

**ICE BREAKING AS A TRIGGER TO ELEVATE STUDENTS
SPEAKING SKILLS AT MADRASAH ALIYAH NEGERI 1
PASURUAN**

THESIS

Submitted to State Islamic University Kiai Haji Achmad Siddiq Jember
To fulfil one of the requirements
For Bachelor Degree (S.Pd)
Tarbiyah and Teacher Training Faculty
English Education Program



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ

By:

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TARBIYAH AND TEACHER TRAINING FACULTY
ENGLISH EDUCATION DEPARTEMENT
JUNE 2024**

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THESIS

Has been examined and approved by the board of examiners in fulfillment of
The requirements to obtain the Bachelor Degree of Education (S. Pd)
Faculty of Tarbiyah and Teacher Training
Department of Islamic Studies and Language Education
Program of English Education

Thesis Examination
Day: Monday
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MOTTO

فَمَنْ يَعْمَلْ مِثْقَالَ ذَرَّةٍ خَيْرًا يَرَهُ ﴿٧﴾

*"Whoever does the slightest good deed, he will surely see (the reward) for it."
(QS. Al-Zalzalah: 7)¹*



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¹ Qur'an Online by <https://quran.com> (Accessed on 18th April 2024, 20.30 pm)

DEDICATION

This undergraduate thesis is dedicated to the following people:

1. My beloved parents, Mr. Karyono and Mrs. Susiati always give me everlasting love, motivation, support, guidance, blessing, and praying all the best things for me, for bringing me up with all the unconditional love they have. Thank you so much.
2. My younger brother, Dimas Raffly Afriza Ahmad, and my big family who fill my life with love and affection.
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5. My kindness and humble man, for always love and reason my happy and sadness.
6. My friends Afina, Fira Melvi Faizah and Ariska, for always standing by my side, and motivate me to complete this thesis quickly.
7. My seven, my source of joy and inspiration BTS (Bangtan Sonyeondan). Thank you for simply existing.

ACKNOWLEDGEMENT

In the name of Allah, the Most Compassionate, the Most Merciful, first of all, the researcher expresses his deepest gratitude to Allah SWT, who always gives strength until this moment to complete this thesis. Second, shalawat and greetings are always poured out to the prophet Muhammad SAW, who has guided his people from the path darkness to the brightly lit path. This is the final stage reached by the researcher through writing this thesis entitled “Ice Breaking as a Trigger to Elevate Students Speaking Skills at Madrasah Aliyah Negeri 1 Pasuruan”. This thesis is submitted to the faculties of Tarbiyah and Teacher Training to fulfill part of the requirements for the degree of S.Pd. in the English Language Education Program. In writing this thesis, the researcher realized that the researcher received a lot of help, suggestion and advice from many people. Therefore, the researcher would like to express her sincere appreciation and gratitude to:

1. Prof. Dr. H. Hepni, S.Ag, M.M as the Rector of UIN KH. Achmad Siddiq Jember, who has given me the opportunity to study at this institute.
2. Dr. H. Abdul Mu’is, S.Ag.,M.Si, as the Dean of the Faculty of Tarbiyah and Teaching training UIN KH. Achmad Siddiq Jember, for facilitating my study in this faculty.
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4. Dewi Nurul Qomariyah, S.S, M.Pd., as the Head of English Education Program, who has accepted my degree.

5. Dr. Khoiriyah M.Pd., as the supervisor for fantastic guidance while the writing of the thesis.
6. Dr. Suparwoto Sapto Wahono M.Pd., as the examiner of my thesis examination has given me a score and suggestions to make this thesis better.
7. Mega Fariziah Nur Humairoh M.Pd., as the secretary of my thesis examination helped the researcher to write the lack of this thesis that given from the examiners.
8. Nasrudin, SPd.,M.Si. and Dwi Yuniati, S.Pd., as the principal and vice principal of Madrasah Aliyah Negeri 1 Pasuruan, had allowed the researcher in their school.
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May Allah SWT compensate the goodness of all the people who helped the researcher in completing this thesis. However, the researcher realizes there are still weaknesses in this thesis, but the researcher hopes this thesis can be beneficial in the future.

Jember, June 01st 2024

Writer

ABSTRACT

Maya Widya Damayanti, 2024: Ice Breaking as a Trigger to Elevate Students Speaking Skills at Madrasah Aliyah Negeri 1 Pasuruan

Keyword: Ice Breaking, Speaking Skill

Ice Breaking is an interactive activity that can be used in the first class to relax students and created an atmosphere of fun in what is usually a formal environment. Additionally, many icebreakers allow adults to get to know each other can enable the researcher to acquire a better understanding of the background of his adults students. Ice breaking is a game or simple activity, that serve to change the atmosphere of ice, stiffness boredom, or sleepiness in learning. So as to build a vibrant and enthusiastic learning environment that can create a fun, serious but relaxing.

The purpose of this study is to investigate ice breaking as a trigger to elevate students speaking skills. The research question in this research are: 1. How can ice breaking as a trigger to elevate students speaking skills at Madrasah Aliyah Negeri 1 Pasuruan? 2. How's the advantages and disadvantages of implementing ice breaking as a trigger in teaching speaking skills? The objectives of this research were to find out ice breaking as a trigger to elevate students speaking skills at Madrasah Aliyah Negeri 1 Pasuruan and the procedure of implementing ice breaking as a trigger in teaching speaking skills.

The research of the study employed a qualitative research design. Qualitative descriptive analysis was chosen as a method relevant to the topic of elevating student speaking skills. The researcher gains the data from observation, interview and, documentations. In addition to the technique of analyzing the data, researcher chose the theory of Sunarto which include data condensation, data display, and conclusion. this research was conducted at Madrasah Aliyah Negeri 1 Pasuruan of class XI Bahasa.

The results of this research show ice breaking as a trigger to elevate students speaking skills at Madrasah Aliyah Negeri 1 Pasuruan ice-breaking before action students was quiet and looked like they were not interested in the English subject, ice breaking in action the students can be more active be brave and also make confident especially in how they speak English well, ice breaking on action they become more confident more relaxed and be more active. Meanwhile the advantages of implementing ice breaking as a trigger in teaching speaking skills, the advantages are ice breakers used to improve students' motivation in communicating with each other, can provide an atmosphere of joy between teacher and students, to help the clear way for learning by making students' more comfortable in their speaking skills. The disadvantages can tend to be crowded in class and can obscure the learning objectives.

TABLE OF CONTENT

COVER	i
APPROVAL SHEET	ii
AGREEMENT PAGE	iii
MOTTO	iv
DEDICATION	v
ACKNOWLEDGEMENT	vi
ABSTRACT	viii
TABLE OF CONTENT	ix
LIST OF TABLE	xii
LIST OF APPENDIX	xiii
CHAPTER I: INTRODUCTION	1
A. Research Background.....	1
B. Research Question.....	5
C. Research Objective.....	6
D. Research Significances.....	6
E. Scope of The Study	7
F. Definition of Key Term	7
CHAPTER II: THEORETICAL REVIEW	8
A. Literature Review	8
1. Previous Study	8
B. Theoretical Framework	15
1. Speaking.....	15

a. Definition of Speaking	15
b. Element of Speaking	17
c. Types of Speaking Performances	20
d. Speaking Difficulties.....	21
e. Development of Speaking.....	24
2. Ice Breaking	25
a. Definition of Ice Breaking	25
b. Kind of Ice Breaking.....	27
c. Ice Breaking Variant.....	28
d. Advantages and Disadvantages of Ice Breaking.....	29
CHAPTER III: RESEARCH METHOD.....	30
A. Research Design.....	30
B. Research Location.....	31
C. Subject of The Research.....	31
D. Data Collection Method.....	32
E. Data Analysis	35
F. Thrust Worthiness	35
G. Research Procedure.....	36
CHAPTER IV FINDINGS AND DISCUSSION	38
A. The Brief Description of The Object	38
B. Research Findings	40
C. Discussion	51

CHAPTER V CONCLUSION AND SUGGESTION	56
A. Conclusion	56
B. Suggestion.....	57
REFERENCES.....	58



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

LIST OF TABLE

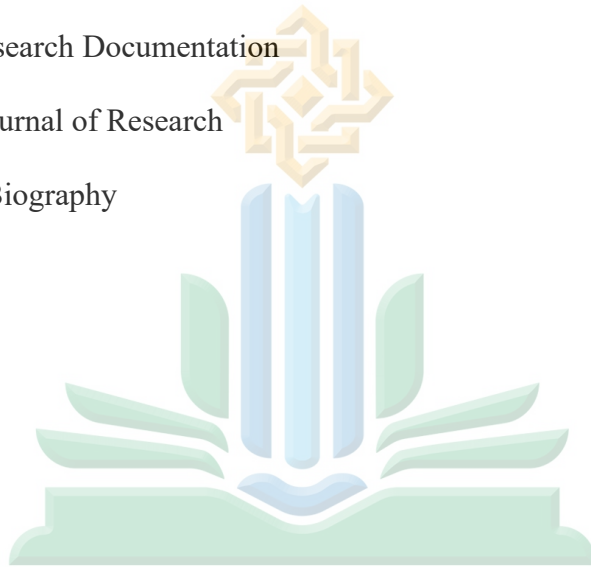
2.1 Table of the differences and similarities between previous research and current research	13
3.1 Table of Criteria Assessment.....	33
4.1 Matriks of Research Finding.....	50



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

LIST OF APPENDIX

- Appendix I** Research matrix
- Appendix II** School Profile
- Appendix III** Declaration of Authenticity
- Appendix IV** Instrument of interview
- Appendix V** Transcription of interview
- Appendix VI** Research Documentation
- Appendix VII** Journal of Research
- Appendix VIII** Biography



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

CHAPTER I

INTRODUCTION

A. Research Background

Speaking is considered an important skill that a learner should acquire because the disability of the students to speak may lead them to be unable to express their ideas even in the form of communication. Aidil Syah Putra pointed out that the ability to communicate in a second language is the key to success in their life². Sword found out that speaking skills also can be regarded as the ability to communicate lead them to be successful learners. It also can be regarded that the ability to communicate lead them to be successful learners. Moreover, Parupalli pointed out that speaking has a role to get and share information to others by mouth that can build an interaction between them. As a social human, this activity which is speaking take an important among us to have a good interaction among other people. Therefore, speaking is an important among four skills.³ In addition that speaking skill is taking part of the most essential skill among all four skills because most people measure the English ability of other people by their speaking.

Speaking functions as a means of communication in daily life. It means that speaking enables someone to inform an express in idea to other people. Therefore, speaking fluently and accurately is a great challenge for a language learner. Speaking is viewed as one of the English abilities that must be learned

² Aidil Syah Putra “*The Corelation Between Motivation and Speaking Ability*” Vol II No. 1 (2017)

³ Parupalli Srinivas Rao. “*The Importance of Speaking Skill in English Classroom.*” Alford Council of International English & Literature Journal: ECIELJ Vol. 2, No. 2 (2019): p.9

by the students at school. Speaking aims to communicate with other people to share information, knowledge or to share their feelings, opinion thoughts, emotion and in which they have to plan, edit and correct what they produce. Our personality, our image, our knowledge of the world and our ability to express our thought are reflected in our speaking performance. Therefore, to be able to speak properly, correctly and fluently, it takes a lot of practice, so that what is being conveyed can be understood by the other person.

Many previous studies have investigated speaking skills. According to Parupalli stated that the speaking skills is the most important skill to acquire foreign and second language learning. Among for the four key language skills, speaking is deemed to be the most important in learning a foreign or second language. Speaking is to convey message and information to the other.⁴ In addition, Kusnierek pointed out that speaking will build social interaction in society.⁵ Other research Laisouw indicated that necessitates not just linguistic but also sociolinguistic abilities, such as knowing when, why and how language might be created to transmit ideas. Speaking is a social communication tool, and the researcher may draw from the description above that it is one of the most significant talents to develop and improve.⁶

As the competency level mentioned, the Competency Level is a competency achievement criterion that is generic requirement that must be met

⁴ Parupalli Srinivas Rao. "The Importance of Speaking Skill in English Classroom." Alford Council of International English & Literature Journal: ECIELJ Vol. 2, No. 2 (2019): p.9.

