

**EXPLORING ICE BREAKER USAGE IN  
ENGLISH LANGUAGE CLASSROOM**

Thesis Submitted

by

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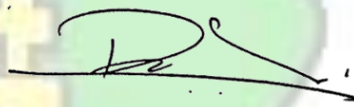
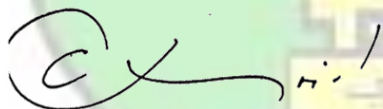
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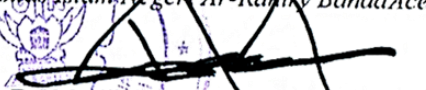
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## SURAT PERNYATAAN KEASLIAN

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**Exploring Ice Breaker Usage in English Language Classroom**

adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya**. Apabila terdapat kesalahan dan kekeliruan didalamnya, maka akan sepenuhnya menjadi tanggungjawab saya.

Demikian surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 30 Desember 2019



Saya yang membuat surat pernyataan,

Ayu Rizka Duhria

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah, the Most Gracious and the Most Merciful

*Alhamdulillah* rabbil 'alamin, all praise to Allah SWT, The Most Powerful, for giving blessing, health, chance and ability to me. *Shalawat and salam* is always dedicated to our beloved prophet Muhammad S.A.W, who has strived in delivering Islam to this world and guided his *ummah* to the right path of life.

This thesis would not have been accomplished without the generous helps from some people for their support and encouragement for helping me to overcome the final hurdle of this undergraduate journey. I would like to thanks to my sincere supervisors Mrs. Khairiah Syahabuddin, M.HSc.ESL., M.TESOL., Ph.D and Mr. Rahmat Yusny, M.TESOL who have given the advice, recommendations, suggestions, helps, and feedbacks. The huge thanks are presented to my beloved parents, Mr. Irfani and Mrs. Anisah who have tireless efforts and struggles in dedicating and sacrificing for my education and all aspects in my life. They are my heroes and inspirations in this world. Even thousand words cannot represent the description of how precious they are for me. Moreover, I would also like to express thanks to my sisters and brother and all my family who has been contributing in helping me to achieve my dreams.



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I hope the findings of this thesis will be sustainably beneficial for the further researches on this topic and more importantly to make progress to the development of icebreaker usage practices.

Banda Aceh, 30 Desember 2019  
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## ABSTRACT

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Keyword : English language classroom; icebreaker usage.

There are many strategies can be used by the teacher to teach English in the classroom, one of them is icebreaker. Icebreaker is an activity to create a positive atmosphere and to re-energize the students, so that they can be ready and focused to learn. This research was designed to find out how the icebreakers usage applied by the teachers in English language classroom and students' response on the use icebreaker usage. The research location was at MA Darul Ulum Banda Aceh. The participants were 90 students and 2 English teachers from the school. To answer the first research question, the data were collected by using interview and observation. Meanwhile, questionnaire was conducted to answer the second research question. The findings of this research were analysed by descriptive analysis and statistic formula. According to the result of interview, the two English teachers were not familiar with the term of "icebreaker" but they actually did it quite often in the classroom such as song, joke, games, and physical activity. Meanwhile, both of English teachers were truly implement icebreaker activity in English language classroom. Additionally, most of the students gave positive response on the use icebreaker usage applied by the teacher in English language classroom. By applying icebreaker activities, it was established a good interaction between student and teacher in the classroom.

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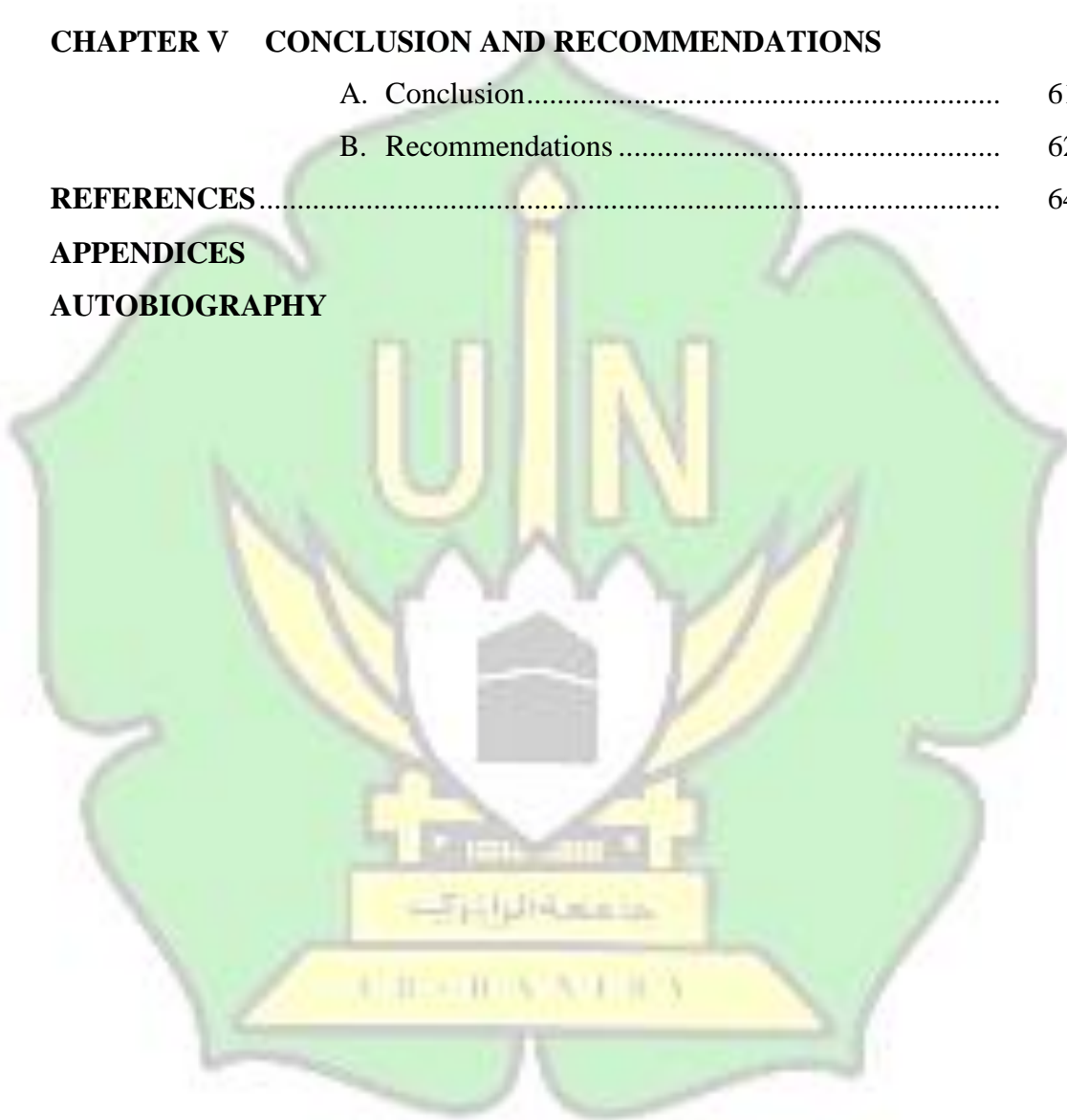
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# CHAPTER I

## INTRODUCTION

This chapter explains the background of the study, the research question, the aim of the study, the significance of the study, and terminology.

### **A. Background of Study**

Competencies are the skills and knowledge that must be mastered by the teacher. Medley (1982) states that competence refers to the skills, beliefs, and knowledge in a teachers' quality. It is customary to regard a competence as something that is either present or absent. Teachers competencies are believed to play an important role in the classroom interaction (Hakansson, 1986). Thus, a teacher in a classroom has a significant role in leading the successful learning process. Teacher competence is also directly affect the quality of teaching and consequently students' performance and success. Babu and Mendro (2003) and Sanders and Rivers (1996) claim that teachers are the most powerful influence on students' success. Teaching requires competencies and standards that cover the principles and guidelines in order to be successful as a teacher. Furthermore, the teacher competencies is crucial in the educational field to help students to learn while the actual process of learning itself is within the individual students themselves.

Classroom interaction are needed in instructional process in order to create desirable communication and interaction. Weddel (2008) claims that interaction is meaning-focused and carried out to facilitate the exchange of information and prevent communication breakdowns. Brown (2007) states that interaction is the basis of L2 learning, through which learners are engaged both in enhancing their own communicative abilities and in socially constructing their identities through collaboration and negotiation. Furthermore, learning is the process of interaction among learners, teachers, and learning source in learning

environment. Therefore, classroom interaction is needed to increase students's skill in terms of language and social. Classroom interaction is defined as a communication process between teacher and students to achieve good communication (Handayani & Umam, 2017). It is an essential role of teacher to make the teaching and learning process by designing the plan well. The effective interaction in English language classroom can increase students' language performance and teaching skills for the teacher.

Nowadays, English language as the main subject in a school has been taught since junior high school up to senior high school, unfortunately, most students do not achieve a desirable level in various language skills, and also are not able to say some English sentences. According to Souriyavongsa et al. (2013), English teachers are not well-trained; for instance, they use their own mother tongue language in instructional process, thus English teachers cannot perform well to attract students. Based on the statement above, teachers should be considered of their strategies, methods, and ways of teaching that have been implemented to be updated. A teacher has to check students' understanding and has to select a learning strategy that suits on students' needs. Richard (1986) claims that "strategy as a plan, step or conscious action taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations" (p. 274). By implementing a proper strategies in the classroom, students are easy to understand the materials given by the teacher. There are some strategies used by the teacher in English language classroom, one of them is ice breaker.

The general features of ice breaker in the educational field are well-known. Ice breakers activities is an interesting strategy to start a lesson can be used by the teacher to engage students in English language classroom (Robertson & Acklam, 2000). It is accepted that ice breaker is necessary to enrich students' motivation and successful classroom interaction (Kelly, 2004). Ice breaker activities in English language classroom is a great way

to create a conducive atmosphere. It has been suggested that ice breaker activities are used on various learning community occasions for the purposes such as energizing the group, tension reduction, feedback and disclosure (Verma & Pathak, 2011). Interestingly, ice breaker helps to clear the way for successful exchange of ideas by making participants more comfortable and engaging them in conversation. Heinonen (2009) reveals that ice breaker can be used as facilitation exercise intended to help a group overcome fears and uncertainty feelings.

In English language teaching, Hutasoit and Tambunan (2018) mention nine kinds of ice breaker techniques namely; yel-yel, clap hands, body movement, song, games, joke, story, magic, and audio visual. By using those appropriate activities of ice breaker in English language classroom, it organizes the students for being successful on many different levels such as elementary level and high level of learners. Similarly, performing ice breaker activities in English language classroom will give students a good interaction with their teachers (Yegahnepour & Takkac, 2016). In instructional process, teachers have an important role to create an ideal language classroom for students to achieve the target language. Therefore, teachers need to adapt an interesting activity or technique to establish a good interaction in English language classroom by using ice breaker.

Several studies are conducted to support this study. The researcher divides the studies into two categories. The first is a study from Purwanti et al. (2018) and Annisa and Syahrizal (2019) who discuss about the influence of ice breaker toward students' motivation and achievement. The second is a study from Yeganehpour (2017) and Hariyati (2018) who discuss about the effectiveness of ice breaker in speaking of EFL learners. Based on Purwanti et al. (2018) and Annisa and Syahrizal (2019), most of the students have positive influence on the use of ice breaker in learning process and considered that the students have improvement on their motivation and achievement by using ice breaker. These studies are used different research methods and participants' level of grade. A study conducted by

Purwanti et al. (2018) claim that the participants are 117 of fourth grade students of Elementary School taken by using nonprobability sampling technique. Furthermore, they use correlational design with quantitative approach to complete the study. However, classroom action research for several cycles and each cycle consists of planning, action, observation, reflection were conducted by Annisa and Syahrizal (2019). In addition, the participants are the tenth grade of software engineering in Vocational High School. As Purwanti et al. (2018) mention in their study, students' motivation in English subjects have positive influence on the use ice breaker. In addition, learning achievement of the students have positive results. Meanwhile, Annisa and Syahrizal (2019) reveal that students feel enjoy, be active, feeling happiness, focus on material and stay in the classroom during the learning process. It proved by student learning outcomes from the test and the result of observation.

