INCREASING STUDENTS' SPEAKING ACHIEVEMENT
USING ICE-BREAKING AT SMPN 04 BANDAR LAMPUNG

Undergraduate Thesis

By

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(1813042011)

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ABSTRACT

INCREASING STUDENTS' SPEAKING ACHIEVEMENT
USING ICE-BREAKING AT SMPN 04 BANDAR LAMPUNG

By :

Ruth Hana Panjaitan

The objectives of the study were to find out the difference on students' speaking ability after students are being thaught by using icebreaking technique.This research was quantitative. The population of the research was first-year students of SMPN 04 Bandar Lampung. Class 7A was chosen as the sample of the research. The scoring table from Harris (1969:84) is used to measure the results of the speaking test given to students and the speaking test is used to measure students' speaking ability.The data analysis method used in this research is product moment, normality test, paired sample T-Test. Based on the results of the t-count value of $7.581 >$ t-table 1.697 then HO is rejected and Ha is accepted. This means the results of this study partially that there are differences in students' speaking abilities after students learn using the Ice-breaking technique.

Keywords: *Speaking, Achievment, Ice-breaking.*

Research Title   : **INCREASING STUDENTS' SPEAKING ACHIEVEMENT USING ICE-BREAKING AT SMPN 04 BANDAR LAMPUNG**
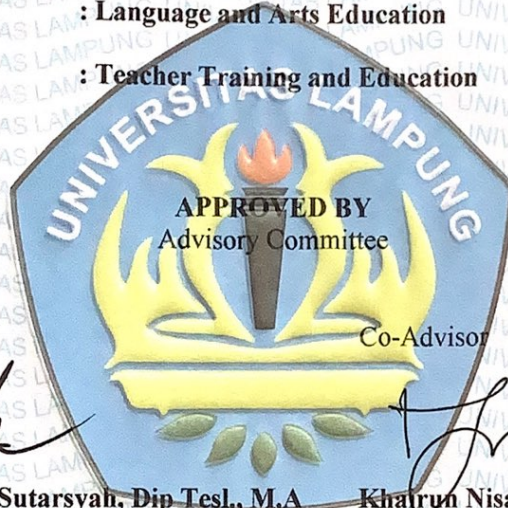
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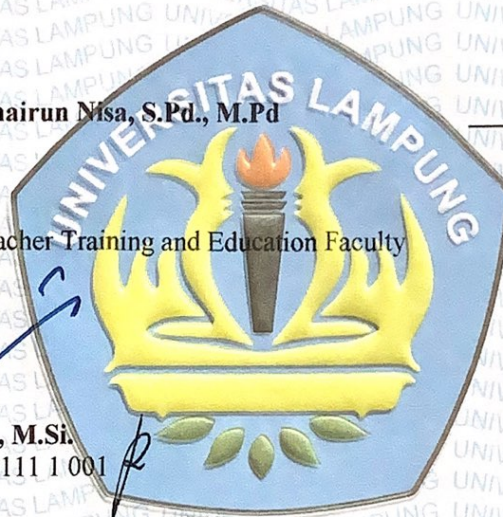1. Examination Committee

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Judul skripsi	: Increasing Students' Speaking Achievement Using Ice-Breaking at Smpn 04 Bandar Lampung.

Menyatakan bahwa skripsi ini adalah karya saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Bandar Lampung, 05 Juni 2023

Yang membuat pernyataan,

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CURRICULUM VITAE

The writer's name is Ruth Hana Panjaitan. She was born in Kota Bumi on January 29th, 2000. She is the youngest child of Salomo Panjaitan and Martha Nainggolan. She has two brothers, the oldestis named Christopher Panjaitan and the second is named Samuel Panjaitan.

She began her study at SD Xaverius 03 Bandar Lampung and graduated in 2012. She continued her study at SMPN 04 Bandar Lampung and graduated in 2015. Then, she pursued her study at SMAN 02 Bandar Lampung and graduated in 2018. In the same year, she was accepted as the student of English Education Study Program of Lampung University.

She did her Community Service Program at SadarSriwijaya, Bandar Sribhawono, Lampung Timur, and Teaching Practice Program (PPL) at SMAN 1 Bandar Sribhawono from August to October 2020. To finish her study at college, she conducted research at SMPN 04 Bandar Lampung.

MOTTO

" God's help does not come too soon, nor too late. But God's help always comes at the right time and at the most unexpected time."

DEDICATION

This script is proudly dedicated to all teachers and students who survive to improve education in Indonesia, my alma mater, parents, brothers, sisters, friends, and readers.

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The researcher would like to acknowledge her deepest gratitude to the God Almighty, who blesses her life that enables her to finish this script. The script with respect to "Increasing Students' Speaking Achievement Using Ice-breaking At Class 7A Of SMPN 04 Bandar Lampung" is submitted to the Language and Arts Education Department of Teacher Training and Education Faculty of Lampung University as partial fulfillment of the requirements to get her Bachelor Degree.

The writer would like to express her gratitude and honor for all good people who help her in completing this script. First of all, the writer would like to acknowledge her sincere gratefulness to Prof. Dr. Cucu Sutarsyah, Dip Tesl., M.A as her first advisor and Khairun Nisa, S.Pd., M.Pd as her second advisor who have given knowledge, suggestion, kindness, patience, support, and valuable guidance during accomplishing this script. She is grateful that she has them as her advisors. She would like to thank Dr. Tuntun Sinaga, M. Hum. as her examiner for his kindness and critical suggestion for the betterment of this script.

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The writer would like to express her appreciation to the big family of SMPN 04 Bandar Lampung, especially for sir.Iswahyudi, S.Pd,MM. as the English teacher and students of 7A for good participation and cooperation during the research process.

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Finally, the writer hopes that this work beneficial for the reader as a reference and other researchers who want to conduct similar research.

