

EXAMINING STUDENT MOTIVATION: INTRINSIC WILLINGNESS OR PARENTAL COERCION IN THE USE OF ICEBREAKERS

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Article Info	Abstract
Article History Received: February 2025 Revised: May 2025 Published: July 2025	<i>Students study at a course is out of their personal will, yet due to coercion of their parents. Demonstrating icebreakers is highly suggested in non-formal education as establishing a pleasurable and refreshing atmosphere is the most critical aspect. This study investigates icebreakers as a method of fostering students' interest in BBC-English Training Specialists in Semarang. The objectives are to examine the role of instructors in fostering students' interest in a course, to examine how instructors adhere to the well-designed outline for implementing icebreaker methods, and to determine the advantages and disadvantages of this method. This study employed a qualitative method by incorporating narrative inquiry into the research design. The data were collected using an open-ended questionnaire, and four senior instructors were interviewed. The result of this study shows that the instructor's role in fostering students' interest is crucial. Meanwhile, the study has proven that implementing icebreakers in line with a well-designed outline successfully fosters students' interest in attending English courses and raises their awareness of the importance of learning English independently, free from parental coercion. There are virtually no disadvantages, hence it is highly suggested that the icebreaker method be used. This study allows instructors to create engaging, interactive, and productive activities according to the students' preferences. This makes it possible to adjust their methods to the unique needs of their students while also keeping up with the rapidly evolving educational landscape.</i>
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INTRODUCTION

A good education is one that not only prepares students for a job or position but also helps them overcome difficulties in their daily lives (Khairunnisa et al., 2023). Everyone regardless of toddlers, adults, or the elderly who has a strong desire to learn may study at any time and in any location. In actuality, though, not all learning processes begin with intrinsic desire. Parents who believe that learning a foreign language is essential to success in the future often push or even coerce their children and teenagers to enroll in English classes. Students frequently become anxious and disinterested in this setting, which reduces the effectiveness of the learning process. The majority of academics really believe instructors play a key role in fostering a positive and engaging learning environment, which has a significant impact on students' feelings and academic achievement (Huang, 2022). Based on the aforementioned description, several research questions emerge that are relevant to the context of language learning in nonformal settings. First, it is important to investigate whether students' enthusiasm for the subject matter can significantly influence their learning outcomes and contribute to positive behavioral changes. Additionally, the impact of external motivation particularly in the form of parental encouragement or coercion on students' interest and the overall effectiveness of their learning process warrants further examination, especially within

English language courses. Furthermore, this study seeks to explore the role of instructors in fostering a supportive and engaging learning environment, with particular attention to students who lack intrinsic motivation. These questions aim to provide a deeper understanding of the factors that affect student engagement and academic success in language learning contexts. In an educational institution, an instructor is a person who works in the field of teaching or transfer of knowledge (Naibaho, 2019). This competent educator helps students develop the ability to experience their ideas. Moreover, teaching is a process that significantly impacts learning outcomes and behavior modification (Syam & Syamsunardi, 2021). Teaching will go more effortlessly when students are interested in what they are studying. (I. Sari, 2023) said that students' excitement for the content being studied will raise their interest in learning the information being taught.

Everyone is aware that learning is an integral part of a student's daily routine, whether it be in school, course, or at home. Students develop a profound connection to this concept. The learning experience in a course may differ from the teaching and learning process that is conducted at school, particularly because it is an additional form of learning that is conducted outside of school (Pratiwi & Prastiwi, 2022). Course institutions, which organize instruction outside of schools, are not a new concept. Several jurisdictions, including Florida, have mandated or are contemplating requiring students to complete at least one outside learning experience before graduation, paving the way for more course growth in the years to come (Hart et al., 2019). (Awaliyah, 2021) found that learning courses offer students more opportunities and potentially close achievement gaps by providing a better quality education. They allow students to work independently and use customized pacing, allowing slower learners to progress at their own pace without lengthy explanations. Likewise, the methods of teaching English in an English course differ from those used in the classroom in terms of topics covered, activities, curriculum, and classroom management (Abadi, 2015). In addition, the fact that there are just a few students in the course aids in the learning process for them. Instructors have ample time to encourage every student to do exercises, ask questions, and even come up with original phrases based on the assigned material. (Munzaki et al., 2017) contends that most students select the course as an educational program to aid in meeting their learning objectives.