Yeganehpour (2017) and Hariyati (2018) affirm that ice breaker affect speaking skills of the students. Most of participants have received the ice breakers treatments, significantly enhanced better performance in a speaking test. Based on Hariyatis' study, ice breaker usage was accepted and suggested that icebreaker should be used in teaching speaking. She used pre experimental methods by applying "Two Truths and a Lie" as an ice breaker activity in the classroom to improve EFL learners speaking ability. The result of the study mostly reveals that students have higher score after treatment than before treatment. It means icebreaker usage in EFL learners was accepted and effective in improving speaking ability for the learners. Meanwhile, Yeganehpour (2017) focuses on the relationship between gender of EFL learners on the use icebreaker in teaching speaking. There are two research methods that used in her studies are interview and test. The findings of the study showed that using icebreaker activities for improving EFL learners' speaking ability is an effective way. In addition, there is no relationship between female and male learners. It means that has



significant effect on oral participation and gear current teaching methods toward more effective approaches in teaching speaking.

Regarding several studies have been conducted, however, rarely focused on finding out the ice breaker usage that teacher use attract students' attention and students respond on the use ice breaker in English language classroom. Due to that condition, the researcher considers that this study is very crucial in order to enhance the variety of the study of ice breaker usage. Therefore, this study is conducted to find out "Ice Breaker Usage in English Language Classroom". This study is focusing on how the ice breaker usage applied by the teachers and the students respond on the use ice breaker in English language classroom.

### **B. Research Question**

Based on the background stated above, the research questions of this study can be formulated as the following:

1. How does ice breaker usage that teachers use attract students' attention in English language classroom?
2. How do students respond on the use of ice breaker?

### **C. Research Aims**

This study is mainly to answer the research problems under the study which has previously been formulated.

1. To find out the feature of ice breaker usage applied by the teacher to attract students' attention in learning English.
2. To find out the variety of students respond on the use of ice breaker



#### **D. Significance of the Study**

This study is expected to give significance both theoretically and practically.

##### 1. Theoretically

This study has usefulness to be a reference for other researchers who are interested in conducting similar studies. It can help the teacher to find out the theory of ice breaker in English language teaching. It presents new knowledge regarding ice breaker activities in English language classroom. From this knowledge, teachers can enhance their classroom into conducive atmosphere. Furthermore, this study can give a solution for handling students who have less motivation and difficult to absorb materials.

##### 2. Practically

Through this study has benefits for the teachers, students, and school. The contributions are:

###### a. Teacher

Ice breaker can be used by the teacher as a strategy to attract students' attention in learning English language. It helps teachers to extend their capabilities to lead instructional process in English language classroom. By using ice breaker, students become more attractive and ready to learn. Therefore, the students more easily to understand the materials taught by the teacher.

###### b. Student

The students can improve and develop their skills in English language in terms of speaking, vocabulary, and pronunciation skills through ice breaker applied by the teacher. In

instructional process, students will be more active, comfortable, and enjoyable. Furthermore, it can give the real impact and positive influences for mastering their English language.

c. School

This study is expected to bring positive impacts for the school to solve some problems and to achieve instructional goals in educational field.

**E. Terminology**

There is a term in this study which should be defined in order to avoid misunderstanding. This term is:

1. Ice Breakers

Ice breakers activities is an interesting strategy to start a lesson can be used by the teacher to engage students in English language classroom (Robertson & Acklam, 2000). Chlup and Collins (2010) explain that “ice breakers encourage participation by all, helping a sense of connection and shared focus to develop” (p. 34). Besides that, it helps to relax participants thereby allowing them to be more receptive to listening and contributing. Hutasoit and Tambunan (2018) claim that ice breakers are the most strategy used in instructional process by the teacher to begin a meeting, to relieve stress, and to provide needed breaks during intense meetings.

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter explains the statements of any literature that have something to do with this research and the some relevance studies related to this research. It reviews the maintaining English language classroom, the strategies in English second language, the theories of ice breakers, and previous studies on ice breaker usage in English language classroom.

#### **A. English Language Classroom**

##### **1. Maintaining English Language Classroom**

Maley (2010) identifies that the general factors in maintaining the English language classroom, those are:

- a. Establish a relaxation: in English language classroom, there are non-judgemental atmosphere where students feel confident enough to let go and not to worry that their every move is being scrutinised for errors. It means attending to what they are trying to express rather than concentrating on the imperfect way they may express it.
- b. Creating constraints: the constraints also act as supportive scaffolding for students. In this way, both the scope of the content and the language required are both restricted. By limiting what they are asked to write. For example, students are relieved of the pressure to write about everything.
- c. Establish a discussion: encouraging students to discuss their work together in a frank but friendly manner. We get good ideas by bouncing them off other people (Johnson, 2010). In addition, the teacher needs to help the students to establish an atmosphere where criticism is possible without offence.

- d. Clarity: teachers need to make it clear that what they do in the classroom is only the tip of the iceberg. To get real benefit from these activities, they need to do a lot of work outside class hours because most of what we learn, we do not learn in class.
- e. Be a role model: in this way, working with the students are not simply telling them to do things, especially true for reading and writing activities. When the students look at the way teacher does reading and writing, they will be more likely to engage in these activities themselves. Furthermore, teachers do not allow to underestimate your students because their capacity or ability for creativity will astound you.

## **2. The Roles of Teacher**

Regarding to Harmer (1990), a teacher has six significant roles in the classroom, they are controller, prompter, participant, resource, and tutor.

### **a. The teacher as controller**

The teacher as a controller in complete charge of the class, what students do, what students say, and how students say. In the classroom, the teacher is the center of attention that can inspire through their knowledge. Djamarah (2005) states that as a controller, teacher can help, repair, and assess critically concern of teaching process. Controllers take the register, tell students things, coordinate lessons, read aloud and exemplify the characteristics of a teacher-facing classroom. When teachers act as controllers, they are responsible for the class and the event that takes place often 'led' by the front. Teacher who see their task as the transfer of knowledge to their students are typically very confident with their own role as controllers.



b. The teacher as prompter

The teacher encourages students to participate and makes suggestions about how students may proceed in an activity. When learners are literally 'lost for words', the prompter can encourage by discreetly nudging students. Besides that, students can somehow lose the thread or become unsure how to proceed. In this way, the prompter in this regard can prompt but always in a supportive way. It is because teachers need to inspire students to think creatively, rather than holding on to teachers' word only. The students also often have to pursue single-language students to speak English instead of using their mother language.

c. The teacher as participant

This role improves the atmosphere in the class when the teacher takes part in an activity. "Teachers not only expected to the one who correcting anything goes wrong but also they are expected can join students activity as the participant" (Harmer, 2011, p. 61). In this way, if the teachers are able to stand back and not become the center of attention, it can be a great way to interact with learners without being too overpowering. For this reason, teacher can enliven the whole class. On the other hand, when teachers act as participants, they can easily dominate proceedings. This is hardly surprising because teachers usually have at their disposal than their students do, but the teacher is still often regarded as an expert and needs to be listened carefully than other students.

d. The teacher as resource

The teacher is a kind of walking resource center ready to offer help if needed, or provide learners with whatever language they lack when performing communicative activities. The teachers must make themselves available so that learners can discuss or consult with them. Cunningsworth (1984) claims that learning activity will not be of much



help to the learner of English, unless they present and practice English in a systematic and comprehensive way, so that new language can be assimilated by the learners. As a resource, the teacher can guide learners to use available resources such as the internet for themselves, it certainly is not necessary to spoon-feed learners, as this might have the downside of making learners reliant on the teacher.

e. The teacher as tutor

The teacher acts as a coach when students are involved in project work or self-study. In addition, the teacher provides advice and guidance and helps students clarify ideas and limit tasks. This role can be a great way to pay individual attention to a student. It can also allow the teacher to tailor make a course to fit specific student needs. However, it can also lead to a student becoming too dependent or too comfortable with one teacher and one method or style of teaching.

### **3. The Categories of Learner**

According to Willing (1987), there are four styles of learners in language learning. First, convergers, students prefer to avoid groups because they believe in their own ability that they are independent and confident. Most importantly, they can impose their own structures on learning, and also they tend to be cool. Second, conformists, the students prefer to emphasize learning about language over learning to use it. They are perfectly happy to work in non-communicative classrooms, doing what they were told. Therefore, this category is one which prefers to see well-organised teachers. Third, concrete learners, the students thought like conformists, they are interested in language use and language as communication rather than language as a system. In addition, they enjoy games and group work in class. The last one is communicative learners, the students are much more interested in social interaction

with others. Therefore, they are comfortable out of class and show a degree of confidence and a willingness to take risks which their colleagues may lack.

## **B. Strategies in English as a Second Language**

The use of learning strategy is an integral part of second language learning and school success. "Strategies in English second language or English foreign language are especially important for language learning because they are tools for active, self-directed involvement, which is essential for developing communicative competence" (Oxford, 1990, p. 1). Therefore, learning strategies are crucial as steps taken by students to enhance their own learning. Singh (2008) classifies that there are two strategies in language learning, they are autocratic strategies and permissive strategies.

### **1. Autocratic strategies**

Autocratic strategies of teaching are traditional style in teaching. In this case, teacher is a content centered, teacher remains more active, and students are passive listeners. This strategy tends to achieve the effective cognitive learning of students. Therefore, this strategy emphasizes presentation, not considering the students' ability, interest and personality. Regarding Singh (2008), there are some methods that are usually used in autocratic teaching strategies. First, lecture. The lecture method can be very effective when used in conjunction with active learning and teaching strategies. It has many advantages, particularly in the large classroom, and effective in meeting instructional goals. Second, lesson demonstration. Demonstration method focuses to achieve psychomotor and cognitive objectives. In education program, it is used to develop the skill of the student. Third, tutorials. Tutorial method is a teaching method that a tutor guides students, usually individually, in a particular subject or for a certain purpose. Fourth, programmed instruction. This method is an autocratic and individualized strategy that focuses on psychological principles of operant conditioning.

## 2. Permissive Strategies

Permissive strategies are mainly students-centered and affective objectives which the students largely determine content. This strategy creates student and teacher interaction more active in instructional process. Singh (2008) claims that there are some strategies that usually used in permissive strategies, they are question-answer, group discussion, role playing, discovery, brainstorming, jigsaw, critical thinking, writing, games, and experimental simulations.

### C. Ice Breaker

#### 1. Definition of Ice Breaker

Ice breaker activities is an interesting strategy to start a lesson can be used by the teacher to engage students in English language classroom (Robertson & Acklam, 2000). Chlup and Collins (2010) explain that “ice breakers encourage participation by all, helping a sense of connection and shared focus to develop” (p. 34). Besides that, it helps to relax participants thereby allowing them to be more receptive to listening and contributing. Hutasoit and Tambunan (2018) claim that ice breakers are the most strategy used in instructional process by the teacher to begin a meeting, to relieve stress, and to provide needed breaks during intense meetings.

Verma and Pathak (2011) define that ice breaker as activities used on various learning community occasions for purposes such as energizing the group, tension reduction, feedback and disclosure. As Dixon et al. (2006) state in his study that the ice breaker is defined as a medium that enable the group leader to foster interaction, stimulate creative thinking, challenge basic assumptions, illustrate new concepts, control students’ feelings and introduce specific materials. In line with, affective activities are those used in classrooms that invite learners to express beliefs, feelings, emotions, and so on (Benati & Van Patten, 2010, p. 62).

Affective filter is a term that explains language (input) enters or does not enter the learners' head. Furthermore, for those learners with "high affective filters" block out language due to attitudes, and emotions. Thus, any activities usage of affective refers to the "personal" side of things in acquisition. In addition, the ice breaker is additional support of the instructor in the classroom to enhance the learning process. Ice breaker allows for a student to become emotionally connected with school and increases motivation (Kelly, 2004). Ice breaker activities are not only used as introductions but also used to motivate student moral throughout the course duration, student engagement, social interaction, establish community sense (Chlup & Collins, 2010).

## 2. Types of Ice Breaker

Ice breaker activities can be defined as every act that teachers apply in the classroom to make the students get interested in the lesson. Zhang (2000) categorizes that the teacher used ice breaker activities into several groups. First, reading stories was a good technique to make the students speak- up. It improved both listening and speaking ability of learners. Second, question and answer are demanded students' participation and immediate feedback that caused interest and motivation. In "question time" activity students could build on their prior knowledge and at the same time, used vocabulary and structures that were connected with a particular function. Third, using pictures have the advantages of being easy to prepare and organize, being interesting, meaningful and authentic. In line with, Waren (1985) states clearly what his pedagogical purposes were: the photographs were selected in order to motivate the students and the activity was devised to stimulate natural discourse in the classroom (p. 45). Pictures were also useful in developing students motivation and provided a general background and context.

