

**TEACHERS' PERCEPTION ON THE USE OF ICE BREAKING
STRATEGY IN TEACHING AND LEARNING PROCESS**

THESIS

Submitted by

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FAKULTAS TARBIYAH DAN KEGURUAN
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
2021 M / 1442 H

THESIS

Submitted to *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar-Raniry Banda Aceh
In Partial Fulfilment of the Requirements for the Degree
Bachelor of Education in English Language Teaching

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**Teachers' Perceptions on The Use of Ice Breaking Strategy in
Teaching and Learning Process**

adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya**. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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ACKNOWLEDGEMENT

Alhamdulillah all praise is to Allah the Lord of the world, the Merciful, and the Compassionate, who always gives a blissful life to live in this world. Shalawat and salaam may always grant to the noble prophet Muhammad SAW, whom, together with his family and companions, has struggled whole heartedly to guide his ummah to the right path. The best messenger because of his hard effort, the world becomes peace and also inspired us to be a good person in life.

First and foremost, My deepest gratitude and appreciation is addressed to my thesis supervisors Mr. Rahmat Yusny, M. TESOL and Mrs. Rahmi Fhonna, MA. for their valuable guidance, advices, and immense knowledge in completing this thesis. My appreciation is also sent to my academic supervisor, Prof. Dr. T. Zulfikar., S.Ag. M. Ed., who has guided me since my first semester in the Department of English Language Education. Second, my appreciation and thanks to all of the lecturers and also to all staff of the English Department who helped and guided me during my study in the English Education Department of UIN Ar-Raniry.

Furthermore, my deepest thanks and sincere gratitude to my beloved father and mother, Sabirin S.Pd and Cut Anina, S.Pd, for their great kindness, endless love, prayers, sacrifice, patience, and everlasting support both moral and financial, so that I could study until this current level. Then, to my beloved brother Harissabarta. Last but not least, my special thanks is addressed to all my best friends who always to be good supporter and motivator in any condition and for all of their kindness : Ayuanda, Lidya, Nisa, Nury, Miftah, Tiwi, and Girls power squad.

Finally, the writer realize that this thesis needs the constructive ideas in order to reduce its weakness. The writer hope this thesis gives valuable contribution for both students and lecturers of English Language Education Department of UIN Ar-Raniry Banda Aceh.

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ABSTRACT

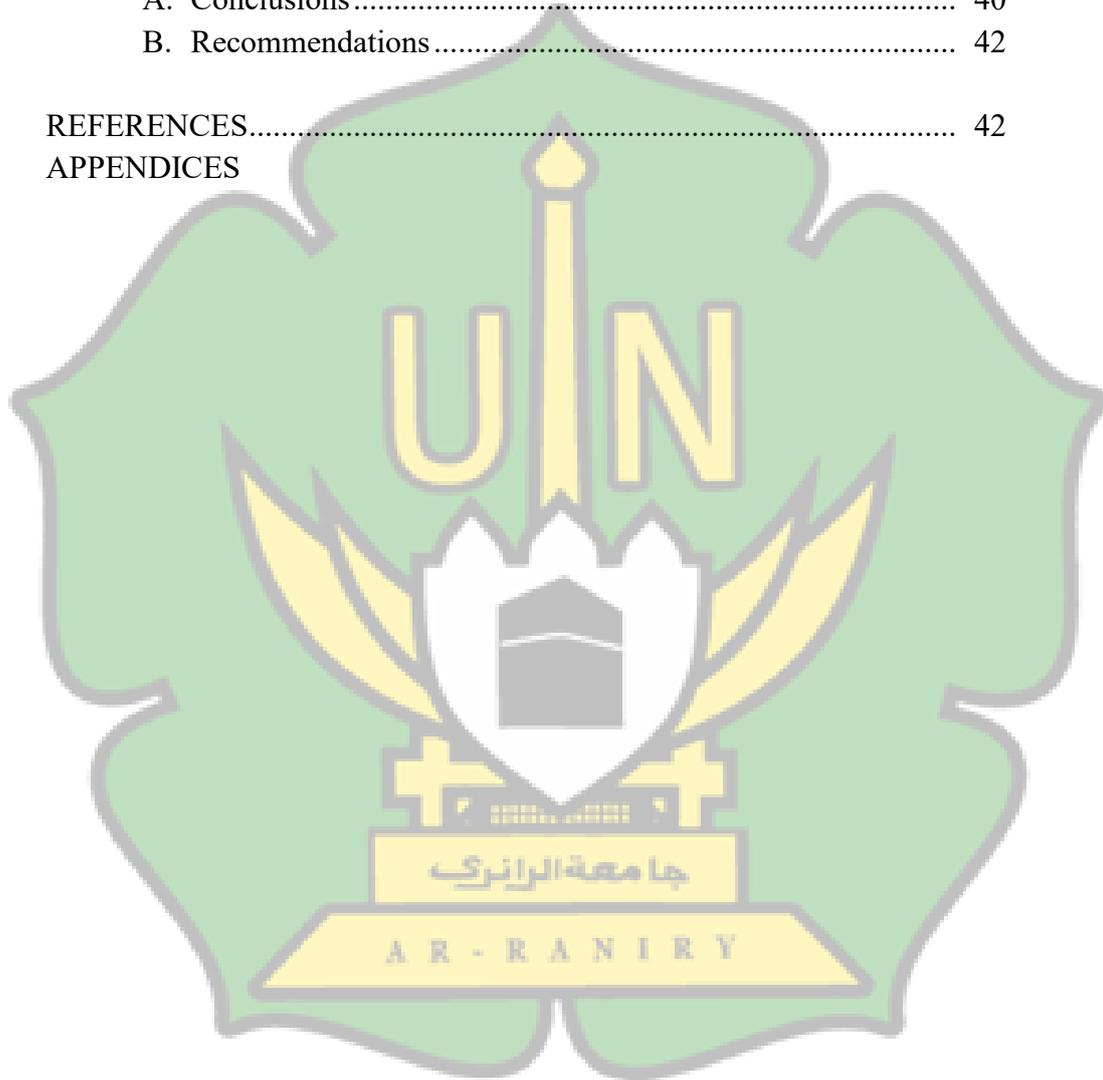
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Main supervisor : Rahmat Yusny, M. TESOL
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Keywords : Teachers' Perception; Ice Breaking Strategy; Teaching and Learning Process

Nowadays, the teachers have to create an effective learning process to make the students enjoy the process of learning, this is can occur by using a fun strategies. Ice breaking is one of the strategies that can make the situation in learning process enjoyable for the students. This study was accomplished to find out the teachers' perceptions on the use of ice breaking strategy in teaching and learning process. The aims of this study are to find out the teachers' perception on the use of ice breaking strategy in the teaching and learning process and to investigate the teachers' perception affect the choice of ice breaking strategy in English learning. The researcher utilized a qualitative research design. In selecting the participants the researcher used purposive sampling technique. The participants were 5 (five) English teachers who teach English subject at MAS Ruhul Islam Anak Bangsa. In this study, the researcher conducted interviews online due to situations that did not allow for face to face. In gaining in- depth information related to the teachers' perception on the use of ice breaking strategy in the teaching and learning process especially in teaching English subject, the researcher used a semi-structured interview method. The finding of this research showed that the use of using Ice Breaking Strategy; include an effective learning process, engage students attention in learning and also the teachers' perception affect the choice of ice breaking strategy in English learning. Based on the data the teachers choice of ice breaking strategies are physical motions and reduce tensions.

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CHAPTER I

INTRODUCTION

A. Background of Study

Ice breaking is an activity that is accustomed to welcoming and warming up conversations among participants during meetings, training classes, team building sessions, or other events. Varvel (2002) explained that ice breaking is an activity used to help individuals to be easily upgraded into group settings. The purpose of this strategy is to make students more active in the learning process and also restoring a lack of spirit to have fun learning and the students become motivated. Ice breaking is an activity that is carried out to train concentration, provide comfort and reduce student saturation. Flanigan (2011), accomplishing ice breaking strategy in class keeps students in a good mood in the learning process.

Apart from this, the use of ice breaking in the classroom depends on teachers' perception. According to Gibson (1996), teacher perception is the process of how teachers see or understand the phenomena that occur in the classroom during the teaching and learning process. The teachers' perception can be a positive and negative about the phenomenon. In this case, the phenomenon is the use of ice breaking strategy in the learning process. The use of the ice breaking strategy depends on the perception of teachers. The teachers look at the activities that take place in the classroom and then they give their opinions and also the perception of the teacher arises based on their experience.

In this study, teachers' perception is needed to know the teachers' point of view about the use of ice breaking strategies in the teaching and learning process. In the preparation of this research, the researcher has reviewed several gap from scientific papers related to the research that the researcher will do. This needs to be done so that there is no repetition of the writing of the same scientific paper. After the researcher conducted a review, it turned out that several previous scientific paper were found with a theme that almost similar to this research, namely related to the keyword, the use of ice breaking and teachers' perception. Based on some of these studies, the researcher found that there were some differences between the previous research, both in terms of research variables, research objects, research scope and the methods used in the study. Therefore it is need to do more research on Teachers' perception on the use of ice breaking strategy in teaching and learning process.

The gaps can be seen from some previous research. Damayanti (2017) in her research found that the use of ice breaking strategy especially in using games as types of ice breaking strategy in teaching learning process. First is the games can contribute to boost the students' interested in learning English, second to boost the performance as well as involvement of the students during the class. For the similarities with this research is the method of data collection, and for the variables: teachers' perception and ice breaking. For the differences are population and sample.

Khairunnisa, et al (2020) also conducted the similar research with title “the perception on the use of kahoot as an ice breaking strategy in English subject of the 10th grade students of SMAN 6 Palembang”. The study showed the positive perception of the use ice breaking strategy. The first is kahoot can create positive learning environment, second, encourage students’ interest and enthusiasm so that the learning process more relaxed and enjoyable. For the similarities is the method of data collection. The differences with this research is the instrument that was used by the previous researcher.

Khusni (2016) with the title “Interesting Ice Breaking Activities to Reduce Students Boredom in Class”. The study showed that using ice breaking to reduce students’ boredom in class is a must, but since students may suffer from different levels and forms of another ability in English ice breaking have been adapted by students’ level and skill in English. Teachers can use Ice Breaking within their classrooms not only to create a connected and comfortable learning environment for their students but also to reduce students’ boredom in class. For the similarities is the method of data collection and also variables, teachers’ perception, ice breaking. The differences with this research is the population and sample. There are a number of studies that has been widely carried out related to the teachers’ perception on the use of ice breaking strategy in teaching and learning process. However, limited from this research is the perception from five teachers who taught English and also use ice breaking strategy while the learning process at MAS Ruhul Islam Anak Bangsa.

This study focuses on the impact of teachers' perception on the use of ice breaking strategies in EFL learning.

B. Research Questions

The research questions of this study are:

1. What are the teachers' perception on the use of Ice Breaking strategy in teaching and learning process?
2. How do the teachers' perception affect the choice of ice breaking strategy in English learning?

C. Research Aims

Relevant to the research questions above, the aims of this study are:

1. To find out the teachers' perception on the use of ice breaking strategy is in the teaching and learning process
3. To investigate the teachers' perception affect the choice of ice breaking strategy in English learning.

D. Significance of the Study

This study is expected to be beneficial for the teachers and students. The researcher expected the Ice breaking strategy can be one strategy that is effectively used and applied by teachers in the learning process to make the situation in the classroom more interesting and active. For students, this research is intended to make their learning motivation increase in learning English and also they enjoy the situations in the classroom and make them feel confident when they are in the learning process.

E. The Limitation of Study

The limitation of this study is to find out the teachers' perception on the use of ice breaking strategy in teaching and learning process. In conducting this research, the writer interviewed five teacher who taught English in EFL classroom especially in MAS Ruhul Islam Anak Bangsa. Besides, this research also investigate the teachers' perception affect to the choice of ice breaking strategy in English learning.

