

THE EFFECTIVENESS OF ICE BREAKING FOR STUDENTS' SPEAKING SKILLS
AT SMP IT AL IKHWAN TANJUNG MORAWA ACADEMIC
YEAR 2021/2022

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Abstract

The objective of this research was to find out the effectiveness of Ice Breaking for students' speaking skills at the eighth-grade s of SMP IT Al Ikhwan Tanjung Morawa Academic Year 2021/2022. The type of research was quantitative research, and it was conducted by using experimental design with two classes, in experimental class consisted of 22 students and control class consisted of 21 students. In technique of collecting data, the researcher conducted pre-test, treatment and post-test by speaking test. The data were analyzed by using t-test formula. The result of the data showed that $t_{observe}$ (5,80) value was higher than the t_{table} in which $t_{observe} > t_{table}$ (5,80 > 1,68). The finding showed that the hypothesis was accepted. It can be concluded that there was significant difference score in speaking skill for the students who were taught by ice breaking technique and who were not taught by ice breaking technique. Based on the explanation above, the researcher concluded that ice breaking technique is effective for teaching speaking of the eighth-grade students at SMP IT Al Ikhwan Tanjung Morawa Academic Year 2021/2022.

Keywords: Ice Breaking Technique, Speaking Skill.

INTRODUCTION

English is the international language used by most of the world's population. The four main aspects of teaching English are speaking, reading, writing, and listening. Speaking is one of the language skills that is critical for language competency and effective communication. In communication, speaking is crucial. It demonstrates that humans usually express themselves through communication, or what we commonly refer to as language. The role of speaking in learning English is critical for effective communication. Students can express their thoughts, opinions, knowledge, and feelings to each other more effectively by speaking.

Speaking is the productive skills. We create the text when we talk, and it should be relevant. We may find the speaker, the listener, the message, and the feedback in communication. It suggests that speaking is an action that involves expressing feelings and

ideas orally. There are some examples of speaking activities, they are dialogue, interview, speech act etc.

Speaking is a way to bring a message from one person to others. In order to interact with people, communication cannot run well without Speaking. Speaking can be seen as a useful and oral skills. Speaking is the productive aural / oral talent, according to Nunan (2003). Speaking is the way of people to express and communicate ideas to others orally. According to Efrizal (2012), speaking is speech or utterances produced by the speaker with an intention of being known and then, the listener processes the saying in order to know the speaker' intention.

In general, there are several effective approaches and techniques for teaching and educating students. Unfortunately, rather than offering effective instruction, teachers frequently fail to optimize students' progress and appear to struggle with the goal of

providing a diverse range of experiences for students. Generally, the session is filled with subject explanations and a slew of assignments, with no regard for the students' needs or the classroom atmosphere.

One of the problems in learning English at SMP IT AL Ikhwan is that the teacher is still using the conventional method of teaching English, which focuses on capturing students' attention and encouraging them to speak English. Furthermore, the students' weakness is due to a lack of enthusiasm to utilize English as their daily dialogue at school. Even in a simple conversation with their friends, most of the children at the school do not know how to speak English. They have learned a lot of things in English, but they are unable to speak English.

By identifying the problem, English teachers are expected to develop a variety of communication activities in the classroom and motivate students to use English actively and productively. One way of helping students is to use an appropriate technique in the classroom to stir up students' interest in speaking English is Ice breaking, role-playing, storytelling, number head together, jigsaw, talking stick, and other techniques can all be used to teach speaking. Ice breaking is one of the alternate approaches that can be used in the classroom.

Dixon et al (2008) exposes that an Ice Breaking is an ungraded activity designed to allow the teacher to get to know the students and for them to know each other. It is clear enough that Ice Breaking are well designed to make the students get to know with the each other, feel more relaxed and get them prepared for materials. According to Flanigan (2011), performing ice breaking activities in English class will direct students to the good mood of learning. Also appropriate kind of ice breaking activities will make students sure to get the most from their lesson and also, they will have fun. Ice breaking is a great way to create conducive atmosphere. "Unification" mindset and pattern of action to a single point of

attention that can make the condition atmosphere become dynamic and focus.

According to Dover (2004), Ice breaking are "discussion questions" or "interaction activities" that can be used to help students start to speak more easily and enjoyably. Dover believes that the purpose of ice breaking is to create a climate that reduces students' anxiety and "breaks the ice" between learners and learning through fun activities. Based on the statement, the researchers chose to use the Ice Breaking technique to encourage students to become more effective in their speaking skills.

Previous research by Rotua Hutasoit and Bonari Tambunan (2018) showed that using ice breaking techniques to teach speaking had an effect. Students who were taught speaking using the ice breaking technique performed better than those who were taught speaking without it. Based on the explanation above, it is essential to observe students who have difficulty speaking English before the researcher selects an ice breaking to use in the classroom. This ice breaking might encourage students to motivate their speaking skills. As a result, the title "The Effectiveness of Ice Breaking for Students' Speaking Skills" was chosen by the researcher.

Based on the explanation above, the research question in this researcher formulated the problem as follows: Is there any significant effect of Ice breaking on students' speaking skills at the 8th grade of SMP IT AL Ikhwan?

Based on the problem above, the objective of this research is to find out whether or not there is any significant effect on students' speaking skills by using Ice Breaking technique at SMP IT AL Ikhwan.

RESEARCH METHOD

In this research the researcher will use quantitative through experimental design. According to Sugiyono (2013) quantitative research methods is a method for testing certain theories by examining the relationship between

variables. These variables were measure so that the data consists of numbers figures could be analyze based on statistical procedures. Therefore, this research will use an experimental research, because researcher find out the effect of Ice breaking on students' speaking skills.