⁵ Kusnierek, Anna, "Developing Students' Speaking Skill Through Role-Play" Journal of World Scientific News, 2016.

⁶ Laisouw Fatmawati, *The Effect of Debate Technique to Students' Speaking Ability*. (Lingua, 2019), 2, 22

by students at every level of education in order to archive Graduate Competency Standards. As written in “Salinan lampiran peraturan Menteri Pendidikan dan kebudayaan nomor 21 tahun 2016 tentang standar isi Pendidikan dasar dan menengah”. Mention that one of the levels of competence that needs to be achieved in English lessons, especially speaking skills is *“Berkomunikasi secara interpersonal, transaksi dan fungsional tentang diri sendiri, keluarga, orang lain dan objek yang konkrit dan imajinatif, yang terdekat dengan kehidupan dan kegiatan siswa sehari-hari di rumah, sekolah, dan Masyarakat serta terkait dengan mata Pelajaran lain dan dunia kerja.”*⁷ From those states above, speaking skill has become one of four English skill that should be taught and mastered, because it is important for the students to be able to communicate with other people globally.

There are many triggers that can be used to elevated students speaking skill in teaching speaking, for example ice breaking. It is an alternative that can be conducted in the classroom before the teaching and learning is carried out. However, it is rarely connected to the teaching and learning as a triggered for students to be more courragious to speak. it also will help students in triggering students to be more courageous to speak, it will help to create a relaxed environment where students share ideas and participate more fully in class.

Damayanti pointed out that ice breaking is a part of creative thinking, strategic thinking, positive thinking, problem solving and learning strategies,

⁷ Menteri Pendidikan dan Kebudayaan, Salinan lampiran peraturan menteri pendidikan dan kedudayaan nomor 21 tahun 32016 tentang standar isi Pendidikan dasar dan menengah (2016), 162

not only in business organizations but also for students of all age groups. The reason is classroom ice breaking activities help to develop various soft skills as interpersonal skills.⁸ Flanigan argued that performing ice breaking activities in English class will direct students the good mood of learning. Teacher might be able to make the class fun by doing several activities as a game. Which is a game a one kind of ice breaking. Wright, Betteridge and Bucky stated that game makes active and usually interact with others. It also can keep the students' anxiety and stress away.⁹ Currently research about the use of ice breaker shows the benefit of ice breakers. Kumala found that the ice breaker made the students felt enjoy, more active, interest and make the students felt motivated to learn English. In addition, Sinta found that based qualitative data, the students gave good responses and showed enthusiasm after the use ice breaking in speaking skill.

Based on the observation carried out, it has been revealed that there were some problems in the teaching learning and speaking. The researcher founds there are some problems dealing with the speaking skills of ten grade students. Firstly, the students' speaking skill is also still low and lack vocabulary, they only can speak two or three sentence, they totally get stuck and speak with their mother tongue (Javanese and Indonesia). Students had difficulties to producing and pronouncing words. It happens because they are

⁸ Nila Arum Damayanti, *The Use of Ice Breaker to Improve Student' Speaking Skills (Experimental Research of the Eleventh Grade Students of SMKN 1 Tenganan in The Academic Year of 2018/2019)*, Thesis: IAIN Salatiga, 2019. e-repository.perpus.iainsalatiga.ac.id/5261/SKRIPSIPDF.pdf

⁹ Andrew Wright, et, *al. Games for Language Learning*. (New York: Cambridge University Press, 2006), 2.

not encouraged in using spoken English. Second, the teacher did not use some interesting media to support and facilitate student to speak. The effect is the student were unmotivated to speak in the learning process.

To fill this void, the researcher attempts to explore ice breaking as a trigger to elevated students speaking ability. The aim is to elevated students' speaking skill in learning English especially at Madrasah Aliyah Negeri 1 Pasuruan. The idea of implementing ice breaking as a trigger is because researcher have also experienced in the same thing when in high school. The English teacher of the researcher using ice breaking to trigger students more confidents and brave for speak English, and the teacher sometimes use games, example the games is riddle game, questions activity, bingo, candy pass, blobs and line and etc. That's way students' can be more active and relax in the class. Therefore, researchers are interested conducting research using this method. The researcher took this case as a study entitled "Ice Breaking as a Trigger to Elevated Students' Speaking Skills at XI grade of Madrasah Aliyah Negeri 1 Pasuruan"

B. Research Question

Based on the background describe above, the focus of the research as follow:

1. How can ice breaking as a trigger elevate students' speaking skills at Madrasah Aliyah Negeri 1 Pasuruan ?
2. What is the advantages and disadvantages of implementing ice breaking as a trigger in teaching speaking skills ?

C. Research Objectives

The aims of the research are to identify:

1. To describe how ice breaking can elevate students' speaking skills at Madrasah Aliyah Negeri 1 Pasuruan
2. To describe the advantages and disadvantages of implementing ice breaking as a trigger in teaching speaking skills

D. Research Significances

The researchers hope that this research could give kinds of significances in this research: Theoretical significances and Practical significances.

1. Theoritically

This research is expected to provide benefits to all parties involved in the world of education, teachers, students, researchers, and other researchers for the world of education. It is hoped that it can foster creativity and professionalism in the school environment.

2. Partically

For teachers, it is expected that learning is not monotonous, so that teachers can use learning models, as well as new insight so that students can be brave and relax to speak English, and they can feel excited and happy when in the learning process in the classroom.

For students, the results of this study can motivate and attract students' interest in speaking and solving students' difficulties.

For the researchers, the benefits for researchers themselves are so that this is the beginning of becoming a teacher to be able to start their creativity.

For next researchers, the result of the research can be reference and provide new knowledge for future researchers.

E. Scope of The Study

This research is included pre-activities in English Language Teaching. By activity, this research used Ice Breaking as a triggered to elevate speaking skills for students. By content, this research focused on speaking skill that consist of fluency, pronunciation and intonation. By location, this research was conducted at Madrasah Aliyah Negeri 1 Pasuruan grade XI.

F. Definition of Key Term

In order to make the readers get easier in understanding the study, the researcher will give the definition of some key term that is important to be understood as follows.

1. Ice Breaking

Ice breaking is interactive activities that can be used before the activity start to relax student and created an atmosphere fun in what is usually a formal environment.

2. Speaking Skill

Speaking is an oral ability to produce language that can be used an understood by others and has the same language. In this research, speaking as a triggered to elevated students (for ice breaking)

CHAPTER II

THEORITICAL REVIEW

A. Literature Review

1. Previous Study

This point researchers presenting several the previous research related to the topic of this research. These are some previous studies which related with current research:

- a. Thesis by Kiki Ulil Azmi 2021 “*Students’ Perception Toward the Use of Ice Breaking Technique in Teaching English at Ninth Grade Students’ of SMPN 14 Sinjai*”.¹⁰ This research uses descriptive study with a qualitative approach. This research was conducted by direct observation through students’ activities when learning English, and also using qualitative methods. Based on the result of the study it was found that the students’ responses while using ice breaking technique, the students were happy, fun, interest and not feel boredom.

This research between Kiki Ulil Azmi’s research has several differences, including location, research focus. This research will be carried out at MAN 1 Pasuruan. While Kiki Ulil Azmi research was conducted at SMPN 14 Sinjai. The focus of the research is speaking skills, and Kiki Ulil Azmi focuses same with the researchers. The previous and current research used same research design and technique, that is qualitative descriptive and ice breaking methods.

¹⁰ Kiki Ulil Azmi. “*Students Perception Toward the Use of Ice Breaking Technique in Teaching English at Ninth Grade Students’ of SMP 14 Sinjai*”

b. Thesis by Sinta 2017/2018 *“Improving Students’ Ability in Speaking Skill by Using Ice Breaker Strategy at the Second Grade of MTS TPI Sawit Seberang in Academic Year 2017/2018”*.¹¹ This research was conducted by using Classroom Action Research. Qualitative and Quantitative data were used in this research. The quantitative data were taken from students’ score in Pre-Test, Post-Test I, and Post-Test II. The result of analyzing data indicated that there was significance improvement on students’ speaking skill after the use Ice Breaker strategy. It can be seen for the students’ score in every cycle. In Pre-Test there were only 30% (12 students) whose score up to 75. In Post-Test I, there was 52.5% on the percentage of students whose score up 75 (21 students), while in Post-Test II there were 80% students whose score up 75 (32 students). From data analysis, it showed that there was improvement of students’ speaking skill. Based on the qualitative data, the students gave good responses and showed enthusiasm after the use of Ice Breaker strategy in speaking skill.

This research between Sinta’s research has many differences, including location, method, research focus. This research will be carried out at MAN 1 Pasuruan. While Sinta research was conducted at MTS TPI Sawit Seberang. The focus of the research is speaking skill, and Sinta focus research is same with researchers. The method of the research, researcher used Descriptive Qualitative, while Sinta’s

¹¹ Sinta *“Improving Students’ Ability in Speaking Skill by Using Ice Breaker Strategy at the Second Grade of MTS TPI Sawit Seberang in Academic Year 2017/2018”*

research use Classroom Action Research (CAR) with Qualitative and Quantitative data.

- c. Thesis by Nila Arum Damayanti 2018/2019 “*The Use of Ice Breaker to Improve Students’ Speaking Skill (Experimental Research of the Eleventh Grade Students’ of SMKN 1 Tengarani in the Academic Year 2018/2019)*”¹². This research uses Experimental Research. The objectives of the research are to find out the difference of speaking skills after the students were taught by using ice breaker, and to find out the significant difference of speaking skill after were taught by using ice breaker. The researcher took one group Pre-Test or Post-Test or one sample. The instruments of this research were test and non-test. The test type was oral; meanwhile non-test instrument was in the form of document.

This research between Nila Arum Damayanti’s research has mostly difference, include location, research focus and method. this research will be carried out at MAN 1 Pasuruan. While Nila Arum Damayanti research was conducted at SMKN 1 Tengarani. The focus of the research is speaking skill, same with Nila Arum Damayanti research focus. The previous and current research is used Descriptive Qualitative, then Nila Arum Damayanti use Experimental Research and Ice Breaking methods.

¹² Nila Arum Damayanti (*The Use of Ice Breaker to Improve Students’ Speaking Skill (Experimental Research of the Eleventh Grade Students’ of SMKN 1 Tengarani in the Academic Year 2018/2019)*)

d. Thesis by Nurul Azizah Kurniawati 2020 “*The Relationship Between Interest in Ice Breaking and Concentration in Attending Classical Format Services for Class VII Students’ at SMP Negeri 4 Magelang in the Academic Year 2020/2021*”.¹³ This research method is Descriptive Quantitative Correlation. This study is determining whether or not there is a relationship between interest in ice breaking and concentration in classical format service for students’ in Magelang. The instrument test used the validity test and the reliability test. The validity test used the product moment, reliability test using alpha. The result of the study showed that students’ interest in ice breaking was 72.2% and the concentration of students’ in participating in classical formal services for grade VII students was 71.2%. The conclusion from this research is that both students’ interest in ice breaking, or students’ concentration in participating in classical format services is both in the high category. In addition, there is a relationship between interest in ice breaking and concentration on classical formal service.