As Hutasoit and Tambunan (2018) classify in their study that there are nine kinds of ice breaking activities. First, yel-yel. Second, clap hands. Third, body movement. Fourth,



song. Fifth, games. Sixth, joke. Seventh, joke. Eighth, magic. Ninth, audio visual. Different kinds of ice-breakers can be used by teachers to encourage students to interact with each other and the teacher as a major role player in the learning environment (Williams & Southers, 2010) cited in Yegahnepour (2016).

### 3. The Principles of Ice Breaker

Ice breaker is essential technique for students in a positive way by making sure that all of students feel enjoy and comfortable. The exercises or activities the teacher used at suitable time to bring more motivation among the students are considered as ice breakers. Yeganehpour (2016) defines ice breaker as a tool that involves the use of media, physical activity, brain teaser activities that can be a good way to break the ice in the English language classroom. She believes that ice breakers have to be simple, i.e. the length of the ice breaker should not be too long and too short. According to Yeganehpour (2016), there are five principles of ice breaker that can be followed to achieve instructional outcome. First, simple materials or activities. In English language teaching, the teacher must know what students' need and ability before instructional process begin. The simple or authentic materials are more understandable rather than use textbook or give lots of homework in every meeting. Second, non-threatening. It is very crucial in instructional process because the teacher should be able to make students absorb and accept the knowledge by themselves without any forced. For example, teachers are giving a punishment if the students do not listen to the teachers' explanation. It is generally suggested that teacher should be not give a punishment, but she/he has to attract students' attention to listen the knowledge. Third, relevant. The activity used in learning process given by the teacher must be related to learning topic. Fourth, energizing. One of the goals of ice breaker usage in the classroom is to energize students in particular moment. In English language classroom, some students can be not fully focus on the learning process because of some reasons such as bored, sleepy, non-conducive classroom



atmosphere, and difficult to understand the materials. In energizing section, icebreaker should excite and increase students' energy by engaging them in physical activity or any other activities. Fifth, open-ended. This principle is determined whether the teacher successfully created a conducive classroom atmosphere, it can be seen from students' participation, reaction, and motivation.

#### 4. The Function of Ice Breaker

Advances in teacher competencies have led ice breaker be the most radical tools of social development in educational the field which affected the classroom teaching-learning situation positively. As Kavanagh et al. (2011) mention in their study, ice breakers can lead a discussions of learning and how best to learn English on the nature of knowledge. Various kinds of ice breaker activities are making the language teachers' mission lively and active. Language teachers are using ice breaker to deliver their knowledge and information of the target language to the students making the class interesting. Yeganehpour (2016) claims that "ice breaker activities provide students the opportunity to interact with each other, share and discuss their perspectives about every lesson, but also take them a step further, helping them to learn what it means to be successful and happy at school" (p. 22) . In line with, she argued that ice breaker can help individuals ease into a group setting. Yeganehpour (2016) claims that the purpose of ice breakers as helping students who does not have the confidence to strike a conversation by developing communication skills and team building, among students, and promoting learned by stimulating their minds and their bodies.

#### 5. The Importance of Ice Breaker Usage

As Hengki (2015) mentions in his study that language learning can take place everywhere, inside and outside the classroom. He claims that inside classroom created as an optimum place used in language learning to establish a good interaction. In fact, teaching and

learning of English as an international language, on the other hand, have been faced with some problems. Most of the students are eager to converse in the language, so practice is the primary importance in their learning experience. However, students sometimes do not have sufficient commands to engage in conversation. Dixon (2006) identifies in their study, students simply are not prepared for many kinds of English learning, and if pushed into it, they will make so many errors that the experience will prove to be counterproductive. An effective classroom ice breaker can help teachers in creating a positive and joyful classroom atmosphere. Many teachers put too much mechanical activities and they think it is the best way to spend time in the classroom. Otherwise, students get more stressed and frustrated to understand the materials. The icebreakers are intended to refresh the situation, reduce tension, and reload the energy and enthusiasm of the members (Chlup & Collins, 2010).

According to Johnson (2012) an appropriate planned academic ice breaker can stimulate mental and emotion of students, decrease students' anxiety, enhance critical thinking, establish cooperative classroom, develop positive teacher-student rapport, engage economic, social, and cultural boundaries, introduce an academic subject, establish the teacher's authority, promote cooperative behaviour, set the emotional "climate" of the classroom, create positive attitudes toward school and learning. A well-designed ice breaker also helps to quickly assess participants; their current skill or knowledge levels; their attitudes to you and the learning environment (Collins, 2010). It approves learners working at distance to make connections, learn about each other, and encourage the development of trusting relationships. In line with, these relationships will support collaborative learning and constructivist learning environments (Dixon, 2006). Moreover, ice breakers usage can also contribute to develop cultural awareness and tolerance, breaking down barriers, and overcoming separation and loneliness (Kavanagh et al. 2011). In line with, ice breaker usage

contribute teachers in transmitting the knowledge into impressive way to give the variety in the classroom and establish teaching learning more effective.

#### 6. Ice Breaker Usage in English Language Classroom

The effectiveness of teaching is generally assessed by students outcomes, which are influenced by teachers' performance and the strategies used in the classroom. Nowadays, most of the students in a school are commonly used their native language to speak everyday. The phenomena causes students are unfamiliar of English language, get stuck tongue-tied, difficult to understand, and lack of vocabulary to use English language in the classroom. “Students who speak their native languages, most of the day, especially at school, often find themselves tongue-tied in English classes, as shifting between requires mental adjustment” (Al-Jarrah et.al, 2019, p. 77). In this case, teachers need to create a new formula for their performances, strategies, and methods to achieve a good students’ outcome. Harmer (2004) states that the teacher should be able to adopt a variety strategies or roles within the classroom which facilitate learning. Therefore, ice breaker can be used as a part of warm activities that English teachers use to help students accomplish their English goals in the class (Al-Jarrah et.al, 2019).

Ice breakers can be a great way to start teaching and learning process, because it can helps the participants more relax and enjoy which makes them more receptive to listen and to contribute. However, an ice breaker activity should not be too long and not too short. In the classroom, the teacher can start by introducing the activity to the group and explain the justification for using it. Additionally, teacher might provide a symbol for when the activity is over, such as ringing a bell and clapping. In this case, the teacher should pay attention for the students because not all students will match up easily as some students are shyer than others, some may be resistant, or there may simply be an odd number in the class. Furthermore, the teacher can indicate who will start first, for instance; the students with the tallest body or the

student whose birthday is closest, etc. Debrief by asking a few pairs to share with the group what they learned about their partner, or one thing they discovered that they have in common with each other.

#### **D. Previous Studies on Ice Breaker Usage in English Language Classroom**

There are numbers of studies related to this study. It is widely known that the studies (Yeganehpour, 2016; Yeganehpour & Takkac, 2016; Hutasoit & Tambunan, 2018), explore the effect of using icebreaker in teaching speaking. Those studies were to find out the use of ice breakers affected the students in every factor of vocabulary, grammar, pronunciation, and fluency that considered in testing learners' speaking ability. Yeganehpour (2016) and Hutasoit and Tambunan (2018) use experimental teaching as a research method in their studies to collect data. The result of these previous studies mostly revealed that there is a statistically significant difference between the control and experimental group which can be attributed to the ice breaker. Control group showed that there was no improvement by the students. In experimental group, students were encouraged to speak more comfortably, especially in high levels that most of their attempt is to find the best structure, to have the best choice of words, and to speak fluently. Meanwhile, Yeganehpour and Takkac conducted the actual classroom research and pre-test and post-test were conducted in the study. The findings showed that a considerable difference between the mean score which the performance and the amount of improvement students' speaking ability are better. Furthermore, descriptive analysis was conducted to gain the factor in using ice-breaking had a positive effects in all factors, pronunciation was the most improved factor and grammar was the least improved factor.

McGrath et al. (2014) and Rahmayanti et al. (2019) conduct a research to find out the use ice breaker in improving students' motivation. The concept of these previous studies were



different. McGratch et al. (2014) introduce the use of icebreaker to ease the pressure on students who are new to online learning English. The role of ice breaker were to create, to maintain interactive, and to motivate learning environments. They used Salmon's five-stage framework to motivate and to engage students in learning English via online. The result of the study revealed that ice breaker enable students to become familiar with one another. It also contributed to to develop cultural awareness, tolerance, breaking down barriers, and overcoming separation and loneliness. Meanwhile, Rahmayanti et al claims that ice breaker can be used in the classroom as it provides several advantages for the students, one of them is students' learning motivation. They used pre experimental teaching as a method to collect data in the study. The findings showed that ice breaker can definitely improve the students' motivation in learning English. Therefore, teacher can apply this strategy in the English language classroom.

Another influential study was conducted by Yeganehpour (2012), she found that the functions of using mother tongue as an ice breaker strategy in reading comprehension. She used a questionnaire to collect data and it revealed some functions of code-switching. Based on Yeganehpour's study, code-switching is an ice breaker that natural and purposeful phenomenon which can facilitate, also support communication. The result of the study revealed that most students use code-switching to give emphasis, to elaborate, to clarify, to shift the mode of discourse, to change topic, to open and close conversation about related context in reading comprehension.



## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter covers the research methodology that includes research design, research sites and participants, methods of data collection, and methods of analysis.

#### **A. Research Design**

This study was designed based on the mixed method. Mixed method focuses on collecting, analysing, and mixing both quantitative and qualitative data in a single study or series of studies (Creswell et al. 2003). Qualitative data is needed to answer the first research question and quantitative data is needed to answer the second research question. Exploratory sequential design where the qualitative data is collected first, followed by collection and analysis of quantitative data (Creswell, Plano & Guttman, 2003). The study was aimed to explore the ice breaker usage of three English classes applied by the teachers and to find out the response of students only who were in English classroom observed by the researcher.

#### **B. Research Sites and Participants**

This study was conducted at MA Darul Ulum located in Jln. Syiah Kuala No. 5, Kelurahan Keuramat, Kecamatan Kuta Alam, Banda Aceh. Madrasah Aliyah Darul 'Ulum was established by the Islamic Community Development Foundation in 1990. To conduct the study, two English teachers of MA Darul Ulum Banda Aceh are selected as the participants. The participants of this study are selected by purposive sampling technique. Purposive sampling involves identifying and selecting individuals or groups of individuals that are especially knowledgeable about or experienced with a phenomenon of interest (Creswell & Plano, 2011). Two English teachers were selected to be observed to figure out how the feature of ice breaker usage in English language classroom. Additionally, 90 students

from X IPA 2, XI IPS 1, XII IPS 2 were selected to find out the students respond on the use ice breaker usage applied by the teacher.

### **C. Methods of Data Collection**

To carry out the data needed, the researcher applies some technique which is considered appropriate; they are in-depth interview, observation and questionnaire. The explanation would be discussed as follows:

#### **1. In-depth Interview**

This technique is undertaken to answer the first research question which is “How does ice breaker usage that teachers use attract students’ attention in English language classroom?”. Boyce and Neale (2006) state that in-depth interviewing is a qualitative research technique that involves conducting intensive individual interviews with a small number of respondents to explore their perspectives on a particular idea, program, or situation (p. 3). The researcher conducted in-depth interview –face-to-face- to get the data from various participants’ perspectives. In this study, interview conducted with 2 (two) English teachers who taught the students in English language classroom when observed. The researcher provided six questions to get the answer of primary research question to insist of icebreaker usage in English language classroom.

### INTERVIEW QUESTIONS

1. What grade are you teaching?
2. What do you know about ice breaker?
3. Have you ever applied ice breaker in your class?
  - a. Which activities do you use to attract students attention in ELC?
  - b. Does those activities of ice breaker affect students' attention?
  - c. Please explain it.
4. What is your opinion about the use of ice breaker in English language classroom?
  - a. Is it important in teaching English language? Please explain it.
5. Based on your experience, what is the impact of ice breaker activities in ELC?
6. Do you find any problems in applying ice breaker?

**Figure 3.1** List of interview questions

(See Appendix C)

#### 2. Observation

Observation is a method used in research related to behavioural sciences (Kothari, 2004). Observation was one procedure of collecting the information by observing sample and places at the research site (Creswell, 2012). In this study, the researcher observed three classes taught by two English teachers. Furthermore, the researcher observed the participants for one meeting of each class. It caused by teachers' action. Basically, teachers' action appeared by her/himself without any preparation. When the teachers are familiar with kind of ice breaker activity and they always apply it in the classroom, it will appear automatically. Therefore, the researcher was no need to observe the participants twice or more than it.