In light of that, BBC English Courses are available to provide education with the necessary resources. Their services, which are educational and are provided outside of schools, concentrate on offline English learning. A Course and Training Institute (LKP) under the auspices of the Pertiwi Global Education Foundation is BBC-ETS (Build Better Communication-English Training Specialist). Currently, BBC Build Better Communication was founded in 1980 and has branches in several locations, including two in Semarang: BBC Banyumanik and BBC Tlogosari. All organizations, including individuals and institutions, can participate in English language training programs organized by the BBC. The institution has a well-managed curriculum, well-organized, and well-equipped facilities. Now, it has about 15,000 students, separated into four groups: adults, teens, children, and corporations (schools, universities, agencies, and companies). The BBC's teaching staff is referred to as "instructors". The institution provides out-of-school education with a strategy involving teaching methods, resources, time, and learning media to ensure instructors cover material effectively. Stated differently, the method is a well-thought-out plan for delivering a learning process based on the selected strategy (Edisherashvili, 2014). Several teaching methods are often applied by instructors at BBC, one of which is the application of icebreakers in the classroom.

Based on (Yeganehpour, 2017), an icebreaker method is any action instructors do in the classroom that fosters students' interest in learning. An environment of learning from passive to active, from stiff to motion, and from saturated to carefree was created using icebreakers

(Adi et al., 2021). In line with (Rahmayanti et al., 2019) both intellectual and spontaneous icebreakers can be used. It can be applied at the start, middle, or end of the class. It's like a warm-up at the start of the class. It can recapture the students' focus and attention in the midst. In the end, though, it may make learning addictive for the students. Engaging in icebreaker activities is fascinating. It is thought that doing icebreaker exercises would foster students' interest in studying English. Furthermore, (Rezki, A., 2022) stated that icebreaker has an impact on students' creative and cognitive growth, which in turn has an impact on their academic success. An icebreaker activity can help students overcome unfriendly learning environments, promoting physical and mental health by incorporating interesting elements and creating a more enjoyable and lasting learning experience (Al Ghifarah & Pusparini, 2023). A climate where students are more receptive to new ideas and willing to engage in active learning is often fostered by this positive energy lasting throughout the remainder of the session (Khoirunnisaa' et al., 2024). (Panggua, 2016) claimed that icebreakers have a lasting impact on the learning process as a whole when used in instruction. An instructor may utilize the teaching strategy known as the "Icebreaker" to bring attention to oneself and create a joyful atmosphere in the class.

Based on the growing concern regarding student engagement and motivation in nonformal educational settings, particularly in language learning courses, several critical research questions have emerged. It is essential to examine whether students' enthusiasm for the subject matter significantly influences their learning outcomes and contributes to positive behavioral changes. Moreover, the impact of external motivation especially in the form of parental encouragement or coercion on students' interest and learning effectiveness warrants further investigation, particularly in English language course contexts where student participation is often involuntary. In such environments, the role of instructors becomes increasingly important, as they are expected to foster a supportive and engaging learning atmosphere for students who may lack intrinsic motivation.

This study seeks to contribute empirical evidence on one specific instructional strategy: the use of icebreakers to enhance students' interest and participation in English language learning. Although various studies have explored the application of icebreaker activities, an empirical gap remains regarding their effectiveness when implemented under specific constraints namely, adherence to a well-designed outline and the limitation of teaching duration. The novelty of this study lies in its setting at the Institute of English Training Specialists, a context where many students attend under parental coercion rather than personal interest. This research aims to explore how instructors implement icebreakers effectively within such constraints and how these strategies influence student engagement, particularly among learners who experience fatigue or behavioral resistance after regular school hours. By examining how instructors select and apply appropriate icebreaker activities that align with learning objectives and maximize time efficiency, this study aspires to offer practical insights that can inform best practices in nonformal language education.

RESEARCH METHOD

Research Design

Narrative inquiry, a qualitative research design, was used to conduct the analysis needed for this research. This research was carried out to collect data and to find an answer to the question through a systematic procedure. Narrative inquiry is a method for studying human lives that honors lived experience as a source of significant information and insight also narrative is a powerful tool for capturing the intricacies of instructors' work and classroom practice, going beyond just narrating stories