F. Terminologies

In order to avoid misunderstanding, the writer defined the following operational definitions of this research as follows:

1. Teacher Perception

Perception is described as a process by which individuals organize and interpret their sensory impressions to supply meaning to their environment. According to Sobur (2003), perception is a stimulus sensed by an individual, organized and then interpreted so that the individual is aware of and understands what is being perceived. When humans judge something, he has two judgments that are subjective and objective. This is influenced by several factors, including experience, education, and the social environment.

2. Ice Breaking

According to Pitts (2010, p. 11), ice breaking is interactive activities that can be used to relaxed the students in learning and create an atmosphere of fun in what is usually a formal environment. Ice breaking technique is can help the students to know each other where this activity will released the awkward situation and give

the students chance to get to know their peers while practicing English in a relaxed setting.

G. Previous Study

There are several studies related to the teacher perception on the use of ice breaking strategy in teaching and learning process. The first previous study was conducted by Damayanti (2017) with the title “teachers’ perception on the use of ice breaking types in teaching and learning process”. The aims of this study to find out the teacher perception on the use of ice breaking types in teaching and learning process. This study is used descriptive qualitative methods, data collection in this study using interviews. The participants of this study were two English teachers who teach in SMAN 1 Pakem. The result showed that the use of ice breaking strategy especially in using games as types of ice breaking strategy in teaching learning process, the games can contribute to boost the students’ interested in learning English and also boost the performance as well as involvement of the students during the class.

The second research was conducted by Khairunnisa, et al (2020) also studied about “the perception on the use of kahoot as an ice breaking strategy in English subject of the 10th grade students of SMAN 6 Palembang”. This study deals with two problems, first is how the teachers perception on the use of kahoot as an ice breaking in English subject and how does the use kahoot in learning process. This study was use descriptive qualitative, for the data were obtained through questionnaires and interviews. The result of this study indicate positive perception

that kahoot can create positive learning environment, encourage students' interest and enthusiasm so that the learning process more relaxed and enjoyable.

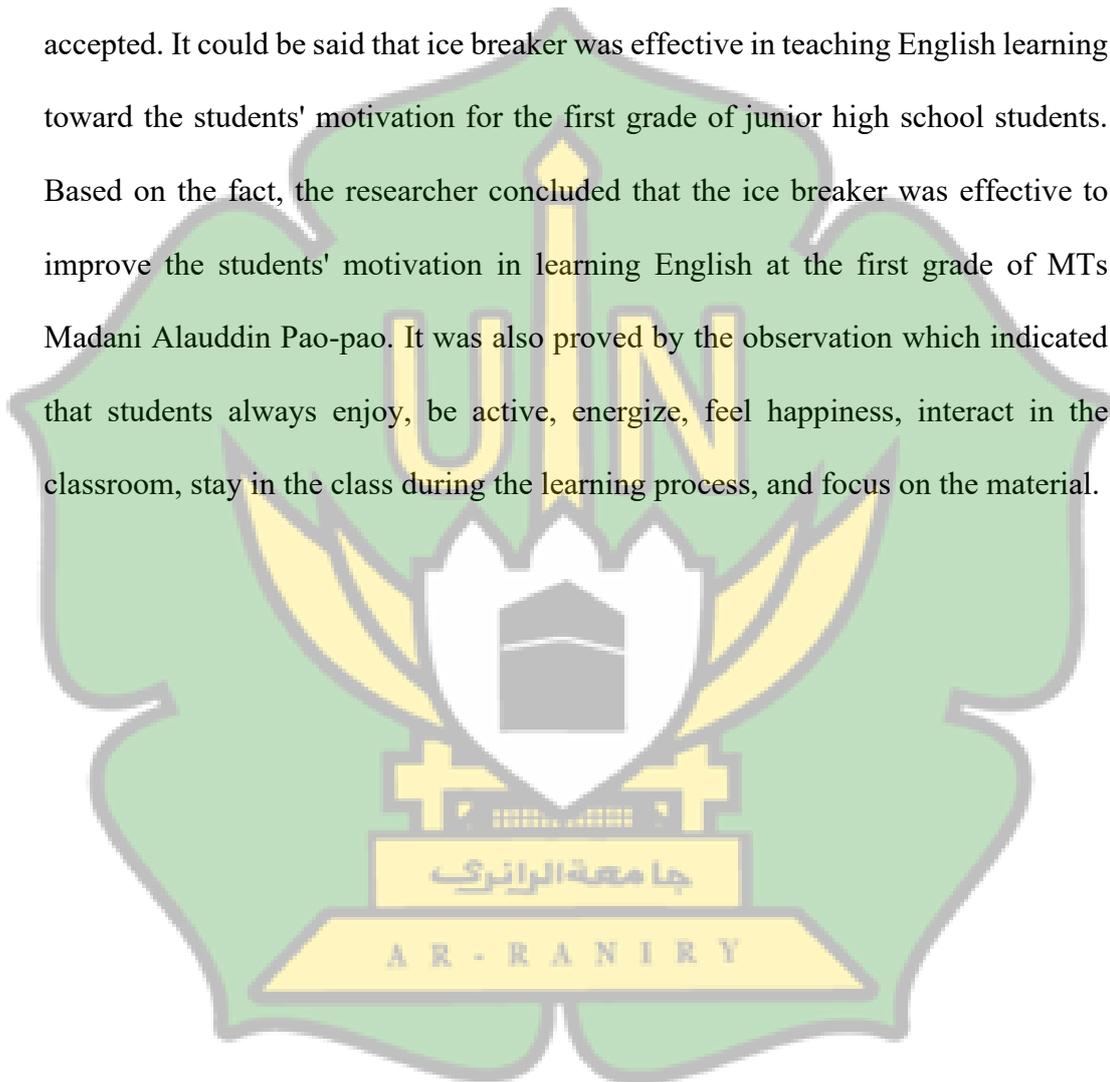
The third was conducted by Khusni (2016) with the title "Interesting Ice Breaking Activities to Reduce Students Boredom in Class" This research studied the students' boredom in the classroom and how to solve this problem. This research used descriptive qualitative case study. The result of this research showed that using Ice Breaking to reduce students' boredom in class is a must, but since students may suffer from different levels and forms of another ability in English ice breaking have been adapted by students' level and skill in English. Teachers can use Ice Breaking within their classrooms not only to create a connected and comfortable learning environment for their students but also to reduce students' boredom in class.

The second is carried out by Sinta (2018) with the title "Improving Students' Ability in Speaking Skill by Using Ice Breaking Strategy at Eight Grade Students of MtsS TPI Sawit Seberang academic year 2017-2018". This study aimed at improving students' speaking skill at eighth-grade students of MTs. TPI Sawit Seberang. The subject of this research was a class consisting of 40 students. The research consisted of two cycles. Each cycle consisted of two meetings. The object of this research was to improve students' speaking skill through the use of an Ice Breaker strategy. This research was conducted by using Classroom Action Research. Qualitative and Quantitative data were used in this research.

The qualitative data while the quantitative data were taken from students' scores in Pre-Test, Post Test I, and Post-Test II. The result of the analyzed data indicated that there was significant improvement in students' speaking skills after the use of an Ice Breaker strategy. It can be seen from the students' scores in every cycle. From data analysis, it showed that there was improvement on students' speaking skill. It can be seen from the mean of Post-Test II was 80.3. In other words, students' speaking skill has improved. Based on the qualitative data, the students gave good responses and showed enthusiasm after the use of Ice Breaker strategy in speaking skill.

Fourth, the study conducted by Burhan (2017), Improving Students' Motivation using Ice breaker in English Learning at the First Grade of MTs Madani Alauddin Pao-pao. This study was generally attempted to find the improving students' motivation using ice breakers in English learning at the first grade of MTs Madani Alauddin Pao-pao. To know whether the ice breaker was effective or not, the researcher used pre-experimental study applied in VII b class. This ice breaker used in this study was quantitative research through a pre-experimental method by using one shot case study pre-test and post-test design. Before the treatment, the researcher did the pre-test in one class. Moreover, the researcher taught English by using an ice breaker in the experimental class. The last, the researcher conducted the post-test to know whether an ice breaker was effective for teaching English in experimental class. As the quantitative method, the researcher analyzed the data by using the t-test (2.77) which was higher than t-table value (2.042).

The result showed that there was a significant difference in the students' motivation taught by using ice breakers. The students' mean score of the pre-test of the experiment class was 60. Then, in the post-test, the mean score of the experiment class was 66.1. Therefore, hypothesis H0 was rejected and H1 was accepted. It could be said that ice breaker was effective in teaching English learning toward the students' motivation for the first grade of junior high school students. Based on the fact, the researcher concluded that the ice breaker was effective to improve the students' motivation in learning English at the first grade of MTs Madani Alauddin Pao-pao. It was also proved by the observation which indicated that students always enjoy, be active, energize, feel happiness, interact in the classroom, stay in the class during the learning process, and focus on the material.



CHAPTER II

LITERATURE REVIEW

This chapter outlines the literature review regarding the perception, ice breaking strategy, and related studies of the teachers' perception on the use of ice breaking strategy in the teaching learning process.

A. Perception

1. Definition of Perception

Perception is the act of perceiving, opinions, beliefs, attitudes, and judgments toward something around the environment. There are various definitions of perception. According to Norman (2002), perception is a conscious awareness response to objects and events in the recipient's environment. Some experts define the perception as the process of recognizing, organizing, and interpreting sensory information. Robbins (2001), said that “clarify about another person is the definition of perception”. From the meaning of perception it is clear that all perceptions can depend on the information received.

Perception is an observation by an individual or a process of giving meaning as a result of observing about an object, people, event, and so on through the five senses, which is obtained by concluding information and interpretation of the message so that someone can give a response regarding either good or bad or positive or negative about it. According to Bimo (2004, p.70), perception is an organizing process, interpreting the stimulus accepted by

organisms or individuals so that it becomes something that it means, and is an integrated activity within the individual.

2. Teachers perception

According to Reitz (2006), perception is the process of someone in receiving the information in the environment, such as the information from seeing, hearing, feeling, tasting and smelling. Perception is the process of individual treatment that gives responses, meanings, images of what is seen, heard, or felt by the senses in the form of attitudes, opinions, and behaviour or referred to as individual behaviour. The Dictionary of Language Teaching and Applied Linguistics defines perception as “the recognition and understanding of events, objects, and stimuli through the use of senses: sight, hearing, touch, and others (Richards and Schmidt, 2010). Perceptions based on past experiences, assumptions about human behavior, knowledge of other circumstances, current moods/desires/wishes, and expectations.

Teacher perceptions is thoughts or mental images teachers have about their students are shaped by their background knowledge and life experiences. These experiences might involve their history or tradition, education, work, culture, or community. All of these and more contribute to an individual’s lens and how he or she views others. The perceptions important because when individuals have little information about another, they naturally form perceptions about them, some of which might be based on stereotypes. This tendency can lead to misperceptions.

3. Theory of Perception

There are two basic theories of perception; the first is the bottom-up theory which starts at the lowest sensory levels, and the last is the top-down theory which starts by "feeling" sensory data on receptors.

a. The Bottom-up Theory

The bottom-up theory can be processed in human daily activities. When the human observes a tree, the sensory system collects the main data of the tree, such as the horizontal and vertical points of the tree as the individual characteristics of the objects. According to Demuth (2013, p.24), the data will be connected to build complex information of the tree as an identified object. It is called data-driven processing perception. The characteristics of the bottom-up theory were the content and quality of the input of the sensory which has a determinative role toward the final perception.

b. The Top-down Theory

The top-down theory influences the perception through the knowledge, expectations, or thoughts. This perception might be going through the mental representation, calculation, or reality. Some theories that supported the top-down theory of perception. Kotler, (2000, p. 94), argued that perception is the process of selecting, organizing, and interpreting the information inputs to construct a meaningful conception generally. It can concluded perception is constructed by cognition.

B. Ice Breaking Strategy

1. Definition of Ice breaking

Ice breaking is a transition from boring to a relaxing situation, and there is attention and compassion to listen or to see people who speak in front of a class or meeting room. Kuswara (2004), mentioned ice breaking is required within the classroom. It is much needed to create the teaching learning process running well, interestingly, and also the students keep concentrating on the lesson. According to Sunarto (2012), in doing ice breaking, teachers need guidelines or how to run it so that ice breaking runs optimally the results will also be felt by teachers and students. Therefore, the figure of the teacher is very important because in learning a teacher is a facilitator eating the role of the teacher who makes the interaction in terms of learning fun and also improves the learning outcomes in order to be achieved as expected.