**Observation Sheet**

Sequence Number of Observation Sheet - [ ]

Grade Level :

Name of Teacher :

Date / Time :

Note :

| No               | Component to be Observed   | Description   | Checklist |    | Note |
|------------------|----------------------------|---|-----------|----|------|
|                  |                            |   | YES       | NO |      |
| <b>Clarity</b>   |                            |   |           |    |      |
| 1.               | Teachers' instruction      | 1.1 Spoken language is clear and easily understood                          |           |    |      |
|                  |                            | 1.2 Teacher repeats the instruction   |           |    |      |
|                  |                            | 1.3 Student understand teacher instruction                                  |           |    |      |
| 2.               | Teachers' action           | 2.1 Teacher teaches material with a tool to support learning English        |           |    |      |
|                  |                            | 2.2 Teacher teaches material without learning materials or any tools        |           |    |      |
|                  |                            | 2.3 Teacher focuses on the textbook in instructional process                |           |    |      |
| <b>Relevance</b> |                            |   |           |    |      |
| 1.               | Relate students' knowledge | 1.1 Reflects on students' prior knowledge or experience                     |           |    |      |
|                  |                            | 1.2 Teacher uses a clue before apply the ice breaker activity in the lesson |           |    |      |

**Figure 3.2 List of observation sheet***(See Appendix F)***3. Questionnaire**

Arikunto (2002) states that the questionnaire is written questions used to gain information and responses from respondents in a one-way communication. In this study, questionnaire carried out by the writer to measure the students' responses on the use ice breaker in English language classroom. After instructional process done by the teacher, the writer distributed the questionnaire form and guided the students how to answer the questions. Furthermore, the writer suggested them to choose the most suitable answer based on their opinion.



### QUESTIONNAIRE

Nama :

Kelas :

Pilihlah salah satu jawaban dari pertanyaan-pertanyaan di bawah ini dengan mengisi tanda centang (✓) sesuai dengan pendapatmu!

Keterangan

SS : Sangat Setuju  
 S : Setuju  
 TS : Tidak Setuju  
 STS : Sangat Tidak Setuju

| No | Pernyataan  | Pilihan Jawaban |   |    |     |
|----|---|-----------------|---|----|-----|
|    |   | SS              | S | TS | STS |
| 1  | Bahasa Inggris adalah bahasa internasional yang sangat bermanfaat untuk saya. |                 |   |    |     |
| 2  | Belajar bahasa Inggris sangat menyenangkan.                                   |                 |   |    |     |
| 3  | Ice breaker adalah strategi pembelajaran yang sangat bermanfaat bagi saya.    |                 |   |    |     |
| 4  | Ice breaker adalah strategi yang menyenangkan dalam belajar bahasa Inggris.   |                 |   |    |     |
| 5  | Guru menerapkan ice breaker dalam mengajar bahasa Inggris dikelas.            |                 |   |    |     |
| 6  | Penggunaan ice breaker membantu kamu dalam memahami bahasa Inggris.           |                 |   |    |     |
| 7  | Guru menerapkan aktifitas ice breaker yang beragam didalam kelas.             |                 |   |    |     |

**Figure 3.3 List of questionnaire**

*(See Appendix G)*

## **B. Methods of Analysis**

### **1. In-depth Interview**

The researcher described the answer of 2 English teachers using Miles and Huberman (1994) model of qualitative data analysis. The process is divided into three steps:

- a. Data reduction : the process make sharpen, categorize, direct, eliminated and organize the data that found from research to get conclusion and verification. The researcher took the relevant information from interview result about the use of ice breaker in English language applied by the teacher.



- b. Data display: after reducing the data, the researcher organized and compresses the data from interview. Teacher displayed the data and presented in form of description or narrations.
- c. Data verification: the researcher made the conclusion from interview result and present it in the discussion (Miles & Huberman, 1994).

## 2. Observation

To analyse the data, the transcribed data of observation sheet analysed by the researcher. Additionally, the observation sheet was adapted from Storey (2016) related in this study. The observation of ice breaker usage in English language classrooms used by the teacher were recorded to up in collecting the data information. The whole process of teaching was recorded using a voice recorder and video camera to reflect what happens in the classroom. Larsen (1991) has noted that researchers can observe a language class using a data-collection device or instrument to record their observations e.g. using a recorder. Glesne (2006) claims that field notes or field logs are the primary recording tool for qualitative research. During the process of data collection in the classroom, the researcher acted as non-participant observes by joining the class from the beginning until the end, and did not involve in any activity in order to prevent interruption in the interactions carried out by the teacher. The researcher observed two teachers, the first teacher taught in a class (X IPA 2), and the second teacher taught in 2 class (XI IPS 1 & XII IPS 2). Each classes observed by the researcher only one meeting and each meeting of the classroom took 1 hour 45 minutes.

The researcher described the result of observation of three English classroom using Miles and Huberman (1994) model of qualitative data analysis. The process is divided into three steps:

- a. Data reduction: the process make sharpen, categorize, direct, eliminated and organize the data that found from research to get conclusion and verification. The researcher took the relevant information from interview result about the use of ice breaker in English language applied by the teacher.
- b. Data display: after reducing the data, the researcher organized and compresse the data from interview. The researcher displayed the data and presented in form of description or narrations.
- c. Data verification: the researcher made the conclusion from interview result and present it in the discussion (Miles & Huberman, 1994).

### 3. Questionnaire

The data of students respond on the use of ice breaker in English language classroom was analysed by counting the percentage of students answers in each question on the questionnaire. The answers' count of this study revered to metode statistika as the following formula is:

$$P = \frac{F}{N} \times 100\%$$

Note:

P : Percentage

F : Frequency

N : Number of Sample

100% : Constant Value

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSIONS**

This chapter serves findings and discussion based on the data that are gained from the in-depth interview, observation, and questionnaire, thus it was arranged to fulfill the purpose of the study. Those data collection techniques were conducted on 19<sup>th</sup> November- 29<sup>th</sup> November at MA Darul Ulum, Banda Aceh. There were only 2 English teachers who could be invited as participants by the researcher in the interviews. The selected interviewees were in initial of Teacher 1 and Teacher 2. To support the interview results, the researcher observed two participants in the classroom during instructional process. Furthermore, 90 students were selected as participants to fill out the questionnaire distributed by the researcher.

#### **A. Research Findings**

The research findings were explained based on the research questions. However, an additional finding which was not based on the research questions will be discussed at the end of this chapter. The research questions were “How does ice breaker usage that teachers use attract students’ attention in English language classroom?” and “How do the students respond on the use of ice breaker?”.

#### **B. The Result of Interview**

To answer the first research question, the researcher provided the findings of interview and observation. The researcher interviewed 2 (two) English teachers at MA Darul Ulum, Banda Aceh. A total of 6 (six) questions were asked related to their perception and experience on the use of ice breaker in English language classroom. The researcher interviewed two English teachers face to face before observing the classroom.

### 1. Teachers' understanding of ice breaker

Both participants gave various answers when they were questioned about their understanding of ice breaker. Participants on average **have limited knowledge and was not familiar with the name of ice breaker**. In fact, they actually applied ice breaker activities quite often in the classroom. These two participants stated that they have heard of ice breaker but do not know well.

#### (Teacher 1)

“I have only ever heard of it, ice breaker is a learning strategy that aims to restore the bad mood of students to be better. This strategy can also attract students' attention in returning the study”.

#### (Teacher 2)

“To be honest, I do not really know much about ice breaker strategy in teaching learning, because when I was studying in college, ice breaker was not as popular as they are now. In the past, we named it “Background Knowledge”. The goal of this strategy was to attract students' attention, so that they are ready to learn”.

Based on both participants, they actually knew a little knowledge of ice breaker because they have heard before. Regarding the opinion of Teacher 2, ice breaker is already used by the educators in the past but in different terms. She mentioned that “*Background Knowledge*” had a similar meaning and activity with ice breaker. Additionally, Teacher 1 was telling correctly about the aim of ice breaker usage in the classroom. She said that she had ever heard only about ice breakers.

### 2. Teachers' action in applying ice breaker

The two English teachers in MA Darul Ulum said that they **have applied kind of ice breaker activity in the classroom**. They often use ice breaker activities to attract students' attention **such as, games, body movement, and physical activity**. Ice breaker activities are usually **used by the teacher in the beginning of the class or before teaching and learning**



**process.** In fact, the researcher found that **one of the participants applied ice breaker activities in the last hours of the class.** She mentioned that it was helpful for her and for her students to make instructional process more fun at the end of class.

**(Teacher 1)**

“Yes I have applied it. “Simon Says” is one of the activities that I often apply in the classroom. I also applied body movement when I saw them being negligent and sleepy”.

**(Teacher 2)**

“I usually applied the ice breaker on the spot as needed. For example, various games of physical features such as stand up, touch your nose, body movement, and sing a song”.

Based on Teacher 2, she said that *“I usually applied the ice breaker on the spot as needed”*. It means that ice breaker activity is not only in the beginning of the class, but it can be used by the teacher anytime, as much as teachers’ and students’ needs. Additionally, the researcher found that both participants were applying various activities of ice breaker to attract students’ attention in English language classroom. For example, song, body movement, and any other physical activities.

*3. The effect of ice breaker activities*

Regarding the interview, both teachers agreed that ice breaker activity affected students’ attention in the classroom. Ice breaker is **a strategy used by the educator to make students feel enjoy and ready to learn.**

**(Teacher 1)**

“I applied “Simon Says” at the end of class because this activity make students more active and remind them of the lessons they have learned. “Simon Says” is a kind of word game that the participants need to move their body based on what the leader says. I also often ask my student to stand up suddenly in the middle of learning to make them wake up”.

**(Teacher 2)**



“I often applied word and number games to make students more active and fun in the classroom. Based on my experience, this is very helpful because students can remember words and numbers faster in English”.

Teacher 1 and Teacher 2 have great experience in teaching English by using ice breaker, when the teachers applied ice breaker activities, the students show that they are more active and they can absorb the material faster than usual. Furthermore, by interviewing both English teachers, the researcher can be concluded that teachers can create their own activities to attract students' attention. Based on Teacher 1, she said that ask the student to stand up suddenly in the middle of instructional process can make students wake up. It means that when the teacher asks students to wake up, his/her attention focuses on his/her teacher. Therefore, every act that teachers apply in the classroom to make the students get interested in the lesson is ice breaker activity (Zhang, 2000).

#### 4. *Teachers' opinion of ice breaker usage*

Based on the interview, Teacher 1 and Teacher 2 said that **ice breaker is important and needed in English language classroom**. In fact, they were teaching at a boarding school, so the students easy to get bored in a lesson because they have studied a lot in another school, named Dayah. Therefore, ice breaker is important for these teachers to approach students to learn English.

##### **(Teacher 1)**

“In my opinion, ice breaker is needed in instructional process. There are a lot of beneficial for the students and for me and this strategy is helpful to create a good classroom interaction. Every time I applied ice breaker activity in the classroom, students always give positive response and more enthusiasm in learning English”.

##### **(Teacher 2)**

“This is very important in teaching learning process. As a teacher, we cannot only teaches students by focusing on the texbook and lesson plan, but we must smart to select an interesting way and strategy to approach students in order to

get learning outcomes. In addition, the students here are not only learn English in school, but also they learn English in Dayah as well. Thus, the students were easy to get bored, tired, and lazy to learn English. Ice breaker could be one of an interesting strategy in teaching and learning English”.

These two English teachers have a positive opinion of ice breaker usage in English language classroom. The teachers agreed that ice breakers are crucial for instructional process. In fact, school in boarding school made the students feel bored, lazy, and unenthusiastic in learning. Therefore, ice breakers are needed to break the ice of students and to help teachers and students to create a good interaction in the classroom.

##### *5. Teachers' experience in applying ice breaker*

Regarding the interview, Teacher 1 and Teacher 2 gave various answers when they were questioned about their experiences in applying ice breaker for their students.

###### **(Teacher 1)**

“Based on my experience in teaching at the tenth grade, it is challenging. Most of the students come from junior high school background, not from Dayah or boarding school before. Sometimes, I find it difficult to teach English because there were some students who do not have an interest to learn English. Therefore, I applied ice breaker in my classroom to approach student with the learning topic”.