The qualitative research design known as narrative inquiry was used for this study because of its exceptional ability to examine and analyze lived experiences in a comprehensive, contextualized way. Since the intricacies of teaching methods and the

individual experiences of instructors lie at the heart of this study, this method is especially well-suited for examining them. Narrative inquiry places the emphasis on individual stories as a way to understand how people make sense of their experiences, in contrast to other qualitative approaches like grounded theory, which seeks to develop theoretical models, or phenomenology, which focuses primarily on shared lived experiences. Understanding that people, especially educators, build their identities and professional practices by the stories they tell, it celebrates lived experience as a vital source of understanding and meaning-making. (Arifatin, 2022). The primary concentration of narrative research is on stories, and individuals are regarded as "storied" figures. This form of inquiry is rooted in the notion that stories are a fundamental component of human thought and meaning-making, and are also essential for the development of self-awareness and identity (Lima, 2023). Using narrative inquiry, one may comprehend the experience. It involves the cooperation between respondents and the researchers over an extended period, in one or more locations, and social interactions with environments. This study was carried out to collect data and to find an answer to the question through a systematic procedure. For this research, the narrative inquiry was to investigate the use of icebreakers in an English course following the well-designed outline and to understand the role of an English instructor in fostering students' interest in learning English. Another data collection is by obtaining the advantages and disadvantages of using icebreakers.

Research Participants

This study was conducted at the BBC-English Training Specialist (BBC-ETS) Semarang, a well-established English course institution with branches located in Tlogosari and Banyumanik. The institution was selected due to its strong reputation and its ability to attract a diverse and extensive range of students, spanning from young children in early primary school (English for Kindergarten, Preparatory class 1A-6B, and Dynamic Conversation for children 1-3) to teenagers (Pre-beginner 1&2, Dynamic Conversation for Teenagers 1-3, Beginner 1&2, and Pre-Elementary 1&2), adult (Basic 1&2, Dynamic Conversation for Adults 1-3, Elementary 1&2, Intermediate 1&2, Post intermediate 1&2, and Advanced 1&2), working professionals (General English Conversation, Business English Conversation, TOEFL Preparation, TOEIC Preparation, English for Specific Purpose, and English Testing Service), and even older adults seeking to improve their English proficiency for personal or professional purposes. The selection criteria include senior instructors with over two years of teaching experience who have instructed students at various levels in both private and regular classes at BBC-ETS Semarang. Four instructors were chosen based on these criteria: two from BBC Tlogosari and two from BBC Banyumanik. Subsequently, two distinct data instrumentation methodologies will be implemented. Initially, the researchers administered an open-ended questionnaire to the four instructors before transitioning to the interview session. A semi-structured interview is implemented.

Instruments

In this study, researchers used two instruments to obtain data: open-ended questionnaires and interviews. The researchers gave an open-ended questionnaire to the participants from Teaching courses A and B. An open-ended questionnaire (also known as an open question) in a survey or public opinion poll allows respondents to respond in their own terms, with no suggested responses provided (Popping, 2015). Surveys with open-ended questionnaires are connected to qualitative research since they aim to describe selecting quality, and data collection and analysis are linear rather than circular and iterative processes (Tran et al., 2017). A questionnaire consisting of three sections is furnished. In the initial section, demographic information about the instructors is provided. The second section comprises inquiries regarding the role of instructors in fostering students' interest in learning.

The third section discusses the implementation of icebreakers following a well-designed outline in a limited teaching duration, as well as their advantages and disadvantages. Data collection and analysis continue until saturation, followed by interviews after obtaining open-ended questionnaire data.

The next step was a semi-structured interview with participants to contribute to telling their experiences. Semi-structured interviews are commonly employed as a research approach to collect data about participants' experiences, perspectives, and beliefs on a certain research issue or subject of interest (Alamri, 2019). Researchers used semi-structured interviews to gather insights on humanitarian and social concerns. Researchers interviewed instructors about their experiences implementing icebreakers in limited teaching duration by following a well-designed outline and how they fostered students' interest in learning English in the course. Two distinct approaches were used in the interviews. G-meet interviews were performed with two instructors from teaching course B, while interviews with two instructors from teaching course A were conducted in person. All of the participants used pseudonyms. The research aimed to understand the perspectives of both interviewers and interviewees.

Data Analysis

After the data is gathered, narrative analysis is used to examine it. This approach necessitates a systematic examination of the data gathered to identify recurring themes, patterns, and insights related to the instructors' stories. Researchers investigate instructors' individual experiences using icebreaker methods when teaching English in courses following a well-designed outline using a narrative approach. The qualitative complexity of the data allows for a greater understanding of contextual factors that affect the use of these strategies. Using this narrative story, this study aims to understand the role of the instructor in fostering student interest in learning English and how to implement icebreakers in English courses following a well-designed outline and in limited teaching durations, as well as the advantages and disadvantages of employing them.