This research between Nurul Azizah Kurniawati’s research has many differences, including location, method, research focus. This research will be carried out at MAN 1 Pasuruan. While Nurul Azizah Kurniawati research was conducted at SMP Negeri 4 Magelang. The focus of the research is speaking skill, and Sinta focus research is same with researchers. The method of the research, researcher used

¹³ Nurul Azizah Kurniawati (The Relationship Between Interest in Ice Breaking and Concentration in Attending Classical Format Services for Class VII Students’ at SMP Negeri 4 Magelang in the Academic Year 2020/2021)

Descriptive Qualitative, while Nurul Azizah Kurniawati research use Descriptive Quantitative Corelation.

- e. Thesis by Febriani Puji Lestari 2021 “*The Effectivness of Ice Breaking Technique to Improve Students’ Speaking Skill at MTsn 8 Magetan*”.¹⁴

This research used Quantitative Research design. Febriani Puji Lestari used experimental design, that was Quasi-Experimental. This research aimed to examine whether there is a significant different score between students’ who taught by ice breaking technique and the students’ who were not taught by ice breaking technique. In this research, the researcher used nonequivalent (pre-test and post-test). This design used two groups of participants from the same population. The first group was experimental group and the second was control group. The variable consisted of two variables. The first variable was Ice Breaking technique and the second variable was speaking skill.

This research between Febriani Puji Lestari’s research has many differences, including location, research focus and research method. This research will be carried out at MAN 1 Pasuruan. While Febriani Puji Lestari research was conducted at MTsN 8 Magetan. The focus of the research is speaking skills, and Febriani Putri Lestari focuses same with the researchers. The previous and current research used different methode, researcher use Descriptive Qualitative while Febriani used Quantitative Research design and Ice Breaking Methods.

¹⁴ Febriani Puji Lestari (*The Effectivness of Ice Breaking Technique to Improve Students’ Speaking Skill at MTsn 8 Magetan*)

No.	Research Tittle	Similarities	Differences
1.	Thesis by Kiki Ulil Azmi 2021 <i>“Students’ Perception Toward the Use of Ice Breaking Technique in Teaching English at Ninth Grade Students’ of SMPN 14 Sinjai”</i>	<ol style="list-style-type: none"> 1) The previous and current research used same research design that is qualitative descriptive. 2) The previous and research focus choosing Ice Breaking as a method, and focus on speaking skill. 	<ol style="list-style-type: none"> 1) This research conduct at MAN 1 Pasuruan. Meanwhile, Kiki Ulil Azmi’s research was conducted at SMPN 14 Sinjai.
2.	Thesis by Sinta 2017/2018 <i>“Improving Students’ Ability in Speaking Skill by Using Ice Breaker Strategy at the Second Grade of MTS TPI Sawit Seberang in Academic Year 2017/2018)</i>	<ol style="list-style-type: none"> 1) The previous and current research used the research focus that is speaking. 2) The previous and this current research choosing Ice breaking method. 	<ol style="list-style-type: none"> 1) The current research score used post-test and pre-test, while this research used observation 2) This research used Qualitative research, while Sinta used Classroom Action Research (CAR).
3.	Thesis by Nila Arum Damayanti 2018/2019 <i>“The Use of Ice Breaker to Improve Students’ Speaking Skill (Experimental Research of the Eleventh Grade Students’ of SMKN 1 Tenggara in the Academic Year 2018/2019)</i>	<ol style="list-style-type: none"> 1) The previous and current research use the same method, that is Ice breaker, and the focus is speaking skill. 	<ol style="list-style-type: none"> 1) The previous research used were test and non-test. Meanwhile, this research used interview and observation 2) This research used qualitative research, while Nila Arum Damayanti used experimental research.
4.	Thesis by Nurul Azizah Kurniawati 2020 <i>“The Relationship</i>	<ol style="list-style-type: none"> 1) The previous and current research use the same method, that is 	<ol style="list-style-type: none"> 1) This research conduct at MAN 1 Pasuruan. While, Nurul Azizah

No.	Research Tittle	Similarities	Differences
	<i>Between Interest in Ice Breaking and Concentration in Attending Classical Format Services for Class VII Students' at SMP Negeri 4 Magelang in the Academic Year 2020/2021"</i>	Ice breaker, and the focus is speaking skill.	Kurniawati was conducted at SMP Negeri 4 Magelang. 2) The previous and current research use the different method. this research used descriptive qualitative research, while Azizah Kurniawati used quantitative research.
5.	Thesis by Febriani Puji Lestari 2021 <i>"The Effectivness of Ice Breaking Technique to Improve Students' Speaking Skill at MTsn 8 Magetan"</i>	1) The previous and current research use the same method, that is Ice breaker, and the focus is speaking skill.	1) This research conduct at MAN 1 Pasuruan. While, Febriani Puji Lestari was conducted at MTsn 8 Magetan. 2) This research used descriptive qualitative, meanwhile Febriani Puji Lestari used quantitative research.

Based on the explanation above, it can be concluded that there are similarities and differences between this research with the previous research. This study found findings that had not been found in previous research, previous studies used ice breaking methods. The teacher will teach how to be brave about speaking and relax in class with games in ice breaking, to attract students' interest in speaking. And this study focused on aspects of speaking

skills. Such as Grammar, Fluency, Pronunciation, Comprehension and Intonation.

B. Theoretical Framework

1. Speaking

a. Definition of Speaking

Speaking is an oral ability to produce language that can be used and understood by other users and has the same language. Which aims to express something different.¹⁵ Speaking skill is important as a communication tool and in making relationship with others.

According to Channey 1998, speaking is a very important skill among other skills. If there is no language than there will be no communication. Because language and speaking are processes of sharing meaning ether verbally or non-verbally. So speaking is a productive skill to organize all elements of language together and make a message that can be conveyed with is intent and purpose. To convey words when speaking, the words used should be following the level of the listener, because some words may sound difficult to understand when speaking, so the message is not conveyed properly.

Speaking is a way of communicating ideas and message orally. To see students' speaking skills, they must be applied in real language and communication in class.¹⁶ It is necessary to pay attention to students' speaking skill when in class, and whether the message

¹⁵ Cora & Knight, 2000, p. 261 as cited in Mimeche & Kihal, 2018, p. 18

¹⁶ Siti Nur Khaliza, "*The Effect of Speaking by Using Snowball Games*" (Makassar : Muhammadiyah University of Makassar : Thesis 2021)

conveyed can well understood by listeners. Speaking is also very necessary for everyday life to communicate with other people. In speaking, people will express their opinion or ideas in the form of a sentence that contains many meanings such as insight, emotion, and tells what the purpose of the conversation is.¹⁷ It's more than making the right sounds, choosing the right words, or getting the grammatical construction right.

Speaking is a process of interaction between individuals with other individuals, that aims to convey a particular purpose or meaning.¹⁸ The process of the speaking is also involves the production of information and receiving information which is then processed into something that is understood together. So, speaking is very important for communicating because only by speaking we get a lot information, and exchange information and ideas. Speaking is conveyed with oral message, because when you in anywhere you still can find out something by speaking, then speaking are needed, especially for students.

From the definition above, it can be concluded that speaking is a form of saying, discussing, expressing ideas, opinions, insights, emotions, and all kind of image to listeners to get responses or answers

¹⁷ Clark & Clark “*Psychology and Language: An Introduction to Psycholinguistics*” (New York: Harcourt Brace Jovanovich, Inc 1977)

¹⁸ Burns, A., & Joyce, H. “*Focus on Speaking*. Sydney: National for English Language Teaching and research 1997”

from listeners as a way to conveying messages, so that listeners can understand what's being said in meaning.

b. Element of Speaking

The elements of speaking are divided into 5 as follows: (1) Grammar (2) Fluency (3) Pronunciation (4) Comprehension (5) Intonation.

1) Grammar

Grammar is a description of the various ways in which words change so that they can be arranged into sentence in that language.¹⁹ When studying grammar is like learning the roles of sentences. Grammar is not only found in writing, but also plays a role in speaking to improve the way of communication. The rules governing the arrangement of words systematically and sequentially following the conventional arrangement that has been agreed upon to become one complete sentence so that is easy to understand, is called grammar.²⁰

2) Fluency

Fluency is when the use of natural language occurs when a speaker is an interaction that has a purpose and maintains mutual communication, so that it can be understood and sustained even

¹⁹ Jeremy Harmer. *"The Practice of English Language Teaching"* (England : Longman, 2001 Third Edition)

²⁰ H Douglas Brown. *"Principles of Language Learning and Teaching"* (San Francisco State University. 2001 Second Edition)

though there are limitations in conveying the message.²¹ Being fluent is being able to communicate well, if students' have good English in speaking skills, students can speak fluently and also be able to tell whatever they are experiencing. If students are fluent in communicating, it means that students' have mastered a lot of vocabulary, and from this mastery, students can finally compose good and correct grammar.

Fluency training is very important to teach, because it can increase confidence in conveying the language without hesitation and fear of being wrong. Fluency exercises can be done with a script or memorized according to ability. Fluency exercises can also incorporate new items from other languages in preparation from conversation.²²

3) Pronunciation

Pronunciation refers to the sound production we use to make meaning. The element of speaking pronunciation plays a major role in knowing and ensuring that the words mentioned do not convey the meaning of the utterance. Language users must understand how to pronounce a word which is the way the word is pronounced. As already known, this knowledge consists of three areas; voice, stress and intonation. Pronunciation is an individual's

²¹ Ricards, Jack C. *“Teaching Listening and Speaking: From Theory to Practice (RELC Portofolio Series)”* (Singapore: Regional Language Center 2009)

²² Paul Davis & Erit Pearse. *“Success in English Teaching”* (New York : Oxford University Press, 2000)

way of conveying certain language, words or intention verbally so that they can be understood in the form of one or more words. Meanwhile, pronouncing is a way of producing certain sounds such as letters, numbers, etc. properly and correctly so that they are easy to understand.²³ From this explanation, it can be concluded that the pronunciation of a sound or language can produce certain sound or, even a word. Therefore, pronunciation is one of the five important elements in speaking skills with the aim that students can communicate with each other, and can be understand what other people convey.

4) Comprehension

Comprehension is the ability can understand.²⁴ Comprehension is what that meant the speaker must have the ability to make a conversation understood by the other person, so that the message contained can be conveyed properly. Some of the skills that must be mastered by speakers, include clear pronunciation, easy to understand vocabulary, sequential grammar, and fluency in speaking.

5) Intonation

Intonation is a complex system of meaning communicated through the rise and fall of a speakers' voice. Intonation can change

²³ Delia Summers, et. Al. "*Longman Dictionary of Contemporary English*". (England : Pearsom Education Limited, 2000)

²⁴ Manser & Martin. H. "*Oxford Learne's Pocket Dictionary*." (Oxford: Oxford University Press 2013)

the meaning of what a person says even when the same words are used. The up and down movements in the voice can show meaning or emotion.²⁵

c. Types of Speaking Performance

There are several types of speaking performance in the classroom as stated by Brown in his book. The types of performance speaking are imitative, intensive, responsive, transactional (dialogue), interpersonal (dialogue), and extensive (monologue).²⁶

1) Imitative

Imitative is a type of speaking performance that learns speaking techniques by imitating phrases, intonation, manner of speaking, or diction from native speakers of a particular language.

2) Intensive

Intensive speaking must be beyond imitative to include shorter speaking performances designed to freeze some phonological or grammatical aspects of language.

3) Responsive

Responsiveness is the ability to speak briefly to answer or welcome the response given by the interlocutor, so that two-way communication occurs but not until dialogue occurs. Responsive is usually given in the context of greeting, pleasantries, simple request, and comments.

²⁵ TEQSA “Intonation” (Australian University July, 2012)

²⁶ Brown “*Language Assessment Principle and Classroom Practice 271-274*” (United States of America San Fransisco State University, 2003)

4) Transactional (dialogue)

Transactional language is done when there is a speaker and listener who are in dialogue and convey or exchange specific information in conversation and the extended form of responsive language.