###### **(Teacher 2)**

“I am teaching in the eleventh grade and twelfth grade, Teaching English by using ice breaker in the eleventh grade, students become more active and interested in learning English. Classroom atmosphere is also comfortable and convenient because when I explained about a topic, students are more connected. They are more willing to give opinions in the classroom”.

Teacher 2 also added that because she taught in two classes, are the eleventh grade and twelfth grade, so she treated students by giving different activities with the students in the eleventh grade.#

**(Teacher 2)**

”In the twelfth grade, students already discussed exam questions for the national examination, so **I often applied the easiest activity of ice breaker such as singing a song and guess word.** Mostly, students are easy to get bored and tired quickly because they are constantly discussing and answering questions. Interestingly, students are more focused on answering the questions discussed”.

Based on the experience of Teacher 1, it can be concluded that school background of the students could be one of the factors that affected students become bored, lazy, unenthusiastic to learn English. Learning English everyday in Dayah and school made the students more tired than usual. Students who have junior high school background was not familiar with the system in boarding school. Therefore, Teacher 1 applied icebreaker to make them more comfortable in learning English. Meanwhile, Teacher 2 need to select the ice breaker activity between students in the eleventh and twelfth grades because they have different needs. Based on the experience of Teacher 2, ice breaker can be used by the teacher in any situation. Even though the students in the twelfth grade were discussing many questions, ice breaker still needed and increased their concentration.

*6. Teachers' problem in applying ice breaker*

Even though ice breaker is one of the strategies that has a lot of beneficial for instructional process, unfortunately, **both participants have some problems in applying ice breaker in the classroom.** In this case, the two English teachers have similar problem that difficult to find out the suitable activity with students' learning topic or material.

**(Teacher 1)**

“The problem is difficult to find an ice breaker activity that suit on the material to be taught. In addition, students' mood also a thing to be considered before applying ice breaker activity. Thus, I was a little confused about what activities have not been implemented in class and which are suitable for learning topic”.

**(Teacher 2)**

“There are some problems in applying ice breaker. I teach the tenth and eleventh grade. I often have difficulty in finding what activities are suitable for their level and ability. In addition, ice breaker activity can be used for all levels of grade, but a little difficult to find activities that suitable with learning topic or material. Also, sometimes when I apply ice breaker activity such sing a song, they do not want to stop to sing and do not want to continue the topic or material. Thus, it is difficult to choose what kind of ice breaker that do not make students addicted and keep focus in the learning process”.

Regarding the interview, mismatch between learning topic and learning activity of ice breaker is the main problem in applying ice breaker activity. Both participants said that they are still confused to select a good activity related to learning topic. Teacher 2 explained that if the teacher gave mismatch between topic and activity, the students become addicted and they cannot focus on the materials. It means they prefer to keep playing with ice breaker activity than focused on their learning materials. Additionally, students' mood also become a problem in applying ice breaker.

**C. The Result of Observation**

To validate the result of interview, the observation mainly focused on how does teachers' action to attract students by using ice breaker usage which their action on the use ice breaker was valued by the observation sheet. Two participants were observed by the researcher during teaching and learning process. There were five components to be observed in terms of clarity, relevance learning activity and topic, non-threatening, energizing, and interesting. Those components were main point to be analysed by the researcher.

1. Clarity

In this section, the researcher focused on the clarity of how teachers' instruction and how teachers' action before applying ice breaker to the student in English language classroom. During the observation, the researcher was not found the statement or the question



that explain the students do not understand of teachers' instruction. Every time the teacher gave instructions, the students did what they have to do based on the teachers' instruction without ask twice of the explanation. Additionally, there was no misunderstanding of teachers' instruction from the student. During the teaching and learning process, teachers used mixed languages which are English and Indonesia language. Teacher spoke in English first then repeat in Indonesia language, so the students can understand teachers' instruction clear and easily. Therefore, the teacher do not have to repeat the instruction twice for the student. It means that the students understand what they were going to do with the teacher. Based on the explanation above gained from the result of observation, it can be concluded that both of teachers gave a clear and good instruction before apply ice breaker activity in the teaching learning process.

Meanwhile, in teachers' action, it shown that only Teacher 2 who use a tool to support the students material in learning English. She used a dictionary and a collection of words in small pieces of paper to support learning English in XI IPS 1 and also she use the lyrics of song in a sheet of paper to teach English in XII IPS 2. Meanwhile, the researcher found that Teacher 1 did not use any tool in teaching, but the classroom still ran well and harmonious because the teacher use physical activity requires students to move. Additionally, the two of English teachers in MA Darul Ulum did not use textbook as a learning and teaching guidance. Both of teachers only use their knowledge and experience to teach a topic and they connect the topic with ice breaker activity. During instructional process, the student understand what the teacher taught to them even though they did not use textbook. Regarding to the explanation above, there were only one teacher who provide tools in instructional process and only one teacher who taught English without any tools. It can be concluded that English language classroom can ran well, even though there are no tool or textbook to



support learning English. Teacher 1 apply physical activity as ice breaker to support learning English, she did not need any tool but she can taught English for the student properly.

## 2. Relating of Students' Activity and Learning Topic

Based on the observation, the two English teachers reflects students' prior knowledge with learning topic. Before the Teacher 1 explains about descriptive text, the teacher asks students, *"could you please to close your eyes and imagine how your mother looks"*. In addition, the teacher asked one of the students to explain how her mother looks. The student answered *"my mother is very beautiful person in my life because she has brown eyes and tall body"*. Furthermore, teacher ask to all students that *"what your friend did just now?"*, students answered *"she explained how her mother looked"*. Based on the explanation above, the teacher connected the learning topic with students' knowledge by having students to close their eyes and imagining their mother look. Additionally, before the Teacher 2 give explanation more about passive voice, the teacher discussed about past tense, which was the material that has been taught before. Meanwhile, during the observation of XII IPS 2, teacher 2 did not reflect students' knowledge with the learning topic. Therefore, after the teacher has finished teaching English in the classroom, the researcher clarified by conducting a short interview to ascertain *"why the teacher does not reflect students' knowledge with the learning topic"*. Teacher 2 answered that *"because we were just discussing the question of national examination, we have no learning topic for today"*. It means that there were no specific discussion of learning material, thus teacher did not reflect students' knowledge with the topic.

During the classroom, before the teacher invited student to play simon say, Teacher 1 give a key word such as *"where is your nose?"*, *"where is your friends' nose?"*, *"where is your teachers' arm?"*, students were spontaneously pointed out what teacher ask. Additionally, one of the student asked to the Teacher 1 that *"Ms, are we gonna play a*

*game?*”. It means the key word that given by the teacher as a clue succeed to make student guess what they were going to do next. Meanwhile, when Teacher 2 taught students in XI IPS 2, she did not give any clue to the students. Before applying ice breaker activity named find the noticed, the teacher directly explain the instructions. Even though the teacher did not taught a particular topic in XII IPS 2, teacher 2 also apply kind of ice breaker named song in the class. The clue given by the teacher was asking students about the famous song by Maher Zein. Students answered were “*Medina, Mrs*”, “*I love that song, Mrs*”, “*Are we going to sing that song before discussing those questions, Mrs?*”. It means that students directly caughted what the teacher was going to do with them.

### 3. Non-Threatening

This section focused on the teacher-student rapport and time allocation in applying ice breaker to the student in English language classroom. Regarding the classroom observation, Teacher 1 & 2 encouraged students to participate cooperatively in teaching learning process. Both teachers were teaching positively with enthusiastic and passionate about the learning topic to the student. It was very crucial to create a good rapport because students respond positively when they feel the teacher is more enthusiastic. Additionally, when the two of English teachers provided ice breaker activity, students were more enthusiasm to accept the knowledge given by the teacher, and they participated in the classroom by responding to the teacher. Based on the classroom observation, almost all of the students were paying attention to the teacher. When the teacher asks one of the students, he could answer directly. Interestingly, students ask a question about learning material that they did not understand before the teacher gave them a time to ask. It means that the students were paying attention, thus they want to know more about the materials.

Furthermore, in time allocation, Teacher and Teacher 2 were used ice breaker in the classroom about 10 to 15 minutes. The teachers were guided the student to complete the activity, if the student took a long time to finish it, the teacher helped the student to make it quick. It means that teachers do not want the student learn and play for a long time. The teacher needs a time to explain the material seriously without any movement and humor. During the classroom, Teacher 1 and 2 were managed their time very well. Both teachers knew when they have to give ice breaker activity and when they have to be serious to explain materials. Teacher did not apply ice breaker for the whole time in instructional process. It was crucial to know time management in teaching process, because if the teacher gave ice breaker activity to the student in the whole time, students' concentration of the material decreased.

#### 4. Energizing

In the classroom, Teacher 1 and 2 applied an interactive games in English language classroom. Teacher 1 used "*Simon Says*" in teaching descriptive text and Teacher 2 used "*Find the Noticed*" in teaching past tense. Simon Says and Find the Noticed were one of interactive games and activity in ice breaker. These activities helped the teacher to attract students' attention and the students were enjoy in learning English. By applying Simon Says and Find the Noticed activity, the students indirectly already doing physical activity or body movement. Simon Says was a good activity to train students' concentration and attention, because the activity of Simon Says need physical actions such as raise your arms, touch your toes, touch your head, and many more. Meanwhile, Find the Noticed was interesting activity to train students' attention and critical thinking, because the activity of Find the Notice required the student to find part of speech of words to complete the sentence. Students need to come to another group to ask a clue. Therefore, classroom were fun and enjoy by implementing these activities.

During classroom observation, the researcher found that only one teacher who ask students to solve a problem in a group. Teacher 2 divided the student in a group to do Find the Notice activity. The teacher gave the student a mission to find out part of speech of words to complete the sentence. So that the students were solving the mission with their own group and write it on the whiteboard. Additionally, before Teacher 2 gave the explanation about passive voice topic, teacher reviewed past tense topic that they have learned before by asking student spontaneously in the classroom. Teacher 2 conducted this point in the beginning of the class, so almost all of the students cannot be silenced. Thus, the teacher asked one of them about prior topic and all of the student directly pay attention and open their notebooks. It means that ask student spontaneously can attract students' attention to focus on their teacher and lesson.

#### 5. Interesting

This section focused on how students' participation and how students' reaction on the use ice breaker activity applied by the teachers. Regarding the classroom observation, almost all of the students participated in the classroom. Some of the students were confidence to engage themselves into group discussion and with their teacher. When the teacher explained the learning topic, almost all of the student connect with the teacher. In addition, when Teacher 2 were discussing with one of the group discussions, some of the student in another group look like unconfidence, because they just be silence. Furthermore, the teacher noticed the student who just be silence and create a joke for them to break the ice of the student, for example *"have you take a shower today?"*, *"Iskandar is a cool boy ever"*, after that the silence student laughed and focused on the lesson. Meanwhile, the student were enthusiasm when the Teacher 1 invited them to play a *"Simon Says"* games in the classroom. It proved by students' answer during the observation that *"Yeayyy!!!"*, *"How to play that, Ms?"*. It means that they were excited to play that games. During the student and teacher played the



“*Simon Says*” activity, students were more active by screaming, exciting, laughing, and asking when they do not know something to the teacher. Additionally, when Teacher 2 said enough to play find the notice activity, students were cheerless. The student said “*Ms, let’s play more this one*”. It means that student were enthusiasm and more active when the teacher applied that activity.

Additionally, the researcher found that students were interested and motivated to know more about the learning topic by asking the teacher some questions. During the teacher’s explanation, the student were respecting the teacher, they were paying attention to what the teacher said. After the two English teachers applied ice breaker in their own class, students’ reaction showed interested and motivated to the activity of ice breaker. By asking the teacher about learning topic, it means that the student understands what the teacher explain about and want to know more about it.

#### **D. The Result of Questionnaire**

Questionnaire as instrument was carried out to answer the second research question which is the student respond on the use of ice breaker. The questionnaire was distributed to the students, it consisted of 15 questions related to the ice breaker usage in English language classroom. A total of 90 students were given a questionnaire sheet to fill it based on their experience by the researcher. As mentioned in chapter III, the data of the questionnaire were analysed by using the following formula:

$$P = \frac{F}{N} \times 100\%$$

Note:

P : Percentage

F : Frequency



N : Number of Sample

100% : Constant Value

Furthermore, the result of each question in the questionnaire elaborated detail in following table:

**Table 4.1**

*The importance of English language*

| Options              | Frequency | Percentage (%) |
|----------------------|-----------|----------------|
| a. Strongly Agree    | 66        | 74 %           |
| b. Agree             | 23        | 25 %           |
| c. Disagree          | 1         | 1 %            |
| d. Strongly Disagree | 0         | 0 %            |
| <b>Total</b>         | <b>90</b> | <b>100 %</b>   |

Table 4.1 shows that 74 % of the students chose strongly agree and 25 % of the students chose agree. Meanwhile, only 1 % of the students chose disagree. It means that almost all of the students thought that English language is important for them.

