

ABSTRACT

Asy Syahadah, Sri Annisa (2025): Ice-breaking Activities to Foster Young Learners' Motivation in Learning English.

Teaching young learners involves a number of obstacles, notably due to learning disorders that impair engagement and motivation. Several causes contribute to this problem, including a lack of interest due to boring learning activities, ineffective teaching methods, trouble sustaining focus and concentration, and an unsupportive learning environment. As a result, teachers must change their teaching practices to successfully address these issues. The purpose of this study is to investigate the icebreaker activities in fostering young learners' motivation in English learning.

This study used a qualitative approach and a case study design. The data were gathered by observations, questionnaires, and interviews. An observation sheet was used to log observations, a questionnaire was circulated through Google Forms, and interviews were videotaped for analysis. The study's participants comprised an English teacher and two second-grade students at SD Tunas Unggul Global Interactive School.

According to the data, the teacher uses eight different sorts of icebreakers: funny and meaningful stories, prize guesses, games, Q&A, games, pictures, songs, type of applause, and a combination of games and songs. These exercises made for a more dynamic and interesting classroom environment, with students actively participating. However, some student demonstrated indifference as a result of external factors influencing their mood and motivation.

Finally, icebreaker activities significantly boost student enthusiasm to learn English. Teachers are encouraged to use more varieties of icebreaker activities to engage students and create a more enjoyable learning environment. Future research should look into how to deploy icebreaker activities in inclusive classrooms and at various educational levels.

Keywords: *young learners, ice-breaking activities, learning motivation*