

**THE IMPLEMENTATION OF ICE BREAKER  
TECHNIQUE TO IMPROVE STUDENTS' SPEAKING  
SKILLS OF TENTH GRADE STUDENTS AT SMAN 10  
BANDAR LAMPUNG**

**(Undergraduate Thesis)**

**By**

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**ENGLISH EDUCATION STUDY PROGRAM  
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LAMPUNG UNIVERSITY  
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## ABSTRACT

### THE IMPLEMENTATION OF ICE BREAKER TECHNIQUE TO IMPROVE STUDENTS' SPEAKING SKILLS OF TENTH GRADE STUDENTS AT SMAN 10 BANDAR LAMPUNG

By

**Nisrina Vita Cahyarani**

Language learning is an ever-changing process that often needs new and creative teaching methods to help students enhance their speaking abilities. Developing strong speaking abilities in students is a key aim. Accomplishing this objective often requires using imaginative and interesting teaching techniques. One increasingly popular method is incorporating ice breaker games into language learning programs. Therefore, the researcher tried to implement an ice breaker technique to increase students' speaking ability. This study explores how ice breaker activities can help improve students' speaking skills in English language learning. It focused on first-grade students at SMAN 10 Bandar Lampung and used a quantitative approach to measure the impact of these games on speaking proficiency.

The research aims to understand how students' speaking abilities change before and after using ice breaker techniques in English classes. The study follows a pre-experimental design, using a one-group pretest-posttest method to track changes in students' speaking skills. The experimental group, Class 10.9, which consists of 35 students, participated in both pretest and posttest assessments. The researcher utilized SPSS and Microsoft Excel to analyze the data, revealing an improvement in the student's speaking abilities following the implementation of ice-breaking games. The analysis was conducted using a Repeated Measures T-Test in SPSS, with statistical significance determined at  $p < 0.05$ . The results indicated a significant difference in the students'. This research adds to teaching discussions by showing how effective ice breaker activities are for improving speaking skills and offers practical advice for educators using these techniques in language learning classrooms.

**Keywords :** *Ice Breaker Technique, Students speaking ability*

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By

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Submitted in a Partial Fulfillment of  
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In

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The Faculty of Teacher Training and Education



**ENGLISH EDUCATION STUDY PROGRAM  
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION  
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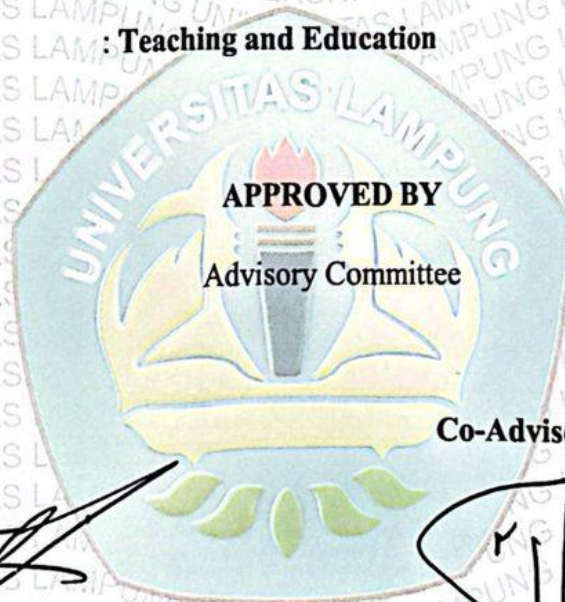
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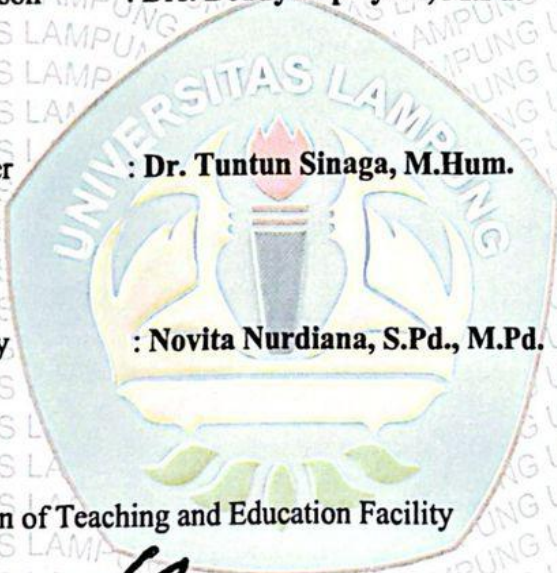
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## **CURRICULUM VITAE**

The writer's name is Nisrina Vita Cahyarani. She was born in Bandar Lampung, on May 21<sup>st</sup>, 2000. She is the only child of a lovely couple, Riza Pahlevi and Etik Yulianti. She graduated from TK Pertiwi in 2006. Then she continued her study at SDN 2 Rawa Laut in 2006 and graduated in 2012. In the same year, she continued her study at SMP IT Ar-Raihan. After graduating from Junior High School in 2015, she went to SMAN 10 Bandar Lampung and graduated in 2018. She continued her study at University of Lampung in 2018. She did her Community Service Program at Kaliawi Persada, Bandar Lampung, and Teaching Practice Program (PPL) at SMA Perintis 2 Bandar Lampung from August to October 2020. To finish her study in college, she did her research in SMAN 10 Bandar Lampung on July 2023.

## **DEDICATIONS**

This script is fully dedicated to:

My beloved parents

My beloved lecturers at the English Department

My beloved comrades of English Department batch 2018

\My beloved almamater, University of Lampung



## **MOTTO**

*“Allah tidak membebani seseorang melainkan sesuai dengan kesanggupannya.”*

(QS. Al-Baqarah: 286)

*“Great things are not done by impulse, but by a series of small things brought  
together.”*

Vincent van Gogh

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The researcher aims to make a valuable contribution to educational development and to benefit readers and fellow researchers.

Bandar Lampung, November 03<sup>rd</sup>, 2024

The Researcher,

Nisrina Vita Cahyarani

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## **I. INTRODUCTION**

### **1.1 Background**

Speaking constitutes a fundamental skill crucial for learning a foreign language. It serves as the gateway to effective communication, which is imperative in real-life interactions. As stated by Brown and Yuke (1983), "Speaking is a skill that students are primarily judged upon in real-life situations." Likewise, Richard (2008) emphasizes that mastering English speaking is a top priority for second-language and foreign-language learners. Thus, it is evident that proficient speaking skills are essential for every language learner.

Speaking, in essence, is the skill of conveying thoughts, ideas, and feelings through spoken language, involving the pronunciation of sounds and words to express oneself, as articulated by Yunus (2015). It entails the ability to articulate one's ideas and thoughts using spoken language, as described by Lubis (2012). Notably, difficulties in speaking skills are often linked to phonetic studies, and speech impediments can hinder fluent and effective spoken communication, particularly in individuals with specific learning disabilities. The importance of speaking skills extends to all individuals, with a particular emphasis on students. Therefore, Iskandarwassid and Suhendar (2009) suggest that active involvement in communication makes the process of learning to speak more accessible.