**Table 4.2**

*Interested in learning English*

| Options              | Frequency | Percentage (%) |
|----------------------|-----------|----------------|
| a. Strongly Agree    | 21        | 23 %           |
| b. Agree             | 62        | 70 %           |
| c. Disagree          | 6         | 6 %            |
| d. Strongly Disagree | 1         | 1 %            |
| <b>Total</b>         | <b>90</b> | <b>100 %</b>   |

Based on the table 4.2, it shows that 93 % of the students chose agree and only 7 % chose disagree. It can be concluded that the students have positive impression and they were interested in learning English.

**Table 4.3*****The importance of ice breaker in English language classroom***

| <b>Options</b>       | <b>Frequency</b> | <b>Percentage (%)</b> |
|----------------------|------------------|-----------------------|
| a. Strongly Agree    | 30               | 33 %                  |
| b. Agree             | 58               | 65 %                  |
| c. Disagree          | 2                | 2 %                   |
| d. Strongly Disagree | 0                | 0 %                   |
| <b>Total</b>         | <b>90</b>        | <b>100 %</b>          |

In the table 4.3, 98 % of the students chose agree and only 2% of the students chose disagree. It means that almost all of the students thought the icebreaker is important in English language classroom.

**Table 4.4*****Student agreement of ice breaker is an appropriate strategy in learning English***

| <b>Options</b>       | <b>Frequency</b> | <b>Percentage (%)</b> |
|----------------------|------------------|-----------------------|
| a. Strongly Agree    | 46               | 51 %                  |
| b. Agree             | 44               | 49 %                  |
| c. Disagree          | 0                | 0 %                   |
| d. Strongly Disagree | 0                | 0 %                   |
| <b>Total</b>         | <b>90</b>        | <b>100 %</b>          |

Table 4.4 shows that 51 % of the students chose strongly agree and 49 % chose agree of ice breaker usage in learning English. Besides, no one of the students chose disagree or strongly disagree. It can be concluded that almost all of the students agree on the use of icebreaker in learning English.

**Table 4.5*****Student respond on teacher applying ice breaker in learning English***

| <b>Options</b> | <b>Frequency</b> | <b>Percentage (%)</b> |
|----------------|------------------|-----------------------|
|----------------|------------------|-----------------------|

|                      |           |              |
|----------------------|-----------|--------------|
| a. Strongly Agree    | 25        | 28 %         |
| b. Agree             | 58        | 65 %         |
| c. Disagree          | 7         | 7 %          |
| d. Strongly Disagree | 0         | 0 %          |
| <b>Total</b>         | <b>90</b> | <b>100 %</b> |

Regarding the table 4.5, it can be seen that 93 % of the students chose agree and only 7% of the students chose disagree on teacher applying ice breaker in learning English. It can be concluded that almost all of the students have positive response toward ice breaker usage in learning English.

**Table 4.6**

*Ice breaker helps students to understand English*

| <b>Options</b>       | <b>Frequency</b> | <b>Percentage (%)</b> |
|----------------------|------------------|-----------------------|
| a. Strongly Agree    | 39               | 43 %                  |
| b. Agree             | 48               | 54 %                  |
| c. Disagree          | 3                | 3 %                   |
| d. Strongly Disagree | 0                | 0 %                   |
| <b>Total</b>         | <b>90</b>        | <b>100 %</b>          |

In the table 4.6, it can be seen that 97 % of the students chose agree and 3 % students chose disagree. It means that almost all of the students agree on the use of ice breaker helps them to understand English.

**Table 4.7**

*Student agreement on teacher applying various of ice breaker activities in the classroom*

| <b>Options</b> | <b>Frequency</b> | <b>Percentage (%)</b> |
|----------------|------------------|-----------------------|
|----------------|------------------|-----------------------|

|                      |           |              |
|----------------------|-----------|--------------|
| a. Strongly Agree    | 26        | 29 %         |
| b. Agree             | 57        | 64 %         |
| c. Disagree          | 7         | 7 %          |
| d. Strongly Disagree | 0         | 0 %          |
| <b>Total</b>         | <b>90</b> | <b>100 %</b> |

Regarding the table 4.7, it can be seen that 93 % of the students agree on teacher applying various ice breaker activities in the classroom. Besides, only 7 % of the students disagree, so that almost all of the students agree on the teacher who apply icebreaker in various activities.

**Table 4.8**

*The students were motivated to learn English using ice breaker*

| <b>Options</b>       | <b>Frequency</b> | <b>Percentage (%)</b> |
|----------------------|------------------|-----------------------|
| a. Strongly Agree    | 34               | 38 %                  |
| b. Agree             | 54               | 60 %                  |
| c. Disagree          | 2                | 2 %                   |
| d. Strongly Disagree | 0                | 0 %                   |
| <b>Total</b>         | <b>90</b>        | <b>100 %</b>          |

Based on the table 4.8, it can be seen that 98% of the students chose agree and only 2 % of the students chose disagree. It can be concluded that almost all of the students were motivated to learn English using ice breaker.

**Table 4.9**

*Applying ice breaker make students more active in learning English*

| <b>Options</b>       | <b>Frequency</b> | <b>Percentage (%)</b> |
|----------------------|------------------|-----------------------|
| a. Strongly Agree    | 47               | 52 %                  |
| b. Agree             | 40               | 45 %                  |
| c. Disagree          | 3                | 3 %                   |
| d. Strongly Disagree | 0                | 0 %                   |
| <b>Total</b>         | <b>90</b>        | <b>100 %</b>          |



In the table 4.9, it shows that 97 % of the students agree and only 3 % of the students disagree. It means that almost all of the students agree on the use ice breaker in the classroom make them more active in learning English.

**Table 4.10**

*Learning English by using ice breaker increased students confidence in expressing opinion*

| Options              | Frequency | Percentage (%) |
|----------------------|-----------|----------------|
| a. Strongly Agree    | 30        | 34 %           |
| b. Agree             | 50        | 55 %           |
| c. Disagree          | 10        | 11 %           |
| d. Strongly Disagree | 0         | 0 %            |
| <b>Total</b>         | <b>90</b> | <b>100 %</b>   |

Regarding the table 4.10, almost all of the students agree with the application of ice breaker increased their confidence in expressing opinions. It can be seen from the table that 80 % of the students chose agree and only 10 % of them chose disagree.

**Table 4.11**

*Learning English by using ice breaker increased students confidence in the presentation*

| Options              | Frequency | Percentage (%) |
|----------------------|-----------|----------------|
| a. Strongly Agree    | 34        | 38 %           |
| b. Agree             | 51        | 56,5 %         |
| c. Disagree          | 5         | 5,5 %          |
| d. Strongly Disagree | 0         | 0 %            |
| <b>Total</b>         | <b>90</b> | <b>100 %</b>   |

Table 4.11 shows that only 5,5 % of the students disagree and other students chose agree on the application of ice breaker increased their confidence in the presentation. It can be seen from the table that here are 94,5 % of the students chose agree.

**Table 4.12***Ice breaker helps students to improve their performance in the class*

| <b>Options</b>       | <b>Frequency</b> | <b>Percentage (%)</b> |
|----------------------|------------------|-----------------------|
| a. Strongly Agree    | 32               | 35, 5 %               |
| b. Agree             | 56               | 62, 5 %               |
| c. Disagree          | 2                | 2 %                   |
| d. Strongly Disagree | 0                | 0 %                   |
| <b>Total</b>         | <b>90</b>        | <b>100 %</b>          |

In the table 4.12, it can be seen that only 2 % of the students chose disagree, besides, 98 % of the students chose agree. It can be concluded that almost all of the students agree on the use of ice breaker helps to improve their performance in the class.

**Table 4.13***Ice breaker increased students' vocabulary in English*

| <b>Options</b>       | <b>Frequency</b> | <b>Percentage (%)</b> |
|----------------------|------------------|-----------------------|
| a. Strongly Agree    | 46               | 51 %                  |
| b. Agree             | 40               | 44, 5 %               |
| c. Disagree          | 4                | 4, 5 %                |
| d. Strongly Disagree | 0                | 0 %                   |
| <b>Total</b>         | <b>90</b>        | <b>100 %</b>          |

Based on the table 4.13, 51 % % of the students chose strongly agree and 44, 5 % of the students chose agree. However, only 4, 5 % of the students chose disagree, so it can be concluded that almost all of the students agree on the use ice breaker increased their vocabulary in English.

**Table 4.14***Ice breaker increased students' pronunciation in English*

| <b>Options</b> | <b>Frequency</b> | <b>Percentage</b> |
|----------------|------------------|-------------------|
|----------------|------------------|-------------------|

|                      |           |              |
|----------------------|-----------|--------------|
| a. Strongly Agree    | 45        | 50 %         |
| b. Agree             | 37        | 41 %         |
| c. Disagree          | 8         | 9 %          |
| d. Strongly Disagree | 0         | 0 %          |
| <b>Total</b>         | <b>90</b> | <b>100 %</b> |

Regarding the table 4.14, it shows that 50 % of the students chose strongly agree and 41 % of the students chose agree. Besides, there are 9 % of the students chose disagree, so that it can be concluded that almost all of the students agree on the use ice breaker increased their pronunciation in English

**Table 4.15**

*Ice breaker increased students' speaking skill in English*

| <b>Options</b>       | <b>Frequency</b> | <b>Percentage (%)</b> |
|----------------------|------------------|-----------------------|
| a. Strongly Agree    | 38               | 42.5 %                |
| b. Agree             | 47               | 52.5 %                |
| c. Disagree          | 5                | 5 %                   |
| d. Strongly Disagree | 0                | 0 %                   |
| <b>Total</b>         | <b>90</b>        | <b>100 %</b>          |

Table 4.15 shows that 95 % of the students agree on the use ice breaker increased their speaking skills in English.

### **E. Discussions**

This research aimed to find out the icebreaker usage in English language classroom and the students' respond on the use ice breaker usage applied by the teacher. The researcher was conducted interviews to answer the first question and the result was proven by the observation section. Furthermore, the questionnaire as the instrument to answer the second research question. Regarding the analysis of the three data collections, the researcher elaborated explanations concerning the research data.

### **1. Ice breaker usage in English language classroom**

The researcher found that the two of English teachers do not know about ice breaker well, they just know a little but in different names. However, the teacher answered that they often apply ice breaker in English language classroom such as games, songs, body movement, joke, and another physical activity. Both teachers agree on the use of ice breaker is important in teaching and learning English, because there are a lot of beneficial such as attracting students' attention and concentration, energizing the students to break the ice, and helping the student to understand more about learning topic. Additionally, the teacher answered that confused to select ice breaker activity related with students' level and topic was the biggest problem for them. Based on the explanation above, it can be concluded that the teacher use ice breaker to attract students' attention in English language classroom.

Based on the classroom observation, the researcher found that the two English teachers have implemented the component related ice breaker usage in English language classroom. There were five components observed by the writer, those were clarity, relevance learning activity and topic, non-threatening, energizing, and interesting. Both of teachers who taught in the classroom that observed by the researcher were giving clear instruction. The teacher do not have to repeat the instruction twice for the student. It means that the students understand what they were going to do with the teacher. In addition, the activity of ice breaker that teacher apply in the classroom were suitable with students' level and learning topic. Teacher and student showed a good rapport in instructional process, the teacher do not force students to listen her but the student gave more pay attention because teacher attract their attention by applying ice breaker activity in the classroom. Meanwhile, students were more active and enthusiasm in learning English, because the teacher energized student by



giving interactive games, physical activity and asking student spontaneously that train students' attention and concentration. As a result, students' participation and reaction showed positive response on the use of ice breaker. The students were motivated and excited to know more about learning topic while doing ice breaker activity. Classroom interaction between teacher and student have a good atmosphere because they were having fun and enjoy in learning and teaching English.

## **2. Students' response on the use ice breaker usage**

The result of questionnaire showed that the most of the students gave positive responses toward ice breaker usage in English language classroom. They agreed that the use of ice breaker applied by the teacher in their class improved their performance, skill of speaking, pronunciation, and vocabulary, and motivation. It is supported by Kelly (2004) who stated that ice breaker allows for a student to become emotionally connected with school and increases motivation. They also agreed that learning English by using ice breaker activity improved student attention, concentration, confidence, and also student be more active to participate in the class. Ice breaker as students helper who does not have the confidence to strike a conversation by developing communication skills and team building, among students, and promoting learned by stimulating their minds and their bodies (Yeganehpour, 2016).