Teachers' perceptions influence how the teachers choose the strategy of ice breaking to be implemented into the learning and teaching process, because teachers' perception can appear based on their experience and knowledge while the learning process. During the teaching and learning of English, sometimes the class atmosphere is boring. A teacher should be able to boost students' spirit in learning English and find effective strategies to make the students interested, because of that the teachers can used several types of ice breaking strategy. There are many names of ice breaking: physical motions, de-inhibitors', tension reducers, and feedback or disclosure loops, energizers and games (Forbes and Greece, 2007 p. 5).

2. The Use of Ice Breaking

According to Varvel (2017), ice breaking strategy has several uses. First, ice breaking creates motivation among fellow students to do activities during the teaching and learning process. Second, getting rid of boredom and tiredness can come out temporarily from the routine of lessons doing free movement and cheerful activities. Third, barriers that may have existed earlier in the group. Last, ice breaking can be created to introduce the topic. This means that it can be used when the teacher will deliver a new topic or subject matter. Furthermore, by using ice breaking activities in the learning process students can get to know each other.

Based on the previous findings, Damayanti (2017) in her research found that the use of ice breaking strategy especially in using games as types of ice breaking strategy in teaching learning process, the games can contribute to boost the students' interested in learning English and also boost the performance as well as involvement of the students during the class. Another research was conducted by Khairunnisa, et al (2020) in their research found that the use of kahoot (media games) can create positive learning environment, encourage students' interest and enthusiasm so that the learning process more relaxed and enjoyable. Furthermore Khusni (2016) was conducted the research related to the use of ice breaking strategy, in her research found that the use of ice breaking to reduce students' boredom in class is a must, but since students may suffer from different levels and forms of another ability in English ice breaking have been adapted by students' level and skill in English. Teachers can use Ice Breaking within their classrooms

not only to create a connected and comfortable learning environment and to reduce students' boredom in classroom

There are several the uses of using ice breaking strategy in learning process, including practice creative and broad thinking of students, train students in groups and work together as a team, increase confidence, and the concentration of the train, dare to act and not fear wrong. The ways to interest students at the beginning of a lesson is to give them some interesting activities. When students are already interested, the teacher tells students what they will learn, and discusses with them what goals need to be achieved as a result of their lessons. Exploring new knowledge by providing explanations and examples, practicing, and solving problems becomes the next step of the learning process. Last, teachers review the material and give students some ideas about what they will do next.

According to Sunarto (2012), ice breaking is a game or simple activity, which serves to change the atmosphere of ice, stiffness, boredom or sleepiness in learning. To build a vibrant and enthusiastic learning environment that can create a fun, serious, but relaxing. There are several ice breaking goals, first is to eliminate barriers between students. Second is the creation of dynamic conditions among students. Third, Create motivation among fellow students to perform activities during the learning process. From some definitions above it can be concluded that an Ice breaking strategy is an activity carried during the teaching and learning process to change the atmosphere of the class becoming more conducive for learning and also to get rid of boredom in the students. This activity can be done with some groups of students or not.

3. The Implementation of Ice breaking

Ice breaking strategy can be implemented at the beginning of the class so the students feel relaxed or happy. Ice breaking also can be applied in the middle or at the end of the learning process. According to Pitts (2010), ice breaking is a collaborative activity that can be performed at the beginning of the class to make the adult students relax and make an atmosphere enjoyable in a formal environment. Two aspects have to focus on Ice breaking, such as the important items to consider and the strategy of using Ice breaking

1. Important items to consider

As Tillery (2012) mentioned in her article stated that there are many important items to consider when working with Ice breaking:

- a. Teachers need to learn what Ice breaking works out best according to the age group and number of people.
- b. According to Said (2012), Ice breaking is the most effective way, when they are thought out, practiced, and break the ice in the learning process.
- c. Teachers need to read their class; if something is not working the teacher can adjust or try a different approach to an Ice breaking.

2. Strategies of using Ice Breaking

According to Groover (2005, p. 35), the strategies of using Ice breaking as follow:

- a. Objectives and Execution

Before teachers working with ice breaking strategy, the teachers need to be aware of two things: what they are going to achieve and how they are going to achieve it.

b. Group Size

Teachers also need to choose the ice breaking activities based on the size of the students in classroom. If the teachers have a large number of students, they can have them interact with a series of leading questions.

c. Appropriateness

Teachers choose types of ice breaking strategy based on how appropriate it is for the students and also teacher should make sure that the activity chosen is connected to the intended purposes of the ice breaking.

C. Affective Filter Hypothesis

Krashen (1986), explained there three variables that exist within the affective filter and are used in the acquisition of a second language, there are motivation, confidence, and anxiety. Affective filters can be seen from three variables found by Krashen. First is motivation, motivation is very important in the learning process, therefore teachers must motivate students in learning. One way to increase students' motivation is to give them the opportunity to express their ideas or opinions in the learning process. Second, confidence, creating a warm learning process and welcoming all students cheerfully will build confidence from the students emerging in the learning process. The last is anxiety, the teacher have to make the students feel comfortable and the students not afraid to make mistakes. The mistakes is a part of the learning process. This purposed to reduce students' affective filters.

The acquisition of language will be difficult if feelings or emotions increased in learning process. In contrary, when the Affective filter is derived a high feeling of security will make language acquisition easy. Krashen (1986) claims that students with high motivation, confidence, and lower anxiety are better equipped to succeed in the acquisition of a second language. Teachers can lower the affective filter of students by creating comfortable situations and also making them enjoy the learning process. Another way to lower affective filters is to make sure we provide understandable input. Students become more focused and relaxed the more they can understand the language used in the teaching and learning process.

D. Motivation in Learning

According to Dörnyei (2001), motivation is seen as a dynamic quality that changes over time. Increased motivation or decreased response to various influences. Motivation can also be influenced by various factors in the learning process. The purpose is to make students eager in learn the materials that will be taught by the teacher in the classroom later. Dörnyei (2001, p. 523) explained the learning process is divided into three phases. The first phase generates initial motivation. This involves get students excited about what they're going to learn. Generating early motivation is about improving students' expectations of success and creating realistic learners about language. The second is to maintain and protect motivation. Motivation, generated at first, must be maintained or will be confusing and the goal will not be achieved. The third is positive self-reflection, when the students complete several tasks to achieve the objectives of learning, they must to reflect positively about the experience and themselves.

For students, motivation is very important because it can move their behavior in a positive direction to be able to face all barriers in learning. Motivation is very closely related to the need for self-actualization so that the greatest motivation affects the learning activities of learners who aim to achieve high achievement. If there is no motivation to learn it will cause a sense of laziness to learn both in following the teaching and learning process and doing individual tasks from the teacher. Motivation is the power of effort that encourages a person to do something or the driving force of the subject to do an act in a goal (Sardiman, 2001).

One way to motivate students in learning is to associate the learning experience with student motivation. As a teacher as much as possible should be able to increase learning motivation, especially for students who have difficulty in learning by using various efforts that can be done by the teacher, namely, clarifying the goals to be achieved, motivating students, and creating a pleasant atmosphere in learning. The teachers have a role to play in creating comfortable classrooms, interactive activities, and fun and motivate students. This factor greatly influences students' motivation in learning, especially in learning English as a foreign language for students (Permendikbud, 2014).

Motivation in learning is an important factor in students' learning success, because it supports and influences the teaching and learning process. Therefore a teacher should be able to increase students' motivation in learning English and find effective strategies to keep students interested. Huyen and Nga (2003) stated that students will be bored if during the learning process the teacher uses the traditional method, only to hear what the teacher says without any other activities in the

classroom. From the statement above it is important to make the learning process effective and make the students' motivation increased in the learning process. Ice breaking is one of the strategies that can make the students' motivation increased. Explained by Flanigan (2011), accomplishing ice breaking strategy in class keeps students in a good mood in the learning process. Thornbury (2002) explained the importance of building a relaxed and cheerful atmosphere in the classroom can make students' learning motivation increase and reduce the concerns of students who appear in the learning process.

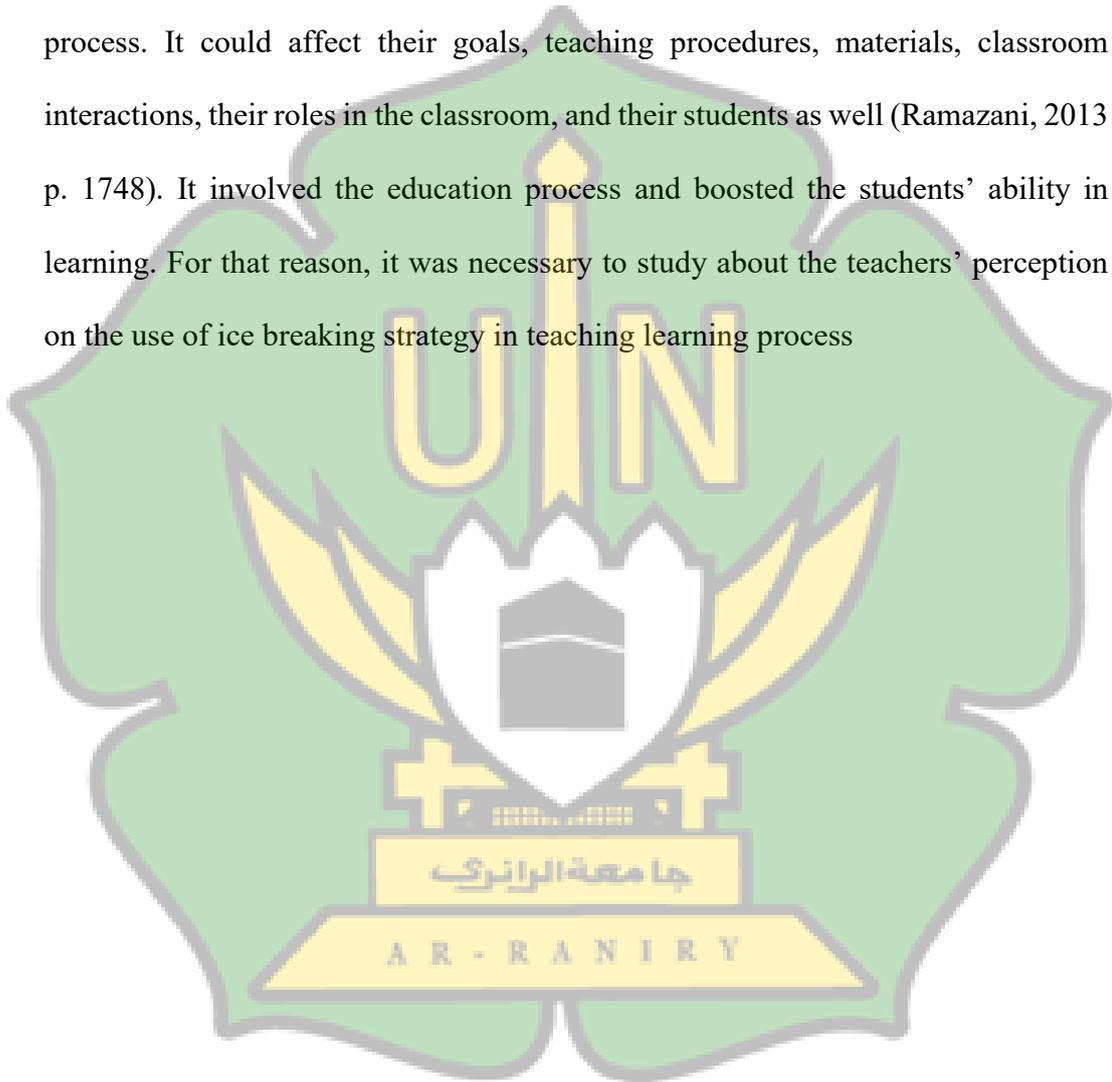
According to Sardiman (2012, p.75), motivation is an overall driving force in students who bring up learning activities, which ensures the continuity of learning activities, so that the desired objectives of the subject can be achieved. Motivation in learning can give a person the strength to carry out learning activities. Learning motivation, then one will be able to carry out various activities, especially learning activity so that learning goals can be achieved. Uno (2013, p. 27), stated that learning motivation can help to understand and explain individual behaviors, including the behavior of individuals who are learning. There are several important roles in learning motivation, first are determine the things that can be used as reinforcement of learning. Second, clarify the learning objectives to be achieved. Third, determine the various controls on learning stimuli. Last, determine the persistence of learning. Learning motivation makes students better understand the purpose of learning.