Specifically, English language learners in Indonesia encounter challenges in mastering speaking skills. The causes of this problem are a lack of motivation, nervousness from a lack of confidence in speaking English in public, and several other factors.

The problems faced by the students and the teacher are caused by some factors that may come from the lack of improvement in teaching-learning activities. An observation by Maqfirah, Fitriani, and Chairina in 2018 revealed that many students struggle with English fluency. Various factors contribute to students' difficulties in English speaking, as noted by Buzanni (2008), including limited opportunities for classroom practice, a lack of teaching technique variation, and monotonous teaching strategies. Since speaking skills are essential in real-life situations where time is limited, students often feel hesitant to engage in speaking.

To address these challenges, teachers can employ effective techniques, such as incorporating games into English language teaching. Agoestiwaty (2007) suggests that using games in the learning environment not only transforms classroom dynamics but also rejuvenates students and enhances their learning effectiveness.

One valuable technique for teaching English speaking is the use of icebreakers. Icebreakers are activities or games that aim to create a more relaxed and engaging atmosphere within a group. They are typically initiated at the beginning of a class or session to dispel initial tension. Educators can employ icebreakers to optimize students' creativity and cognitive functions according to the students' specific conditions. These activities can take the form of humorous games or enlightening

activities that lighten the learning atmosphere, making it easier for students to absorb the material delivered by educators.

Icebreakers serve as effective tools to enhance interactions among learners, promote creative thinking, and create an enjoyable learning environment. As Varvel (2016) states, "Icebreaker is an activity used to help individuals feel at ease in a group setting." Icebreaker activities are essential for boosting students' motivation and facilitating successful interactions, as noted by Kelly (2004). Hainonen (2009) emphasizes that icebreakers function as facilitation exercises to help groups overcome fears and uncertainties. Icebreaking can be achieved -through various games, including jokes, clapping variations, singing, and playing, among others. This icebreaker approach is a method employed to thaw less conducive atmospheres, thereby redirecting students' concentration and attention (Pratama et al., 2021). In the context of learning, icebreaking can be seamlessly integrated during breaks or pauses in the learning process. Additionally, icebreaking can be applied in English language classes to prevent students from feeling drowsy, bored, or disinterested, ultimately making English learning more enjoyable and motivating for students.

Icebreakers are particularly valuable as engaging strategies to commence English language lessons. These activities can also be incorporated during class sessions to rejuvenate learners' minds and at the end of the class for reviewing previously covered material. Drawing from Hariyati's research in 2018, the use of icebreakers, such as "Two Truths and a Lie," in English-speaking classes has been shown to enhance learners' speaking skills. The results of the study reveal significant

improvements in speaking skills following the icebreaker treatment. Consequently, it can be deduced that icebreakers are effective in enhancing learners' speaking abilities. Darmayanti et al. (2023) conducted a study on the 'friends here, enemies there' ice-breaking technique to enhance high school students' interest in learning. The findings indicated that ice-breaking techniques positively impacted students' enthusiasm for challenging subjects. Ruth Hana Panjaitan (2023) conducted a research.

Therefore, based on the background of the problem mentioned above, the researcher intends to implement the icebreaker technique in teaching English at SMAN 10 Bandar Lampung. This research was conducted at SMAN 10 Bandar Lampung because no similar studies have been performed here, allowing for the observation of any potential improvement in the students.

## **1.2 Research Question**

Based on the background above, the researcher formulates the research question as follows:

1. Is there any improvement in students' English speaking skills after the implementation of Ice Breaker technique in teaching English?

## **1.3 Objectives of The Research**

Based on the research question, the objectives of this research are as follows:

1. To find out the improvement on students' speaking skills before and after the implementation of ice breaker technique in teaching English speaking skills.

#### **1.4 Uses of Research**

This research is expected to give some benefits theoretically and practically. The uses of this research are as follows:

1. Theoretically, this research is intended to support the theory of the implementation of ice breaker in teaching speaking skills.
2. Practically, this research can be used by teachers and students in implementing Ice breaker in classroom activities.

#### **1.5 Scope of Research**

The research uses a quantitative approach. The focus of this research is to investigate the improvement in students' speaking skills after implementing ice breaker to enhance their speaking skills. The researcher focuses on speaking ability in senior high school.

## **II. LITERATURE REVIEW**

This chapter thoroughly investigates the crucial importance of speaking skills in language learning. Basic speaking language skills are a pathway to successful communication and language expertise. Understanding the relevance of speaking ability in language learning is essential for educators and researchers alike. Proficient speaking skills empower learners to navigate diverse linguistic and cultural contexts, fostering meaningful interactions and breaking down communication barriers. This chapter aims to illuminate the multifaceted aspects of teaching and developing speaking skills, drawing upon insights from prominent scholars and educational experts. This section extensively explores different theories, teaching approaches, and elements that impact the enhancement of speaking abilities.

### **2.1 Speaking**

Speaking is a fundamental process of communication involving two or more individuals. In the context of language learning, speaking is defined as a skill that enables effective communication, closely associated with the fluency of the conversation. Therefore, proficient speaking skills are essential for facilitating successful communication. Harmer (2007) underscores that speaking entails the ability to communicate fluently, necessitating not only a grasp of language

structures but also the capability to process information and language instantaneously. Bygate (1987) emphasizes that speaking is a skill deserving just as much attention as literacy skills, whether in a first or second language.

Brown (2004) categorizes speaking into five fundamental types: imitative, intensive, responsive, interactive, and extensive. In language learning, at the imitative level, learners aim to mimic what is said to them without necessarily comprehending the meaning. The intensive level expects learners to generate a limited area of language with comprehension, which includes simple questions. The responsive level involves interaction and comprehension but is limited to basic conversations. The interactive level elevates the complexity and difficulty of the conversation, at times involving multiple participants and exchanges. At the extensive level, learners undertake monologues, such as speeches and storytelling, which require thorough preparation.

## **2.2 Aspects of Speaking**

### **1. Pronunciation**

Pronunciation plays a crucial role in enabling students to articulate language more clearly during speaking. This implies that students can effectively communicate even with limited vocabulary and grammar skills if they possess good pronunciation and intonation. Pronunciation pertains to the conventional or habitual enunciation of words, which essentially means that it is the method by which students articulate words clearly when speaking (Kline, 2001). In English, pronunciation is not simply about mastering a list of sounds or isolated



words. Rather, it involves learning and practicing the distinct English manner of rendering a speaker's thoughts easily understandable (Gilbert, 2008).