Bandar Lampung, 05 Juni 2023
Author,

Ruth Hana Panjaitan

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I
INTRODUCTION

This chapter focuses on the problem of this research. They are background, research questions, objectives of the research, uses of the research, scope of the research, and definition of term used in research which explained and clarified as the following.

1.1 Background

Language is the most important aspect in human interaction. All of the people in the world communicate and doing interact with others by using it. If we look at the outline and a wide community, English has become an International language. Many countries and people in the world use English as an International language to communicate with other countries. That's why it is important that English is learned by the students. For this reason, the government immediately responded to this case by requiring and obliging all schools to implement English language learning and it should be taught from elementary school until university and becomes a compulsory subject in Indonesia. There are 4 aspects to learn English, one of which is speaking ability.

Speaking is a skill in communication which can make someone to be able to express their thoughts and ideas to others. Hughes (2002 : 135) states that the speaking is essentially an interactive task; it occurs beneathneath actual time in processing constraints and it's miles greater essentially connected to the person who produces it. Speaking is the efficient skill. When we are talking we can produce a text and what we say must be meaningful. In the character of communication, we discover the speaker, the listener, the message and the feedback. We can suggest that talking is an hobby that expresses emotions and thoughts verbally. In speaking there are several examples of activities, namely dialogue, interviews, speech acts and many more.

In the teaching and learning process, students generally have problems from within themselves in terms of expressing their ideas with the sentences they make. According to Mahmoud Al-Nakhalah (2016: 96) that worldwide college students have issue in speaking English due to anxiety, shyness, and self-confidence. In language learning, every student must dare to speak and dare to express their own ideas. Begin by trying it continuously without fear. Any errors in talking may be corrected and college students can research from those errors to expand their talking skills, due to the fact the motive of studying to talk in English is that scholars are required with the intention to explicit their ideas, exercise communicate to inform stories, and specifically to speak with their friends withinside the classroom, faculty or in ordinary conversation.However, in reality, not all students have good English skills.

According to Draves (1997) Ice breaker is a technique used at the beginning of the first class to reduce tension and anxiety, to introduce participants to each other, to immediately involve class members. The ice breaker technique was chosen to be able to solve problems in terms of melting a more pleasant atmosphere at the beginning of the meeting, which in the learning process can help students to dare to speak during the learning process. Based on the observations of the researchers, they found that there were several problems caused by several factors, based on interviews with students and teachers. Based at the interview they discovered that there is nevertheless a loss of vocabulary, loss of thoughts to talk and additionally afraid to talk. Because of this, many students still find it difficult to speak in class, and their speaking ability and motivation in learning English are also still low. The researcher found that the seventh grade students at SMPN 04 Bandar Lampung experienced some problems in speaking. In speaking the students in there experienced the same thing as what the researchers found, that they still have lack vocabulary, lack of ideas to speak and also afraid to speak. Therefore, they still found difficulty speaking in speaking class. Student achievement in speaking in class is not good enough, because students do not have the confidence to speak because they are afraid of being wrong in speaking. Most of them can't speak

English fluently and therefore they become passive in class. Because of this their ability to express ideas and thoughts is low. Factors that influence this are influenced by the way of teaching. In teaching teachers still use The old technique for teaching speaking is asking students to memorize material before being practiced in front of the class. As a result, the memorization technique does not seem to be effective for students in improving their skills speaking ability. They still can't develop their ideas or opinions

According to Soenarno (2005:1) Ice-breaking is a way to make participants in training, seminars, or meetings concentrated. In addition, we can also apply Ice-breaking in class situations that are not conducive. And also he said that Ice-breaking is a change from bored, sleepy, bored and tense situation to relaxed, enthusiastic, caring and wanting to hear or see people speaking in front of the class.

Based on the reason above, it is miles vital to examine students that have a trouble in talking English, the researcher chooses the Ice-breaking to use withinside the classroom. That Ice-breaking can inspire students in talking ability. That the purpose why it is miles vital to keep in mind the use Ice-breaking technique in getting to know so as to explicit their English freely and complete of self-confidence. This technique teach the scholars to have the ability to talk English withinside the class. One of the opportunity fashions this is selected to enhance great of getting to know is Ice-breaking technique.

The researcher chooses this approach due to the fact it may inspire students in studying activity. This approach offers students with lots of studying sports in various institution conditions promotes appreciation and respects for diversity. And inspire students to shape courting with many special classmates.

According to Flanigan (2011), acting Ice-breaking sports in English magnificence direct students to the coolest temper of learning. Also suitable form of Ice-breaking sports make students positive to get the maximum from their lesson and also, they

may have fun. The implementation of Ice-breaking technique can deliver preference for students to engage and cooperate with their friends. Students are actively engaged in wondering with one of a kind questions and one of a kind partners. The pastime encourages network constructing among ststudents even as incorporating motion and interaction.

Dover (2004) considers Ice-breakings as discussion questions or interaction activities that can be used to help learners to learn to speak easily and enjoyably. He believes that growing an surroundings which decreases students' anxiety, breaks the ice among novices and getting to know with amusing sports is the number one purpose of Ice-breakings. Jenkins (2001) argues that Ice-breaking need to be dynamic and easy which fulfill students' want to set up the right social dating with different students and instructors and additionally preview the fashion and content material of the lecture room event.In reality, students' fulfillment in magnificence relies upon totally on how properly the instructor breaks the ice amongst them. From this factor of view, English instructors need to take greater interest approximately the technique they are able to declare of their lessons and try and enhance their coaching ability.

Encouraging students to speak out fluently and meaningfully is not easy. Ice-breaking techniques are believed to be able to suit this need since Ice-breaking has the characteristics above, focuses on the students' chance to be actively involved in speaking up their minds, and accumulates physical response right and sense of hearing together conveying massages.