RESEARCH FINDINGS AND DISCUSSION

Research Findings

This study focused on what role icebreakers have in fostering students' interest in studying English on courses without the coercion of parents. The following goals were intended to be achieved by this study: Using information gathered from open-ended questionnaires and interviews with different viewpoints. First, to comprehend the role of instructors in fostering students' interest in learning English in courses. Secondly, it will examine how instructors adhere to the well-designed outline for implementing icebreaker methods with a limited teaching duration. Third, to determine the advantages and disadvantages of the icebreakers implemented following the well-designed outline of the English training specialist.

Table 1
Instructors' Characteristic Profile

Pseudonym	Ms. Lily	Ms. Orchid	Ms. Daisy	Ms. Tulip
Teaching place	Teaching course A	Teaching course A	Teaching course B	Teaching course B
Teaching experience	14 years	3 years	8 years	12 years
Class instruction	Children, Teenagers, and Adults.	Children, Teenagers, and Adults.	Children, Teenagers, and Adults.	Children, Teenagers, and Adults.

Table 1 above is a profile of respondents obtained through data from open-ended questionnaires and interviews.

Instructors Role in Fostering Students' Interest

Fundamental teaching abilities include controlling the classroom and motivating the students. If students can honestly say they are interested in what they are studying, then instructors will be pleased. A competent teacher will be more invested in the education of their students. An instructor's ability to communicate and engage with students is crucial. Using the particular interests of subjects already taught and delivering the material in the context of those interests is one technique that fosters students' interest in learning new subjects (Ditri, 2017). Instructors should tailor their material to students' interests, but practical challenges arise in considering each student's interests and customizing the course accordingly.

Instructors play a crucial role in fostering students' interest. In order to ascertain their proficiency in English, students must complete a placement test before allocating to a class. This will be followed by the assignment of students to a class that is appropriate for their capacities. BBC-English Training Specialist guarantees that students will be instructed by the same instructor, regardless of their advancement to a higher level. Therefore, instructors must be able to establish a positive relationship with each of their students in the first place. It's not just about delivering the material; instructors must also be able to present the lessons enjoyably so that students remain interested in learning. Interviews show that instructors' roles significantly impact students' engagement in education. Ms. Lily explained what she thought the role of an instructor was.

"The role of the teacher is complex, not only transferring knowledge but also educating their attitudes and behavior and also to achieve effective and maximum learning goals. We have a duty as language specialists to support students' attitudes and behavior patterns so that English is a part of their everyday lives. For instance, instructors must only use English in the classroom for everyday instruction; Indonesian is not permitted, and the BBC instructors follow this rule. Because we are an institution that teaches English as a second language, our students will emulate every behavior that we exhibit. Therefore, it is imperative that we demonstrate to our students how to speak English. When it comes to teaching at BBC-ETS, this is the instructor's role."

Ms. Daisy added,

"There are many other roles that instructors can play for their students, including being an educator, a friend, a motivator, and a facilitator. I teach all of these roles, and they can all be utilized by the students."

Ms. Orchid thinks that,

"The role of an instructor actually encompasses not only the position of an educator, motivator, or facilitator but also the responsibility of helping students understand the subject matter and improve their learning outcomes, especially in English. At BBC-ETS, we do not teach the patterns or structures that are often taught in some schools; instead, we create phrases related to daily activities with enjoyable learning. In this way, students can understand the differences between past, present, and future tenses without having to memorize the patterns. With enjoyable and attractive learning, students' interest in studying will surely increase."

The researchers discuss common challenges in educating and aim to create a positive atmosphere in class. Instructors must adapt activities to individual student needs, as each student is unique. The main challenge is bringing all students together into a single figure, with instructors playing a crucial role in developing strong bonds. The researchers are exploring factors causing students' low interest in studying at the BBC-ETS Semarang, including fatigue, unpleasant learning, a less supportive environment, and the instructor's teaching style. As an educational institution outside of school, students often come to BBC-ETS wearing their school uniforms, which indicates their exhaustion after returning from

school. Instructors play a crucial role in addressing this issue, instructors must maximize their role to present learning enjoyably without reducing study time.

Ms. Daisy said,

"As instructors, our role significantly influences students' interest in learning. Additionally, there are several other factors that affect learning interest, such as study fatigue at school. Therefore, it is important for us to provide enjoyable learning experiences and always incorporate icebreakers to make the classroom atmosphere more active. In my experience, the most prevalent reason I come across is pressure from parents. Due to the pressure from their parents, they will only give their studies a half-hearted effort. Then, because of the numerous activities they participate in at school, they arrive at BBC feeling exhausted. As a result, what they want is not the same kind of serious learning that they receive at school, but rather entertaining learning, which includes activities like icebreakers."