## 2. Grammar

Grammar is a vital component for students in constructing accurate sentences during both written and spoken conversations. It is defined as a systematic method for accounting for and predicting an ideal speaker's or listener's comprehension of the language. This is achieved through a set of rules or principles that can be employed to generate all well-structured and grammatically correct expressions in the language (Purpura, 2004). Another definition of grammar, as proposed by Greenbaum and Nelson (2002), states that it pertains to the rules that enable us to combine words in our language into larger linguistic units.

The grammar of a language comprises the description of how words can change their forms and be assembled into sentences within that language (Harmer, 2001:12). Consequently, based on the above statements, it can be inferred that the role of grammar is to arrange sentences' accurate meaning according to the context. Additionally, it serves to prevent misunderstandings between communicators.

## 3. Vocabulary

Vocabulary represents the appropriate selection of words, and it holds significant importance in language, particularly in speaking. Proficiency in a wide range of words facilitates the ease of expressing ideas, feelings, and thoughts, whether in spoken or written form. In spoken language, vocabulary tends to consist of familiar and everyday words (Turk, 2003). This implies that in spoken language,

the vocabulary used must be commonplace and commonly used in everyday conversations to ensure comprehensibility in spoken discourse. Vocabulary serves as a foundational element in language acquisition. Students must grasp words, their meanings, spellings, and pronunciations. Therefore, when instructing students on vocabulary, teachers need to ensure that they not only clarify the meaning but also address spelling and pronunciation aspects.

#### 4. Fluency

Fluency is characterized by the capacity to speak in a communicative, fluent, and accurate manner. It typically pertains to the ability to express oral language freely and without interruptions. In the context of teaching and learning, assessing students' fluency often involves allowing them to express themselves without interruption. The objective is to assist students in speaking fluently and with confidence. The teacher refrains from immediate correction, as excessive correction can disrupt the natural flow of conversation (Pollard, 2008:16).

#### 5. Comprehension

Comprehension entails the capacity to perceive and process extended stretches of discourse, constructing meaningful representations of sentence meanings. In the context of a second language, comprehending it is more challenging to study because it is not directly observable. Instead, it must be deduced from explicit verbal and nonverbal responses, through the use of artificial instruments, or by relying on the intuition of the teacher or researcher. The term "comprehension" also extends to the notion that participants possess a thorough understanding of the research project, even when procedures are intricate and may involve potential risks (Cohen et al., 2005).

### **2.3 Teaching Speaking: Strategies and Challenges**

Effective communication is at the core of language education, with speaking skills playing a pivotal role in language acquisition. The ability to express oneself verbally is not only a fundamental aspect of language learning but also an essential life skill (Brown, 2000). As language educators, understanding the theoretical foundations guiding the teaching of speaking is crucial for creating impactful and engaging learning experiences. The teaching of speaking aims to delve into the theoretical underpinnings that inform and guide the teaching of speaking skills in language education. The significance of this exploration lies in the acknowledgment that speaking is not merely a linguistic task but a complex process influenced by various linguistic, cognitive, and sociocultural factors (Richards & Schmidt, 2013). By unraveling the theoretical frameworks, we gain insights into how learners can be effectively guided to develop proficiency and confidence in spoken language (Nunan, 2003).

The integration of authentic materials in teaching speaking is pivotal for providing learners with real-world language experiences (Brown, 2000). Authentic materials, derived from genuine sources, expose learners to the nuances of language use, including colloquial expressions, varying registers, and cultural contexts. Utilizing authentic materials enhances learners' speaking abilities by offering exposure to the authentic language as it is naturally used in different communicative situations. Creating interactive and collaborative learning environments significantly contributes to the development of speaking skills (Richards & Rodgers, 2014). Pair and group activities foster meaningful interactions, enabling learners to engage in authentic conversations, share ideas, and negotiate meaning. Collaborative learning

not only builds learners' confidence in speaking but also encourages the exploration of diverse perspectives, enhancing overall language proficiency (Johnson & Johnson, 1987).

Providing effective feedback on speaking performance is crucial for learners' improvement (Nunan, 2003). Feedback serves as a guiding mechanism, highlighting strengths and areas for improvement. Additionally, addressing errors through constructive error correction strategies is essential. Error correction, when done judiciously, helps learners refine their speaking skills by increasing awareness of language forms and structures. Instructors often encounter challenges in teaching speaking, such as learner anxiety, limited opportunities for practice, or difficulty maintaining student engagement. These challenges can impede the development of speaking skills and require thoughtful instructional strategies to address them effectively.

To overcome challenges in teaching speaking, instructors can employ various strategies and pedagogical approaches. Creating a supportive and inclusive speaking environment involves implementing learner-centered activities, fostering a positive classroom atmosphere, and integrating diverse materials to cater to learners' interests and needs (Nation, Newton, & Shearin, 2009).

## **2.4 Psychological Theories of Learning**

In the field of psychology, Vygotsky's Social Development Theory is known for emphasizing the significant impact of social interaction and supportive learning environments on cognitive development (Vygotsky, 1978). According to Vygotsky, learning is deeply connected to our social interactions and the assistance we receive

from others. Ice breaker activities align well with these principles. Vygotsky believed that learners benefit from interacting with peers, especially those who have more knowledge or skills. Ice breaker activities in language learning provide opportunities for this kind of interaction. These activities encourage students to communicate, work together, and support each other's language development (Donato, 2000).

During ice breaker, students share their personal experiences, exchange ideas, and collaborate within a friendly and cooperative setting. This interaction not only helps learners become more at ease expressing themselves in the target language but also allows them to experiment with the language and seek help from their fellow students. Essentially, ice breaker create a space where students can feel confident using the language and know that they have support from their peers. The positive atmosphere fostered by ice breaker has a significant impact on students. Through social interaction and collaboration, students often gain more confidence in their language skills. When students feel at ease and motivated to speak in this encouraging environment, it positively influences their speaking abilities. Ice breaker activities resonate with Vygotsky's Social Development Theory by promoting social interaction and creating a space where students can assist each other. This supportive and inclusive learning environment bolsters confidence and motivation, ultimately improving students' speaking skills.

## **2.5 Key Components of An Introduction**

Suparman (2007) state that introduce means to present himself or herself to an audience. An introduction is essential for making a positive first impression,

whether in a classroom, professional setting, or social environment. For students, crafting a perfect introduction is particularly important as it can set the tone for future interactions with peers, teachers, and others. To achieve this, students should focus on several key components that together form a comprehensive and engaging introduction.

First, personal information for a student typically includes basic details that help others get to know them better and establish a connection. This information usually consists of the student's full name, which is essential for identification and establishing a personal connection. Their hometown, age, grade level, which helps to position them appropriately among peers, especially in an academic setting; and details about their school, field of study, or any other relevant information.