By doing the interviewed with two participants who taught English, the researcher found some additional findings which were not based on the research question.

## **3. The influence of ice breaker usage toward students' performance in the classroom**

Students' performance is one of the important things in instructional process. It is shown that whether the teacher was successful or not in delivering the materials in the

classroom. In this case, Teacher 2 said that “*students become more active and participated well*”. The classroom was not monotonous and students showed improvement in every meeting. Shy students became more active in expressing opinions and asking questions that he does not understand. Students’ vocabulary and pronunciation are also better than before. Therefore, it can be concluded that the icebreaker activities was not only can energize the students ready to learn, but also the icebreaker activities can affect students’ performance in the classroom.



## **CHAPTER V**

### **CONCLUSION AND RECOMMENDATIONS**

Based on the result in the previous chapter, this chapter discussed the conclusions that the researcher got after conducting research and analysing data. Moreover, the researcher also gives some recommendations related to the results that already obtained about how does ice breaker usage that teachers use to attract students' attention in English language classroom and the response of student on the use ice breaker.

#### **A. Conclusion**

By analysing the use of ice breaker in MA Darul Ulum Banda Aceh, the researcher found that the teachers applied ice breaker strategy in English classroom. Regarding the data of interview and observation, the teachers have similar perceptions in applying icebreaker activity. Ice breaker activity is important in English language teaching to attract students' attention. It establishes a good interaction between student and teacher in the classroom by applying ice breaker activities such "Simon Says", song, and physical activity. Additionally, by looking at the student respond of ice breaker usage in English language classroom, students have positive respond toward ice breaker usage. The students agreed that the use of ice breaker activity in the classroom increase their attention, performance, and language skills insists on speaking, vocabulary, and pronunciation.

#### **B. Recommendations**

The researcher offered several suggestions for further research conducted on the topic of the response of students about ice breaker usage. The researcher admitted that there were still many more should be improved and advanced. The suggestions were framed below:

1. It is expected that the further researchers will conduct the research with the additional research questions covering the term of ice breaker usage and discuss many more aspects from the general to detail information.
2. The next research is expected to add more teachers or lectures as the participants to compare the evidence of the ice breaker usage in English language classroom.
3. The researcher is also expected that the further researcher to take many different level school of students such as elementary, secondary, and even university as the location to do a research to compare the evidence of the ice breaker usage in any levels.
4. Additionally, it is expected to not only focus on learning English, but also to add many more learning subjects in the learning place to find out the evidence of the ice breaker usage in language teaching.

Based on the findings of the study, ice breaker is beneficial applied to attract students' attention in English language classroom, the researcher would like to suggest that English teacher of MA Darul Ulum Banda Aceh to continue using ice breaker in the English language classroom. Additionally, ice breaker is not only for English classroom, but for any subjects in the educational field. The teacher also should have some various kinds of ice breaker activities related to students' learning topic or material. By using various activities, the teacher has many kinds of choice to apply it in the classroom. Therefore, the students have more experiences and more activities, also prevented monotonous atmosphere in instructional process. The result of this research is expected to enrich teachers' knowledge and skills in teaching English by applying ice breaker in the classroom. Furthermore, the teacher must have many references of ice breaker to teach students in English more attractive.



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**SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY**  
Nomor : B- 15928/UN.08/FTK/KP.07.6/11/2019

**TENTANG**  
**PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DI/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-11213/UN.08/FTK/KP.07.6/07/2019** 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 Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 23 Mei 2019
- MEMUTUSKAN**
- Menetapkan :  
**PERTAMA** : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: **B-11213/UN.08/FTK/KP.07.6/07/2019** tanggal 31 Juli 2019
- KEDUA** : Menunjuk Saudara:  
1. Khairiah Syahabuddin, M.Hsc, EsL, M.TESOL, Ph.D. Sebagai Pembimbing Pertama  
2. Rahmat Yusny, M. TESOL Sebagai Pembimbing Kedua
- Untuk membimbing Skripsi :  
Nama : Ayu Rizka Dnuhria  
NIM : 150203183  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : Exploring Ice Breaker Usage in English Language Classroom
- KETIGA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2019 dengan Nomor: 025.04.2.423925/2018 tanggal 5 Desember 2018;
- KEEMPAT** : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2019/2020
- 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: 06 November 2019  
An. Rektor  
Dekan  
Muslim Razali

**Tembusan**

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan, untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;
5. Arsip.



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
KANTOR WILAYAH KEMENTERIAN AGAMA  
PROVINSI ACEH**

Jalan Tgk. Abu Lam U No. 9 Banda Aceh 23242.  
Telepon (0651) 22442-22412-Faksimile (0651) 22510 Website : [www.aceh.kemdag.go.id](http://www.aceh.kemdag.go.id)

**SURAT KETERANGAN**

Nomor : B- 6300 /Kw.01.04/PP.01.2/11/2019

Sehubungan dengan Surat Dekan Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Banda Aceh, Nomor: B-16186/Un.08/FTK.1/TL.00/11/2019 Tanggal 15 November 2019 Perihal Permohonan Izin untuk mengumpulkan Data dalam rangka Menyusun Skripsi dengan judul : **Exploring Ice Breaker Usage in English Language Classroom** dan izin tersebut diberikan kepada :

Nama : **AYU RIZKA DHUHRIA**  
NIM : 150203183  
Prodi/ Jurusan : Pendidikan Bahasa Inggris  
Semester : IX  
Lokasi Penelitian : MAS Darul Ulum Banda Aceh

Dengan catatan tidak mengganggu aktifitas belajar pada satuan pendidikan dimaksud .  
Demikian surat keterangan ini dibuat untuk dapat dipergunakan seperlunya.

Banda Aceh, 18 November 2019



Kepala Bidang Pendidikan Madrasah,

Pembusan :

1. Kepala Kanwil Kementerian Agama Provinsi Aceh ( sebagai laporan)
2. Kepala Kantor Kementerian Agama Kota Banda Aceh





**YAYASAN PEMBANGUNAN UMAT ISLAM BANDA ACEH**  
**MADRASAH ALIYAH DARUL 'ULUM**

(STATUS DISAMAKAN/Wa/6-d/PP.03.2/587/1998)

NSM : 131211710006 NPSN : 10106286

Jln. Syiah Kuala No. 5 Telp. (0651) 33312

KOTA BANDA ACEH 23123



nomor : MA.01.94/PP.00.6/044/11/2019

Banda Aceh, 02 Desember 2019

dirikan : -

jenis : Penelitian AN. AYU RIZKA DHUHRIA

Kepada Yth.  
Dekan  
Universitas Islam Negeri Ar-Raniry Banda Aceh  
di-  
Banda Aceh

Assalamu'alaikum Wr. Wb.

Sehubungan dengan surat saudara nomor : B-16186/Un.08/FTK.1/TL.00/11/2019 tanggal 15 November 2019, dengan ini menyatakan bahwa :

Nama : AYU RIZKA DHUHRIA  
NIM : 150203183  
Program Studi/Jurusan : Pendidikan Bahasa Inggris  
Semester : IX  
Fakultas : Tarbiyah dan Keguruan UIN Ar – Raniry  
Alamat : Jl. Mohd Taher Perumahan Bayu Permai Darul Imarah  
Aceh Besar.

Telah selesai mengadakan PENELITIAN pada tanggal 19 - 30 Nopember 2019 dalam rangka penyusunan skripsi yang berjudul :

**"Exploring Ice Breaker Usage in English Language Classroom"**

Demikianlah surat keterangan ini dibuat agar dapat dipergunakan seperlunya.

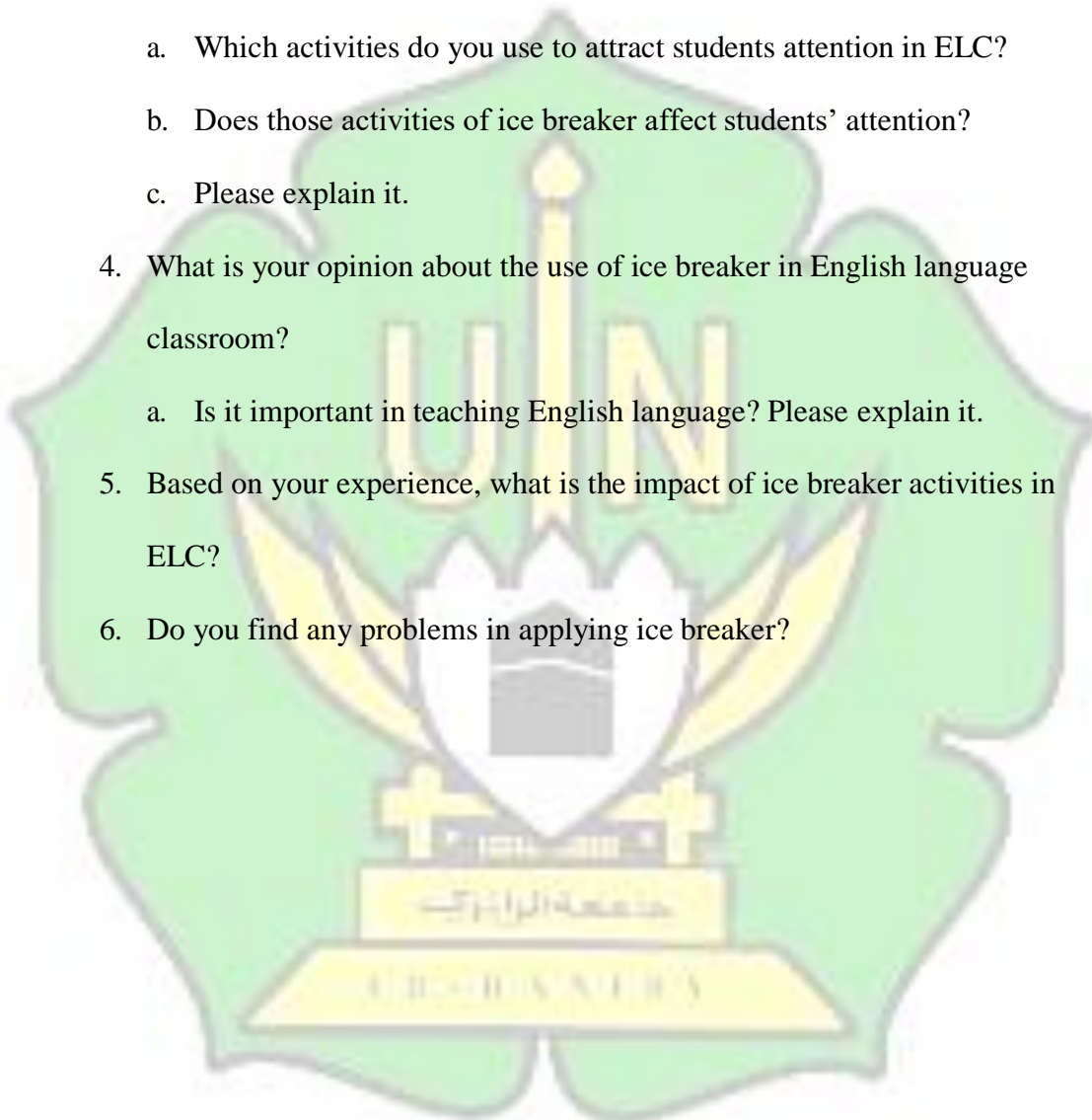




## Appendix D

### LIST OF INTERVIEW QUESTIONS

1. What grade are you teaching?
2. What do you know about ice breaker?
3. Have you ever applied ice breaker in your class?
  - a. Which activities do you use to attract students attention in ELC?
  - b. Does those activities of ice breaker affect students' attention?
  - c. Please explain it.
4. What is your opinion about the use of ice breaker in English language classroom?
  - a. Is it important in teaching English language? Please explain it.
5. Based on your experience, what is the impact of ice breaker activities in ELC?
6. Do you find any problems in applying ice breaker?



## Appendix E

### TRANSCRIPT OF INTERVIEW

#### (Participant 1)

Researcher : What grade are you teaching?

Participant : Saya mengajar dikelas 1 ada 3 kelas

Researcher : What do you know about ice breaker?