Ms. Orchid also said that,

"I have observed that the learning at BBC is too rigid or lacks icebreaking activities for students, resulting in a lack of interest in participating in the lessons." As an instructor, I thought of a solution to this dilemma, which is to conduct warm-up exercises before class starts and to lighten the atmosphere during the course. As a result, this is the kind of learning that my students enjoy, because through icebreakers they can release the pressure and boredom carried over from school. So, the boring learning process, lack of icebreakers and motivators, and the absence of other factors are the main causes of my students' loss of interest in learning. Factors such as parental pressure and school fatigue cannot be considered obstacles. Therefore, I often provide icebreakers to increase my students' interest in learning. This is because I know that no matter how tired my students are, if the lesson is interesting, they will definitely like it."

Ms. Lily believes that,

"Thank God, my students rarely complain during the learning process now, but when I first started teaching 14 years ago, there were a lot of complaints. They frequently inquire about the appropriate time to rest or return home. As instructors we should not be angry; instead, we should reflect on ourselves. At the time, I realized I was still a beginner and didn't know how to handle a class properly, but as time passed, I became more comfortable responding to these situations because I already understood the characters they portrayed. To address this, I will invite students to participate in a fun activity, such as an icebreaker or energizer."

Ms. Tulip added,

"Based on my observations and experiences at BBC Banyumanik, I have found that exhaustion is the primary element that leads to a decrease in students' interest in learning. Nevertheless, the learning that takes place at BBC is typically done after school, thus it is not completely out of the question that many students feel exhausted. For this reason, we, as instructors, need to be highly skilled at elevating their mood. The other issue I'm seeing is that teenagers are becoming more difficult to handle and prefer to stay in their world. To cope with difficulties like this, I first try to enter their world, and then, if successful, invite them into our world (teaching and learning process). I will also understand them better."

The research findings obtained above have demonstrated the crucial role of instructors in fostering students' interest in learning at the BBC-ETS Semarang institution, as numerous students are fatigued from their previous learning experiences. Instructors agree in their belief that their responsibilities extend beyond the mere transmission of knowledge; they must also cultivate a sense of enthusiasm, comfort, and interest in the learning process. Active learning, warm-up before the commencement of the class, icebreakers, and energizers are among the teaching methods that each instructor employs. The findings indicate that each approach implemented by the instructor has been effective in fostering students' interest in the course.

Implementing Icebreakers in English Course

Based on the interview with correspondents, they agreed that icebreakers are highly crucial in teaching and learning. Icebreakers are essential in learning to foster students' interest. As a result, numerous guidelines must be followed when using it. Icebreakers are an enjoyable method of fostering students' interest, but using too many icebreakers might detract from the learning experience. Aside from that, instructors must pay attention to the time presented, and what sort of icebreaker is appropriate.

Table 2
Excerpt of Well-designed Outline

UNIT	TOPIC	LANGUAGE COMPETENCE	EXPRESSION	VOCABULARY	ACTIVITIES	LISTENING	TEACHING AIDS
1	Shape	<ul style="list-style-type: none"> • Say & write about shape • Identify the shape of thing • Draw the shape 	<ul style="list-style-type: none"> • The table is square 	Shape <ul style="list-style-type: none"> • Oval, circle, triangle, square, rectangle, cone, heart, diamond, moon, star. 	<ul style="list-style-type: none"> • Individual • Drilling • Copying • Drawing • Matching 	<ul style="list-style-type: none"> • Song 	<ul style="list-style-type: none"> • Card • Cassette • Drawing paper • VCD
2	Bathroom	<ul style="list-style-type: none"> • Identify the things in the bathroom • Say & write the things in the bathroom 	<ul style="list-style-type: none"> • This is a soap • There is a bathtub in my bathroom 	Things in the bathroom <ul style="list-style-type: none"> • Soap, toothpaste, toothbrush, dipper, towel, bathtub, shower, sponge, shampoo, mouthwash 	<ul style="list-style-type: none"> • Interview • In pairs • In group • Games • Role play • Group work • Class work 	<ul style="list-style-type: none"> • Things in the bathroom 	<ul style="list-style-type: none"> • Card • Flash card • Toys

Table 2 is a well-designed outline of the preparatory class 2B. Program outlines for all classes have been developed by the BBC-English Training Specialist, with each class having its own outline. Unit, topic, language competence, expression, vocabulary, activities, listening, and teaching aids have been explicitly delineated, commencing with the session. Furthermore, BBC-ETS's learning sessions are limited to 90 minutes, and this policy applies to all ages, including children to adults. The provision of a well-designed outline serves as a reference for instructors to deliver lessons effectively and follow procedures, particularly since instructors can also designate the implementation of appropriate icebreakers.