Second, integrating hobbies and personal interests into an introduction can provide a personal touch, enhancing relatability. This approach allows others to see the individual beyond their professional or academic roles, fostering common ground and making the introduction more memorable.

Third, concluding with a friendly and approachable statement wraps up the introduction on a positive note. This may involve expressing enthusiasm, gratitude, or extending an invitation to connect further. By incorporating these elements thoughtfully, students can create an introduction that is engaging, memorable, and effective in making a positive first impression.

## **2.6 Introduction to Ice Breaker**

An icebreaker is an activity designed to create a more welcoming and relaxed atmosphere among participants in a group setting. Icebreakers play a vital role in situations where effective communication and participant comfort are necessary. According to Chlup and Collins (2010), icebreakers encourage participants to interact with one another, fostering a sense of connection and a shared focus. Hutasoit and Tambunan (2018) also highlight that icebreakers are frequently employed by teachers in the instructional process to initiate meetings, alleviate stress, and provide essential breaks during intense gatherings.

In the context of language learning, the icebreaker strategy proves valuable in alleviating any initial tension within the classroom. It assists students in unwinding and feeling at ease, which is crucial for creating a conducive learning environment. Additionally, icebreakers have the potential to rejuvenate learners' focus and interest during the study session. Hutasoit and Tambunan (2018) categorize icebreaker activities into nine types, including yel-yel, clap hands, body movement, songs, games, jokes, magic, and audio-visual elements. In this research, the game "Two Truths and a Lie" will be employed as the icebreaker to enhance students' speaking skills.

## **2.7 The Principles of Ice Breaker**

The use of icebreakers is an essential technique to ensure that students have a positive and enjoyable learning experience, fostering a comfortable and inviting classroom environment. These exercises or activities are strategically employed by teachers at the right times to enhance motivation among students. Yeganehpour

(2016) characterizes icebreakers as tools that incorporate various media, physical activities, and brain-teaser exercises, making them effective for breaking the ice in an English language classroom. She emphasizes the importance of keeping icebreakers simple in terms of duration, neither overly long nor too short. Yeganehpour (2016) outlines five key principles of icebreakers to achieve instructional goals.

First, icebreakers should involve simple materials or activities that match students' needs and abilities. In English language teaching, it's crucial for teachers to understand their students' requirements and ensure that the materials used are comprehensible, which is often more effective than relying solely on textbooks or assigning excessive homework.

Second, icebreakers should create a non-threatening environment. This is vital in the instructional process because teachers aim to enable students to independently absorb and accept knowledge without coercion. For instance, teachers should avoid punitive measures for students not listening to explanations. Instead, they should focus on capturing students' attention and motivating them to engage with the material.

Third, the activities used in the learning process must be relevant to the topic being taught. Ensuring a direct connection between the icebreaker and the learning subject is crucial for instructional effectiveness.

Fourth, icebreakers should be energizing. Their purpose in the classroom is to revitalize students at particular moments. In an English language classroom,



students may become unfocused due to factors like boredom, drowsiness, an unstimulating classroom atmosphere, or difficulty in understanding the material. In the energizing phase, icebreakers should be engaging, increase students' energy levels, and involve physical or other activities to capture their interest.

Fifth, icebreakers should be open-ended. This principle gauges the effectiveness of the teacher in creating a conducive classroom atmosphere by evaluating students' participation, reactions, and motivation. Open-ended icebreakers encourage students to engage and contribute to the learning experience actively.

## **2.8 The Importance of Ice Breaker**

Language learning can occur in various settings, both inside and outside the classroom, as noted by Hengki et al (2017). However, the teaching and learning of English as an international language encounter challenges. While many students are eager to engage in conversations in English, they may lack the necessary skills to do so. As Dixon (2006) identifies in their study, students are often ill-prepared for various forms of English learning, and forcing them into it can lead to numerous errors, making the experience counterproductive.

Effective icebreakers play a crucial role in creating a positive and enjoyable classroom atmosphere. Some teachers may rely too heavily on mechanical activities, believing it's the best use of classroom time. However, this approach can lead to increased student stress and frustration in understanding the material. Icebreakers are designed to refresh the learning environment, alleviate tension, and rekindle the energy and enthusiasm of participants (Chlup & Collins, 2010).

According to Johnson (2012), a well-planned academic icebreaker can stimulate students' mental and emotional engagement, reduce anxiety, enhance critical thinking, establish a cooperative classroom environment, build positive teacher-student relationships, bridge economic, social, and cultural boundaries, introduce academic subjects, and establish the teacher's authority. It also promotes cooperative behavior, sets the emotional climate of the classroom, and fosters positive attitudes toward school and learning. A well-designed icebreaker can quickly assess participants' current skill or knowledge levels and their attitudes toward the instructor and the learning environment (Collins, 2010). It facilitates distance learners in making connections, learning about each other, and fostering trust, which is essential for collaborative and constructivist learning environments (Dixon, 2006). Furthermore, icebreaker activities contribute to developing cultural awareness and tolerance, breaking down barriers, and addressing feelings of isolation and loneliness (Kavanagh et al., 2011). In this way, icebreakers help teachers convey knowledge in an engaging manner, add variety to the classroom, and enhance the effectiveness of the teaching-learning process.

## **2.9 Types of Ice Breaking Techniques**

There are several techniques that can be employed in icebreaking activities, as suggested by Johnson and Lou Anne. These techniques include:

1. Clapping hands

The "Clapping Hands" technique is a simple icebreaker that can be seamlessly integrated into various programs, including learning activities. It's an uncomplicated activity that doesn't require elaborate preparations. In this

technique, participants are instructed to create a basic rhythm using hand-clapping as per the given instructions.

## 2. Gymnastics/motion

Another icebreaking technique involves physical movement. Participants are encouraged to move various parts of their bodies, such as hands, feet, or other body parts, following a set of designed movements. These movements are harmless and add an element of fun, serving to refresh participants' minds.

## 3. Singing

Singing is a music-related activity that people often enjoy. Research from Oxford University, led by Dr. Eiluned Pearce, has demonstrated that singing is an excellent icebreaker for fostering social bonding among individuals. In educational settings, singing can also be used to alleviate tense atmospheres.

## 4. Game

Games are a commonly employed ice breaking strategy and can be particularly effective when meeting new people or when the atmosphere is tense or dull. When used correctly, games not only break the ice but also help stimulate participants' mental focus, serving as a warm-up before engaging in more serious activities.

## 5. Storytelling

Storytelling is an activity in which participants deliver a narrative. In most storytelling activities, participants are encouraged to be creative, fostering communication as they express themselves through storytelling.

## 6. Puzzles or Guesses

Puzzles, guesses, or quizzes are activities to stimulate students' curiosity and build student credibility in making the answers to problems from a unique side. This activity involves more powerful cognition because it requires the participants to think faster.