This research carried out offline due to the COVID-19 pandemic which has begun to subside while still implementing the applicable health protocols in the school, which carried out at SMPN 04 Bandar Lampung school.

1.2 Research Question

In line with the background explained above, the researcher formulates one research questions as the main problems:

- Is there any difference in students' speaking ability after being taught using the Ice-breaking technique?

1.3. Objective of the Problem

In line with the formulations of the problem, the objectives of the study are:

1. To know there is any difference in students' speaking ability after being taught by using the Ice-breaking technique.

1.4. Uses of the Research

In relation to the research questions and objectives, the uses of the research are:

1. The result of this study is expected to confirm the previous research about teaching speaking through Ice-breaking technique.
2. The result of this study is expected as an enter for English trainer approximately coaching technique, particularly through the use of Ice-breaking technique.

1.5. Scope of the Research

This study is a quantitative research which deals with the implementation of Ice-breaking technique to improve students' speaking ability. The researcher focuses on speaking ability in junior high school.

1.6. Definition of Terms

There are some terms that are used by the researcher to give the basic of the understanding related to the concept, the researcher gives the definition as follows:

1. Brown in Malayanti (2004) defines speaking as an interactive process of constructing meaning that involves producing, receiving, and processing information. So we can conclude that speaking is an interactive process between two or more people and in that process there are meanings that can

be taken and accepted.

2. Pitts (2010), Ice-breaking is an interactive activities that can be used in the first class to relax adult students and create an atmosphere of fun in what is usually aformal environment. It means that Ice-breaking is a technique that can make the teaching-learning atmosphere more relaxed and fun to do, so that the material being studied is easier for students to understand.

II
LITERATURE REVIEW

Related to much of the previous chapter, this chapter precedes some of the theories discussed in the framework. The things in this chapter are Ice-breaking, the definition of Ice-breaking, the use Ice-breaking, Ice-breaking technique, speaking, definition speaking, type of speaking, and teaching speaking.

2.1 Speaking

Speaking is an interactive process between two or more people to construct meaning that involves the production and reception and processing of information (Brown, 1994; Burns & Joyce, 1997). Its form and meaning depend on the context or conversation being discussed in which it occurs, including the participants themselves, what their collective experiences are, the physical environment, and the purpose of the conversation being discussed. In this sub-chapter we discuss definition speaking, type of speaking, teaching speaking, and aspect in speaking.

Talking is a process between two or more people that is interactive and constructive, which we can mean that speaking also involves the production and receipt and processing of information that spontaneous, open, and involves something, but in the process of speaking it is not completely unexpected. Speaking is an important means of expressing meaning and is the ability to express oneself. According to Hughes (2002 : 135) states that the speaking is fundamentally an interactive task; It takes place beneathneath actual time in processing constraints and it's far greater basically related to the man or woman who produces it. Speaking is the effective skill. When we communicate we produce the textual content and it must be meaningful. In the character of communication, we are able to discover the speaker, the listener, the message and the feedback. It approach that talking is an interest to specific feeling and idea orally, there are some examples of talking activities, they'll be dialogue,

interview, speech act and lots of more.

Speaking is an interactive process of constructing meaning that involves producing and receiving processing information (Bailey and Nunan, 2005:2). Harmer (2001:250) adds that is speaking happens when two people are engaged in talking to each other. It can be fairly sure that they are doing so for good reasons. Their reasons maybe they select from their language store. Speaking is a productive skill can be directly and empirically observed, those observation are invariably colored by the accuracy and effectiveness of a test-taker's listening skill, which necessary compromises the reliability and validity of a production test. It can be concluded that speaking is one of the subjects which should assessed.

We can conclude from some previous opinions that speaking is a process between two or more people which can produce, receive, and process information, and with accuracy and fluency in it.

2.2 Type of Speaking

There are five basics type of speaking according to Brown (2004:141-142), they are:

1. Imitative, At one give up o f a continuum of varieties of speakme overall performance is the cappotential to certainly parrot back (imitate) a phrase or word or in all likelihood a sentence. While that is a simply phonetic stage of oral manufacturing some of prosodic, lexical and grammatical homes of language can be covered withinside the criterion overall performance.

2. Intensive, A second sort of talking often hired in evaluation contexts it the manufacturing of brief stretches of oral language designed to illustrate competence in a slim band of grammatical, phrasal, lexical or phonological relationship.

3. Responsive, This assessment task includes interaction and test

comprehension but at the somewhat limited level of very short conversation, standard greetings and small talk, simple request and comments and the like.

4. Interactive, The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and or multiple participants. Interaction can take two forms of transactional language which has the purpose of exchanging specific information, besides interpersonal exchanges which have the purpose of maintaining social relationship.

5. Extensive (monologue), Extensive oral production tasks include speeches, oral presentation and storytelling, during which the opportunity for oral interaction from listeners is either highly limited or ruled out altogether.

2.3 Teaching Speaking

Teaching speaking is our way of teaching students how they can express emotions, communicative needs, interacting with others in every situation and influence other people. Therefore, in teaching speaking it is necessary to have a clear understanding in speech. Teaching speaking is teaches how to use language in communication, so that we can transfer ideas and our thoughts or even our feelings towards others.

Teaching speaking is a process of teaching Second English (ESL) and English Foreign Language (EFL) students to produce English speech with sound patterns and the use of appropriate words and sentence stress, intonation patterns and second language rhythm. In teaching speaking also teaches students to be able to choose words and sentences that are appropriate to the social environment audience, situation and subject matter. In teaching speaking, students are also taught to be able to use language as a means to express themselves grades and judgments, and can speak quickly, fluently and confidently.

Meanwhile, according to Bailey (2005), he believes that speaking skills are important in our daily lives, but there is no special teaching or training in teaching someone to speak. This is a simple way to express their feelings and ideas, so that students can have good grammar, pronunciation, vocabulary and fluency in communication. What we can conclude is that speaking is a natural behavior and skill that humans have from nature.

