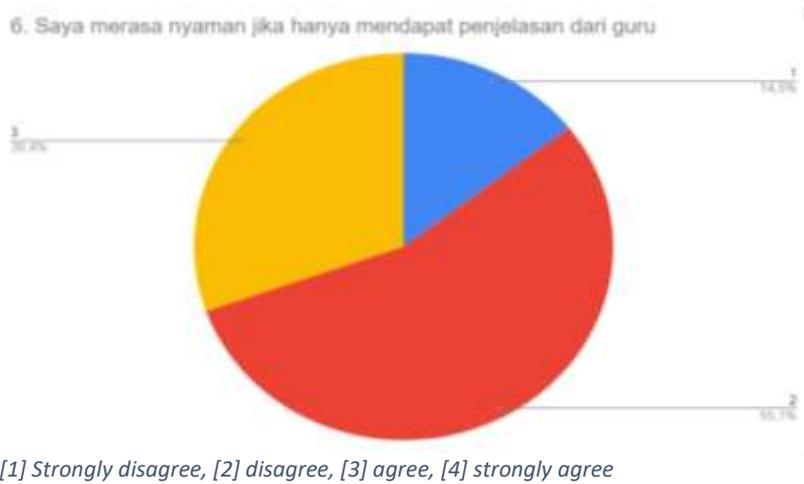


Figure 6. Student convenience regarding learning resources

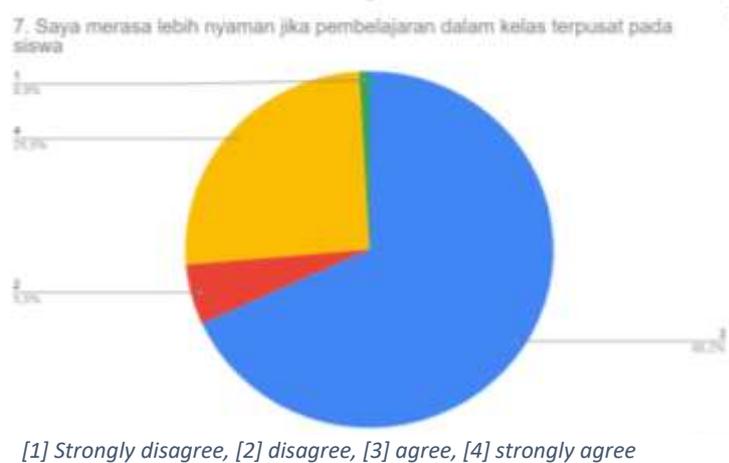


Figure 7. Student convenience regarding the learning model

The eight indicator is students' perception of ice breaker. 36.7% students think that ice breaker is an important thing, so it is not waste their time. 36.7% disagree and 31.7% strongly disagree that Ice breaker just waste their time. The diagram can be displayed below.

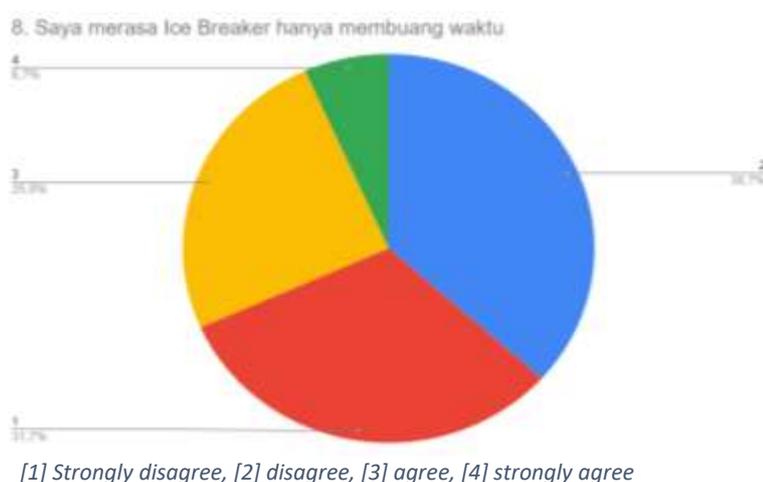


Figure 8. Students' perception of ice breaker

This means that this study demonstrates that ice breakers not only increase motivation, but also performance and student engagement in the learning process. This finding is consistent with Damayanti, A.D. (2017)'s research, which emphasizes the positive perception that ice breakers can be refreshing for monotonous learning.

The ninth indicator is students' perception of ice breaker on the giving advices material. Almost all of the students feel that Ice breaker helps them in giving advices material. 64.9% students agree and 28.8% strongly agree that they are helped by Ice breaker. The diagram can be displayed below.



Figure 9. Students' perception of ice breaker on the giving advices material

The tenth indicator is students' enthusiasm for learning after the ice breaker. Many students feel that Ice breaker has influence of their enthusiasm in learning. So, 56.2% strongly agree and 39.7% agree that they more enthusiasm in learning after received ice breaker in the class. The complete explanation can be seen on figure 10.

These findings are consistent with previous Tamamala et al. research (2020). that students' enthusiasm motivates them to be more active and creative in the classroom after the class..



Figure 10. Students' enthusiasm for learning after the ice breaker

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The last indicator is students' understanding about the material after received ice breaker in the class. 62.7% students agree that they more understanding about the material after doing ice breaker in the class because after ice breaker they feel that their mind refresh so they can focus on the material. The diagram is showed below. This result stems from a study conducted by Tamamala et al. (2020) in which ice breakers provided an opportunity for students to more easily express their thoughts, thereby improving their understanding of the material covered in class.

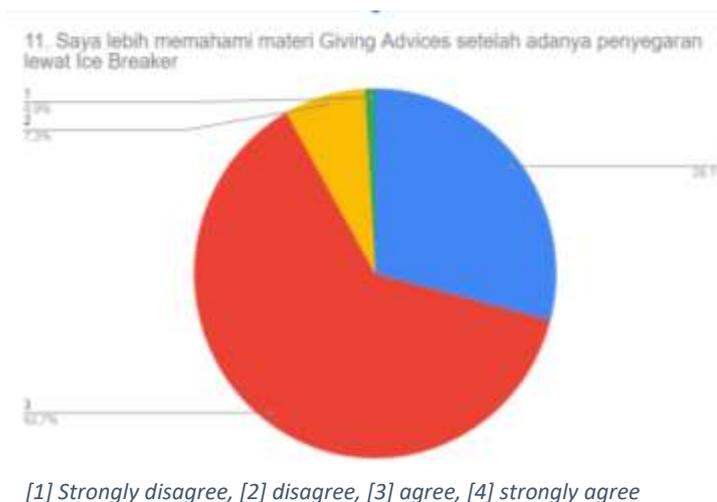


Figure 11. Student understanding after ice breaker

Overall, this research has a significant impact on numerous studies on the same subject but with different sections, such as ice breaker; it turns out that when used repeatedly, it still causes boredom for students, and ice breaker cannot assist students in learning about the material discussed in depth. effect on student learning outcomes, particularly in online classes.

CONCLUSION

In summary, the students of grade VIIIA MTs Muhammadiyah 04 Purbalingga feel bored when teaching and learning process which is using teacher centered method especially when giving advices material. So, they need something to refresh their mind to order for making they focus and increase their enthusiasm.

SUGGESTION FOR FUTURE RESEARCH

This research is expected to open up new avenues for examining how the learning process occurs from the perspective of students' cognitive and affective perceptions. For future research, the focus will be on the transcript design process in conjunction with lesson study-based character education.

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