E. Teaching and Learning Process

In teaching and learning process ice breaking strategy can be implemented at the beginning of the class so the students feel relaxed or happy. Ice breaking also can be applied in the middle or at the end of the learning process. According to Pitts (2010), ice breaking is a collaborative activity that can be performed at the beginning of the class to make the adult students relax and make an atmosphere enjoyable in a formal environment. Based on the previous study, usually ice breaking use in the beginning of the class. This purposed to make the students encourage students' interest and enthusiasm so that the learning process more relaxed and enjoyable for them.

In teaching and learning process ice breaking as a heating tool that can be used in three times in learning process. First is as opening, this purposed to motivate learners towards lessons. Second it can also be used in the middle of a session to refresh the situation to achieve student concentration again. Third at the end of the lesson, this for confirm or review the material. Ice breaking is usually done spontaneously or conceptually, so teachers must master the ice breaking rules to make it easier for teachers to convey learning goals using ice breaking strategies. As a facilitator in teaching and learning processes, a teacher should be able to make sure that the students always pay attention to any materials delivered by teachers in the classroom. So, because of this the teachers must to create an effective teaching and learning process, by using the strategies that suitable to apply to their classroom, especially by using ice breaking strategy.

In the teaching and learning process, the teachers have to create an effective learning process by using fun strategies. Ice breaking is one of the solutions that can be used by teachers in order to make the students enjoy the learning process. The teachers' perceptions were influenced by their experiences in teaching and learning process. It could affect their goals, teaching procedures, materials, classroom interactions, their roles in the classroom, and their students as well (Ramazani, 2013 p. 1748). It involved the education process and boosted the students' ability in learning. For that reason, it was necessary to study about the teachers' perception on the use of ice breaking strategy in teaching learning process



CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the researcher explained some aspects of methodology including research design, research site and participants, method of data collection and method of data analysis

A. Research Design

Creswell (2009) stated that research design is defined as a plan and procedure which the researcher can use with complete data collection and analysis methods. Based on the research questions, the approach which is employed during this research is qualitative research. This study focused on the teacher's perception on the use of ice breaking strategy in the teaching learning process. To appear into the teachers' perceptions, Denzin and Lincoln (2011, p. 3) said that "important to make sense or interpret phenomena in terms of the meanings people arouse them".

The qualitative method has strong quality to produce complex textual descriptions of how people experience a given research issue. This approach of research is employed to supply a higher understanding of the research problem. To realize depth understanding, the researcher preferred to use a qualitative method to assess teachers' perception on the use of Ice breaking strategy in the teaching learning process. Qualitative data consists of data that the researcher gathered through interviews. Additionally, the instrument that is utilized in this research is an interview.

B. Population and Sample

The participants involved in this research are 5 (five) English teachers of MAS Ruhul Islam Anak Bangsa (RIAB). Teachers who use ice breaking strategy in their teaching in the classroom. This school located at Gampong Gue Gajah, Darul Imarah, Aceh Besar. Dayah Madrasah Aliyah Ruhul Islam Anak Bangsa is an establishment education under the auspices of Yayasan Ruhul Islam Anak Bangsa abbreviated Foundation (YRIAB). The number of teachers in RIAB is 39, but in this study the researcher only selected 5 (five) of them to be the participants. The teachers' initial are RT, MIA, SA, ISR and KA. In this research, the researcher interviewed five teachers who used ice breaking strategy teaching and learning process.

The researcher used purposive sampling in selecting the participant in this study. Purposive sampling is a method of selecting participants with some characteristics of the participant needed by the researcher. As Sugiyono (2010) stated that purposive sampling is a technique to determine research samples with certain considerations aimed at making the data obtained later can be more representative and focuses on particular characteristics of the population that are of interest, which will best enable the researcher to answer the research question. Moreover, Arikunto (2010) stated that “purposive sampling is the process of selecting a sample by taking a subject that is not based on the level or area, but it is taken based on the specific purpose”. However, in this research, the researcher invited five teachers who used ice breaking strategy in teaching learning process to be interviewed to give relevant answers to the research questions.

C. Methods of Data Collection

An interview is typically a face to face conversation between a researcher and respondent involving the transfer of information to the interviewer (Creswell, 2012). The interview can be done by means of one to one and more than one to one informal dialogue. Also, it can be held via telephone and internet. In this study, researchers conducted interviews online due to situations that did not allow for face to face. The interviewer asked stories or experiences of the participants. Even though the interview is set informally, it focuses on the interview context. The research instrument in this research is interview (in-depth interview) as the primary technique of data collection. “The in-depth interview is a technique that involves conducting intensive individual interviews with a small number of respondents to explore their perspective on a specific idea, program or situation” (Boyce and Neale, 2006, p.3).

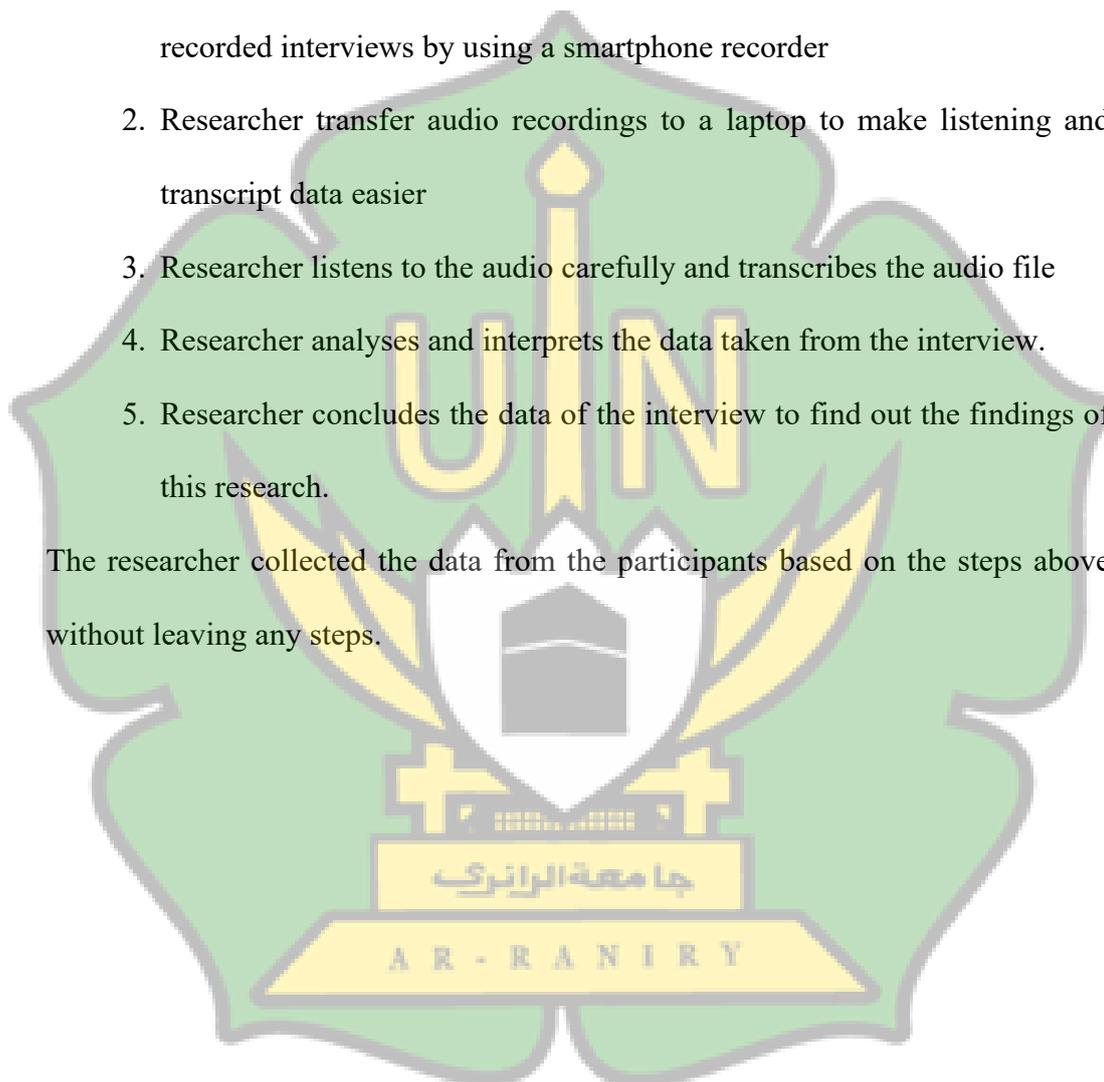
In gaining in- depth information related to the teachers’ perception on the use of ice breaking strategy in the teaching and learning process especially in teaching English subject the researcher used a semi-structured interview method. According to Griffiee (2012) semi-structured interview is an interview within the determined questions and the interviewer is free to ask the additional questions out of the questions list to clarify the answer clearly. In this study, there were 6 (six) questions of interview regarding to the use of ice breaking strategy in teaching and learning process which is addressed to five English pre - service teacher in MAS Ruhul Islam Anak Bangsa. The interview process took 10-15 minutes for each English Teacher. The researcher collected the data by providing the participants

some questions related to the use of ice breaking strategy in the teaching and learning process especially in teaching English subjects.

There are several steps to gather the data from interview:

1. Researcher conducted interviews with five teachers as participants and recorded interviews by using a smartphone recorder
2. Researcher transfer audio recordings to a laptop to make listening and transcript data easier
3. Researcher listens to the audio carefully and transcribes the audio file
4. Researcher analyses and interprets the data taken from the interview.
5. Researcher concludes the data of the interview to find out the findings of this research.

The researcher collected the data from the participants based on the steps above without leaving any steps.



D. Methods of Data Analysis

In analyzing interviews data in this research, there were three steps that should be followed. First step was transcribing data obtained by interviewing. Second, through the coding process identified the interview' answer about the teachers perception on the use of ice breaking strategy in teaching and learning process. Lastly, describing the data in depth about the important point of this research regarding teachers' perception on the use of ice breaking strategy in teaching and learning process. In this first step, transcribing the data in investigating the overviews regarding teachers' perception on the use of ice breaking strategy in teaching and learning process. The second step, the data were identified through a coding process.

Kerlinger (2007, as cited in Cohen 2010) explained coding as translation of participant's responses to the interview questions given to several categories for analyzing data. Creswell (2004) stated the purpose of using coding is to generate the description of the setting or the people along with categories or themes for analysis. The last step was data description. The data acquired through the interview instrument were described, interpreted and summarized descriptively. In this research, for analyzing the data the researcher also use QDA Miner to coding all the data from the participants. QDA Miner is a qualitative software developed by Provalis Research. This software is designed to help the researchers in managing, coding and analyzing qualitative data. The steps that have to follow from this software are, importing files, creating demographic variables, coding the data (outcome and categorizing), visualizing findings and the last is exporting findings.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter discusses the findings and discussions based on evidence collected from interviews by researchers. This research is focused on the teachers' perception of the implication Ice Breaking strategy in the teaching and learning process derived from a data interview.

A. Research Findings

The research findings were clarified based on research questions. The research questions were “What are teachers' perceptions on the use of ice breaking strategy in the teaching and learning process?” and how do the teachers' perception affect the choice of ice breaking strategy in English learning. To answer these, the researcher provided interview findings. In this research, a coding process was implemented to extract the information from the participants' responses. This affirmed the appropriateness of the things for each element of the theoretical structure of the instrument. All the responses were coded and categorized under the themes. After going through some processes, the researcher gained several findings that were composed of two main points based on the research questions. The first point is the teachers' point of view on the use of ice breaking techniques in the teaching and learning process, whether it is effective or not, and whether they are useful in engaging students' attention. The second point is how the teachers' perception affect the choice of ice breaking strategy in English learning.