There are five principles in teaching speaking:

1. Be aware of the difference between a second language and a foreign language
2. in the context of learning.
3. Give students practice smoothly and precisely.
4. Provide opportunities for students to speak in a group work, and limit the teacher's speech.
5. Plan speaking assignments that come with guidance and practice in both transactional and interactional speaking.

Speaking language is a difficult thing for students to master. Speaking requires many complex things to be learned and applied Language learners, especially EFL learners, should have more intention in learning speak. Therefore, there is Many strategies are needed for language learners. To make it clearer, Nunan (2005) stated that there are four, principles in teaching speaking, those are :

1. Give students practice with both fluency and accuracy.

   Accuracy is the extent to which the student's speech matches the target language. Fluency is to what extent the speaker uses language quickly, fluently, precisely and confidently, perhaps with slight hesitation or unnatural pauses, wrong beginnings, word searches, and more. In this case, the teacher's job is to give students practice to build fluency and to tell students that making mistakes is a natural part of learning a new language.

2. Provide opportunities for students to talk by using group work or pair work,

and limiting teacher talk.

It is important for us as language teachers to realize that involving students in pair work and group work activities can improve students' speaking skills, so that students have a large amount of time to talk with their group mates in the target language during lesson.

3. Plan speaking tasks that involve negotiation for meaning.

Students make progress in communicating in the target language involving the student to understand and make teacher understands. This process is called the negotiation of meaning. Which in the process checks and see if you can understand what someone is saying, clarify your understanding, and whether your interlocutor can understand what you mean.

4. Design classroom activities that involve guidance and practice in both transactional and interactional speaking.

We must have talked to someone outside the classroom, with interactional or transactional purposes. Interactional speech is communicate with social goals. Transactional speech is communication with the aim of getting something done, including exchange goods or services.

Based on the description above and according to the opinions of several experts, we can conclude that teaching speaking is a process of how students can express their emotions, communicative needs, interact to others in any situation, and how the student can influence others. In this case teach speaking skills, it is necessary to have ease understanding in speech.

2.4 Aspect in Speaking

In speaking there are several aspects that must be considered so that we can speak fluently and well. To acquire good speaking competence, Students must have 5 aspects of speaking, namely: Grammar, vocabulary, fluency, pronunciation and comprehension. Here is a speaking analytical score based on Harris, 1969.

1. Grammar

The first aspect that must be assessed in speaking skill is grammar. Grammar is a rule regarding the structure of sentences in English, so that it is appropriate and polite to say. In speaking, grammar is one of the elements of speaking which measured in teaching speak. Here the teacher corrects the grammar that the students have while they are talking and explains all the types of grammar used in the conversation in certain situations.

In grammar, the important thing to note is the use of tenses and parts of speech correctly. You should be able to use different tenses to talk about things in the past, present, or future.

2. Vocabulary

In language vocabulary is an important component because people need know a lot of words in speaking if you want to communicate effectively.In learning to speak vocabulary is needed by many people students if they want to be able to speak fluently. This measured in teachingspeak to take part in speaking.

Mastery of vocabulary or vocabulary also be assessed in speaking English because it reflect how far you know. The more vocabulary mastered, the better the mastery in the vocabulary.Mastery of this vocabulary is not only pronunciation, but is also needed understanding of its meaning and how to use it. One word in English is broken down into past, present, and future, each of which must be understood.

3. Fluency

Fluency is about students' ability to use English fluently as a languagecommunication in the student conversation class. Fluency is used to make students speak naturally and without hesitation in conveying information or words. In speaking fluently students need pause, rhythm, intonation, pressure, speaking speed and the use of interjections and interruptions in speaking.

4. Pronunciation

Pronunciation is about how students can speak correctly in pronouncing words in another language. The first part of pronunciation that must be

assessed is word stress or emphasis on one or two certain syllables in a sentence. The next pronunciation assessment is sentence stress, which is the stress of certain words in a sentence to make it easier to understand. Intonation is also an important thing that must be considered in speaking English so that it is easier for other people to understand what you mean.

5. Comprehension

The last aspect used to assess speaking skills is comprehension. Having a good understanding in communicating is very important. Understanding relates to how speakers can understand what is being said. They understand what they are talking about and able to provide appropriate responses to the topic being discussed.

Based on the description above we can conclude that there are 4 aspects in speaking that we can find, by seeing how the student has good Grammar, vocabulary, fluency, pronunciation and comprehension in speaking. Here the teacher can give an exercise to students related to speaking, then the teacher can see and give an evaluation of the student's speaking ability, from score 1 to 5 for each aspect in speaking.

2.5 Ice-breaking

Ice-breaking is an activity used at the beginning of learning to help students and teachers get to know each other. This Ice-breaking can be used as a means to recall previous lessons that have been taught or it can also be used as an introduction to introduce new topics to students. We must be able to make Ice-breaking more fun, because the main purpose of this Ice-breaking is to make students feel comfortable in learning. Ice-breaking is a tool that can help students feel more comfortable during lessons, and is also a tool that can build group cohesiveness and create a more positive classroom environment.In this sub-chapter we discuss the definition of Ice-breaking, the use Ice-breaking, Ice-breaking technique.

Some of the researchers argue that Ice-breaking is aactivities carried out in a teaching and learning processactivities or in a learning, with the aim of eliminating boredom in students ortaught participants. According to Soenarno (2005:1) Ice-breaking is a way to make the audience of training, seminar, or meeting to be concentrated. Moreover, it may be carried out withinside the magnificence state of affairs additionally. He additionally stated that Ice-breaking become the modifications from boredom, sleepy, saturated and strained state of affairs into relaxing, enthusiastic, interest and feeling want to pay attention or see the individual that spoke in the front of the magnificence. We can say that Soenarno thinks Ice-breaking is an activity that can make students feel that the activities carried out are more interesting and not boring with people speaking in front.