Ms. Lily

"Regarding how much time and what kind of icebreakers must be used, this is included in the program outline, so within one teaching duration, there are time points that we have to stick to. I usually apply an icebreaker at the beginning lasting between 5-10 minutes, and then the material. I normally provide icebreakers in the form of websites or different types of body movements, and I always relate them to the topic material that day. I rarely give break-time in the class because I have replaced it with icebreakers or energizers, but if I have to I'll put that in at the end of the lesson in five minutes. The evidence indicates that the implementation of icebreakers with the lesson material has effectively fostered their interest. Consequently, all of my students are enthusiastic about learning independently, without any external pressure from their parents."

Ms. Orchid

"I used to put icebreakers in the middle of learning for 10 to 15 minutes, depending on the situation. The kinds of icebreakers that I often implement in my class are whispering letters, hot seats, and guess what I am. In addition to these three things, I frequently use digital media such as websites and YouTube. Of course, I will continue to incorporate the subject matter into every icebreaker activity I conduct. So far, I have no difficulty implementing icebreaker methods into the learning materials that are already present in a well-designed outline. After doing the icebreaker, there was a significant

change in my students' interest in learning English; they became more enthusiastic and returned to focusing on learning. I haven't seen any negative effects from implementing this method."

Ms. Daisy

"In every learning session, I always implement icebreaker methods, whether at the beginning, middle, or end. My students have only enjoyed 5 to 10 minutes per session. They prefer icebreakers, such as games or playing cards. As an instructor, I guide the learning process and often participate in icebreaker activities. This allows me to observe the changes in my student's behavior before and after the icebreaker. To avoid wasting time in a 90-minute learning session, I believe the selection of icebreakers should align with a well-designed outline. The results are clear: My students are now more enthusiastic and interested in learning at the BBC-ETS. I haven't noticed any negative impact, as all of my students found the experience enjoyable."

Ms. Tulip

"Before I conduct the icebreaker, I first make an agreement with all the students, and the agreed-upon time to carry out the icebreaker method is about 15 minutes. When it comes to icebreakers, my students prefer quizzes. Each quiz I provide is also unique because I tailor it to a well-designed outline. In addition to making classes more enjoyable, the implementation of icebreaker methods also boosts students' moods. As long as I apply it proportionally, the potential negative impact is minimal. Perhaps the students will feel a bit tired, but most of them feel very happy and even miss it."

All respondents said the icebreaker method is efficient because it can be implemented at the beginning, middle, or end for 5–15 minutes. To minimize wasted time during the 90-minute teaching session, the instructor implements the icebreaker by adhering to the pre-existing lesson plan in the well-designed outline. Instead of just having fun, students can learn. Even with a well-designed outline, a variety of icebreakers remain available for implementation. Instructors can incorporate website-based digital media, offline games, and even body movements into the program outline. As Ms. Lily mentioned, she provides different icebreakers every day. In addition to the icebreakers from the website, Ms. Lily also creates games that involve body movement to ensure that the students' bodies don't become stiff from sitting too much. Ms. Orchid uses icebreakers to regain students' focus on learning, which is similar to Ms. Lily's. According to Ms. Orchid, there were no problems selecting icebreakers that fit the well-designed outline. Meanwhile, Ms. Daisy believes that it is crucial to provide beneficial icebreakers, not just for fun but also to ensure that the selection of icebreakers aligns with the outline. Ms. Tulip also speculates that every quiz she gives must align with the well-designed outline provided by the BBC-English Training Specialist as a reinforcement. According to all of the correspondents' statements, implementing icebreaker methods that adhere to the well-designed outline has proven to foster students' interest in learning English at the BBC-English Training Specialist. Implementing this method benefits both students and instructors. Students not only feel entertained, but they also gain knowledge. In addition to successfully fostering students' interest in learning, instructors can still deliver the material effectively without wasting much time.

The Advantages and Disadvantages of Implementing Icebreakers

After successfully implementing a suitable icebreaker into the learning process, every instructor will undoubtedly identify both the disadvantages and advantages of each icebreaker they use. Implementing icebreakers to help students learn English in BBC-English Training Specialists has numerous benefits. When instructors frequently incorporate icebreakers into their lessons, students tend to regard them as their favorite activity. However, during the icebreaker activity, students often lose focus because they become overly engrossed in it. Instructors may face challenges due to students' excessive enthusiasm, so they should restrict the duration of these learning methods. Here is a summary of the data available through an open-ended questionnaire on the advantages and disadvantages of using the icebreaker method.