Based on the result of interview result about the teachers perception on the use of ice breaking strategy in teaching and learning process that had been carried out from all the participants, the researcher get some themes that have been categorized in the table below:

NO	TEACHERS	PERCEPTIONS	CHOICES OF IBS
1	RT	<ul style="list-style-type: none"> • <i>Ice breaking is a warmer, it means they can easily say the worst thing about the course and the lesson they've learned, and the teacher's got to know".</i> • <i>I always used double activity, I mean double activity make them relax because they think that is a game, that is what I used I mean the types of ice breaking.</i> 	<ul style="list-style-type: none"> • <i>Games (paper air plane)</i> • <i>Singing a song</i>
2	MIA	<ul style="list-style-type: none"> • <i>Ice breaking is a method use by a teacher to change the atmosphere of the class to become more exciting before the class is monotonous.</i> • <i>Its effectiveness depends on how the teacher can invite his students to do Ice Breaking activities.... activities themselves".</i> • <i>model elephant and ant untuk mengasah kemampuan mereka berfikir secara cepat ya bisa kita gunakan penggunaan Ice Breaking dapat merangsang kemampuan otaknya berpikir secara cepat.</i> 	<ul style="list-style-type: none"> • <i>Games (gajah dan semut)</i> • <i>Menggerakkan anggota badan dengan gerakan tertentu</i>

		<ul style="list-style-type: none"> • Menggerakkan anggota badan dengan gerakan tertentu, hal tersebut tersebut bisa menghidupkan suasana di kelas, akan tetapi penggunaan Ice Breaking ini jangan terlalu sering yang pertama mungkin siswa nanti juga tidak teringat untuk belajar lagi dan waktu juga habis dengan Ice Breaking ini sehingga siswa tidak dapat pelajaran apa apa dari materi yang diajarkan”. 	
3	SA	<ul style="list-style-type: none"> • Based on my experience, the students felt bored while studying as they just listened to the teachers all the time. The teacher had an obligation to make students more passionate to participate during learning activities in the classroom. Thus, I used an Ice Breaking strategy in the learning process. • I think Ice Breaking is one of the effective strategies because this strategy can break down the formal situation, it can be a media to encourage the students' motivation in learning,it means that it makes them enjoy the lesson • I used the simple one is clap hand and Yel-yel, in the beginning of the learning • In the middle usually I used singing or tell the funny story • For the end of learning I used games for make their 	<ul style="list-style-type: none"> • A simple clap hand • Yel-yel. • Singing • Telling a funny story • Games.

		<i>motivation in learning increased.</i>	
4	ISR	<ul style="list-style-type: none"> • <i>Using Ice Breaking strategy in TLP is good to get all students' attention in learning and warm them up before studying, especially after a stressful material before. It will be effective if we can manage the class well".</i> • <i>Such a group game or pop up question. Yes, because this types of ice breaking make the movement of students and make them more active in TLP</i> 	<ul style="list-style-type: none"> • <i>group game</i> • <i>pop-up question</i>
5	KA	<ul style="list-style-type: none"> • <i>I think it is very effective because it can overcome student burden and attention. When students start not to focus, we try to motivate their enthusiasm for learning".</i> • <i>I usually use games because when the first time I applied the student was very enthusiastic in doing this type of Ice breaking, such as snowball, whisper challenge and anything else.</i> 	<ul style="list-style-type: none"> • <i>Games such as snowball and whispering</i>

Table 4.1 the themes of teachers' choice of ice breaking strategies

From the table above, based on teachers' perception ice breaking was an effective strategy to apply in the teaching and learning process. Correlated with the implementation of ice breaking in the teaching and learning process, students reacted in the classroom while the teachers implemented ice breaking strategy. The participants also stated if ice breaking could engage students' attention in the learning process. Premised from the above responses, it can be inferred that ice breaking was a strategy that made the learning process efficient and also stimulated students' focus in the classroom. As is well known, the ice breaking is one of the strategies that are useful in creating classroom' situations more comfortable and exciting. The participants also mentioned that if ice breaking could help students more cheerful in the learning environment and the classroom settings, students were more excited to get involved in a learning activity with the use of this strategy.

There are many strategies of ice breaking: physical motions, de-inhibitors', tension reducers, and feedback or disclosure loops, and energizers (Forbes and Greece, 2007 p.5). The researcher get more specific strategies of ice breaking that based on teachers' perception choice to be implemented in English learning. The categorized can be seen in the table below:

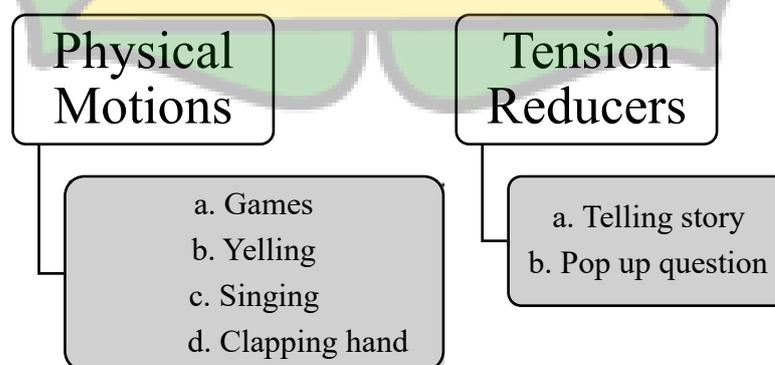


Table 4. 2 the specific categorize of teachers' choice of ice breaking strategies

Based on table 4.2 the researcher concluded the participants frequently used physical motions and tension reducers in their teaching and learning process. Physical Motions is that the body movement to make students active in learning. Thus the teaching and learning process are going to be more fresh and creative. In this study, type physical motions are games, yelling, singing and clapping hand. Begin from the simplest is to offer direct instruction for the students to do something, like stretching his hands, bending the body, twisting the waist, and so on. To be more interesting, the teacher can do with some of sort games and the instructions also can be combined with a story.

Tension reducers is one tool that is effective enough to focus students' attention. In this study the tensions reducers is telling story and pop up question. Telling story is a powerful element of communication, stories touch the emotions such as laugh, cry, fear, and be angry. When lessons feel relevant to students, they are more likely to get involved. Roney (1996) explained telling story is a great activity, it is a fun and very easy task for anyone to become involved it. This activity also brings out the creative side of students and some wonderful storytelling can evolve from this exercise. According to (Oxford, 1990, p. 8), specific actions taken by the students to make learning easier, faster and enjoyable, effective, and more transferable to new situations.

The table below presents the result of all items in the question lists given to the participants, including the opinion of the teacher on the implementation of ice breaking whether it is effective or not. The questions are also about the conditions that are suitable for implementing ice breaking tactics strategy in the classroom, the styles of ice breaking, the planning of the teacher before making the strategies using the intended techniques, or the spontaneous strategy.

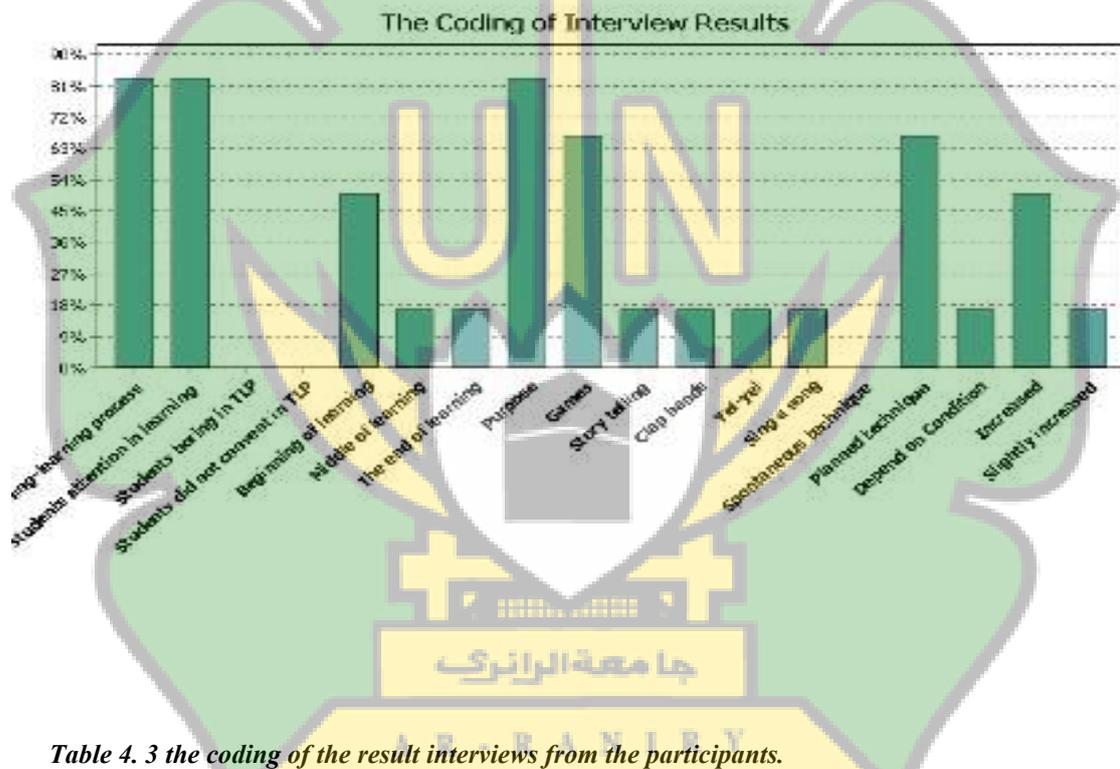


Table 4. 3 the coding of the result interviews from the participants.

The bar chart above showed that 83,3% of the participants stated a positive perception. The participants argued if the ice breaking strategy were effective in the learning process and successfully engaged students' attention in the learning process. Following the interview results, the time which is suitable to apply ice breaking, 50,0% of participants preferred at the beginning of learning, 16,7% favored in the middle of learning, and 16,7% suggested at the end of learning.

Additionally, 83,3% of participants agreed if the ice breaking strategy was useful in the teaching and learning process. There were other types of ice breakings in the bar chart that occurred in the coded segments indicating 16,7 %, they are Yelling, clapping hands, singing songs, playing games, and telling fairy tales. Playing games was found in 66,7% of the coded segments (analyzed data), this is a type of ice breaking that is frequently use by teachers in the learning process. Refer to the preparation before applying the ice breaking strategy, 66,7% of participants chose the planned technique, and 16,7% of participants selected to implement the ice breaking strategy depending on the condition of the classroom.

The participants' answers enlightened that before doing the ice breaking strategy, the teachers have to prepare some material for implementing the ice breaking strategy, and it is named planned technique. The planned technique is a method commonly used by teachers in applying the ice breaking strategy. The teachers need to prepare some material before entering the classroom. The preparation here such as the procedure of ice breaking that wants to apply, for example, the snowball game. In applying the snowball game. The teacher needs a paper and it should be prepared at home. The purpose of the planned technique is to enable the teacher more prepared in class before applying the strategies. For the last, the bar chart also indicated an improvement in student motivation through the use of an ice breaking, with 50,0 % of participants witnessing an ice breaking strategy could increase students' motivation in the learning process. Ice breaking keeps students more interested and helps them be more relaxed in the classroom.

B. Discussion

The researcher proposed a discussion in this segment focused on the results of the study. The researcher demonstrates the findings of the analysis by referring to some of the previous research and hypotheses similar to this research to obtain and improve the discussion of the results.

1. The teachers' perception on the use of Ice Breaking strategy in teaching and learning process

Based on the results of the data gathered from the participants, the researcher found that there were several applications of the ice breaking strategy in the teaching and learning process. The participant said that using ice breaking techniques would allow an efficient teaching - learning process, and would also engage students' interest. As table 4.3 showed that 83,3% of the participants stated if ice breaking strategy were effective in the learning process and successfully engaged students' attention in the learning process and also all the participants affirmed that ice breaking was an important strategy that should be applied in the teaching and learning process.