### **2.10 The “Mingle Game” and “Two Truths and a Lie”**

The incorporation of Mingle Game and Two Truths and a Lie into icebreaker activities adds a dynamic and engaging dimension to language learning environments. These games not only break the initial barriers among participants but also contribute to the development of speaking skills in a fun and interactive manner. Mingle Game, and Two Truths and a Lie add dynamism to language classrooms, turning them into spaces where learning goes beyond traditional methods.

This exploration aims to illuminate how these activities complement icebreakers, offering holistic benefits to language learning environments. These engaging games not only foster a sense of community but also prompt learners to express themselves authentically and spontaneously. As we delve into the integration of Mingle Game and Two Truths and a Lie with icebreakers, we discover their potential to create lively, interactive, and supportive language learning atmospheres.

#### **a. Mingle Game**

Mingle Game is a dynamic and interactive activity that adds an element of movement and socialization to language learning environments. In this game, participants are encouraged to stand up and move around the room, engaging

in brief conversations with various peers. It is an effective strategy for promoting spontaneous spoken interaction, as learners interact with different classmates, exchange information, and practice language in a less structured and more natural setting.

The beauty of Mingle Game lies in its versatility. It can be adapted to various language proficiency levels and topics of study. Teachers can tailor the activity by providing specific discussion prompts or language functions, ensuring that the conversations align with the learning objectives. This game not only serves as an icebreaker but also enhances learners' speaking skills by encouraging them to communicate in real-time, think on their feet, and adapt to different conversational contexts. Moreover, Mingle Game contributes to creating a positive and inclusive classroom atmosphere. By engaging in casual and enjoyable interactions, learners build connections with their peers, fostering a supportive community within the language class. The activity goes beyond the traditional classroom setup, promoting a more vibrant and communicative approach to language learning.

**b. Two Truths and a Lie**

Two Truths and a Lie is a popular icebreaker and speaking activity that adds an element of intrigue and fun to language learning environments. In this game, participants take turns sharing three statements about themselves—two of which are true, and one that is false. The rest of the group then tries to guess which statement is the lie. This activity serves multiple purposes in language education.

Firstly, it encourages participants to express themselves creatively and share personal information, providing ample opportunities for spoken language practice. Learners not only have to articulate their statements clearly but also engage in follow-up discussions as others attempt to identify the false statement. Secondly, Two Truths and a Lie promotes active listening skills as participants must pay close attention to their peers' statements. The guessing element adds an interactive and engaging aspect to the activity, making it an effective tool for developing both speaking and listening proficiencies. Furthermore, the game contributes to a positive and relaxed classroom atmosphere. Incorporating an element of playfulness helps alleviate anxiety and encourages learners to express themselves more freely. This can be particularly beneficial in language classes where students may hesitate to speak.

### **2.11 Advantages and Disadvantages of Mingle Game Two Truths and a Lie**

While both the Mingle Game and Two Truths and a Lie contribute significantly to student engagement and language development, teachers must navigate their unique advantages and challenges. Tailoring these ice breaker techniques to suit the dynamics of the classroom ensures a positive and inclusive learning experience. Ice breaker techniques play a crucial role in creating a positive and dynamic classroom environment, contributing to the overall effectiveness of language learning. Two widely used ice breaker, the Mingle Game and Two Truths and a Lie, offer unique advantages and face certain challenges.

**a. Mingle Game**

The Mingle Game excels in its capacity to dismantle social barriers within the classroom (Johnson, 2012). By prompting students to move around, introduce themselves, and engage in spontaneous conversations, this ice breaker facilitates the formation of a supportive community and fosters camaraderie among learners. Additionally, it serves as an effective stress reducer, particularly during the initial phases of a course, where students may experience apprehension in a novel learning environment (Hariati, 2018).

However, the Mingle Game is not without its drawbacks. The foremost concern lies in its potential for time consumption, particularly in larger class settings. Striking a balance between the immersive experience it offers and adherence to the broader lesson plan requires meticulous time management (Chlup & Collins, 2010). Furthermore, there may be disparities in participation levels, as some students may naturally exhibit greater outgoing tendencies than others, necessitating the teacher's attention to ensure equal involvement.

**b. Two Truths and a Lie**

Two Truths and a Lie, as another popular ice breaker, stands out for encouraging individual expression and providing insights into students' personal backgrounds. This activity prompts participants to share anecdotes, experiences, and preferences, fostering a deeper understanding of their unique identities. Moreover, it stimulates critical thinking skills, as crafting convincing lies demands a blend of creativity and analytical reasoning (Hariati, 2018).

Conversely, Two Truths and a Lie introduces potential discomfort stemming from the sharing of personal information. The creation of false statements,

while intellectually stimulating, may inadvertently lead to unintended misunderstandings. Managing potential discomfort requires a teacher to establish a supportive and inclusive atmosphere (Chlup & Collins, 2010). Additionally, there's a consideration for time constraints, as the complexity of truths and lies may extend the activity beyond the planned duration, necessitating careful integration into the overall lesson structure.

### **2.12 Hypothesis**

Based on the theories that have been presented earlier, the researcher has developed two hypotheses.

H<sub>1</sub> : Icebreakers do not improve learners' speaking skills in learning English.

H<sub>2</sub> : Ice breaker improves learners' speaking skills in learning English.

### **2.13 Previous Studies**

In a study by Yeganehpour (2016), the impact of various ice breaker activities on the speaking abilities of upper-intermediate language learners was thoroughly explored. The research aimed to investigate how incorporating ice breakers into classroom activities affected the production of foreign language speech. The study enlisted one hundred Turkish EFL students from the American Culture Institute in Erzurum, Turkey, selected based on their performance in the English standard speaking test (IELTS). Following a random division into two groups, namely the experimental group and the control group, both sets of participants engaged in speaking tasks related to specific topics, acting as pre-tests and post-tests. The obtained scores were subjected to detailed statistical analysis using SPSS, involving normality tests, correlation tests, and independent sample t-tests. The study's



outcomes, as reported by Yeganehpour, demonstrated significant improvements in the speaking abilities of the experimental group, which underwent the ice breaker interventions, in comparison to the control group. The discernible progress suggested a positive connection between the implementation of ice breakers and the advancement of language speaking skills in upper-intermediate learners. This research provides valuable insights into the effectiveness of ice breakers as a teaching tool to enhance speaking proficiency in foreign language education. The study's meticulous design, thorough statistical analysis, and clear presentation of results position it as a foundational resource for understanding how ice breakers can positively influence the speaking abilities of language learners.

In a study conducted by Rao (2019), the paper explores into the crucial need for effective oral communication skills among ESL/EFL learners in today's interconnected world. As the global landscape evolves, the ability to communicate proficiently becomes essential for individuals striving to achieve their objectives. The research underscores the vital role of teachers in this process, exploring the use of innovative techniques like project-based learning, Table Talk, role-plays, group discussions, PechaKucha, presentations, group work, and pair work to cultivate communication skills in English language classrooms.