5) Interpersonal (dialogue)

Interpersonal is the ability to speak between two or more people in a relaxed and informal context. Interpersonal it will be more difficult because it involves all the elements in speaking techniques, such as lists of new languages, everyday language, slang, phrases, sarcasm, hidden intentions, emotions, and many others. Interpersonal also aims to maintain social relations between individuals and a means of exchanging information.

6) Extensive (monologue)

Extensive is a type of speaking performance in class for students in intermediate to advance to give monologues or oral production assignment including short speeches, summaries, and storytelling. So, students' can practice their speaking skills. Here the register is more formal and deliberative. This monologue can be planned or impromptu.

d. Speaking Difficulties

River said the main purpose of teaching speaking is to develop communicative efficiency. These difficult are due to a lack of interest

in the subject, poor listening practice, poor vocabulary, or a lack of confidence and fear of making mistakes.²⁷

1) Lack of Interest in Subject

The majority of students' who are learning a foreign language or a second language are not interested in learning in the classroom given by the teacher. Many factors make students not interested in learning foreign languages such as topics that are not of interest, lack of motivation to learn foreign languages, are not to express themselves, do not want to comment or ask questions about learning, and many more. Students are also silent a lot, impressed they are afraid of being wrong and embarrassed. If the teacher forces students' even though they don't understand, students are increasingly afraid of learning a foreign language.

Many students' experience difficulties when the teacher ask them to say sentence in foreign language. Even though these students' ay have ideas that they want to convey but are limited to vocabulary and grammar.

2) Poor Listening Practice

Listening gets an important role in speaking skill and interacting with someone. But for some students' listening to foreign language, they don't understand will make students' bored. As a result, students' do not fully understand the message or

²⁷ Saci Sihem, "Using Video Techniques to Develop Students' Speaking Skill", (Dissertation, Mohamed KHIDER University of Biskara, 2013), 25

information that conveyed, which makes them less or not contribute less to the discussion. Listening practice should be done as interestingly as possible and at a very simple level for students.

3) Deficient Vocabulary

Teachers must realize that the majority of students' who are just listening a foreign language find it difficult to convey their ideas or thoughts in the right words. So that students choose the use simple vocabulary and less effective grammar. Therefore, the teacher must be able to make students' comfortable in learning, so that they can increase their vocabulary and improve their speaking skills.

4) Mother Tongue Use

In EFL class, students' usually always use words from their mother tongue because of the lack of vocabulary from the second language, another fact because they feel more comfortable and easier when using their mother tongue. As a result, students are not able to develop their language skills, if they are constantly in their comfort zone with using their mother tongue. Therefore, the teacher must give strict instructions to students' to not use their mother tongue in class and make small sentences like greetings. Of course, trying to learn a second language vocabulary will help them in interact and to improve their English Speaking skills freely.

5) Lack of Self Confidence and Fear of Making Mistakes

Psychological problems are also an inhibiting factor for students' in speaking foreign languages, namely lack of confidence and fear of being wrong, because they are worried that other students maybe will laugh at them and be corrected by teacher. In addition, to problem with self-confidence and fear of making mistakes, students' also lack the initiative to move forward to talk about their topics or thoughts, leading to not developing speaking skill and initiative. The teacher's role here to train self-confidence and not think much about the mistakes for students in the class, so that they will get their best.

e. Development of Speaking Skill

Developing speaking skill is important when practiced and two ways are needed to practice it.²⁸

- 1) Lots of practice using some fixed part of language, including grammatical patterns and vocabulary.
- 2) Everyone has his opportunity. Instruction must be sensitive to accuracy. Fluent at some level of advance study, should always focus on fluency.

Developing speaking skills is an excellent source of motivation for students', there are several things that the teacher must pay attention to as follows:

²⁸ Byrne, D. *Teaching Oral English.* (London: Longman 1986)

- a. Multiply ways when showing students they can develop language with various activities from time to time, such as game, songs, films, or discussions. So, that students can know and see how to use the language.
- b. Provide exercise, the instruction must provide an opportunity.
- c. Show students' how they get what they know. Because sometimes students cannot express their thoughts, because they can't choose the right language in their hearts.

Therefore, the different interpretation will include that developing speaking skills is very important. Moreover, at the more advanced stage, the instructor in the conversation informs students' that development is needed at any time.²⁹

2. Ice Breaking

a. Definition of Ice Breaking

Ice Breaking are interactive activities that can be used in the first class to relax students and created an atmosphere of fun in what is usually a formal environment. Additionally, many ices breaking allows adults to get to know each other can enable the researcher to acquire a better understanding of the background of his-her adults students.³⁰ Ice breaking is a game or simple activity, that server to change the atmosphere of ice, stiffness bored or sleepiness in learning. So as to

²⁹ Chalida Manjaidee. *“Improving Students’ Speaking Skill by Using English Movies of Jareeyahtam Islam Foundation School Grade 11”* (Ponorogo : Muhammadiyah University Ponorogo 2019/2020)

³⁰ Pits Erol *“Ice Breaking in the Classroom”* Penelusuran Google

build a vibrant and enthusiastic learning environment that can create a fun, serious but relaxing.³¹

Furthermore, ice breaking is needed in the classroom. It is much needed in order to make the teaching learning process running well, interesting, keeping on the students, keeping on the concentrate to the lesson. Is also noted in teaching learning process intentionally or not, teacher always or once in a while gives ice breaking in the class, even though the type is not a game, physical action or other instrument. Interesting statements, anecdote, sounds that can attract students' attention are included the type of ice breaking.³² Similarly, ice-Breaker activity helps the students to interact with one another and also to exchange learning through series of game and activities and team work. Ice-Breaker helps to clear the way for successful exchange of ideas by making the students more comfortable end engaging them in conversation.³³

Based at some opinion above, Selvi Pangua in their study said ice breaking is a situation-breaker of the frozen mind of students or students' physicality. It is also to build a fun, enthusiastic, and full of enthusiasm for learning. Ice breaking activity also helps the students to interact with others and makes them to feel comfortable and settle in.

³¹ Sunarto "Ice Breaker dalam Pembelajaran Aktif" (Ist ed: Cakrawala Media 2012)

³² Rahmayanti P., Saraswati, P. A Bhuana, G.P "The Use of Ice Breaker to Improve Students Motivation in Learning English at the Tenth Grade Students of Smk Ypkkp Project" (*Profecional Journal of English Education*), 2(5), 549-600

³³ Selvi Pangua, "The Effectifness of Ice-Breaker Activity to Improve Students Speaking Skill of the third Semester Students of English Departement Students of FKPI UKI Toraja. (*TEFL Overseas Journal Vol 2, 2016*)

b. Kind of Ice Breaking

- 1) Games: Games ice breaker is the stimulation engaging students.
- 2) Singing: Sing ice breaker is easy and fun activity. The teacher seldom uses it except vocal teacher.
- 3) Gymnastic: Gymnastic ice breaker is the simple moval.
- 4) Motivation words: Motivation words ice breaker has purpose to influence the student to be motivated.
- 5) Story telling: Story telling ice breaker is telling story which is has moral value.
- 6) Clap your hand: Clap your hand ice breaker is effective to make students concentration.
- 7) Brain Gym: Brain gym ice breaking is effective to prepare students mind before teaching and learning process.
- 8) Humor: Humor ice breaker has purpose to entertain students.
- 9) Guessing: It has purpose to increase students curious.³⁴

In this research I use choose only 3 ice breaking activities namely my name and a thing (individual), singing and motivation words. Because it is able to implemented in this research and can make students easily to speak and be more relaxed in the learning process.

Ice breaker is an activity that has advantages and disadvantages. The advantage is more contextual with the situation and condition of learning faced that moment. Teachers are more creative

³⁴ Benti Uliatil Amroti, “*The Effectiveness of Using Ice Breaker in Teaching Speaking at Eight Grade Students of SMPN 24 Purworejo in the Academic Year 2013/2014*” Thesis (Muhammadiyah University of Purworejo, 2014)

utilizing the students' condition for ice breaking interactively. The saturation experienced by the students quickly can soon be overcome.³⁵

There are examples of kinds of ice breaking:

1) My Name and A Thing

Students will sit in their chair and says they name, to be with a thing and then continue with the next students mentioning the other object, to be until the last students. The students who cannot say are eliminated.

2) Motivation Word

They cannot stop me. I will get my education, if it is in the home, school, or anyplace.

3) Where are You???

It is singing while can ask the situation.

c. Ice Breaking Variant

The ice breaking variant here are divided into two types, ice breaking without media and ice breaking with media. Ice breaking without media can be interpreted as a brain cooling game by not using media outside the body. Meanwhile ice breaking with media can use any media so that the game is lively.

³⁵ Sinta "Improving Students' Ability in Speaking Skill by Using Ice Breaker Strategy at the Second Grade of MTSTPI Sawit Seberang in Academic Year 2017-2018" Thesis, (Islamic University of North Sumatra, 2018)

d. Advantage and Disadvantage of Ice Breaking

In the learning model, there must be advantage and disadvantages of each, including from ice breaking.

1) Advantages:

- a) Makes long time seem fast.
- b) Bring a pleasant impact on learning.
- c) Can be used spontaneously or conceptually.
- d) Create a compact or unified atmosphere.
- e) More contextual with the learning situation and conditions at the time.
- f) The teacher is more creative in utilizing the students' conditions for doing ice breakers interactively.
- g) The boredom experienced by the students was quickly resolved.³⁶

2) Disadvantages

While the disadvantages of ice breaking: application can be adjusted according to the conditions in each place.³⁷

- a) Can make introverts uncomfortable
- b) Can waste valuable time
- c) Can sometimes lead to embarrassment or anxiety.

³⁶ Sunarto 2012 "Ice Breaking dalam Pembelajaran Aktif" (1st ed, Cakrawala Media)

³⁷ Sunarto 2012 "Ice Breaking dalam Pembelajaran Aktif" (1st ed, Cakrawala Media)

CHAPTER III

RESEARCH METHOD

A. Research Design

This research is qualitative descriptive research that aims to provide an overview and explanation of the research. This research will provide information about how can ice breaking trigger to elevate students' speaking skills. Researchers use a qualitative approach which is often called descriptive qualitative because in this study, the researcher describes the condition and situation with words and language. The authors explain the background, develop and understanding of basic theory, and looks at reality and situations. As well as daily habits by collecting data from several sources of information such as documentaries, observations, and interviews. Qualitative research is research based on the philosophy of post-positivism. Qualitative research is used to examine the natural condition of an object and those who have key instruments in research are researchers.³⁸

The validity of the data will use the triangulation method, the data analysis is interview, observation, and documentation. Qualitative research is research that focuses on a phenomenon whose center of attention is the overall picture rather than breaking it down into variable parts.³⁹ The purpose of qualitative research is to obtain detailed overall data by collecting as much

³⁸ Miles, M.B, Huberman, A.M, dan Saldana, J. *Qualitative Data Analysis, A Methods Sourcebook*, edition 3. (USA : Sage Publitions. 2014)

³⁹ DonalAry, Lucy Cheser Jacobs, Chris Sorensen, and AsgharRazavieh, *"Introduction to Research in Education, 8th Edition"* (Belmont USA: Wadsworth, 2010), 242

data as possible and always based on facts in the teaching and learning process.

B. Research Location

This research will be conducted on grade XI IBB students of MAN 1 Pasuruan, located on Jl. Balai Desa Glanggang No.3A, Glanggang, Beji District, Pasuruan Regency, East Java. There were several reasons that the researcher chose the school as the research location, among others because the English teacher there once said those grade XI students there were able to speak English but they were too shy, lacked confidence, and lacked motivation. Strategic situation and location, and is very possible to obtain permission to conduct research.