Table 3
Advantages and Disadvantages of Icebreakers

Pseudonym	+	-
Ms. Lily	<ol style="list-style-type: none"> 1. Students more easily absorb the material. 2. Parents no longer pressure BBC students to learn. 3. Effectively fostered students' interest. 	<ol style="list-style-type: none"> 1. At times, students get so caught up and want to keep doing icebreakers more and more.
Ms. Orchid	<ol style="list-style-type: none"> 1. There was a significant change in my students' interest in learning at BBC-ETS. 2. Students became more enthusiastic and returned to focusing on learning. 	<ol style="list-style-type: none"> 1. Almost none, I haven't seen any negative effects from applying this method.
Ms. Daisy	<ol style="list-style-type: none"> 1. Students are more enthusiastic and interested in learning at the BBC-ETS. 	<ol style="list-style-type: none"> 1. I haven't noticed any negative impact, as all of my students found the experience enjoyable.
Ms. Tulip	<ol style="list-style-type: none"> 1. Making classes more enjoyable. 2. The implementation of icebreaker methods also boosts students' moods. 	<ol style="list-style-type: none"> 1. Perhaps the students will feel a bit tired. 2. As long as I apply it proportionally, the disadvantages potential is minimal.

Table 3 shows that the disadvantages caused are fewer compared to the advantages. This implies that the instructor carefully considers the type of icebreaker to implement, taking into account the time required during the implementation process and its suitability with a well-designed outline. The results above show that the only drawback of this method is selfish students who want more time for the icebreaker. The instructor addresses this method's shortcomings by allowing students to feel satisfied through icebreaker activities. After they were satisfied, the instructor invited them to re-enter the world of learning.

Discussion

The purpose of this study is to demonstrate the significance of the instructor's role in instruction and implementing icebreakers in line with a well-designed outline to foster students' interest in attending English courses and raise their awareness of the importance of learning English independently, free from parental coercion. This study adds something new to (Salman et al., 2021), which clarified that If the instructor provided students with a clear and detailed explanation of the content or subject they were expected to study that day, they would be interested in learning English. Although this is accurate, putting it in a course will lead to a fresh viewpoint. Since students are exhausted after studying in school, delivering clear and detailed explanations alone won't be sufficient to get them interested in learning. Consequently, this study's results clarify that each instructor will try to comprehend every student's characteristics, conduct, and learning state. In addition to imparting knowledge, the instructors will serve as friends, guiding students in creating words that apply to their daily lives rather than teaching them tense formulas in English. This is because the instructors feel that English is not a subject like mathematics, where students must learn numerous formulas.

Another finding in this study is that the entire instructor has a positive view of the use of the icebreaker method and they believe that implementing icebreakers can increase students' interests in learning English. The entire correspondent stated that icebreakers are an effective method for establishing relationships between instructors and students. Moreover, icebreakers can also be implemented with a well-designed outline at each session. Therefore, this finding is also in agreement with (Astuti R et al., 2020) which states that the implementation of icebreakers can increase student interest in learning and can make the classroom atmosphere

more enjoyable. The study confirms that it is beneficial for instructors to be able to consistently incorporate the icebreaker into each teaching and learning session in order to relieve the fatigue that students experience after a full day of activity at school. Additionally, icebreakers that are customizable to align with a well-designed outline can be implemented to bridge the gap between the knowledge that they have learned.

The next discovery pertains to the implementation of icebreakers in public schools (formal education), which might encourage students to think that learning English is simple, ease stress, and involve them in active learning (Rezki, A., 2022; Rahmayanti et al., 2019; Adi et al., 2021; Sari et al., 2021). However, little research has been conducted to determine how icebreakers are used in English courses (non-formal education) where many students are unmotivated and tired of studying. Furthermore, most students attend classes because of coercion from their parents. This condition creates a substantial gap in this investigation. As a result, instructors will grasp each student's situation, feelings, and mood in addition to being able to teach and implement icebreakers. The procedure of picking icebreakers cannot be taken lightly. To stimulate and create an enjoyable and dynamic learning environment, the icebreaker process during instruction must be tailored to the circumstances and requirements of the students (Farwati et al., 2018; Al Ghifarah & Pusparini, 2023; U. A. Sari et al., 2021; Khoirunnisaa' et al., 2024). Paying attention to the circumstances and requirements of students during the icebreaker selection process is important, but what is no less important is implementing icebreakers that are related to the topic or well-designed outline in that session. With a shorter teaching duration, instructors at course use strategies to combine icebreakers with learning materials so that they don't seem to waste time, but in their selection, they still prioritize the conditions of the students. Consider what is being taught and look for a topic-related icebreaker (D. M. Sari et al., 2023). Providing various icebreaker choices, such as web-based games or offline activities requiring body movements. According to every participant, this approach had greater advantages than disadvantages.