The study emphasizes the active involvement of ESL/EFL learners in classroom activities as a key element in enhancing their communication skills. It advocates for learner engagement in collaborative activities, with teachers offering topics of interest to encourage enthusiasm and participation. Furthermore, the incorporation of game-based learning techniques is suggested to make language learning more interactive and

enjoyable. The study highlights the importance of teachers providing motivation and encouragement to foster higher levels of learner engagement and performance.

The paper begins by discussing the broader context of English in the modern world, emphasizing the importance of language skills in the twenty-first century. It then explores the importance of communication skills both generally and within the ESL/EFL environment. The core of the paper explores various strategies for enhancing effective oral communication skills among ESL/EFL learners, offering practical insights for application throughout their future careers. Finally, the paper concludes by proposing valuable suggestions for both teachers and learners of English, reinforcing the commitment to continuous improvement in oral communication proficiency.

A study conducted by Arini et al. (2021), the aim of the study was to enhance the public speaking skills of Physical Education students at STKIP Setiabudhi Rangkasbitung using ice-breaking methods. The research followed a two-cycle action research approach, involving 300 students with a purposive sample of 50 participants. The study spanned six months, from February to July 2019, and followed a structured process of planning, action, observation, and reflection. The results showed a significant improvement in public speaking skills, with a 9.6-point increase in the measured indicators. In cycle 1, the average score was 65.6, and in cycle 2, it rose to 79.2. This improvement highlighted the effectiveness of the ice-breaking method in Curriculum and Learning courses. The study suggests that integrating ice-breaking techniques into the educational framework can

significantly enhance the public speaking proficiency of students in the Physical Education Study Program at STKIP Setiabudhi Rangkasbitung.

Darmayanti et al. (2023) conducted a study exploring how the "friends here, enemies there" ice-breaking technique can increase the interest and enthusiasm of high school students for learning. Recognizing the importance of managing learning classes creatively, the researchers employed a qualitative approach and a descriptive methodology. The investigation involved Class XI students and their instructors, utilizing observations, interviews, and documentation. The study findings revealed that the implementation of ice-breaking techniques positively influenced students' interest in learning, particularly in challenging subjects. Notably, the use of ice breakers strengthened the rapport between students and instructors. Through interviews as an ice-breaking tool, students experienced increased engagement and connection, fostering a more motivated approach to studying. This work contributes valuable insights into the dynamics of incorporating ice-breaking methods, particularly the "friends here, enemies there" approach, to enhance students' enthusiasm for learning in a high school setting. The research underscores the significance of training educators and practitioners in adopting innovative strategies that not only motivate students but also create a more inclusive and fulfilling learning environment. By employing ice-breaking techniques, particularly those involving interviews, educators can establish positive initial interactions in the classroom, paving the way for a richer and more engaging learning experience for students.

The previous studies on ice-breaking techniques highlight their significant role in language learning, especially in improving speaking skills, creating a positive class atmosphere, and engaging students. From all the previous studies mentioned, they emphasize how these methods positively impact various aspects of the learning process. Whether by enhancing emotional involvement, building teacher-student bonds, or boosting interest in high school students, these studies offer valuable insights for educators looking to make the most of ice breakers in language classes. The principles identified, such as simplicity, relevance, energizing activities, a non-threatening atmosphere, and open-ended approaches, are crucial considerations for teachers aiming to implement effective ice-breaking strategies. Consequently, this review of literature establishes a strong foundation for the current thesis, which explores the influence of ice breakers on students' speaking skills, contributing to a deeper understanding of their broader significance in language education.

### **III. RESEARCH METHOD**

This chapter explains the research design, data sources, instruments, data collecting technique, validity and reliability, data collecting procedure, scoring system, data analysis, and hypothesis testing.

#### **3.1 Research Design**

This study falls under the category of quantitative research. As defined by Aliaga and Gunderson (2002), "Quantitative research is an investigation into social issues that explains phenomena by collecting numerical data and analyzing them using mathematical methods, such as statistics." This research aimed to examine whether Ice breaker can be used in teaching English speaking skills or not. As a result, the researcher adopted a pre-experimental research method, using a one-group pretest and posttest approach. The chosen group first took a pretest, then underwent the treatment, and finally completed a posttest. To clarify, the pretest was administered before the treatment, and the posttest occurred after the treatments had been given. Subsequently, the outcomes of the pretest and posttest were compared to determine whether there has been a substantial improvement in the speaking skills of the students. The research design was structured as follows:

Where:

<b>T1 X T2</b>
----------------

T1 : Pre-test

X : Treatment

T2 : Post-test

### **3.2 Population and Sample**

The population in this study encompassed all the subjects under investigation, specifically the first-grade students at SMAN 10 Bandar Lampung. There are 10 classes of the first grade, with each class having a range of 30-40 students. The researcher chose one class to serve as the experimental group, which was Class 10.9, consisting of 35 students. Both the pretest and posttest were administered within this class.

### **3.3 Instruments**

The instrument utilized in this research was a speaking test. The researcher gave both the pretest and posttest in the form of a speaking test. As stated by Brown (2004) "The speaking test aims at finding out assessment of the speaker's use of fluency, grammar, vocabulary, pronunciation, and comprehension". The purpose of these tests was to evaluate students' speaking abilities before and after the treatment. Before the treatment, the pretest was conducted with the students to determine their earlier speaking ability. The pretest involved a conversational exchange among students. Then, the researcher would administer two treatments using an icebreaker activity. After the treatment is completed, the students will be tested again using the posttest. The posttest consisted of a one-on-one conversation between students in pair. To facilitate the research process, the researcher used a voice recorder as a

supporting tool for the instrument. The voice recorder was used to record the students' pretest and posttest to better track their abilities and assist the researcher in the scoring process.

### **3.4 Try Out of the Instruments**

The "try-out" phase is a crucial step before collecting actual data in research. Its purpose is to evaluate and improve the effectiveness of research instruments. This initial testing helps refine measurement tools to ensure they align with the study's goals and validate their reliability. Experts like Creswell (2017) stress the importance of a robust try-out phase, emphasizing its role in enhancing instrument validity and reliability. Fraenkel and Wallen (2009) also highlight the need for thorough testing before actual implementation, guided by careful evaluation and adjustment to optimize functionality. This phase, informed by expert perspectives, contributes to methodological rigor, laying the groundwork for obtaining meaningful and accurate research findings.

#### **3.4.1 Validity**

The concept of validity emerges as a cornerstone, deeply influencing the credibility and robustness of a study (Creswell, 2014). Validity essentially scrutinizes whether a research instrument genuinely measures what it purports to measure, emphasizing the need for meticulous evaluation and assurance throughout the research process. This critical examination is encompassed by two fundamental dimensions: content validity and construct validity, each playing a distinctive yet interrelated role in shaping the trajectory of a study.