Ice breaking can conquer the student pressure and make the atmosphere of the class more relaxed. Johnson (2012) claimed that ice breaking has been claimed to be a great teaching method since ice breaking was an effective strategy for improving students' confidence and other skills. As Yeganehpour (2017) pointed out, enjoyable strategies such as ice breaking were an effective strategy to help students achieve greater learning achievement. As Yusuf (2009) noted, ice breaking might help teachers make the learning process enjoyable if

the technique is matched to classroom circumstances. The benefit of fun learning is that students can enjoy the lessons more and it can improve their enthusiasm, their understanding of the lessons, and their interest in the classroom.

Besides, the use of ice breaking has increased students' motivation for studying. Students liked learning exercises with this approach because it was enjoyable and could inspire students to learn. Moreover, Kuswara (2004) explained this strategy is much needed to form the teaching-learning process run well and interesting. Therefore, the students enjoy the process of teaching and learning and they can comprehend the subject perfectly. Ice breaking strategy are really helpful for students when they get bored in the classroom, it can engage their interest in the learning process.

According to Hamzah (2011, p. 23), Motivational learning is encouragement internally and externally in students who are learning to conduct generally with several indicators or elements of support. These indicators include: the presence of desire and desire success, encouragement and need in learning, future hopes and ideals, appreciation on learning, and a conducive learning environment. Sardiman (2007, p. 75) explains the motivation of learning is all the power students who create learning activities that ensure continuity of learning activities that provide direction to learning activities so that the objectives desired by the subject of learning can be achieved. So learning motivation is a psychological condition that encourages students to learning with pleasure and earnest learning, which in turn will be formed a systematic, concentration-filled and select its activities.

2. The teacher's perception affect the choice of ice breaking strategy in English learning

To address the second research question, based on the research findings on the teacher's perception affect the choice of ice breaking strategy in English learning. There are many strategies of ice breaking: physical motions, de-inhibitors, tension reducers, and feedback or disclosure loops, and energizers (Forbes and Greece, 2007 p. 5). The teacher should pick the right one to be used for enhancing the enthusiasm of the students in learning that based on their perception suitable for the students. This study showed that physical motions and tension reducers usually use by participants in their teaching and learning process. In this study, type physical motions are games, yelling, singing and clapping hand and for the tensions reducers is telling story and pop up question.

Playing games is one of good strategy from ice breaking to increase the student's motivation to learn English based on the teachers perception who taught English at MAS Ruhul Islam Anak Bangsa. This study showed that playing games was found in 66, 7% one of ice breakings types usually used by teacher to make the situations more active and fun. Ice breaking games are often chosen when the situation or event is stuck. These games are interesting to use. Dixon et al (2008, p.15) exposes that an ice breaking games is an ungraded activity designed to allow the teacher to get to know the students and for them to know each other and make the students get feel more relaxed and get them prepared for materials.

Playing Games are interesting to use in the learning process, the teachers used ice breaking games to breakdown the formal situation, those games can be the media to encourage the students to speak or to interact with their friends. According to Suryoharjuno (2018) ice breaking games is the changing situation from boring, monotonous or tense become relax, full of spirit and happy in learning process. Ice breaking games are important to make the interaction among people can run well and also to warm up the conversation between one student and others. Ice breaking games is an effective method or strategy to be implemented at MAS Ruhul Islam Anak Bangsa to students more motivated and enthusiasm in learning English.



CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

The conclusion and advice are outlined in this chapter. The conclusion is to conclude the results of the study and the suggestion for teachers, students, and potential future researchers.

A. Conclusions

This study find out the perception of teachers on the use of Ice Breaking strategy in teaching and learning process. Conforming to the findings of the research and the discussion in Chapter 4, the researcher inferred various points. First, ice breaking strategy is an important strategy that can be implemented in the learning process to make the effective learning process and ice breaking also engages the enthusiasm of students in the learning process. The study showed that 83,3% of the participants argued if ice breaking strategy were effective in the learning process and successfully engaged students' attention in the learning process.

The teacher's perception affect the choice of ice breaking strategy in English learning. Based on teachers' choice, playing games is an effective strategy from ice breaking to be implemented at in classroom to make students more motivated and enthusiasm in learning English. Playing games was found in 66, 7% types of ice breaking usually used by teacher to make the situations more active and fun. The problems that commonly appear in a class such as boredom, tired, low enthusiasm, and unwillingness by playing games the problems can solved and the learning process running as well.

B. Recommendations

In the end, the researcher give the recommendation that will be useful in this case for the future researchers who are interested in researching the relevant issues. The future researcher is expected to conduct research by adding and developing other variables that have not been included in this study and also the researcher welcomes further explorations for the future researchers who can perform research about the teachers perception on the use of ice breaking strategy in teaching and learning process.



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Appendix A Appointment Letter of Supervisor

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B- 12875/UN.08/FTK/KP.07.6/11/2020

TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-
RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan Nomor: B-657/Un.08/FTK/KP.07.6/01/2020 tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh.
b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat : 1. Undang Undang Nomor 20 tahun 2003, Tentang Sistem Pendidikan Nasional;
2. Undang Undang Nomor 14 Tahun 2005, Tentang Guru dan Dosen;
3. Undang Undang Nomor 12 Tahun 2012, Tentang Pendidikan Tinggi;
4. Peraturan Presiden RI Nomor 64 Tahun 2013, tentang Perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
5. Peraturan Menteri Keuangan RI Nomor: 190/PMK.05/2012, tentang Tata Cara Pembayaran dalam rangka Pelaksanaan APBN;
6. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;
7. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan, dan Pemberhentian PNS di Lingkungan Depag RI
8. Peraturan Menteri Agama RI Nomor 21 Tahun 2015, tentang Statuta UIN Ar-Raniry Banda Aceh;
9. Keputusan Rektor UIN Ar-Raniry Nomor 02 tahun 2016, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
10. Keputusan Rektor UIN Ar-Raniry Nomor 28 tahun 2019, tentang Satuan Biaya Khusus Tahun Anggaran 2020 di Lingkungan UIN Ar-Raniry Banda Aceh;
11. Peraturan Kementerian Keuangan (PMK) Republik Indonesia Nomor: 72/PMK.02/2020, tentang Perubahan atas Peraturan Menteri Keuangan Nomor: 78/PMK.02/2020 tentang Standar Biaya Masukan Tahun Anggaran 2020.
- Memperhatikan : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 31 Desember 2019
- Menetapkan :
PERTAMA : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: Nomor: B-657/Un.08/FTK/KP.07.6/01/2020 tanggal 24 Januari 2020
- KEDUA : Menunjuk Saudara:
1. Rahmat Yusny, M. TESOL Sebagai Pembimbing Pertama
2. Rahmi Fhonna, MA Sebagai Pembimbing Kedua
Untuk membimbing Skripsi :
Nama : Cut Fajar Agusriana
NIM : 160203152
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Teachers' Perception on The Use of Ice Breaking Strategy in Teaching and Learning Process
- KETIGA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2019 dengan Nomor: 025.04.2.423925/2020 tanggal 12 November 2019;
- KEEMPAT : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2020/2021
- KELIMA : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 20 November 2020

An. Rektor
Dekan



Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Panitia Pemb. Fak. Tarbiyah dan Keguruan;

Appendix B Recommendation Letter from The Fakultas Tarbiyah dan
Keguruan to conduct field research



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-12282/Un.08/FTK.1/TL.00/11/2020
Lamp : -
Hal : **Penelitian Ilmiah Mahasiswa**

Kepada Yth,
MAS Ruhul Islam Anak Bangsa

Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **CUT FAJAR AGUSRIANA / 160203152**
Semester/Jurusan : IX / Pendidikan Bahasa Inggris
Alamat sekarang : Jln.Teuku Nyak Arief, Ir. Gang Buntu Lamgugop Kec. Syiah Kuala Kota
Banda Aceh.

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak pimpin dalam rangka penulisan Skripsi dengan judul **Teachers' Perception on The Use of Ice Breaking Strayegy In Teaching and Learning Process**

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 11 November 2020
an. Dekan
Wakil Dekan Bidang Akademik dan
Kelembagaan,



Berlaku sampai : 11 November
2021

Dr. M. Chalis, M.Ag.

Appendix C Confirmation Letter of Conducted Research from MAS Ruhul Islam
Anak Bangsa



YAYASAN RUHUL ISLAM ANAK BANGSA
DAYAH /PESANTREN RUHUL ISLAM ANAK BANGSA
MADRASAH ALIYAH
NSM : 131211060001 NPSN : 10114244
Jln. Pintu Air Gue Gajah Kec. Darul Imarah Kab. Aceh Besar Kode Pos 23352 Telp. 44771

SURAT KETERANGAN

NO. Ma. 01. 04. 40 / PP.00.6 /SK/117.8 / 2020

Kepala Madrasah Aliyah Swasta Ruhul Islam Anak Bangsa dengan ini menerangkan bahwa :

Nama : **Cut Fajar Agusriana**
Nim : 160203152
Jurusan/Semester : Pendidikan Bahasa Inggris / IX
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh

Benar yang namanya tersebut di atas telah melakukan penelitian untuk menyelesaikan Skripsi dengan judul: ***“Teachers’ Perception on The Use of Ice Breaking Strategy In Teaching and Learning Process”*** di Dayah Madrasah Aliyah Ruhul Islam Anak Bangsa Desa Gue Gajah Kec. Darul Imarah Kabupaten Aceh Besar 12 s.d. 21 November 2020.

Demikian Surat Keterangan ini dibuat agar dapat dipergunakan sebagaimana mestinya.

Darul Imarah, 24 November 2020
Kepala

(Kusnadi, S.Ag, MA)

Nip. 197009171999051001

Interview Protocol

Project : Teachers' Perception on The Use of Ice Breaking Strategy in Teaching and Learning Process

Time of interview :

Date :

Interviewer :

Cut Fajar Agustriana

Interviewee :

Position of Interviewee :

Teacher of MAS Ruhul Islam Anak Bangsa.

The purpose of this study is to know the teacher perception on the use of ice breaking strategy in teaching and learning process. The data will be collected by interview online by phone. The data recorded and only used for the research purposes to protect the interviewee's confidentiality based on informed consent. During the interview, the researcher will asked the participants to answer the questions based on their experience in using ice breaking strategy. The test process will take around 15 -20 minutes.

Appendix E Letter of Consent

Research title : Teachers' Perception on the use of Ice Breaking Strategy in Teaching and Learning Process

Researcher : Cut Fajar Agusriana

Consent Form for Participants

Thank you for agreeing to be interviewed as part of the above research project. This consent form is necessary for us to ensure that you agree to participate in this research. Therefore, read some point this below and then if you agreed involved in this research please a sign this form to certify that you approve the following:

- I understand that my responses will be kept strictly confidential. I understand that my name will not be linked with the research materials, and will not be identified or identifiable in the report or reports that result from the research.
- I agree this interview was recorded. I understand that audio recordings made from this interview will only be used for analysis and that extracts from the interview, from which I will not be personally identified, can be used in presentations for the results of this study. I understand that no other use will be made of the recording without my written permission, and that no one other than the researcher will be allowed access to the original recording.
- I agree that my anonymised data will be kept for future research purposes such as publications related to this study after the completion of the study.

RT
Name of participant

16 November 2020
Date


Signature

Cut Fajar Agusriana
Researchers' Name

16 November 2020
Date


Signature

If you have questions you can contact the researcher.

Name : Cut Fajar Agusriana

Email : fajaragusrianaapocut@gmail.com

Telp : 082234370431

Research title : Teachers' Perception on the use of Ice Breaking Strategy in Teaching and Learning Process

Researcher : Cut Fajar Agusriana

Consent Form for Participants

Thank you for agreeing to be interviewed as part of the above research project. This consent form is necessary for us to ensure that you agree to participate in this research. Therefore, read some point this below and then if you agreed involved in this research please a sign this form to certify that you approve the following:

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- I agree that my anonymised data will be kept for future research purposes such as publications related to this study after the completion of the study.