C. Subject of the Research

Research subjects is people or objects that act as data sources related to the research topic. This study used a purposive sampling technique which is based on certain thoughts and objectives. This description includes what data will be obtained, who will be appointed as an informant or research subject, and how the data will be examined and searched to ensure its validity.⁴⁰ The research subjects that have been chosen were as follows:

1. English Teacher of MAN 1 Pasuruan

The researcher chose the English Teacher at MAN 1 Pasuruan as the main research data source which would provide information about the learning concept of implementing ice breaking as a media for students

⁴⁰ Miles, M.B, Huberman, A.M, dan Saldana, J. Qualitative Data Analysis, A Methods Sourcebook, edition 3. (USA : Sage Publitions. 2014)

speaking skills. The teachers must be prepared to share the concepts and knowledge and often ask the researcher for a complete explanation of the research problem and observe the researcher during the research period.

2. Students of MAN 1 Pasuruan

The researcher chose the 11th grade of IBB there are 32 students of MAN 1 Pasuruan. Because students can provide additional information to a supporting informant for a complete qualitative analysis.

D. Data Collection Method

In this research, data were collected through several ways:

1. Observation

Observation means collecting data directly from the field. Type observation in this study using descriptive observational qualitative research. Descriptive observation is an observation made of the exploratory stage, the researcher observes all elements of the situation as much as possible to obtain an overview.⁴¹ Therefore observation must be made directly to the location to observe several things related to space, place, person, activity, time, event and purpose.

This research used non-participant observation techniques, which is clear in this case the researcher is only an observer of teacher and student activities. Came to the location, but the researcher was not directly involved in the activity.

⁴¹ Farida Nugrahani, "Metode Penelitian Kualitatif", (Surakarta:2014), 123

The researcher adapted 4 aspects of speaking above to focus on the linguistic aspects such as pronunciation, fluency, grammar, and vocabulary. In classifying the score, the researcher used the classified data of the students' achievements suggested by Harris.⁴²

Table 3.1
Table of Criteria Assessment

Criteria Mastery	Grade
91-100	Excellent
81-90	Very Good
71-80	Good
61-70	Fair
51-60	Poor
Less than 50	Very poor

2. Interview

An interview is an interactive process that aims to ask for information and share information that is carried out by two or more people, an interview is a form of data collection that is carried out from the emergence of conversations between the interviewer and the informant. Interviews are interactional because there is an exchange or division of roles, responsibilities, feelings, beliefs, motives, and information in them.⁴³

In this study, researcher used semi-structured interviews, this type of interview is included in the in-depth category, which is more flexible in its implementation compared to structured interviews. The purpose of this

⁴² David P. Harris, *Teaching English as a Second Language*, (New York: MC GrawHill Company Ltd, 1969), 134

⁴³ Stewart Cash, *Wawancara Observasi dan Fokus Grup*, (Jakarta: PT. Raja Grafindo Persada, 2015)

type of interview is to find problems more openly, where the parties invited to the interview are asked for their opinions and ideas. In conducting interviews, researchers need to listen carefully and record what the informant says.⁴⁴ This means if this interview is compared with a structured interview, this type is more reliable because the researcher can't predict the answer of the interviewee as in the structured interview.

3. Documentation

Documentation is the way to collect data that produces important notes related to the problem research so that complete, correct, and not based on estimates such data will be obtained as achievement index, number of children, population, etc. In social research, the function of data derived from documents is mostly used as supporting and complementary data for primary data obtained through in-depth observation and interviews.⁴⁵ Documentation makes the research most believable because the researcher does not just write the information from interview but there is evidence included in the form of documentation. The form of documentation of this research is a record of English teaching with photos and video when the teaching-learning is ongoing.

⁴⁴ Miles, M.B, Huberman, A.M, dan Saldana, J. *Qualitative Data Analysis, A Methods Sourcebook*, edition 3. (USA : Sage Publications. 2014)

⁴⁵ Creswell, J. W. (2009). *Research Design : Qualitative, quantitative and mixed methods approaches* (London : SAGE Publications Ltd, 2009), 183.

E. Data Analysis

According to Creswell (2009), data analysis involves the following steps:

1. Prepare and Organized the Data to be Analyz

This step involves interview transcripts, scanning material, understanding existing data in the field, or sorting data into various types according to the source of the data obtained.

2. Data Coding and Exploring

At this step, write down specific notes or general ideas about the information that has been received.

3. Analyz Further with Data Coding

Data coding is a process for processing received information into written segments before being interpreted.

4. Apply the coding process to explain situation, people, categories, and topic analyzed.

5. Showing the presentation of the description and topic in a narrative or qualitative report.

6. Validate the accuracy of the research results.⁴⁶

F. Trust Worthiness

Trustworthiness is a method used by researchers to obtain valid data during the research process. Triangulation is the use of two or more data collection methods in studying human behaviour. In a literal or actual sense,

⁴⁶ Creswell, J. W. (2009). *Research Design : Qualitative, quantitative and mixed methods approaches* (London : SAGE Publications Ltd, 2009), 183

triangulation is a physical measurement technique.⁴⁷ Usually, researchers use two kinds of triangulation, namely technical triangulation and source triangulation. Source triangulation is done by checking data obtained from multiple sources technical triangulation, namely checking data from the same source but with different techniques.⁴⁸ Data validity is based on certainly whether the research results are accurate from researchers, participants, and speakers. The researcher uses a triangulation technique which is defined as a data-checking technique using something else.⁴⁹

G. Research Procedure

At this stage, the researcher carries out a research plan, starting from the research background, research design, actual research, and reporting writing.⁵⁰ The steps in this research are as follows:

1. Pre-field research stage

At this stage, several activities must be carried out by researchers. This stage requires research ethics and consideration of the activities mentioned below:

- a. Preparing a research plan
- b. Selection of research areas
- c. Arranging permits
- d. Exploring and assessing the field

⁴⁷ Louise Cohen, Lawrence M, and Keith M, “*Research Methods in Education*”. 5th ed (London, Newyork, 2000), 113

⁴⁸ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan RnD* (Bandung: Alfabeta, 2018), 9.

⁴⁹ Lexy J & Moleong, “*Metodologi Penelitian Kuantitatif*” (Bandung, PT. Remaja Rosdakarya, 2008)

⁵⁰ Miles, M.B, Huberman, A.M, dan Saldana, J. *Qualitative Data Analysis, A Methods Sourcebook*, edition 3. (USA : Sage Publitions. 2014)

e. Prepare research equipment

2. Field research stage

After being ready to carry out research with thorough preparation, the next step is research. At this stage, the researcher will collect the data needed by applying the method including observation, interviews, and documentation.

3. Data analysis stage

After all the data has been collected, then an analysis of the entire data has been carried out in the form of a report and the discussed with the supervisor. This activity is still carried out by the researcher until the supervisor reports that the result of the study is ready to the tested.

4. Reporting stage

The reporting stage is the last stage of the qualitative research process and procedure. At this stage, researchers make a written using data obtained from observation, interviews, and documentation that have been analyzed by researchers.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter covers research findings and discussion of the research. The finding is the information found from the field, while the discussion is the process of making a decision or a conclusion about the topic of this research which is the English day program. The findings and discussion are explained as follows:

A. The Brief Description of The Object

1. The Profile of Madrasah Aliyah Negeri 1 Pasuruan

Madrasah Aliyah Negeri 1 Pasuruan is an Islamic-based secondary-level general education institution within the Department of Religious Education with excellence in the academic field and an understanding of Islamic values. Physically, the image presented by Madrasah Aliyah Negeri 1 Pasuruan is of an Islamic-based institution that has a vision as an Islamic educational institution that is optimistically able to compete with public schools. Madrasah Aliyah Negeri 1 Pasuruan is one of the State Madrasah Aliyah Educational Institutions in Pasuruan Regency, East Java Province, which was founded from a noble desire for the advancement of the nation and religion, developing a resilient Islamic generation, living and practicing religious knowledge, and acknowledging the obligation to the development of the generation.

2. The Geographic Location of Madrasah Aliyah Negeri 1 Pasuruan

Madrasah Aliyah Negeri 1 Pasuruan is located at at Jl. Balaidesa Glanggang Bangil No. 3A Beji Pasuruan regency, East Java Postal Code 67154.

3. Vision and Mision of Madrasah Aliyah Negeri 1 Pasuruan

a. Vision

The realization of an educational institution that is Islamic, quality, competitive, of good character, and environmentally cultured.

b. Mision

- 1) Implement conductive KBM in an orderly, disciplined, safe, clean, and beautiful madrasah environment with the support of adequate infrastructure.
- 2) Creating the personalities of madrasah residents who have faith, devotion, and obedience to worship strong Islamic Aqidah, none in carrying worship and doing good deeds.
- 3) Improving human resources with quality training for teachers and madrasah staff employees.
- 4) Increasing excellence in the fields of academic achievement and non-academic achievement for all madrasah residents.
- 5) Adding provision for basic skills in the form of IT, multimedia, and language mastery for students to enter the world of work with a global outlook.

- 6) Realizing physical and mental well-being, establishing an attitude of togetherness among madrasah residents, and establishing harmonious and democratic relationships between residents and in the madrasah environment.
- 7) Realizing an attitude of mutual trust, morality, and good character in life in the madrasah and outside the madrasah.
- 8) Creating a healthy, clean, and beautiful environment by the concept of Adiwiyata madrasah (preserving, preventing damage, and pollution of the environment).

B. Research Findings

In this chapter, the researcher presents findings and discussion of research related to the research problem in Chapter 1. The ice breaking as a trigger to elevate students speaking skills at MAN 1 Pasuruan and the procedure of implementing ice-breaking as a trigger in teaching speaking skills. This chapter consists of 2 parts. The first part is findings, which describe the data gathered by the researcher from the observation and interviews conducted during the research and includes how can ice breaking as a trigger to elevate students' speaking skills at MAN 1 Pasuruan and how is the procedure of implementing ice breaking as a trigger in teaching speaking skills. The researcher found three activities that the teacher uses in ice-breaking before the learning process namely games, singing, and clap your hand. The next part is discussion, which provides the description and interpretation of the research findings from the previous part, where there will

be a more detailed explanation of the research problem. The research will describe the research findings and discussion below.

1. Games

From the results of observation and interviews conducted by researcher, the teacher uses game namely My name and a thing for student groups. There are five students in one group then the first student says his name and one thing at school by mentioning to be, the next student will do the same thing as his previous friend, who can't answer his hand is crossed out. Example of game conducted in class XI Bahasa at Madrasah Aliyah Negeri 1 Pasuruan.

- a. Student 1, Azizah whiteboard behind the desk
- b. Student 2, Nabila chair behind the table
- c. Student 3, Rizma table next to the vase
- d. Student 4, Fia vase on the teacher's table

In students 5, if they can make a sentence correctly, then they will be punished.

2. Singing

They sang "Good Morning" while asking how things were and the teacher took attendance of the students one by one.

3. Clap your hand

A clapping game is a type of usually cooperative game which is generally played by many peoples and involves clapping as a rhythmic

accompaniment to a singing game or reciting of a rhythm, often nursery rhyme.

The way to play is, the teacher says the colour and then is gives directions such as red means one clap, blue is two claps, green means three claps, if the teacher says black it means zero claps, if someone makes a mistake, they will be punished by the teacher.

1. Ice breaking as a trigger to elevate students speaking skills at MAN 1

Pasuruan

a. Ice breaking before action

From the researcher's result, ice breaking before action the atmosphere of the students was quiet, and looked like they were not interested in English subjects. The statement was also supported by student 1 as the student in the eleventh grade of Madrasah Aliyah Negeri 1 Pasuruan said:

"I felt less enthusiastic because it was still early for direct English lessons, so I felt sleepy and less enthusiastic about studying".

Based on the interview above, that's the students before ice breaking were quite less enthusiastic and looked like they were not interested in the learning process.