Sunarto, (2012:3) explains Ice-breaking is a game or simple activity,that serves to change the atmosphere of ice, stiffness, bored or sleepinessin learning. So as to build a vibrant and enthusiastic learning environmentthat can create a fun, serious, but relaxing. Furthermore, Kuswara (2004) in Qomariah (2009:15) stated that Ice-breaking is wanted withinside the classroom.It is a good deal wanted on the way to make the coaching gaining knowledge of procedure jogging well, interesting, and the scholars maintaining listen to the lesson. He additionally mentioned in coaching gaining knowledge of procedure deliberately or not, instructor usually or occasionally offers Ice-breaking withinside the class, despite the fact that the sort isn't a game, bodily movement or different instrument. Interesting statements, anecdote, sounds that may appeal to students' interest are covered the kind of Ice-breaking.

From the understanding of the experts above we can conclude that Ice-breaking can help students experience learning that is more fun and more interesting. Which may be where at first the learning looks boring and stiff, but Ice-breaking can solve the problem into a more interesting learning so that these students can also be motivated in learning.

2.5.1 Kinds of Ice-breaking

The application of Ice-breaking in learning can make the learning atmosphere more funaccording to Flanigan (2011), acting Ice-breaking sports in English magnificence direct college students to the coolest temper of learning. Also suitable form of Ice-breaking sports make college students positive to get the maximum from their lesson and also, they may have fun. In applying Ice-breaking in a lesson, of course, a technique is needed to be able to apply it. According to Sunarto (2012:107), there are 9 types of Ice-breaking activities frequently used by teachers: yelling, claps hand, songs, body motions, humor, games, fairy tales, magic, and audio.

1. Yelling. According to Eliasa and Suwarjo (2011) yelling is the best healer among the others, besides to restore a concentration, yelling can also grow in high spirits. There are 2 types of yelling:

   • Mono yelling, expressed by the students, both individual or group in one direction from the beginning to finish yells be spoken.

   • Interactive yelling, expressed by teachers with students or between students and other students.

2. Hand clapping**.** Eliasa and Suwarjo (2011) said that claps hand is also very nice to do to refresh students. A teacher needs only minor modifications of existing types or the teacher create own models existing claps hand. Several variations of claps hand include: word reply with claps hand, every word spoken by teacher is responded by the students by clapping in a certain amount. There are many types of responses given by students, ranging from being claps hand also modified by the content subject matter. Claps hand is replied with claps hand, is a simple of Ice-breaking variation. In practice, the agreements are required with the student about the model and the total of the model or other variations that allow students to enjoy. Applause reply with body motions, needs concentration of students, but it is very nice to be Ice-breaking.

3. Songs. Songs was very popular in the teaching and learning process. However, today the teachers rarely use a song. There are many variants of the

songs that can be usedfor Ice-breaking in teaching and learning. Songs for the pure of happiness, almost all children's songs can be used as Ice-breaking. Remember that singing a song that serves as an ice-breaking is the level of seriousness. Compositions songs contain matter subject. Tracks Ice-breaking more meaningful if the teacher is able to change song with lyric contains subject matter. Usually this kind of songs used on the end of the study sessions as a form of reinforcement or conclusion (verification).

4. Body motion. Body motion is an activity to move the body after a few hours learning in the classroom with the movement of the body, flow of the blood smooth again. Thus the teaching and learning process more fresh and creative. Types of Ice-breaking are the kinds body motion. Begin from the easiest is to give direct instruction for the students to do something, like stretching his hands, bending the body, twisting the waist, and so on. To be more interesting, the teacher can do with some of sort games. The instructions can also be combined with a story.

5. Humor. Humor in teaching and learning does not require the students to laugh loudly, but the humor can just make the atmosphere become fun after a few hours concentrate with the material.

6. Games. This type of Ice-breaking tehnique is the type of Ice-breaking that make most students happy. The students get a new spirit by doing the games. Several factors should be noted by teachers in choosing the games including safety factor, time factor, equiment factor, and education factor.

   - Firstly, safety factor comprises the top priority that should be determined in the type of games that selected. Teachers should choose the types of games that are safe for the students.
   - Secondly, time factor is essential. There are many types of games that can be done by the teachers and students. The teacher should choose games that do not require too much time.
   - Thirdly, equipment factors constitute a tool used in a game. These should alwaysbe available in the classroom, such as pencils, books, chairs, and papers.

- Fourth, the educational factor is all the activities that teachers do for their students to take education and learning. These may include educational values which can be obtained from the implementation of games: a teamwork, independence, concentration, creativity, etc.

7. Fairy tales. Fairy tales is one tool that is effective enough to focus students' attention. Since early time, stories have been used to shape the character of children in a way to bring them in bed time. Based on the contents, fairy tales are divided into several types, as follows: fairy tales of motivation which aim to build high spirits in life's struggles and learn from these experiences. Fairy tales of advice are fairy tales that contain wisdom advices. The advices are expected to be replicated by students. There are so many examples of fairy tales that we know such as fairy tales (animal stories) and legends (folk tales in ancient times). Fairy tales of joke are humorous (funny) that can entertain and create a pleasant atmosphere so that the classroom atmosphere becomes more intimate and conducive to the teaching and learning process, both for teachers and for students.

8. Magic. Magic is an Ice-breaking technique that is very attractive to students. However, this type is very rarely used by teachers in the school, because not all people are able to play magic. In Ice-breaking in the teaching and learning process, the teacher is not required to use things like magic in general which we know is very difficult. At least, the teachers can learn some types of magic that are quite easy and simple to apply in class, such as magic, and tricks.

9. Audio visual. There are many types of audio visual that can be used as an ice-breaking. The examples are short funny movie, inspirational, or motivate students to learn harder, mutual respect, and others.