MIA

Name of participant

16 November 2020

Date



Signature

Cut Fajar Agusriana

Researchers' Name

16 November 2020

Date



Signature

If you have questions you can contact the researcher.

Name : Cut Fajar Agusriana

Email : fajaragusriana.pocut@gmail.com

Telp : 082234370431

Research title : Teachers' Perception on the use of Ice Breaking Strategy in Teaching and Learning Process

Researcher : Cut Fajar Agusriana

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- I agree this interview was recorded. I understand that audio recordings made from this interview will only be used for analysis and that extracts from the interview, from which I will not be personally identified, can be used in presentations for the results of this study. I understand that no other use will be made of the recording without my written permission, and that no one other than the researcher will be allowed access to the original recording.
- I agree that my anonymised data will be kept for future research purposes such as publications related to this study after the completion of the study.

ISR

Name of participant

18 November 2020

Date



Signature

Cut Fajar Agusriana

Researchers' Name

18 November 2020

Date



Signature

If you have questions you can contact the researcher.

Name : Cut Fajar Agusriana

Email : fajaragusriana.pocut@gmail.com

Telp : 082234370431

Research title : Teachers' Perception on the use of Ice Breaking Strategy in Teaching and Learning Process

Researcher : Cut Fajar Agusriana

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Thank you for agreeing to be interviewed as part of the above research project. This consent form is necessary for us to ensure that you agree to participate in this research . Therefore, read some point this below and then if you agreed involved in this research please a sign this form to certify that you approve the following:

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- I agree this interview was recorded. I understand that audio recordings made from this interview will only be used for analysis and that extracts from the interview, from which I will not be personally identified, can be used in presentations for the results of this study. I understand that no other use will be made of the recording without my written permission, and that no one other than the researcher will be allowed access to the original recording.
- I agree that my anonymised data will be kept for future research purposes such as publications related to this study after the completion of the study.

KA

Name of participant

18 November 2020

Date



Signature

Cut Fajar Agusriana

Researchers' Name

18 November 2020

Date



Signature

If you have questions you can contact the researcher.

Name : Cut Fajar Agusriana

Email : fajaragusrianaapocut@gmail.com

Telp : 082234370431

Research title : Teachers' Perception on the use of Ice Breaking Strategy in Teaching and Learning Process

Researcher : Cut Fajar Agusriana

Consent Form for Participants

Thank you for agreeing to be interviewed as part of the above research project. This consent form is necessary for us to ensure that you agree to participate in this research . Therefore, read some point this below and then if you agreed involved in this research please a sign this form to certify that you approve the following:

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- I agree this interview was recorded. I understand that audio recordings made from this interview will only be used for analysis and that extracts from the interview, from which I will not be personally identified, can be used in presentations for the results of this study. I understand that no other use will be made of the recording without my written permission, and that no one other than the researcher will be allowed access to the original recording.
- I agree that my anonymised data will be kept for future research purposes such as publications related to this study after the completion of the study.

SA
Name of participant

20 November 2020
Date

[Signature]
Signature

Cut Fajar Agusriana
Researchers' Name

20 November 2020
Date

[Signature]
Signature

If you have questions you can contact the researcher.

Name : Cut Fajar Agusriana

Email : fajaragusriana@cut@gmail.com

Telp : 082234370431

INTERVIEW TRASNCRIPT

Interviewer: Cut Fajar Agusriana

Participant (RT)

Q : Assalamualaikum, wr.wb. Jadi ustad saya cut fajar agusriana, mahasiswi pendidikan bahasa inggris uin ar-raniry, jadi saya akan menginterview ustad ttng penggunaan ice breaking strategy dalam proses mengajar dan belajar di dalam kelas. Ustad boleh menjawab dalam bahas inggris maupun Indonesia, Jadi pertama ustad yang ingin ditanyakan adalah menurut pendapat ustad apa kegunaan dari penggunaan ice breaking dalam kelas, apakah efektif untuk siswa atau tidak?

A : Okey thankyou cutfajar, I will answer your question in English, it is okay?

Q : Okey ustad, time is yours.

A : So Ice breaking strategy, we call this warmer, its mean they can say quickly about the worst that about the course and lesson how understood and teacher get know.

Q : what do you mean by warmer?

A : so ice breaking can make the situation of class more relax that what the meaning of warmer that I said before.

Q : Next, in what situations do you implement ice breaking strategies in class?
And how often is it applied?

A : I do ice breaking when students in the middle of the learning, that students hard to think because English subject always I mean the stuff of the curriculum set the time in the end of period that because the mathematic and also physics always in the first time of period.

I think this ice breaker I used in the students, because students, I mean we called that twelve clock in the middle of day so it hard to think about that. I used this one for students to think relax and quick about the idea or the topics.

Q : What is the purpose of applying the ice breaking strategy in the teaching and learning process?

A : That students can improve their ability to think quickly, ice breaker it have a function to make students response about what teacher say or ask lesson to them.

Q : What types of ice breaking do you often use in teaching?

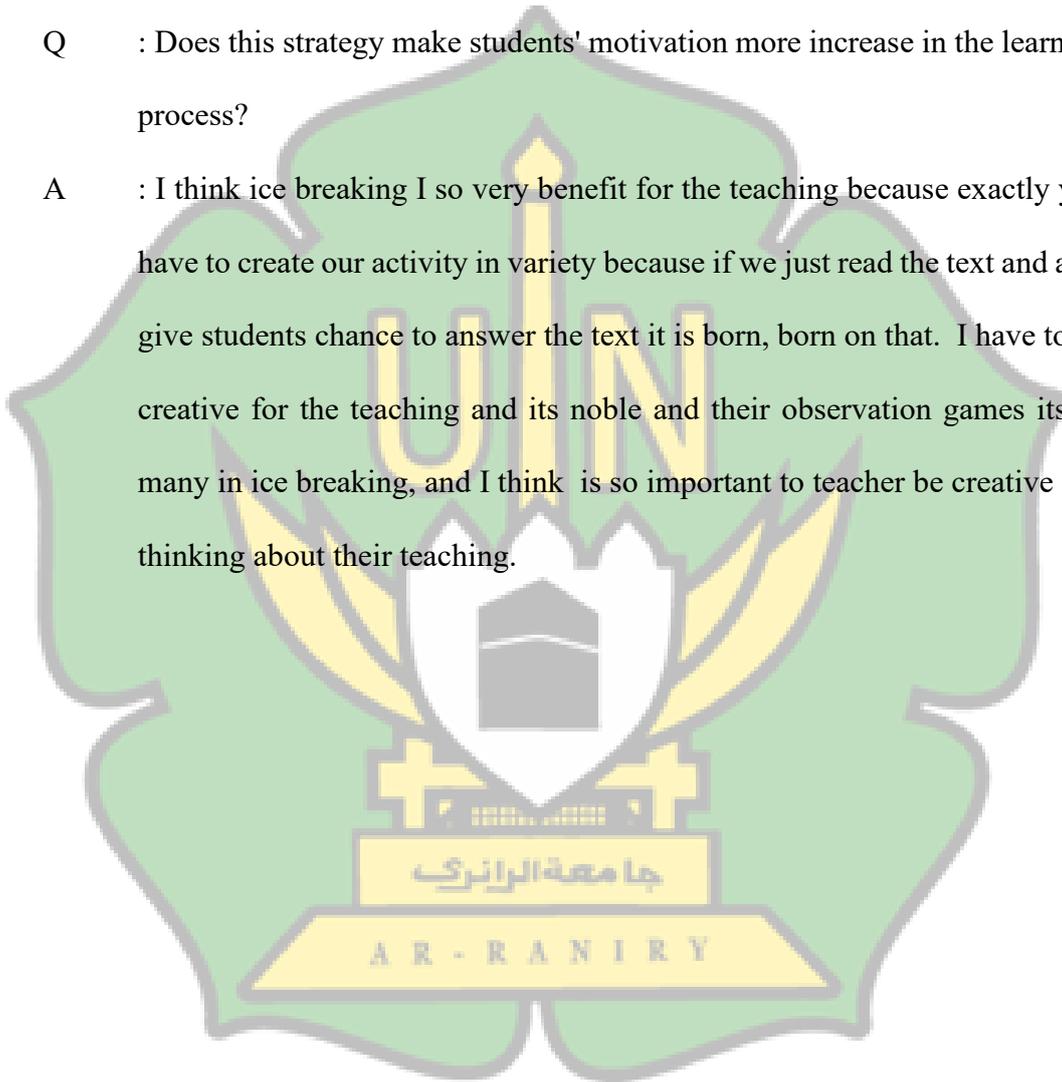
A : I always used noble activity, I mean noble activity make them relax because they think that is a game, that is what I used I mean the types of ice breaking.

Q : Do you prepare the class before applying ice breaking strategy or spontaneously?

A : Before I do my teaching I always prepare myself to create noble activity sometime because the students can its mean I prepared this one it that can be complete. I have to prepare this noble activity like a piece of paper they have to crumble up the paper and to resemble

Q : Does this strategy make students' motivation more increase in the learning process?

A : I think ice breaking I so very benefit for the teaching because exactly you have to create our activity in variety because if we just read the text and also give students chance to answer the text it is born, born on that. I have to be creative for the teaching and its noble and their observation games its so many in ice breaking, and I think is so important to teacher be creative for thinking about their teaching.



INTERVIEW TRASNCRIPT

Interviewer: Cut Fajar Agusriana

Participant (MIA)

Q : Jadi ustad saya ingin menginterview ustad tentang penggunaan ice breaking dalam proses mengajar dan belajar, jadi menurut ustad sendiri apa kegunaan dari memakai ice breaking strategy dalam kelas yang ustad pegang?

A : Ice breaking merupakan suatu metode yang digunakan oleh seorang guru untuk mengubah suasana kelas untuk menjadi lebih hidup, sebelumnya kelas tsb kelas yg monoton. Ke efektifannya tergantung kepada bagaimana si guru bagaimana mampu mengajak siswa nya untuk melakukan kegiatan ice breaking itu tersebut....kegiatan itu sendiri.

Q : maksud dari kelas monoton yang ustad maksud bagaimana ya?

A : Kelas monoton contohnya seperti dulu kan guru sering memakai metode yang monoton dalam mengajar contohnya seperti metode ceramah, jadi keadan dikelas itu lebih tegang dan siswa pun lebih lesu dalam pembelajaran, maka dari itu pentingnya meningkatkan motivasi belajar siswa.

Q : oke I got the point ustad... terus biasanya ustad pake strategy ini di situasi seperti apa ya?

A : Ustad sendiri merupakan salah satu guru yang pernah menggunakan Ice breaking ini dalam kelas, jika suasana kelas itu sudah menimbulkan rasa

bosan atau penjelasan materi sudah terlalu panjang dalam hal ini Ustad rasa ice breaking ini perlu.

Q : kan ustad pernah pakai ice breaking ni ceritanya, terus apa tujuan dari ice breaking ini sendiri menurut ustad?

A : Tujuan menerapkan Ice breaking dalam kelas itu banyak, yang pertama dapat menghidupkan kembali suasana kelas sehingga para siswa kembali semangat untuk belajar atau jika ice breaking ini dilakukan sebelum pembelajaran dimulai hal tersebut bisa merangsang kemampuan siswa untuk mampu menyerap pelajaran dengan siap dengan kesiapan yang matang.

Q : biasanya types of ice breaking apa yang sering ustad gunakan?

A : Biasanya Ice breaking yang ustad terapkan dalam kelas yaitu banyak bisa jaadi yang pertama untuk mengasah kemampuan mereka berfikir secara cepatt yaa bisa kita gunakan model eleven and end menggunakan ice breaking (gajah dan semut), jadi ketika kita mengungkapkan gajah kita memberikan isyarat tangan untuk benda yang kecil, kemudian ketika mengungkapkan semut kita memberikan iyarat untuk benda yang besar, diantara siswa itu dapat merangsang kemampuan otaknya berfikir secara cepat. Ada juga Ice breaking yang ustad terapkan dalam kelas yaitu dengan menggerakkan anggota badan dengan gerakan tertentu, nahhh hal tersebut hal tersebut bisa menghidupkan suasana dikelas, akan tetapi penggunaan ice breaking ini jangan terlalu sering yang pertama mungkin siswa nanti juga

tidak teringat untuk belajar lagi dan waktu juga habis dengan ice breaking ini sehingga siswa tidak dapat pelajaran apa apa dari materi yang diajarkan.