### **3.4.1.1 Content Validity**

Content validity, as underscored by Trochim and Donnelly (2001), is a strategic mechanism to ensure that the questions embedded in the research instrument comprehensively encapsulate the diverse dimensions of the research topic. Seeking expert opinions in the field becomes paramount in this process, as it validates that the questions authentically represent the multifaceted facets of the subject matter. This rigorous validation not only fortifies the instrument but also positions the study within a nuanced and comprehensive understanding of the research area.

### **3.4.1.2 Construct Validity**

The construct validity, as discussed by Messick (1989), delves into the instrument's capacity to effectively capture the intricate nuances of the theoretical construct or concept being measured. It requires a discerning analysis to affirm that the questions align seamlessly with the intended variables, acting as a safeguard against any misalignment between the study and its foundational theoretical framework. Construct validity, in essence, ensures that the research instrument truly measures the abstract concepts it intends to capture, contributing to the overall integrity of the study.

### **3.4.2 Validity of the test**

Validity is an important aspect of the design of any measurement instrument in educational research. A test can be considered valid if the test measures the object to be measured and is suitable with the criteria (Hatch and Farhady, 1982). Validity is a matter of relevance. A test is said to be valid to the extent that it measures what it is supposed to measure. According to Hatch and Farhady (1982), there are two



basic types of validity: content validity and construct validity. The extended validity of the pretest and posttest in this research relates to the content and the construct validity of the test.

1). Content validity

(Haynes, Richard, and Kubany, 1995) defined content validity as 'the degree to which elements of an assessment instrument are relevant to, and representative of the targeted construct for a particular assessment purpose. Here, the researcher correlated the test with the syllabus and curriculum of SMAN 10 Bandar Lampung. If the table represents the material that the researcher wants to test, it can be said it has content validity (Shohamy, 1985). To prove this point further, the researcher asked for the opinion and statement from Mrs. Lita Refiana S.Pd, one of the English teacher at SMAN 10 Bandar Lampung. It was said that the content of the test was indeed correlated to the syllabus and the curriculum, especially for grade 10, which was the population and sample in this research.

2). Construct Validity

It concerns whether the test is actually in line with the theory of what it means to know the language (Shohamy, 1985). If the test has construct validity, it is capable of measuring the students' achievement. It means that the pretest and posttest measure certain aspects based on the indicator. To prove construct validity, the scoring system was adapted from (Harris, 1974), which has clear and systematic criteria as the indicator.

### **3.5 Reliability**

Reliability stands as a stalwart pillar, ensuring the steadfastness and consistency of measurement tools employed in a study (Creswell, 2014). It delves into the stability of these tools, gauging whether they yield consistent results over time and under varying conditions. In the context of research design, Fraenkel and Wallen (2009) offer insights into the nuanced dimensions of reliability, emphasizing the necessity for careful consideration of factors that may impact the stability of the measurement tool. Reliability, in this context, extends beyond numerical values, encompassing the broader concept of dependability in research outcomes.

Researchers often encounter diverse challenges in their quest for reliability, as discussed by Trochim and Donnelly (2008). These challenges may arise from sources such as inconsistent respondent behavior, environmental variations, or inherent flaws within the measurement instrument. Navigating these challenges demands a nuanced understanding of the theoretical underpinnings of reliability, enabling researchers to fortify their methodologies and enhance the dependability of their results.

In achieving the reliability of the pretest and posttest of speaking, inter rater reliability was used in this study. In this case, the first rater was the researcher and the second rater was the English teacher of the sample. Moreover, first and second raters discussed and put mind of the speaking criteria in order to obtain the reliable result of the test.

Besides inter-rater reliability used in this research, the researcher used IBM SPSS 27 version to calculate the reliability test. It is declared valid if the calculated  $r$  is greater than the tabled  $r$ . The result shows that the calculated  $r$  is greater than the tabled  $r$  in both the pre-test and post-test.

### **3.6 Data Collection Technique**

The researcher follows the steps outlined below to collect the data:

#### **I. Conducting the pretest**

The pretest was conducted before the students receive any treatment and was designed to measure their early speaking abilities. During the pretest, students form pairs of two. The researcher then called each pair and asked them to engage in a conversation with the topic of self-introduction.

#### **II. Conducting the posttest**

The posttest was administered after the researcher has finished giving the treatments and serves as an evaluation to measure the increase in students' speaking abilities after receiving the treatments. The posttest covered the same topic as the pretest. Students formed pairs, and the researcher calls each pair. This section consists of one step, the researcher asked the pair to converse and introduce themselves to each other.

### **3.7 Data Collection Procedure**

In data collection, the researchers follow the procedure as follows:

#### **I. Giving explanations to the learners.**

This step aimed to provide students with an explanation about the icebreaker and a brief overview of the activities that will be conducted.

## II. Conducting pretest

The pretest was conducted at the beginning to assess students' abilities before receiving treatment. During the pretest, students engaged in a conversation on the topic of self-introduction while the researcher recorded their conversation.

## III. Giving treatment

The treatment took place over two sessions in total. During this step, the researcher introduced the material to the students while incorporating the icebreaker techniques into the process. In the first session, the researcher used a game called "The Mingle Game." In this game, students wrote one question on a piece of paper and then walked around randomly inside the classroom. When instructed to stop, they asked the question to the person standing beside them, with each student asking and answering the question. This process was repeated.

In the second session, the researcher introduced a more challenging game called "Two Truths and a Lie." In this game, students were required to write three things about themselves, with two being true and one false. They then form groups of six people. Each student stated the three things they wrote, while their teammates tried to guess which one was the lie. This game encouraged students to speak more.

## IV. Conducting posttest

The posttest was used to evaluate the increase in students' speaking ability after the treatments. The primary topic of the posttest was the same as the pretest. The students were to make pairs, and each pair were to engage in a conversation about introduction.

## V. Transcribing

Transcribing was an important step that the researcher needed to maintain a good record of students' abilities. The researcher transcribed the data collected from the students. Next, the researcher would analyze and compare the data gathered from both the pretest and posttest to measure the improvement in students' speaking capability.

## VI. Analyzing the pretest and posttest result

During this step, the researcher listened carefully to the recorded conversations from both the pretest and posttest. The data was analyzed based on the five speaking skill scoring classifications, which include pronunciation, vocabulary, fluency, grammar, and comprehension.

### **3.8 Scoring System**

As the scoring system, the researcher used the Oral English Rating sheet introduced by Harris (1974). There were five speaking components that were evaluated. These components consisted of; pronunciation, vocabulary, fluency, grammar, and comprehension.