So we can conclude from the expert's statement above that there are many kinds of Ice-breaking that can be applied in the learning process, but in this case the teacher can choose or apply the right Ice-breaking to be applied in the classroom so that the learning atmosphere becomes more fun and students can understand the learning better.

2.5.2 Ice-breaking Technique

Soraya (2014) stated that there are two techniques in application of Ice-breaking: spontaneous technique and planned technique.

1. Visual.spontaneity technique, Ice-breakings are used spontaneously because the learning situations that exist at that time require encouragement so that the learning process can focus again. Such as Ice-breakings can be used anytime.

2. Planned technique, A good and effective ice-breaking to help the learning process is the planned Ice-breaking and included in the lesson plan. Ice-breakings are planned and included lesson plan can optimize the achievement of predetermined learning objectives.

From several statements from previous researchers, we can conclude that there are two kinds of Ice-breaking techniques that can be applied in the classroom in the teaching and learning process, in here the teacher must be able to choose correctly and carefully the Ice-breaking technique that is suitable to be applied to their students in order to get good results.

2.5.3 The Implementation of Ice-breaking

Ice-breaking strategies can be applied at the beginning of class with the aim of making students feel more relaxed or happy in starting a lesson. We can also apply an ice breaker in the middle or at the end of the learning process to keep the learning atmosphere fun. Ice-breaking technique can be implemented at the beginning of the class so the students feel relaxed or happy. Ice-breaking also can be applied in the middle or at the end of the learning process. According to Pitts (2010), Ice-breaking is acollaborative activity that can be performed at the beginning of the class to make the adult students relax and make an atmosphere enjoyable in a formal environment.

Two aspects that must be considered in Ice-breaking, such as the most important items things to consider and strategies for using Ice-breaking.

1. Important items to consider

As Tillery (2012) said in his article which states that there are many important items to consider when using Ice-breaking:

1) Teacher must be able to choose what type of Ice-breaking is suitable to be applied in learning.

2) Ice-breaking is the most effective way to break the learning atmosphere processes, especially when thinking and practicing.

3) Teachers also need to study their class, it means that if something doesn't work teachers can adapt or try a different approach to Ice-breaking.

2. Strategies of using Ice-breaking

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

1) Objective and execution

When the teacher wants to apply the Ice-breaking technique, the teacher needs to realize two important things, namely: what they achieve and how they achieve it.

2) Group Size

Teachers need to choose what kind of Ice-breaking activities are suitable to be applied in the classroom based on size of students in the class.

3) Appropriatess

In this case, the teacher can choose the type of Ice-breaking technique on the basic of whether the technique has been implemented appropriate for students and also teachers must ensure whether the activities that have been set are related or in line with the intended goal of breaking the ice.

So from the opinions of some of the experts above, we can conclude that there are two things that teachers need to pay attention to when implementing Ice-breaking in class. The first is that the teacher must know in advance what important items the teacher needs to know and the second is what technique applied by the teacher in his class.

2.6 The use of Ice-breaking in teaching English

Basically the use of Ice-breaking is an entertainment or game can make someone

happy in a learning, fun and enjoy. This Ice-breaking activity is expected to be able to make students happy, enjoy activities in class and be able to solve a stressful atmosphere into fun, it can also make students think more fresh and fluent when teaching and learning process.According to Varvel. (2017), Ice-breaking can be used for:

1. Facilitating introduction, Ice-breaking can be used to create familiarity between everyone and ease everyone into the group process. It means that ice-breaking can be used as the bridge of unknown or unfamiliarity students into the familiarity condition.

2. Prior knowledge assessment, Ice-breaking can help the teacher to assess the students' prior knowledge of certain material or materials that have been given to them.

3. Environment creation or fostering group unity, Ice-breaking is used to encourage a breakdown of status/race/gender/etc. Barriers that may pre-exist in the group. Ice-breaking is expected to help create an open environment in which all participants are going to open up and participate.

4. Topic segues, Ice-breaking can be created to introduce the topic. It means that it can be used when the teacher deliver a new topic or material of the lesson. The teacher can dig up the students' knowledge dealing with the topic or material that given to them by using Ice-breaking.

5. Preparation of Participants, By structuring Ice-breaking past time into gaining knowledge of surroundings or route control system, college students can get to understand each other even as mastering the route transport method. Energizers, ice-breaking is used to energize the group or participants. It is very useful in second day or morning activities to help wake up everyone.

From the understanding of Varvel. (2017) that we can conclude the usefulness of Ice-breaking in teaching English is that it can be used as an introduction to a new material and creates a relaxed atmosphere where many students can freely express their opinions.

2.7 Some Previous Related Research Finding

The first study is a research that had been undertaken by (ParisaYeganehpour and Prof.Dr.MehmetTakkac, 2016). In their study, the researcher examined the using of Ice-breaking technique in improving every factor which considered in testing learners speaking ability. The result of the study is the using of Ice-breaking technique facilitates the communication among learners and is a good way for skipping from language barriers.

The second of the previous study is from (Rotua Hutasoit, M.Pd. and Drs. BonariTambunan, 2018). In their study, this research deals with the effect of Ice-breaking technique in teaching speaking. The objective of the research was to find out whether the Ice-breaking technique signifincantly affect in teaching speaking in SMK Dharma Bhakti Siborongborong. The result of the research showed that Ice-breaking technique significantly affect in teaching speaking, since the t-test > t-table (p = 0,5) df (54), 7.70> 2,005. It means that null hypothesis (HO) is rejected and the alternative hyphothesis (Ha) is accepted.