The instructors aim to gain a better grasp of the sorts of icebreakers that function effectively in English language courses without needing a major time investment. This section also aims to understand the instructors' perspective on icebreaker use as well as the advantages and disadvantages. This study revealed that each correspondent had a unique teaching style for using icebreakers. In essence, (Makhmudovna, 2022) research supports the placement of icebreakers at the beginning, middle, and end of each session, lasting 5 to 15 minutes. Furthermore, our study supports the findings of (Aniuranti, 2021; Fitri et al., 2022; Nguyen et al., 2021; Rezki, A., 2022; Mukaromah & Mutoharoh, 2019) which examine the potential of icebreakers to enhance motivation, interest, and support critical components of English language acquisition through various strategies.

These findings have significant implications for other non-formal education settings beyond the studied institution. The demonstrated benefits of carefully selected and contextually relevant icebreakers suggest that similar approaches can be effectively generalized to English language courses or other subject areas where learners face motivational challenges and time limitations. The study highlights the importance of flexible instructional design that accommodates diverse learner backgrounds, emotional states, and learning preferences—factors commonly encountered across various non-formal educational institutions. Furthermore, providing instructors with a repertoire of adaptable icebreaker activities, including web-based games and kinesthetic exercises, supports the creation of dynamic and engaging learning environments without compromising instructional time. This generalizability offers valuable guidance for educators and curriculum developers seeking to enhance student engagement, motivation, and ultimately, learning outcomes in a broad range of non-formal educational contexts.

CONCLUSION

In order to foster students' interest in learning without parental coercion, this study highlights the crucial role instructors play in providing engaging content to students enrolled in English language institutions. The instructor has effectively turned into a second home for the students, as seen by their positive, amiable demeanor, concern for students' needs, and mastery in subject presentation. In addition, the implementation of icebreakers in course institutions helps students forget about their exhaustion, and the excellent execution by an instructor has a significant influence. With a period of 5-15 minutes, elements that are tailored to the student's condition have been shown to be quite effective. Implementing icebreakers with a well-designed outline is particularly useful in educational institutions. The reason for this is that instructors do not have to waste time while still providing excellent and engaging learning. Game websites, offline games, and even body movements may all be blended with well-designed outlines. Furthermore, a number of hurdles, such as a lack of time for teaching, students who get disinterested in learning, exhaustion, and parental coercion, do not prevent instructors from implementing icebreakers. Based on the data collected, there are virtually no disadvantages, hence it is highly suggested that the icebreaker approach be used during these periods. In this instance, the instructor played a critical role. Students' interest in the course has been shown to be significantly impacted by the efficient implementation of icebreakers. Their negative opinions of the course were altered to be more open and present positive aspects by the instructor's friendly demeanor and enjoyable icebreakers. After taking a course, students realize that learning English is interesting and that their parents no longer have to force them to do it because it is necessary.

This study provides beneficial suggestions for both instructors and researchers. Considering the benefits of implementing this icebreaker, instructors may consider introducing it into their classroom instruction. This allows for the construction of pleasant, participatory, and effective activities based on the preferences of the students. This study enables instructors to tailor their teaching approaches to the specific requirements of students while also adapting to the ever-changing educational scene.

This study does have several drawbacks, though. The findings may not be as broadly applicable if the sample size was restricted to a certain population or geographic area. Additionally, the data was gathered in a comparatively short amount of time, which restricts our comprehension of the long-term effects of icebreaker use. Future research should address these limitations by conducting longitudinal studies that observe the sustained effects of icebreaker usage over time. Additionally, increasing the sample size and including diverse participant backgrounds can enhance the robustness and applicability of the findings. Further exploration into the comparative effectiveness of various types of icebreakers across age groups, proficiency levels, or cultural contexts could also yield deeper insights. By addressing these areas, future studies can offer more comprehensive recommendations and reinforce the value of dynamic, student-centered teaching approaches in language education.

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