Figure 4.1
The teacher will start ice-breaking before action

b. Ice breaking in action

Ice breaking in action the students can be more active in the class, be brave, not sleepy, and also to make confident especially in how they are speaks English well.

This statement can be agreement by the teacher, as follows:

“The students become more enthusiast and happy after there is an ice breaker before this teaching and learning process, because not all teachers do an ice breaker activities before starting the lesson. So, students become more active and learning can be easily accepted by them”⁵¹

In addition, students also feel more enthusiastic in the teaching and learning process before ice breaking as follows:

“I feel the atmosphere was changed before or when ice breaking adding on pre-activity, the class became more active, and I can brave to speak even though maybe my accent is not pretty good”

Based on the interview above, the students are more active in speaking when ice breaking added for pre-activity in the learning process.

⁵¹ Mrs. Alies Zahrotul Hamidiah, Interviewed by the researcher, 16th of November 2023



Figure 4.2
The teacher started ice breaking with games and was followed by the students

c. Ice breaking on action

Ice breaking on action students become more confident in speaking, more relaxed, they can easily to accept the next lesson, and become more active and enthusiastic for English learning given by the teacher.

The researcher asks the teacher about the importance of ice breaking in pre-learning activities, and do students especially those you teach make progress in their speaking skills with this ice breaking activity?

“Of course, they were helped in terms of their speaking skills because I implemented ice-breaking before the lesson started, they became more courageous in speaking, although not at all but 80 percent of the students had made a lot of progress in their speaking skills. There are many benefits that we can take from Ice breaking, such as becoming more courageous in expressing our opinions, being more active, having the courage to speak, not being shy to speak English in front of the class. So, with this ice breaking activities, the learning process looks

more alive and it's not just the teacher who talks a lot, the students too"⁵²

Based on the statement above, the teacher said that after ice breaking the students become more confident to speak and more enthusiastic about the learning process.



Figure 4.3
Students and the teacher have just completed the ice breakers

This section discusses about ice breaking as a trigger to elevate students' speaking skills at MAN 1 Pasuruan that researcher found during the research and interview with one teacher in MAN 1 Pasuruan, the researcher found ice breaking can trigger students speaking skills for student grade 11th.

From the results of the study, the researcher asked the teacher, what do you know about ice breaking?

"Ice breaking is only for the invoice, the children are brave to speak, that the class is alive, to lighten the atmosphere so that students are more focused on continuing the learning process"⁵³

Based on interview above, it can be seen that ice-breaking can trigger students to speak.

⁵² Mrs. Alies Zahrotul Hamidiah, Interviewed by the researcher, 16th of November 2023

⁵³ Mrs. Alies Zahrotul Hamidiah, Interviewed by the researcher, 16th of November 2023

In the second question, the researcher asked the teacher about, do you always use icebreakers before learning?

“Depending on the situation and conditions, at beginning of learning, I always use ice breakers, when is about to finish the Semester I don’t use them. But if the students look sleepy or lack enthusiasm, usually after break time I use ice breakers to build the atmosphere again”⁵⁴

In the third question, researcher asked the teacher about could this ice breaker be a trigger for students to speak?

“Yes of course, with this ice breaking students will be brave enough to speak, improving their speaking skills too, so it’s good that ice breaking can be trigger for students to have more fluent in speaking skills”⁵⁵

In the fourth question, the researcher asked to the teacher about what kind activities that usually use?

“The activities that I usually used are games, story riddles, and singing sometimes, so the students can more improve their speaking ability with this activity actually”⁵⁶

In the fifth question, the researcher asked the teacher about media use of the ice-breaking activities, and do you use it in groups or individually?

“Yes, but I just use worksheet books from school to see the stories that I will teach to my students, and today I used a story about The Lion Witch and Wardrobe: Chronicles of Narnia for the riddles game, and I used singing greetings first so that students are more enthusiastic about starting today’s learning. And I use it in one class together”⁵⁷

⁵⁴ Mrs. Alies Zahrotul Hamidiah, Interviewed by the researcher, 16th of November 2023

⁵⁵ Mrs. Alies Zahrotul Hamidiah, Interviewed by the researcher, 16th of November 2023

⁵⁶ Mrs. Alies Zahrotul Hamidiah, Interviewed by the researcher, 16th of November 2023

⁵⁷ Mrs. Alies Zahrotul Hamidiah, Interviewed by the researcher, 16th of November 2023

2. How is the advantages and disadvantages of implementing ice breaking as a trigger in teaching speaking skills ?

This section discusses the advantages and disadvantages of implementing ice breaking as a trigger in teaching speaking skills that researcher found during the research and interview with one teacher in MAN 1 Pasuruan, the researcher found the procedure of implementing ice breaking as a trigger in teaching speaking skills in 11th grade.

a. Advantages

Several advantages of ice breaking written by the researcher have been found in the teacher at Madrasah Aliyah Negeri 1 Pasuruan during interview and observation and the results of the findings will be explained below:

- 1) Ice breakers are used to improve student's motivation in communicating each other.

After conducting observations and interviews with the teacher at Madrasah Aliyah Negeri 1 Pasuruan, the researcher found the first benefits were felt by the teacher. The first advantage is that "Ice breakers is used to improve students' motivation in communicating with each other" which means students have problems that commonly appear in a class such as boredom, tiredness, low enthusiasm, and unwillingness to study.

"The teacher only needs to give students stimulation, there is no need for too many methods. The teacher can do

something easy for example discussing previous learning. That way students become more focused on learning in class and learning becomes less monotonous.”⁵⁸

- 2) Tools that can provide an atmosphere of joy and intimacy as well as a feeling of happiness among students, as well as between teachers and students.

The next advantage of ice breaking is “Tools that can provide an atmosphere of joy and intimacy as well as a feeling of happiness among students, as well as between teachers and students.” This means that using ice breaking before the learning process will provide an atmosphere of joy and a feeling of happiness among students and teachers. The result of observation and interview conducted during the research with the teacher at Madrasah Aliyah Negeri 1 Pasuruan found that:

“In my opinion, students become more receptive to new learning, become more enthusiastic, and pay more attention to the teacher’s explanations. That way learning process becomes more effective”⁵⁹

- 3) Ice breaking is used to help clear the way for learning to occur by making students more comfortable by helping their speaking skills.

The result of the observations and interviews conducted by the researcher for the last advantages showed that the teacher relates to “Ice breaking is used to help the clear the way for

⁵⁸ Mrs. Alies Zahrotul Hamidiah, Interviewed by the researcher, 16th of November 2023

⁵⁹ Mrs. Alies Zahrotul Hamidiah, Interviewed by the researcher, 16th of November 2023

learning to occur by making students more comfortable by helping to their speaking skills” and the teacher said:

“By implementing an ice-breaking for speaking skills, the class atmosphere becomes calm when the learning process begins, students be more active to talk and students enjoy listening to the teacher explanation more”⁶⁰

With this, ice-breaking can affect students learning motivation, students speaking skills, students’ interest in learning, and learning outcomes that can foster student learning enthusiasm. This is directly proportional to the result.

In the next question researcher asks the teacher about whether the teacher becoming more creative with this ice breaker?

“I feel more creative because the teaching-learning process is not monotonous and there are more activities carried out before learning begins, for example ice-breaking”⁶¹

The next question the researcher asked the teacher about is what difficulties do you experience in implementing ice breaking?

“So far there have been no difficulties because the ice breaking that I apply is always basic and does not burden students, because the aim of ice breaking so that students do not feel bored and can focus more on the learning process”⁶²

In the last question, the researcher asks the teacher about what is the disadvantages of using ice-breaking?

⁶⁰ Mrs. Alies Zahrotul Hamidiah, Interviewed by the researcher, 16th of November 2023

⁶¹ Mrs. Alies Zahrotul Hamidiah, Interviewed by the researcher, 16th of November 2023

⁶² Mrs. Alies Zahrotul Hamidiah, Interviewed by the researcher, 16th of November 2023

The result of the observations and interviews conducted by the researcher for the last disadvantages showed that the teacher relates to “disadvantages of using ice-breaking”

b. Disadvantages

1) Tends to be crowded in class

“If it is during the final defense or after the break time, it is less effective to do ice-breaking, because the students are starting to get tired so it can make crowded in class”⁶³

2) Excessive ice breaking can obscure learning objectives

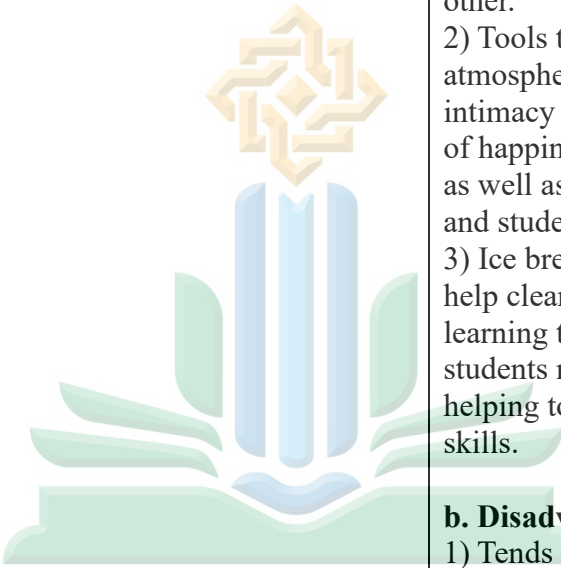
“If most of the activities carried out make students less focused and just want to play, ice-breaking for just ten minutes is enough to help students focus on learning”⁶⁴

Table 4.1
Matriks of Research Finding

NO.	Research Focus	Research Findings
1.	How can ice breaking as a trigger to elevate students speaking skills at MAN 1 Pasuruan?	<p>a. Ice breaking before action The atmosphere of the students was quiet and looked like they were not interested in the English subject.</p> <p>b. Ice breaking in action Ice breaking in action the students can be more active in the class, be brave, not sleepy, and also be confident especially in how they are speaking English well.</p> <p>c. Ice breaking on action Ice breaking on action students become more</p>

⁶³ Mrs. Alies Zahrotul Hamidiah, Interviewed by the researcher, 16th of November 2023

⁶⁴ Mrs. Alies Zahrotul Hamidiah, Interviewed by the researcher, 16th of November 2023

NO.	Research Focus	Research Findings
		confident in speaking, more relaxed, can easily to accept the next lesson, become more active and enthusiastic for English. learning given by the teacher.
2.	<p>How is the advantages and disadvantages of implementing ice breaking as a trigger in teaching speaking skills?</p>  <p>UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER</p>	<p>a. Advantages</p> <p>1) Icebreakers are used to improve student's motivation in communicating with each other.</p> <p>2) Tools that can provide an atmosphere of joy and intimacy as well as a feeling of happiness among students, as well as between teachers and students.</p> <p>3) Ice breaking is used to help clear the way for learning to occur by making students more comfortable by helping to their speaking skills.</p> <p>b. Disadvantages</p> <p>1) Tends to crowded in class</p> <p>2) Excessive ice breaking can obscure learning objective.</p>

C. Discussion

This research was conducted to find out ice breaking as a trigger for speaking skills, advantages and disadvantages of implementing ice breaking for speaking skills as a trigger at Madrasah Aliyah Negeri 1 Pasuruan. Based on the theory of Forbes Green ice breaker activities help to develop various soft skills such as interpersonal skills, communication skill that include

speaking, written, verbal and non-verbal, and team building skills.⁶⁵ And theory by Selvi Pangua stated that the advantages of implementing ice breaking for speaking skills are ice breakers are used to improve students' motivation in communicating with each other. Tools that can provide an atmosphere of joy and intimacy as well as a feeling of happiness among students, as well as between teachers and students. Ice breaking is used to help clear the way for learning to occur by making students more comfortable by helping their speaking skills.⁶⁶ In addition, based on the theory of Selvi Pangua in her research, ice-breaking activities also can help in creating a bond between students and teachers.