<b>Criteria</b>	<b>Rating Scores</b>	<b>Description</b>
Pronunciation	5	Pronunciation is as good as native speaker
	4	Always intelligible, though one may have a noticeable accent.
	3	Pronunciation problems require focused listening and may occasionally lead to misunderstanding.
	2	Very difficult to understand due to pronunciation problems; frequently asked to repeat.
	1	Pronunciation problems make speech nearly unintelligible.
Grammar	5	Make few (if any) noticeable errors in grammar and word order.
	4	Occasionally makes grammatical or word order errors that do not significantly obscure meaning.
	3	Frequently makes errors in grammar and word order, which sometimes obscure meaning.
	2	Grammar and word order errors make comprehension difficult, often requiring sentence rephrasing.
	1	Errors in grammar and word order are so severe that they make speech virtually unintelligible.
Vocabulary	5	Uses vocabulary and idioms nearly as well as a native speaker.
	4	Sometimes uses inappropriate terms and needs to rephrase ideas due to lexical issues.

	3	Frequently uses the wrong words conversation somewhat limited because of inadequate vocabulary.
	2	Misuse of words and very limited vocabulary makes comprehension quite difficult.
	1	Vocabulary limitation is so extreme as to make conversation virtually impossible.
Fluency	5	Speech is as fluent and effortless as that of a native speaker.
	4	Speech speed may be slightly affected by language problems.
	3	Speech speed and fluency are rather strongly affected by language problems.
	2	Usually hesitant, often forced into silence by language limitation.
	1	Speech is so halting and fragmentary as to make conversation virtually impossible.
Comprehension	5	Appears to understand everything without difficulty
	4	Understands nearly everything at normal speed, although occasional repetition may be necessary.
	3	Understands most of what is said at slower than normal speed without repetition
	2	Has great difficulty in comprehension; social conversation is spoken slowly and with frequent repetition.
	1	It cannot be said to understand even simple conversation.

*Table 3. 1 Oral English Rating Sheet*

The scoring calculation was performed as follows:

<b>Criteria</b>	<b>Score</b>
Pronunciation	20%
Grammar	20%
Vocabulary	20%
Fluency	20%
Comprehension	20%
<b>Total</b>	<b>100%</b>

*Table 3. 2 Scoring Calculation*

The percentage in the scoring calculation is an essential step in determining the weight of each assessed component. Scoring calculation with a weight of 20% is determined by proportional division. Five components are evaluated: grammar, vocabulary, fluency, pronunciation, and comprehension. The aim is to provide a total of each component, which is equally important in the overall assessment. Because there are five components and the total assessment is 100%, each component must have equal weight to be proportional. Therefore, 100% is divided by the five components, giving 20% for each component. So, the formula used is  $100\% \div 5 = 20\%$ .

(W. James Pophan, 1995) in his book *Classroom Assessment: What Teachers Need to Know*, affirms that giving the same weight to each component shows that all aspects are considered equally important in the assessment. No component takes precedence over others, thus providing a fair opportunity for students to demonstrate their abilities in all aspects. Assigning a 20% weight to each



component ensures that all aspects of a student's language ability are assessed fairly and equally, providing a more accurate representation of their overall ability.

### **3.9 Data Analysis**

In this research, the data was analyzed using quantitative analysis. To address the research question, the researcher employed a dependent t-test. The data analysis aimed to evaluate the data acquired from the pretest and posttest. The results of the pretest and posttest were analyzed by calculating their means to determine whether there was an improvement in students' speaking skills or not.

### **3.10 Hypothesis Testing**

To indicate whether the hypothesis of this research would be accepted or rejected, the researcher utilized SPSS Statistics 22 for Windows to examine the effectiveness of icebreakers in improving speaking skills by conducting a paired samples t-test.

The hypothesis testing was stated as follows:

H<sub>1</sub>: There will be no increase in students' speaking ability after incorporating the icebreaker technique into the teaching-learning process. The null hypothesis (H<sub>1</sub>) will be accepted if the alpha level is greater than 0.05.

H<sub>2</sub>: There will be an increase in students' speaking ability after incorporating the icebreaker technique into the teaching-learning process. The alternate hypothesis (H<sub>2</sub>) will be accepted if the alpha level is lower than 0.05.

## V. CONCLUSIONS AND SUGGESTIONS

This final chapter presents the conclusion and suggestions related to the result of the research questions. The suggestions are provided for English teachers who intend to implement an ice breaker games in teaching speaking skills and for those who want to conduct similar research.

### 5.1 Conclusions

Having conducted the research at the SMAN 10 Bandar Lampung and analyzing the data, the researcher concluded as follows:

1. In this study, the researcher examined the impact of ice breaker games on the speaking ability of first-grade students at SMAN 10 Bandar Lampung. The experimental group, represented by Class 10.9 consisting of 35 students, is the main focus for conducting pretest and posttest assessments. By meticulously collecting and analyzing data, it is monitored that the study revealed significant enhancements in students' speaking proficiency. Students' speaking got a lot better after playing these games, which agrees with what other researches has found. This shows that fun teaching methods like ice breaker games really do help students learn languages better.
2. Most students said they felt really relaxed and comfortable during the ice breaker activities, which made it easier for them to practice speaking. These games also gave them chances to have good conversations, join in actively, and

talk with each other, which helped them feel more confident and excited about learning languages. The new and fun nature of the ice breaker games made learning more interesting and exciting, which boosted students' motivation and made learning more enjoyable.

3. Even though a few students were worried about the games taking up too much time and sometimes being confusing, the good things about them outweighed the bad. Giving clearer instructions and making small changes to the activities can help fix these problems and make the games fit into the classroom better.

## **5.2 Suggestions**

In reference to the conclusion above, some points of recommendation are put forward as follows:

### **a. Suggestions for English Teacher**

1. English teachers might consider integrating ice breaker games into their lesson plans as one of the useful options for teaching techniques, particularly when focusing on speaking activities. These games can create a lively start to classes and offer students additional speaking practice. To maximize their effectiveness, clear and concise instructions are essential. Using visual aids or examples can help clarify the game rules, especially for new or complex activities.
2. While ice breaker games are beneficial for enhancing speaking skills, incorporating a variety of game types can keep students engaged and prevent monotony. Teachers should be prepared to adjust the games based on student feedback and class dynamics to ensure they remain effective and enjoyable. Balancing the frequency and duration of these games is

important, as overuse might diminish their effectiveness. Finding the optimal times and lengths for these activities can help maintain their value while ensuring other lesson components are not overshadowed.

**b. Suggestions for Further Researcher**

1. Future researchers should investigate the long-term effects of icebreaker games on students' speaking skills by monitoring them over time. This will help determine whether the benefits persist beyond the initial use of these activities.
2. Researchers are expected to develop ice-breaking techniques by applying them to various materials to determine which ones align with this learning approach and ultimately achieve the desired goals.

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