Q : sebelum ustad apply ice breaking strategy, apakah ustad mempersiapkan dulu dari rumah langsung ustad apply?

A : gimana maksudnya? Bisa dijelaskan lagi?

Q : misal ustad mau pake games sebagai ice breaking dikelas, apakah games tersebut spontaneously ustad apply atau ustad siapkan dulu dirumah? Siapkan misal kalau game pake kertas gitu ustad udh bawa dari rumah jadi dikelas nanti tidak terlalu lama dalam mempersiapkannya lagi.

A :Iyaa, tentu saja sebelum kita menerapkan ice breaking dalam kelas kita juga harus melakukan persiapan terlebih dahulu, jadi tujuannya agar apa yang kita ingin lakukan dalam kelas karena untuk ice breaking ini merupakan sesuatu yang akan diperhatikan oleh seluruh siswa, jadi hal hal yang dapat menyebabkan ice breaking ini tidak berjalan lancar ya sesuai dengan apa yang kita inginkan itu harus kita minimalisir, baik itu dengan membaca buku bagaimana melakukan Ice breaking itu bisa juga dengan kita terapkan terlebih dahulu pada kesempatan kesempatan dalam situasi yang memang volume siswa nya lebih kecil dari kelas bisa dengan teman teman dengan guru bisa kita praktekan terlebih dahulu kemudian kita liat kelebihan dan kekurangannya. Berhasil atau tidaknya Ice breaking itu sangat mempengaruhi siswa kedepannya dia senang atau tidak mempelajari materi dengan kita.

Q : kira kira sejauh ini ustad memakai ice breaking strategy sudah berhasil belum dalam meingkatkan motivasi belajar siswa khususnya belajar bahasa inggris?

A :Ya tentu saja tingkat kemauan atau motivasi mereka dalam belajar akan sedikit meningkat apalagi setelah kita melakukan ice breaking ini, apabila ice breakingnya itu berhubungan dengan pelajaran yang kita ajarkan dan itu bisa menjadi rangsangan yang hebat bagi siswa siswa itu sendiri euu atau pengenalan awal terhadap materi yang kita ajarkan, apabila euu namun apabila ice breaking tidak berhubungan dengan materi yang akan kita ajarkan mungkin juga akan memberikan motivasi namun motivasinya hanya sebagai rasa semangat tidak merupakan perkenalan terhadap hal yang akan kita ajarkan.

Q : seberapa jauh sih ustad ice breaking ini berpengaruh untuk siswa dalam belajar?

A :Iyaa kalau ditanya dalam hal apaa aaa siswa apa ice breaking ini berpengaruh terhadap motivasinya aaa tergntung pada siswa itu sendiri bagaimana dia melihat kegiatan Ice breaking yang diberikan oleh gurunya, bisa jadi siswa salah satu siswa melihat keceriaan guru dalam membuat ice breaking itu maka mempengaruhi keceriaan siswa tersebut dalam mempelajari materi tersebut, atau ketika siswa melihat guru cerdas dalam menerapkan Ice breaking itu, teknik-teknik yang bagus maka siswa tersebut bisa jadi mengambil bagaimana cara guru mengatur keadaan kelas aa dalam

membuat Ice breaking, itu tergantung kepada siswa masing masing siswa bagaimana gurunya dalam menerapkan Ice breaking.



INTERVIEW TRANSCRIPT

Interviewer: Cut Fajar Agusriana

Participant (SA)

Q : What do you think about the use of the ice breaking strategy in the teaching learning process? Is it effective or not?

A : Base on my experience, during learning at the classroom the students felt boring if they just listening to the teachers all the time so the teacher has duty to make students enthusiastic in participating in learning activities in the classroom, so I used ice breaking strategy in the learning process. I think Ice breaking one of the effective strategy because this strategy can breakdown the formal situation, can be the media to encourage the students motivation in learning, it means that make them enjoy the lesson.

Q : In what situations do you implement ice breaking strategies in class? And how often is it applied?

A : Usually, I applied this strategy at the beginning of the classroom, first the classroom begin with pray and the leader of the class prepare the situation in classroom then I applied the simple ice breaking strategy like, clap hand and Yel-yel.

Q : What is the purpose of applying the ice breaking strategy in the teaching and learning process?

A : I think the purpose from this strategy for students can make them more interested in learning, want make the situation of the class warmer and the students can enjoy the class without pressure.

Q : What types of ice breaking do you often use in teaching?

A : If I applied this strategy in the beginning of the learning I used the simple one is clap hand and Yel-yel, in the middle usually I used singing or tell the funny story, and for the end of learning I used games for make their motivation in learning increased.

Q : Do you prepare the class before applying ice breaking strategy or spontaneously?

A : It is depend on the types of Ice breaking that I used in class.

Q : Does this strategy make students' motivation more increase in the learning process?

A : I think yes because if used traditional method the students in teaching and learning, they does not pay attention to us as a teacher but when ice breaking strategy applied base on my view they more motivated in teaching and learning process.

INTERVIEW TRANSCRIPT

Interviewer: Cut Fajar Agusriana

Participant (KA)

Q : Jadikan bu saya ingin meneliti tentang kegunaan pemakaian dari ice breaking strategy dalam proses belajar dan mengajar? Menurut ibu efektif atau tidak strategy ini? Oh iya bu, ibu boleh menjawab interview ini dengan Bahasa Indonesia atau Bahasa Inggris.

A : Okay I will answer in English. It is okay?

Q : It is okay miss

A : So I think is very effective because it can overcome student burden and attention, when students start to not focus we try to motivate their enthusiasm for learning.

Q : Next usually when you applied ice breaking strategy in teaching and learning process?

Q : What game that you applied?

A : I usually use games because when the first time I applied the student was very enthusiastic in doing this type of Ice breaking, such as snowball, whisper challenge and anything else

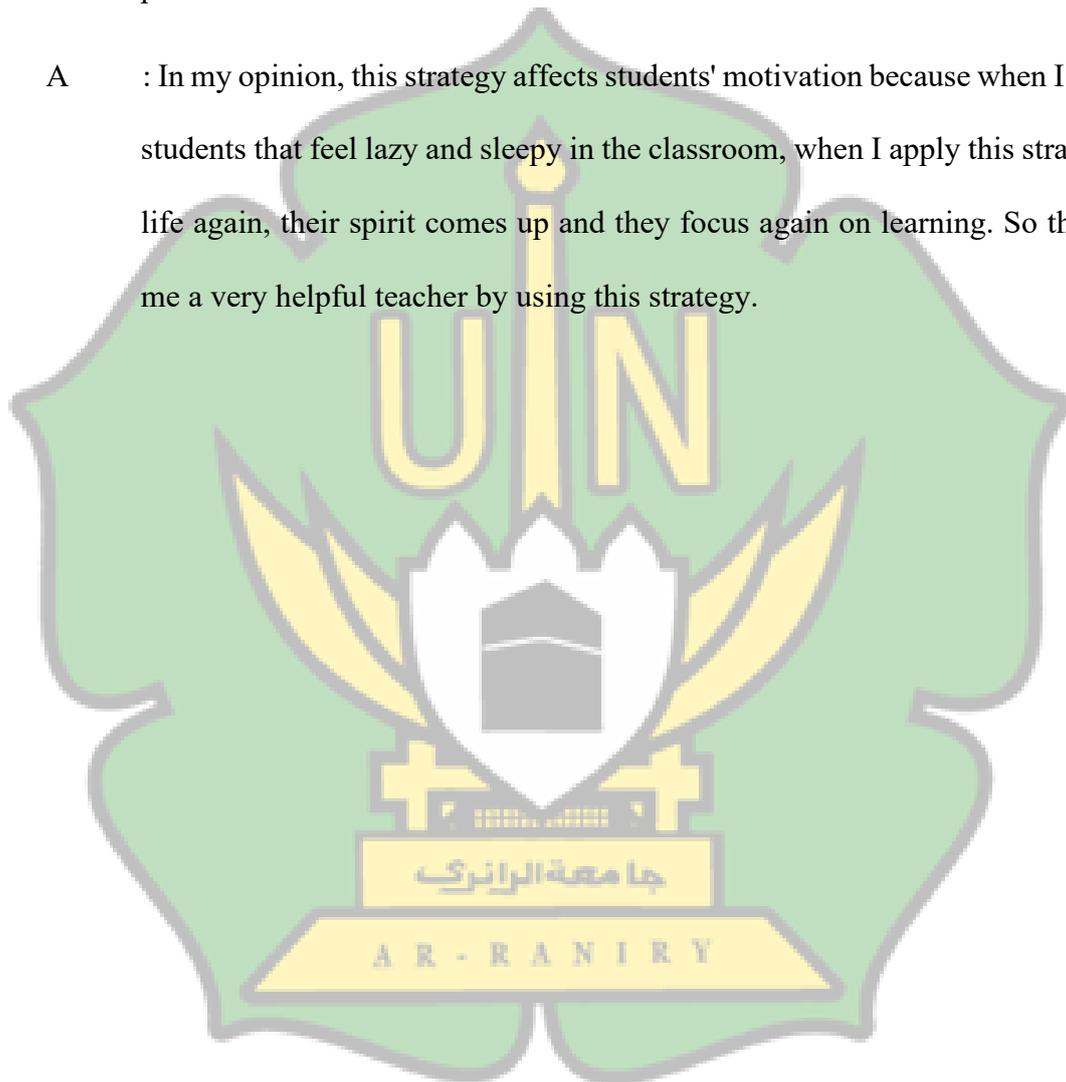
Q : Do you prepare the class before you applied this strategy?

A : Base on my experience, because I used game as one of Ice breaking strategy for learning. I prepare the class because there are students that

difficult to catch the procedure of the game that want we play it in classroom.

Q : Does ice breaking strategy increase students' motivation in learning process?

A : In my opinion, this strategy affects students' motivation because when I see some students that feel lazy and sleepy in the classroom, when I apply this strategy they life again, their spirit comes up and they focus again on learning. So this makes me a very helpful teacher by using this strategy.



INTERVIEW TRANSCRIPT

Interviewer: Cut Fajar Agusriana

Participant (ISR)

Q : Jadikan bu saya ingin meneliti tentang kegunaan pemakaian dari ice breaking strategy dalam proses belajar dan mengajar? Menurut ibu efektif atau tidak strategy ini?

A : Using ice breaking strategy in TLP is good to get all students attention in learning and warm them up before studying, especially, after a stress full material before. It will be effective if we can manage the class well.

Q : Next usually when you applied ice breaking strategy in teaching and learning process?

A : I myself usually use this strategy in the beginning of the class or in the process of studying if students get bored. It's applied in almost every meeting.

Q : What is the purpose of applying the ice breaking strategy in the teaching and learning process?

A : I think the purpose of this strategy for students can make them more interested in learning, and make the situation of the class warmer and the students can enjoy the class without pressure.

Q : What game that you applied?

A : Such a group game or pop up question. Yes, because this types of ice breaking make the movement of students and make them more active in TLP

Q : Do you prepare the class before you applied this strategy?

A : Of course I prepared the class, this purposed to make students understand about the procedure of the game, so the first thing I do is I explain to the students about that ice breaking applied later and make the simulations before the group game or pop up question I applied. Next, if the ice breaking that I used needs the paper or something else, that tool was not prepared in the classroom, I prepare it in the office or can be in my house.

Q : Does this strategy make students' motivation more increase in the learning process?

A : Yes, of course, it makes students focus more on learning and enjoying the class. From the purpose itself we can know if this strategy is to make the mood of students good in TLP, and also make their motivation in learning increased. I was teaching English perhaps twelve year. Based on my experience in teaching, I used traditional mode, is ceramah, just listen and follow what I said, this method makes students born and also sleep in TLP. So I searched for a method that can make students more spirit and also focus on learning, I used a game for this case. It's very helpful for TLP and my explanations about material easy to transfer for students. Learning with playing makes students' motivation increase in TLP.