There are two points to be discussed in the term. 1) How can ice breaking as a trigger to elevate students speaking skills at Madrasah Aliyah Negeri 1 Pasuruan, 2) how is the procedure of implementing ice breaking as a trigger in teaching speaking skills.

1. Ice breaking as a trigger to elevate students speaking skills at Madrasah Aliyah Negeri 1 Pasuruan

In ice breaking as a trigger for speaking taken from Forbes-green theory, that the researcher found that icebreakers exist to help students feel more comfortable being involved and speaking up in a way that suits them (which of course may or may not be verbal). Ice breakers used in the

⁶⁵ Forbes-Green, Sue. (1982) *The Encyclopedia of Icebreakers: Structured Activities That Warm-Up, Motivate Challenges, Acquaint and Energize*, Retrived from: <http://www.paperbackswap.com/Encyclopedia-Icebreakers-Structured-ActivitiesWarm/book/0898890055.htm>

⁶⁶ Selvi Pangua, "The Effectiveness of Ice-Breaker Activity to Improve Students Speaking Skill of the third Semester Students of English Departement Students of FKPI UKI Toraja (*TEFL Overseas Journal Vol, 2016*)

first five minutes help to prime students for speaking up, presenting their ideas, or challenging something later in the learning process. Based on the findings, ice breaking makes students more active in class and the students can speak very well so ice-breaking can be a trigger to elevate for students speaking skills.

Another research also mentioned that it can be identified that students' speaking skills has been improved by the use of ice breaker strategy, so the use of ice breaker strategy can be used as a strategy to improve student speaking skills.⁶⁷ This statement is supported by the researcher found in students of Madrasah Aliyah Negeri 1 Pasuruan that ice breaking can be trigger for student brave to speak.

2. The advantages and disadvantages of implementing ice breaking as a trigger in teaching speaking skills

a. Advantages

Based on the theory of Selvi Pangua, there are 3 advantages of implementing ice breaking for speaking skills. The researcher conducted observation and interviews and also found the advantages of implementing ice-breaking for speaking skills related to the theory.

The details of these advantages will explain below:

Ice breakers are used to improve student's motivation in communicating with each other. In Selvi Pangua theory, the implementation of ice-breaking is used to improve student's

⁶⁷ Sinta (Improving Students Ability in Speaking Skill by Using Ice Breaker Strategy at the Second Grade of MTs TPI Sawit Seberang in Academic Year 2017/2018)

motivation in communicating with each other. Ice breakers is used to improve students' motivation in communicating with each other which means students problems that commonly appear in a class such as boredom, tiredness, low enthusiasm, and unwillingness to study.⁶⁸ This is felt by the students because they feel that with ice breaking can be more expressive and braver to speak.

Tools that can provide an atmosphere of joy and intimacy as well as a feeling of happiness among students, as well as between teachers and students. The second advantage are ice breaking can provide an atmosphere and joy. This means that using ice-breaking before the learning process will provide an atmosphere of joy and feeling of happiness among students and teachers. However, the statement was based on the theory of Selvi Pangua research, which states that ice breaking can provide an atmosphere of class and a feeling of happiness among students.

Ice-breaking is used to help the clear the way for learning to occur by making students' more comfortable by helping to their speaking skills means ice breaking can affect students' learning motivation, students speaking skills, students' interest in learning, and learning outcomes that can foster student learning enthusiasm. This is directly proportional to the result. According to Selvi Pangua research that can help the clear way for students' speaking skills. This was

⁶⁸ Selvi Pangua, "The Effectiveness of Ice-Breaker Activity to Improve Students Speaking Skill of the third Semester Students of English Departement Students of FKPI UKI Toraja (*TEFL Overseas Journal Vol, 2016*)

expressed by the teacher to the researcher during the interview: the students, would have difficulties in speaking English so they can be braver to talk with ice-breaking.

b. Disadvantages

Furthermore, based on Selvi Pangua's theory, there are disadvantages of ice breaking for speaking skills, which can be a part of ice breaking, and after analyzing the situation, the researcher discusses the advantages of ice breaking below:

Tends to be crowded in class, this happens because students do not always use English so they are afraid of making mistakes, and are a little less confident in speaking English. This statement supported by Selvi Pangua in theory mentioned how students tend to crowd in class because they are not use to speaking English. Actually, these challenges definitely occur and this is not entirely the fault of the students because the teachers don't speak English every day in class. Therefore, these challenges can be considered for teacher who do not use English for learning process.

Excessive ice-breaking can obscure learning objectives. Because students were too happy with the ice-breaker that was given, so they became less focused on continuing the learning activities. Selvi Pangua states in his study that most of the activities carried out make students less focused and just want to play.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestions of the research that has been conducted. The conclusion section provides the findings of the research that have been concluded by the researcher. The researcher concludes these results based on the research question in Chapter I. Furthermore, the suggestion section provides suggestions from the researcher for future researchers to differentiate their research from current research.

A. Conclusion

Based on the study that has been done at Madrasah Aliyah Negeri 1 Pasuruan about ice breaking as a trigger to elevated students speaking skills using a qualitative approach with observation, interview and document review, the researcher draws some conclusion as follows:

Based on the data collected about ice breaking as a trigger to elevate students' speaking skills. Generally speaking, ice breakers exist to help students feel more comfortable being involved and speaking up in a way that suits them (which of course may or may not be verbal). Icebreakers used in the first five minutes help to prime students for speaking up, presenting their ideas, or challenging something later in the learning process. Ice breaking makes students more active in class and the students can speak very well so ice breaking can be a trigger to elevate for students' speaking skills.

Ice breaking for speaking skills is used to improve students' motivation in communicating with each other so, they feel that with ice breaking can be

more expressive and braver in speaking. ice breaking can provide an atmosphere and joy, which states that ice breaking can provide an atmosphere of class and a feeling of happiness among students. Ice breaking is used to help clear the way for learning to occur by making students more comfortable by helping to their speaking skills means ice-breaking can affect students' learning motivation, students speaking skills, students' interest in learning, and learning outcomes that can foster students' learning enthusiasm.

B. Suggestion

At the end of the study, the researcher should give some suggestions to several people or the intuitions. That is:

1. For English teacher

Researcher suggested the teacher to not stop giving ice breaking to students before starting the lesson, so students are more active and be brave to speak.

2. For students

Students are encouraged to actively participate in ice-breaking before the learning process. This ice breaking can be a trigger to elevate students in speaking skills.

3. For future researcher

For future researcher I suggested you add about how is the preparation in ice-breaking for your research objectives. The researcher hopes that this can be used as a reference to conduct your thesis better.

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APPENDIX I

Research Matrix

TITTLE	VARIABLE	SUB VARIABLE	INDICATOR	METHOD	FOCUS
Ice Breaking as a Trigger to Elevated Students Speaking Skills at Madrasah Aliyah Negeri 1 Pasuruan	<ul style="list-style-type: none"> Ice Breaking 	<ul style="list-style-type: none"> Definition of Ice Breaking Kind of Ice Breaking Ice Breaking Variant Advantages and Disadvantages of Ice Breaking 	<ol style="list-style-type: none"> Ice Breaking as a Trigger to Elevated Speaking Skill Procedure of Implementing Ice Breaking as a Trigger in Teaching Speaking. 	<ol style="list-style-type: none"> Research Approach: Qualitative Data Collection Method: <ol style="list-style-type: none"> Observation Interview Documentation Data Analysis Method: Descriptive Qualitative 	To Elevated Students Speaking Skill With Ice Breaking Activity.
	<ul style="list-style-type: none"> Speaking Skill 	<ul style="list-style-type: none"> Grammar Fluency Pronunciation Intonation 			



APPENDIX II

School Profile

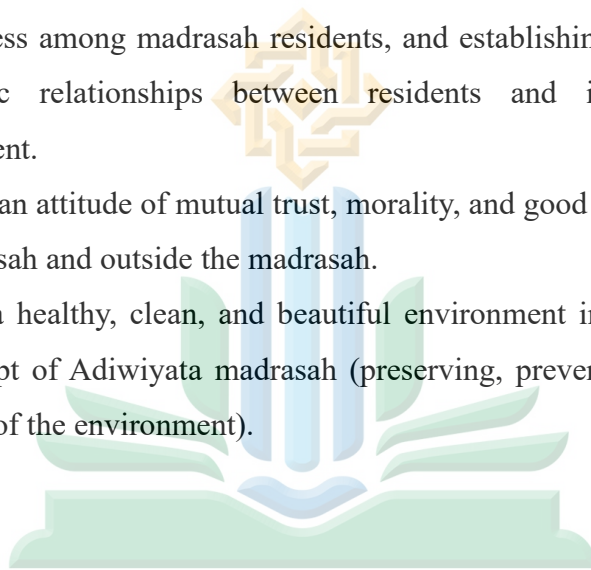


MADRASAH ALIYAH NEGERI 1 PASURUAN

Madrasah Aliyah Negeri 1 Pasuruan is located at Jl. Balaidesa Glanggang No. 3A Beji Kab. Pasuruan. Madrasah Aliyah Negeri 1 Pasuruan is an Islamic based secondary level general education institution within the Department of Religious Education with excellence in the academic field and an understanding of Islamic values. Physically, the image presented by Madrasah Aliyah Negeri 1 Pasuruan is of an Islamic-based institution that has a vision as an Islamic educational institution that is optimistically able to complete with public schools. Madrasah Aliyah Negeri 1 Pasuruan is one of the Sate Madrasah Aliyah Educational Institutions in Pasuruan Regency, East Java Province, which was founded from a noble desire for the advancement of the nation and religion, developing a resilient Islamic generation, living and practicing religious knowledge, and acknowledging the obligation to the development of the generation. With 5634 students, 77 teachers, 5 departments, 35 classes, and 7 extracurricular activities. With vision the realization of an educational institution that is Islamic, quality, competitive, of good character, and environmentally cultured. Mission of Madrasah Aliyah Negeri 1 Pasuruan are:

1. Implement conductive KBM in an orderly, disciplined, safe, clean, and beautiful madrasah environment with the support of adequate infrastructure.
2. Creating the personalities of madrasah residents who have faith, devotion, and obedience to worship strong Islamic Aqidah, none in carrying worship and doing good deeds.

3. Improving human resources with quality training for teachers and madrasah staff employees.
4. Increasing excellence in the fields of academic achievement and non-academic achievement for all madrasah residence.
5. Adding provision for basic skills in the form of IT, multimedia, and language mastery for students to enter the world of work with a global outlook.
6. Realizing physical and mental well-being, establishing an attitude of togetherness among madrasah residents, and establishing harmonious and democratic relationships between residents and in the madrasah environment.
7. Realizing an attitude of mutual trust, morality, and good character in life in the madrasah and outside the madrasah.
8. Creating a healthy, clean, and beautiful environment in accordance with the concept of Adiwiyata madrasah (preserving, preventing damage, and pollution of the environment).



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

APPENDIX III

DECLARATION OF AUTHENTICITY

The undersigned bellow

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Place, date of birth : Pasuruan, 26th of October 2000
Address : Sugih Waras, Gunung Gangsir, Beji, Pasuruan
Faculty : Education and Teacher Training
Program : English Education

Declare the thesis entitled “Ice Breaking as a Trigger to Elevate Students Speaking Skills at Madrasah Aliyah Negeri 1 Pasuruan” is truly my original work from the result of conducting research at MAN 1 Pasuruan, except some resources which are accepted from reference mentioned.

Jember, May 20 2024

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Maya Widya Damayanti
NIM. T20196112

APPENDIX IV

Instrument of interview

Teacher

1. What do you know about ice breaking?
2. Before learning process, do you always use ice breaking?
3. Do you give ice breakers for all the classes that you teach?
4. In the class that you teach, ice breaking for individual or groups?
5. Did students speaking become more advanced with ice breaker activities?
6. What is the procedure of ice breaking?
7. What is the disadvantages of ice breaking?