The third of the previous study is from (Ira Arini, Dede Kurnia Adiputra, Ade Eka Anggraini, Iman Sampurna, Putri Yuniar Fatmawati, jeng Ginanjar, Yuyun Yuningsih, and Habib Cahyono). The purpose of this study is to improve public speaking skills through Ice-breaking methods for students. The research which was conducted in 2 (two) cycles using the Kemmis and Taggart models concluded that with the application of Ice-breaking techniques.For the result, it can be analyzed that the average score of students' public speaking abilities in each cycle for the Likert scale has reached the expected score. This means that for the likert scale shows relatively high effectiveness and there has been an increase of each cycle. This also means that in each cycle there has been a significant increase. Overall, the application of Ice-breaking techniques in improving students' public speaking abilities is quite effective.

2.8 Hypothesis

Nachmias (1981) stated that the hypothesis is a tentative answer to the research problem. Answer it is expressed, in the form of the relationship between the independent variable and the dependent variable. Hypothesis is the alternative of guess answer which was made by the researcher for the problem which has presented in this research. The guess answer is the truth which tested the truth by collecting data which is collected by the researcher. So in this study the hypothesis that can be obtained is :

- Ha = There is difference on students' speaking ability after being taught by using ice-breaking technique.

III
METHOD

This chapter discusses about research design, population and sample, instrument of the research, data collecting technique, validity and reability test, data analysis and hypothesis test.

3.1 Research Design

Quantitative research methods can be interpreted as research methods based on the philosophy of positivism used to examine certain populations or samples,data collection using research instruments, quantitative/statistical data analysis, with the aim of testing predetermined hypotheses (Sugiyono 2008). This research was conducted using quantitative methods. The purpose of this study was to see if there any influence of ice-breaking in improving students' speaking ability. Which in this study wants to know the influence of the independent variable (ice-breaking) on the dependent (speaking ability). This research was conducted in junior high school, namely SMPN 04 Bandar Lampung. This research was conducted by giving a treatment to students. Which is where at the beginning of the meeting a pre-test carried out to students to find out the students' speaking ability. Then after that, several treatments carried out in which there is Ice-breaking. And at the end of the meeting, a post-test conducted to see whether the treatment given has an influence on the students' speaking ability.

So in this study, before doing the treatment, students given a pre-test at the beginning of the lesson or meeting and a post-test at the end of the meeting to see how much impact Ice-breaking has on improving students' speaking abilities.

T1   X   T2

Note   :

- T1   : Pre-test
- X   : Treatment using Ice-breaking

- T2   : Post-test

3.2 Population and Sample

According to Sugiyono (2008:298) Population is a generalization area consisting of objects or subjects that have certain qualities and characteristics determined by researchers to be studied and then drawn conclusions. So we can say that the population is not only people, but also objects and other natural objects. Population is also not just the number that exists in the object or subject being studied, but includes all the characteristics or properties possessed by the subject or object. The population of this study was 7th grade students with the 2021/2022 academic year at SMPN 04 Bandar Lampung. In determining the sample, the researcher used purposive sampling with the characteristic with the following criteria, namely: class 7A, female and male.

The sample is part of the number and characteristics possessed by the population (Sugiyono 2008). From the population that has been determined above, in order to make it easier to conduct research, a research sample is needed that is useful when the population under study is large in the sense that the sample must be representative of the population.

3.3 Instrument of The Research

The research instrument used in this study was a speaking test. The researcher used criteria to measure data based on Harris (1969:84) that used 1-5 points of rating scale (It can be seen in appendix 2, page 53). Data is needed to answer the research problem to examine hypotheses that have been done previously. Students tested by asking them to describe about their favorite actor or actress, family, friend, or their favorite cartoon character. The main purpose of the test in this study is to find out whether the student is able to speak English and to see how the effect of using Ice-breaking techniques in teaching speaking.The data collection techniques used in this study can be explained as follows:

- Speaking Test

  A test is a method or method used to measure a person's ability, performance, or knowledge. This method requires performance with a set of procedures, techniques, or items. To qualify for the test, the method used must be explicit and structured. So in this study using the speaking test method that given to these students, to see how well the students are in speaking.

3.4 Technique of Data Collection

In an effort to collect data, this study used an instrument in the form of a Speaking test as previously mentioned. The researcher use some activities in teaching learning process in this research as follow:

1. Pre-test

   In this study, at the first meeting the students given a pre-test before the teacher does the treatment which later be given to the students. This is to measure how the student's speaking ability is before being given treatment by the teacher. In this pre-test, students asked to performed in front of the class about introduction with their partner, as the student has chosen before.

2. Treatment

   After students get the pre-test at the beginning of the meeting, then students get treatment using the Ice-breaking method for 3 meetings.

3. Post-test

   At the end of the meeting the students given back the text at the end of the meeting (post-test), to find out whether the treatment with the Ice-breaking method has an effect on increasing the students' speaking ability or not. To measure whether there is an increase in students in speaking is to use the assessment table Harris (1969:84).

3.5 Validity and Reliability Test

This sub-chapter explain validity test (content validity and construct validity) and reability test.

3.5.1 Validity Test

Validity test is intended to ascertain how well an instrument measures the concept that it is supposed to measure. A valid instrument means that the instrument can be used to measure precisely and correctly. By using research instruments that have high validity, the results of the study are able to explain the research problem according to the actual situation or event with a significance below 0.05 and Kaiser-Meyer-Olkin (KMO) and Measure of Sampling Adequacy (MSA) of at least 0.5 are declared valid and samples can be analyzed further. In this study using 3 validity, namely: content validity and construct validity. The explanation is as follows:

1. **Content Validity**

   Content validity is the basis of a research instrument, because Content validity state the representativeness of the aspects measured in the instrument. Content validity is seen in terms of the content of the instrument given. Kerlinger (1973) stated: "Content validity is the representativeness or sampling adequacy of the content the substance, the matter, the topics of a measuring instrument."So it can be said that content validity emphasizes more on the validity of the instruments that have been compiled is related to the domain to be measured. in relation with that, what specifications you want to measure must be clear, and also prior to the specifications we must already know the goals to be achieved with the instrument. From destination the researcher can determine the scope.