Participant 1 : Cuma pernah denger aja sih, ice breaker itu adalah strategi pembelajaran yang bertujuan untuk mengembalikan mood siswa yang jelek menjadi lebih baik dan tertarik untuk kembali belajar. Kadang saya suka menerapkan ice breaker di jam-jam terakhir. Misalnya kayak simon say dan beberapa body movement seperti saya menyuruh siswa tiba-tiba untuk berdiri ditengah pembelajaran.

Researcher : Have you ever applied ice breaker in your class?

Participant 1 : Iya saya pernah menerapkan, biasanya on the spot gitu.

Researcher : Which activities do you use to attract students attention in ELC?

Participant 1 : Contoh aktivitasnya itu misalnya ada siswa yang lagi berbicara ketika saya menjelaskan, kemudian saya mendekati dia, kemudian saya menanyakan tentang fenomena saat ini, apa yang lagi hits gitu dalam bahasa inggris. Itu kan menarik, jadi setelah saya tanya sama dia kalo misalnya dia ga bisa jawab, kemudian saya lemparkan ke orang lain gitu, jadi gak monoton, jadi dari situ kita ga terpaku dengan materi belajar saja, tapi anak-anak itu kalo misalnya lagi kita bahas suatu fenomena yang lagi hits mereka lebih tertarik. Misalnya film ini atau topik ini, pembelajaran akan lebih hidup.

Researcher : Does those activities of ice breaker affect students' attention?

Participant 1 : Menurut saya 75% berpengaruh, kalo lagi pas pikiran/mood mereka, kalo lagi ga pas ya sama saja.

Researcher : What is your opinion about the use of ice breaker in English

language classroom?

Researcher : Is it important in teaching English language?

Participant 1 : Kalo menurut saya ice breaker itu penting, dan dibutuhkan. Ice breaker itu butuh untuk diterapkan.

Researcher : Based on your experience, what is the impact of ice breaker activities in ELC?

Participant 1 : Kalo misalnya dikelas MIA, kebetulan mereka paham kalo saya mengajar bahasa inggris karena mereka suka apalagi aktivitas, tapi ada satu kelas itu, saya tidak bisa menerapkan ice breaker didalam kelas, bisa saja saya terapkan tapi responnya itu berbeda. Karena kebanyakan mereka itu bukan dari dayah sini, tapi masuk dari SMP / MTsN, jadi ada kelas yang bisa saya terapkan, ada juga tidak. Karena kobong.

Researcher : Do you find any problems in applying ice breaker?

Participant 1 : Kendalanya ga semua kelas bisa saya terapkan ice breaker itu, hanya beberapa kelas saja, misalnya dalam 1 kelas ada anak yang menyukai bahasa inggris sebanyak 8 orang, otomatis yang lainnya bengong karna mereka tidak suka.



**(Participant 2)**

Researcher : What grade are you teaching?

Participant 2 : Saya mengajar dikelas 2 dan 3 pada MA Darul Ulum

Researcher : What do you know about ice breaker?

Participant 2 : Sejujurnya saya tidak terlalu mengetahui tentang ice breaker dengan baik, karena ketika saya masih belajar atau kuliah ice breaker tidak terlalu populer seperti sekarang. Dulu, kami menamakannya dengan background knowledge. Strategi itu juga bertujuan untuk menarik perhatian siswa agar mereka siap untuk belajar. Ice breaker yang saya ketahui adalah sebuah strategi yang digunakan kami sebagai edukator untuk menarik perhatian siswa yang hilang. Seperti ketika siswa merasa jenuh, bosan, tidak bergairah untuk belajar. Jadi ice breaker ini sama dengan background knowledge yang saya pelajari dulu dan ini sangat bagus untuk diterapkan dalam kelas.

Researcher : Have you ever applied ice breaker in your class?

Participant 2 : Iya saya pernah menerapkan, biasanya pada menit awal dan akhir pertemuan setiap masuk.

Researcher : Which activities do you use to attract students attention in ELC?

Participant 2 : Biasanya saya sering menerapkan permainan yang sering menggunakan fisik seperti song, joke, stand up, touch your nose, body movement. Dan juga saya sering menerapkan permainan kata dan angka, ini sangat membantu sekali karena siswa lebih cepat mengingat kata dan angka dalam bahasa inggris.

Researcher : Does those activities of ice breaker affect students' attention?

Please explain.

Participant 2 : Yes it does. Ketika saya menerapkan ice breaker ini didalam kelas, siswa menjadi lebih hidup dan tidak monoton, karena siswa lebih aktif dan berpartisipasi dengan baik. Kemampuan mereka meningkat disetiap pertemuan belajar dan siswa yang dulunya pemalu, menjadi lebih aktif untuk menanyakan pertanyaan yang tidak dimengerti dan mengeluarkan pendapat. Kosakata dan cara mereka pronounce kata dalam bahasa inggris juga lebih bagus. Jadi ice breaker ini sangat berpengaruh dalam perkembangan siswa dalam belajar bahasa inggris.

Researcher : What is your opinion about the use of ice breaker in English



language classroom?

Participant 2 : Saya berpendapat positif dalam hal ini.

Researcher : Is it important in teaching English language? Please explain.

Participant 2 : Menurut saya ini sangat penting dalam proses pembelajaran.

Sebagai guru, kita kan ga bisa hanya mengajar siswa berdasarkan buku cetak dan mengikuti lesson plan saja. Kita harus pintar-pintar memilih cara dan strategi untuk mendekati diri dan materi kepada siswa agar mendapatkan hasil yang bagus. Dan juga, mereka tidak hanya belajar di sekolah saja tentang bahasa inggris, tapi juga di rumah karena mereka sekolah di boarding. Jadi, terkadang mereka merasa jenuh, bosan, dan mengantuk. Jadi strategi semacam ice breaker ini sangat penting dalam mengajar bahasa inggris.

Researcher : Based on your experience, what is the impact of ice breaker activities in ELC?

Participant 2 : Ada, positif. Siswa menjadi lebih aktif dan tertarik dalam belajar. Jadi saya ketika mengajar juga enak dan nyaman karena ketika dijelaskan tentang suatu topic, siswa lebih nyambung. Mereka lebih berani mengeluarkan pendapat didalam kelas walaupun juga pendapat mereka kurang tepat.

Researcher : Do you find any problems in applying ice breaker?

Participant 2 : Iya ada beberapa kendala, saya mengajar di 2 kelas yaitu kelas 2 dan 3. Jadi kadang saya kesulitan untuk menemukan aktifitas apa yang cocok bagi level mereka dan materi mereka. Tetapi sebenarnya aktifitas ice breaker bisa digunakan untuk semua level of grade, hanya saja kesulitan mencari kegiatan yang cocok dengan materi. Dan juga, kadang ketika saya menerapkan ice breaker seperti bernyanyi, mereka minta lagi dan lagi karena serunya. Mereka tidak bisa berhenti bernyanyi dan tidak ingin melanjutkan topik materi lagi. Jadi makanya saya kadang bingung untuk memilih ice breaker yang seperti apa, sehingga tidak menimbulkan kecanduan bagi mereka dan tetap fokus dalam belajar.

## Appendix F

### List of Observation Sheet

Sequence Number of Observation Sheet - [   ]

Grade Level           :

Name of Teacher     :

Date / Time           :

Note                    :

| No                     | Component to be Observed   | Description   | Checklist |    | Note |
|------------------------|----------------------------|---|-----------|----|------|
|                        |                            |   | YES       | NO |      |
| <b>Clarity</b>         |                            |   |           |    |      |
| 1.                     | Teachers' instruction      | 1.1 Spoken language is clear and easily understood  |           |    |      |
|                        |                            | 1.2 Teacher repeats the instruction   |           |    |      |
|                        |                            | 1.3 Student understand teacher instruction  |           |    |      |
| 2.                     | Teachers' action           | 2.1 Teacher teaches material with a tool to support learning English                          |           |    |      |
|                        |                            | 2.2 Teacher teaches material without learning materials or any tools                          |           |    |      |
|                        |                            | 2.3 Teacher focuses on the textbook in instructional process                                  |           |    |      |
| <b>Relevance</b>       |                            |   |           |    |      |
| 1.                     | Relate students' knowledge | 1.1 Reflects on students' prior knowledge or experience                                       |           |    |      |
|                        |                            | 1.2 Teacher uses a clue before apply the ice breaker activity in the lesson                   |           |    |      |
| 2.                     | Suitable activity          | 2.1 The activity or any exercises uses in the classroom are suitable on students' level/grade |           |    |      |
|                        |                            | 2.2 The activity relates with the learning topic  |           |    |      |
| <b>Non-Threatening</b> |                            |   |           |    |      |

|                    |   |   |  |  |  |
|--------------------|---|---|--|--|--|
| 1.                 | Create a positive teacher-student rapport | 1.1 The students are more enthusiasm and participate in responding their teacher          |  |  |  |
|                    |   | 1.2 The students are paying attention to the teacher                                      |  |  |  |
| 2.                 | Time                                      | 2.1 Teacher uses ice breaker in the classroom between 5 to 20 minutes to complete         |  |  |  |
|                    |   | 2.2 Teacher uses the whole time in instructional process by using ice breaker             |  |  |  |
| <b>Energizing</b>  |   |   |  |  |  |
| 1.                 | Interactive games/activities              | 1.1 Teacher provides an interactive games   |  |  |  |
|                    |   | 1.2 Teacher provides an physical activity or any exercises                                |  |  |  |
| 2.                 | Give a question-answer session            | 2.1 Teacher asks the student to solve a problem individually or in group                  |  |  |  |
|                    |   | 2.2 Teacher asks the student spontaneously about any topics that have been learned before |  |  |  |
| <b>Interesting</b> |   |   |  |  |  |
| 1.                 | Students' participation                   | 1.1 Students participates in the classroom without considering any mistakes               |  |  |  |
|                    |   | 1.2 Students are enthusiasm and active in instructional process                           |  |  |  |
| 2.                 | Students' reaction                        | 2.1 Students shows comfortable zone when they speak up their opinion or argument          |  |  |  |
|                    |   | 2.2 Students motivates to know more about the topics                                      |  |  |  |

(Adapted from Storey, 2016)

## Appendix G

### LIST OF QUESTIONNAIRE

Nama :

Kelas :





Pilihlah salah satu jawaban dari pertanyaan-pertanyaan di bawah ini dengan mengisi tanda centang (✓) sesuai dengan pendapatmu!

Keterangan

SS : Sangat Setuju  
 S : Setuju  
 TS : Tidak Setuju  
 STS : Sangat Tidak Setuju

| No | Pernyataan  | Pilihan Jawaban |   |    |     |
|----|---|-----------------|---|----|-----|
|    |   | SS              | S | TS | STS |
| 1  | Bahasa Inggris adalah bahasa internasional yang sangat bermanfaat untuk saya.                                       |                 |   |    |     |
| 2  | Belajar bahasa Inggris sangat menyenangkan.   |                 |   |    |     |
| 3  | Ice breaker adalah strategi pembelajaran yang sangat bermanfaat bagi saya.  |                 |   |    |     |
| 4  | Ice breaker adalah strategi yang menyenangkan dalam belajar bahasa Inggris.   |                 |   |    |     |
| 5  | Guru menerapkan ice breaker dalam mengajar bahasa Inggris dikelas.  |                 |   |    |     |
| 6  | Penggunaan ice breaker membantu kamu dalam memahami bahasa Inggris.   |                 |   |    |     |
| 7  | Guru menerapkan aktifitas ice breaker yang beragam didalam kelas.   |                 |   |    |     |
| 8  | Ice breaker memotivasi kamu dalam belajar bahasa Inggris.   |                 |   |    |     |
| 9  | Penggunaan ice breaker membuat kamu dapat belajar lebih aktif.  |                 |   |    |     |
| 10 | Belajar bahasa Inggris dengan menggunakan ice breaker meningkatkan kepercayaan dirimu dalam mengungkapkan pendapat. |                 |   |    |     |
| 11 | Ice breaker meningkatkan rasa percaya dirimu dalam presentasi didepan kelas.  |                 |   |    |     |
| 12 | Penggunaan ice breaker membantumu untuk meningkatkan prestasi didalam kelas.  |                 |   |    |     |
| 13 | Ice breaker meningkatkan kosa kata kamu dalam bahasa Inggris.   |                 |   |    |     |
| 14 | Ice breaker meningkatkan pengucapanmu dalam bahasa Inggris.   |                 |   |    |     |
| 15 | Ice breaker meningkatkan keahlian berbicaramu dalam bahasa Inggris.   |                 |   |    |     |