Student

1. Before this, do you know what is ice breaking?
2. Is your teacher use ice breaking before learning process?
3. How do you feel when your teacher used ice breaking before learning process?
4. What kind ice breaker that usually use by the teacher?
5. Did you become braver to speak after being given an ice breaker by the teacher?



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APPENDIX V

Transcription of interview

Teacher

Teacher's Name: Alies Zahrotul Hamidiyah

Date: 20th November 2023

Time: 08:20 AM

Researcher: *selamat pagi ibu*

Teacher: *selamat pagi*

Researcher: *barusan saya sudah melihat kondisi langsung dikelas dan sudah dapat data dari observasi yang telah saya lakukan terkait penelitian saya bu jadi saya ingin meng interview ibu terkait ice breaking lagi untuk memperkuat data penelitian ini*

Teacher: *iya silahkan*

Researcher: *kan penelitian ini terkait ice breaking ya bu? What do you think atau apa yang ibu ketahui tentang ice breaking itu sendiri?*

Teacher: *ice breaking adalah suatu aktivitas kecil dalam suatu kegiatan yang bertujuan agar siswa tidak bosan, tidak mengantuk, untuk memecah suasana, supaya kelasnya tidak mati, fresh, siswa bisa explore dan nyaman berada di ruang kelas.*

Researcher: *sebelum pembelajaran berlangsung apa ibu selalu menggunakan ice breaking atau tidak?*

Teacher: *tergantung situasi kelasnya kalau materi baru yang diajarkan biasanya saya selalu pakai ice breaking, tapi kalau materi yang sudah lama saya tidak pakai ice breaking. Tapi kalau misalkan dipertengahan kelas misal 2 jam anak-anaknya sudah agak loyo atau mengantuk baru saya kasih ice breaking biar mereka bisa fokus ke pembelajaran kembali*

Researcher: *apa ibu mengajar kelas Bahasa saja?*

Teacher: *iya saya mengajar kelas 10 dan 11*

Researcher: *apa kelas yang ibu ajar semua ibu berikan ice breaking?*

Teacher: *iya, setiap hari saya selalu pakai ice breaking, biasanya saya selalu menggunakan vocab, tapi tidak selalu full ice breaking, hanya sebentar tapi sering saya berikan*

Researcher: *kalau seperti game gitu pakai bu?*

Teacher: *kadang saya berikan, tetapi seperti mereview materi yang sudah saya berikan atau seperti tadi menebak tokoh, lalu bertepuk tangan dengan watak tokoh, biar pembelajarannya jadi tidak monoton*

Researcher: *ice breaking itu biasanya memberi ke individu or group?*

Teacher: *saya biasanya lebih ke kelompok soalnya langsung satu kelas. Kalau 50% siswanya ngantuk saya langsung adakan ice breaking seperti game yang barusan kamu lihat dikelas*

Researcher: *setelah ice breaking apakah siswanya jadi lebih semangat bu?*

Teacher: *iya jelas, siswa yang awalnya ngantuk jadi bangun, yang tidak paham jadi semakin paham, lebih aktif juga*

Researcher: *setelah itu mengadakan ice breaking sebelum pembelajaran apakah speaking siswa menjadi semakin berprogres bu?*

Teacher: *iya otomatis, mereka menjadi semakin berani untuk berbicara, semakin berkembang speaking skillsnya, untuk lancar tidaknya ya back on them, yang penting dengan adanya ice breaking siswa can be trigger for speaking skillsnya*

Researcher: *procedure dalam ice breaking yang itu terapkan bagaimana?*

Teacher: *proceduranya macam-macam, saya biasanya memasukkan kegiatan yang tidak formal dilihat lagi situasi dan kondisi, misal dalam rencana pengajaran tidak saya masukkan jadi disituasi tertentu langsung saya masukkan ice breaking, karena materi juga tidak sesuai dengan RPP nya, jadi ice breaking otomatis disitulah guru ditantang untuk mengatasi kondisi yang seperti itu*

Researcher: *disadvantages of ice breaking ada tidak bu kira-kira?*

Teacher: *it depends on the person, kadang guru juga ada yang terlalu serius, ada yang hanya suka bercanda jadi ya kadang ice breakingnya jadi tidak sesuai sama pelajarannya. Jadi menurut saya sendiri kalau Pelajaran Bahasa Inggris ya ice breakingnya harus ada kaitannya dengan Bahasa Inggris, seperti vocabnya,*

readingnya, speakingnya, ice breaking harus yang interaktif jadi siswa langsung berbicara sesuai apa arahan atau rules ice breaking yang diberikan

Researcher: *mungkin hanya itu data yang saya butuhkan bu terimakasih atas waktunya dan mohon maaf jika ada salah kata dan perbuatan ya bu*

Teacher: *iya sama-sama tidak apa-apa.*

- Students

Name: *Habibatul Ulya*

Class: *10 languages (students from the teacher)*

Date/time: *20th November 2023/12:35 PM*

Researcher: *halo selamat siang aku Maya mahasiswa dari UIN Khas Jember yang lagi melakukan penelitian disini, mohon maaf ya jika mengganggu waktunya*

Students: *iya gapapa mbak*

Researcher: *kalau boleh tahu nama kamu siapa ya?*

Students: *nama aku Habibatul ulya biasa dipanggil biba mbak*

Researcher: *halo biba salam kenal, langsung saja ya disini saya penelitian tentang ice breaking kamu tau ngga apa itu ice breaking?*

Students: *ngga mbak apaya itu?*

Researcher: *kalau dalam Bahasa indonesianya itu artinya kegiatan mencairkan suasana jadi kaya kegiatan atau permainan yang digunakan untuk memberi suasana rilex bertujuan agar siswa bisa lebih fokus belajar; tidak mengantuk dan semakin bersemangat dalam pembelajaran berikutnya*

Students: *oh jadi kegiatan yang dilakukan guru sebelum pembelajaran itu ya mbak, saya kurang tau kalo itu Namanya ice breaking*

Researcher: *iya, jadi guru kamu menggunakan ice breaking ngga sebelum pembelajaran?*

Students: *tergantung mbak biasanya bu alies pake ice breaking kalau teman-teman udah loyo atau sehabis istirahat kan pada mengantuk jadi bu alies biasanya ada ice breaking*

Researcher: *jadi gimana perasaan kamu saat ada ice breaking?*

Students: *seneng aja sih mbak soalnya saya jadi semakin berani buat ngomong meski gatau spelling nya benar atau ngga*

Researcher: *oh I see, jadi biasanya bu alies buat ice breakingnya gimana?*

Students: *kadang pake game, tapi paling sering pake vocab sih, kalo ngga ya ngereview pembelajaran dipertemuan sebelumnya*

Researcher: *jadi kamu semakin pede buat speakingnya ya kalo pake tambahan ice breaking?*

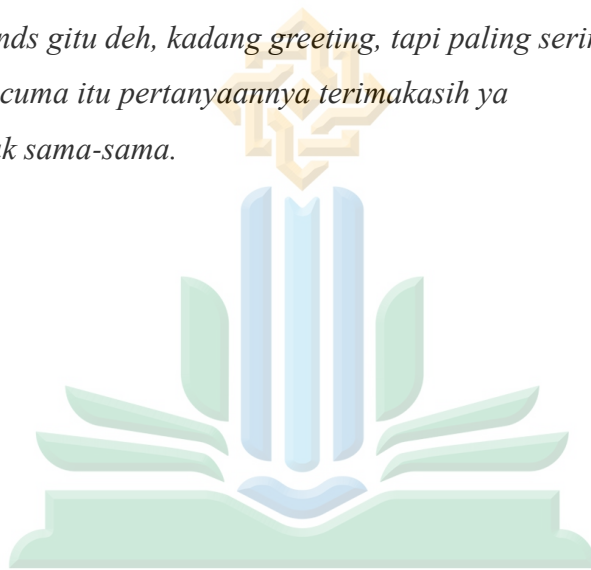
Students: *iya mbak hehe, dikelas juga jadi tidak ngantuk, lebih semangat soalnya pakai game yang buat mata jadi melele*

Researcher: *pakai game seperti apa biasanya bu alies?*

Students: *clap hands gitu deh, kadang greeting, tapi paling sering vocab sih*

Researcher: *okay cuma itu pertanyaannya terimakasih ya*

Students: *iya mbak sama-sama.*



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APPENDIX VI

Research documentation



Picture I Observation with the teacher in class



Picture II The teacher will start ice breaking before action



Picture III The teacher started ice breaking with games and was followed by the students



Picture IV Students and the teacher have just completed the ice breakers





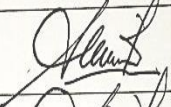
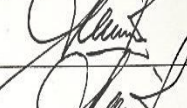
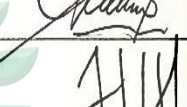
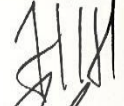

Picture V The Researcher Interview with English teacher

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APPENDIX VII

Journal of the research

Jurnal Penelitian

No.	Time	Activity	Informant	Signature
1.	November 16 th , 2023	Meminta izin penelitian kepada waka kurikulum	Dwi Yuniati, M.Pd	
2.	November 16 th , 2023	Bertemu guru Bahasa Inggris untuk meminta izin penelitian serta konsultasi terkait waktu penelitian	Alies Zahrotul Hamidiyah, S.Pd	
3.	November 20 th , 2023	Observasi ice breaking di kelas hari pertama	Alies Zahrotul Hamidiyah, S.Pd	
4.	November 20 th , 2023	Interview kepada guru Bahasa Inggris	Alies Zahrotul Hamidiyah, S.Pd	
5.	November 23 th , 2023	Observasi ice breaking di kelas hari kedua	Alies Zahrotul Hamidiyah	
6.	November 28 th , 2023	Pamit telah selesai penelitian kepada waka kurikulum	Dwi Yuniati, M.Pd	
7.	November 28 th , 2023	Mengurus surat izin telah selesai penelitian	MUHAMMAD FACHRIZAL S.Pd	

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Telepon (0343) 742690; Faksimile (0343) 742690
Website: www.mansatupasuruan.sch.id

SURAT KETERANGAN
Nomor : 1888/Ma.13.09.01/PP.00.6/11/2023

Yang bertanda tangan dibawah ini :

Nama : Nasrudin,S.Pd, M.Si
NIP : 19720905200501105
Jabatan : Kepala Madrasah

Menerangkan dengan sebenarnya bahwa mahasiswa dengan identitas berikut :

Nama : Maya Widya Damayanti
NIM : T20196112
Jurusan : Tadris Bahasa Inggris
Perguruan Tinggi : UIN Kiai Haji Achmad Siddiq Jember

Telah diterima melaksanakan Penelitian tentang "**Ice Breaking As A Trigger To Elevate Students Speaking Skills At MAN 1 Pasuruan** " tanggal 16 s.d 28 November 2023. dilaksanakan dengan Baik.

Demikian Surat ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Pasuruan, 29 November 2023
Kepala Madrasah,



Nasrudin

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Dokumen ini telah ditanda tangani secara elektronik.

Token : 9vdhFD

APPENDIX VIII

BIOGRAPHY



Personal Information

Name : Maya Widya Damayanti
NIM : T20196112
Place, date of birth : Pasuruan, October 26th 2000
Address : Rt/Rw 02/02 Ds. Gunung Gangsir, Dsn. Sugih Waras Kec. Beji Kab. Pasuruan Jawa Timur
Department/Major Courses : FTIK/English Education Department
Email : meywidya10@gmail.com

Educational Backgrounds

2004-2006 TK Hasan Munadi II Talun
2006-2012 SDN Gunung Gangsir III
2012-2015 SMP Negeri 1 Beji
2015-2019 Madrasah Aliyah Negeri 1 Pasuruan