2. **Construct Validity**

   Construct is a concept or design that is arranged according to one's view, such as accuracy, intelligence, creativity, and so on. Nachmias stated (1981): "Construct validity involves relating a measuring instrument toan

overall the oriental frame work, in order to determine whether the instrument is tied to the concepts and the oretical assumptions that are employed," while Anastasi(1982) also stated that: "The construct validity of a test is the extent to which the test may be said to measure a theoretical construct or trait. "From some of the quotes it can be concluded that construct validity is more emphasizes how far the instruments that have been compiled are related theoretically measure the concept that has been compiled by the researcher or how far the psychological construct or trait is represented significantly in the instrument. In this study, in providing an assessment using the Harris assessment table, in which there are 4 assessments of aspects in speaking, those are : pronunciation, grammar, vocabulary, and fluency.

3.5.2 Reliability Test

Reliability test is the level of accuracy, precision or accuracy of an instrument. Instruments that can be trusted or reliable produce reliable data as well (Arikunto, 2010). Reliable means that it can be trusted so it can be counted on. To determine the level of reliability. Variable testing is carried out through product corelation moment with the formula :

$$r_{xy} = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{(N \Sigma X^2 - (\Sigma X)^2)(N \Sigma Y^2 - (\Sigma Y)^2)}}$$

Note :
- X is the total score of rater 1.
- Y is the total score of rater 2.

Table 3.1 R value interpretation

Correlation value	Description
0,8000 – 1,0000	Very High
0,6000 – 0,7999	High
0,4000 – 0,5999	Medium

0,2000 – 0,3999	Low
0,0000 – 0,1999	Very low

Source: Sugiyono (2011, p.183).

This study uses a speaking test, in which the student come forward to be assessed. In this assessment using an inter-rater, the inter-rater assessment carried out by researchers as the rater 1 and teachers as the rater 2, and in the speaking assessment process, rater 1 and rater 2 record the assessment using a recording and then the results of these scores entered into the student assessment table that has been provided.

3.6 Normality test

Sample normality test to test whether we are using n sample data taken from a number of populations, it is first necessary to test the normality of the sample with the aim of whether the number of samples is representative or not so that the research conclusions drawn from a number of samples can be justified. The normality test is used to determine whether the data obtained from samples from populations are normally distributed or vice versa. The sample normality test in this study was to use the *Kolmogorov Smirnov* (KS) *one sample non-parametric test.* Test criteria are carried out by:

- Ho: Data comes from a normally distributed population.

  Ha : Data from populations that are not normally distributed.

- If (Sig) > 0.05 then Ho is accepted (Normal).

  If (Sig) < 0.05 then Ha is rejected (Not Normal).

- Sample normality testing was carried out through the SPSS program (*Statistical Program and Service Solution* series 21.0).

- Explanation and conclusions from points 1 and 2, by comparing the values of the two probabilities (sig) > 0.05 or vice versa, variable X is homogeneous or not homogeneous.

3.7 Data Analysis

The purpose of analyzing data is to find meaning in the data by organize and present information systematically. During the pre-test, the researcher (rater 1) and the teacher (rater 2) entered all student scores into the table scoring rubric to find the average student score at the time of the pre-test. The same thing also be done during the post-test.

The data was collected through pre-test and post-test (scores) would be analyzed quantitatively through the follow steps:

Finding out the mean score by using formula:

$$X = \frac{R1 + R2}{2}$$

Where

X : Mean score of pre-test / post-test

$R1$: Score from the researher.

$R2$: Score from the teacher.

3.8 Hypothesis Test

This test is used to determine whether the independent variable, namely Ice-breaking (X) has a significant effect on the dependent variable, namely Speaking ability (Y) .In this study, the hypothesis test used is paired sample T-test. Paired sampe T-test is to test how the influence of each independent variable individually on the dependent variable.

- Ho = There is no differences on students' speaking ability after being taught by using Ice-breaking technique.
- Ha = There is differences on students' speaking ability after being taught by using Ice-breaking technique.

With criteria:

a. $T_{value} > T_{table}$, then Ho is rejected.

b. $T_{value} < T_{table}$, then Ho is accepted.

CHAPTER V
CONCLUSIONS AND SUGGESTIONS

5.1 Conclusion

Based on the research data in the discussion, it was concluded that the application of Ice-breaking had an effect on learning outcomes. Based on the results of the t-count value of 7,581 > t-tabel 1,697 then H0 is rejected and that means Ha is accepted. This means that there are differences in students' speaking abilities after students learn using the Ice-breaking technique. Because after the research has proven that ice breaker games have advantages such as being able to improve students' speaking skills, can arouse students' enthusiasm for learning and involve students in being active in learning.

Based on the results of treatment there were changes in students where at the beginning of learning activities there were some students who do other activities or ignore the teacher during learning. This can be seen at the first meeting of students who carried out other activities as many as 3 students, while at the last meeting there was only 1 student who carried out other activities when the teacher explained the material. At the beginning of the meeting, only a few students were active during the lesson. However, in line with the implementation of Ice-breaking students began to be active at the next meeting.

5.2 Suggestions

From the results of the research, several suggestions were put forward in aneffort to improve the quality of education, including:

- To teachers, especially SMPN 04 Bandar Lampung teachers, it is recommended to apply Ice-breaking so that students do not get sleepy or quickly feel bored in receiving lessons and also keep to emphasize the topic being studied.
- Researchers are expected to be able to develop this Ice-breaking by applying it to the material to find out whether other materials match this learning

technique, in order to achieve the expected goals.

- To prospective researchers, to be able to develop and strengthen this technique and strengthen the results of this research by reviewing it first in order to be able to conduct more successful research

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