The researcher took two groups as the sample of this study, were experimental class with using Ice Braeking and control class without using Ice Breaking. Before doing treatment, both of the group given pretest in order to know their ability speaking skills. Then researcher give treatment by Ice Breaking for the experimental class, while the control class does not. At the end, both of group give post test. In this research pretest and posttest comparing in order to find out the effect of Ice Breaing on students' speaking skills.

Arikunto (2014) states that population is all of the research subjects. The population of this research is the 8th grade students of SMP IT Al Ikhwan TanjungMorawa. The total number of population are 43 students divide into two classes.

Table 1
Population of the Research

Class	VIII A	VIII B
Total number of Students	22	21
Total of Population	43	

The researcher will use a total sampling technique which took all classes as samples which were divided into experimental class and control class. So the researchers chose two classes, namely class VIIIA consists of 22 students and VIIIB consist of 21 students. So, the number of samples is 43 students.

This research will use a speaking test as the instrument. Speaking test in speaking, there are three types of tests: interview, conversation, and presentation. The data were collected through a conversation test. During the discussion test, the researcher prepared a topic

about self-introduction, and students will instruct to introduce themselves. After that, students were asked to conduct self-introduction discussions in pairs in front of the class. The speaking test will use pre-test and post-test.

The purpose of analyzing data was to find meaning in the data by systematically arranging and presenting the information. Scoring Technique Speaking accuracy divided into pronunciation, vocabulary, grammar, fluency and self-confidence.

To classify the students' score, there were seven classifications used as follows:

Table 2
Classification

No	Score	Classification
1.	96 – 100	Excellent
2.	86 – 95	Very good
3.	76 – 85	Good
4.	66 – 75	Fairly Good
5.	56 – 65	Fair
6.	36 – 55	Poor
7.	0 – 35	Very Poor

The formula of the t-test that is stated by Arikunto (2010) is following:

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{x^2 + y^2}{nx + ny - 2}\right) \left(\frac{1}{nx} + \frac{1}{ny}\right)}}$$

- Where :
- M_x = The mean score of experiment group
 - M_y = The mean score of control group
 - X^2 = The deviation standard of experimental group
 - Y^2 = The deviation standard of control group
 - nx = The total sample of experimental group
 - ny = The total of control group

RESEARCH RESULTS

In this chapter, the researcher explained the result of the research. The researcher used the instrument, it was a writing test. The highest total score is 100. The test namely pre-test and post-test were conducted in both the experimental class and control class.

The result of pre-test and post-test acquired by students of control group (before applying gallery walk techniques) was displayed as follow:

Table 3
The Score of Pre-Test and Post-Test of Control Class

No.	Initial of Students	Pre-Test	Post-Test
1	ADN	39,4	61
2	A	24	40
3	EDT	43	66
4	F	30,4	45
5	FA	35	40
6	KFAH	43	65
7	KA	35	40
8	LRA	30,4	40

Based on the table above, it is seen the total score of pre-test for control group was 741, while the highest score 44,6 and lowest score 24. Then the total score of post-test for control group was 1043, while the highest score was 68 and the lowest score was 40.

The result of pre-test and post-test acquired by students of experimental group was displayed in table:

Table 4
The Score of Pre-Test and Post-Test of Experimental Clas

No.	Initial of Students	Pre-Test	Post-Test
1	AZ	41,2	60
2	AP	32,2	59
3	APR	42	72
4	AHH	32,6	60
5	ASD	34,6	72
6	AZ	42	58
7	APL	44	60
8	AFA	36,4	69
9	DJ	54,2	87
10	FNA	56	77
11	KB	39,6	74
12	KID	32	60
13	MA	54,2	87

14	MFA	31,8	52
15	MFP	38	55
16	NKS	34	54
17	NHR	54,2	71
18	RYAQ	38,6	74
19	RAD	38	72
20	SF	41	66
21	ZA	40,6	78
22	ZZ	34,2	60
Σ		891,4	1477
Average		40,52	67,14

Based on the table above, it is seen the total score of pre-test for experimental group was 891,4 while the highest score 56 and lowest score 31,8. Then the total score of post-test for experimental group was 1477 while the highest score was 87 and the lowest score was 52.

After got the data and result of the test, then data was analyzed by applying test hypothesis by calculating data table below.

Table 5
The Differences Score Between Pre-Test and Post-Test of Experimental Class

No	Initial of Students	Pre-Test (T1)	Post-Test (T2)	X = T2-T1
1	AZ	41,2	60	18,8
2	AP	32,2	59	26,8
3	APR	42	72	30
4	AHH	32,6	60	27,4
5	ASD	34,6	72	37,4
6	AZ	42	58	16
7	APL	44	60	16
8	AFA	36,4	69	32,6
9	DJ	54,2	87	32,8
10	FNA	56	77	21
11	KB	39,6	74	34,4
12	KID	32	60	28
13	MA	54,2	87	32,8
14	MFA	31,8	52	20,2
15	MFP	38	55	17
16	NKS	34	54	20
17	NHR	54,2	71	16,8
18	RYAQ	38,6	74	35,4

19	RAD	38	72	34
20	SF	41	66	25
21	ZA	40,6	78	37,4
22	ZZ	34,2	60	25,8
TOTAL				585,6

Based on the table difference score between pre-test and posttest. In pretest the highest score was 56 and the lowest score was 31,8, While in posttest the highest score was 87 and the lowest score was 52. The total of X= T2-T1 was 585,6. To find out the mean of experimental group the score is calculated as below:

$$\begin{aligned}
 MX &= \frac{X}{NX} \\
 &= \frac{585,6}{22} \\
 &= 26,61
 \end{aligned}$$

From the result of the calculated above that obtain mean score of experimental groups was 32,55. After that the researcher found out the differences score between pre-test and post-test control class as table below:

Table 6
The Differences Score Between Pre-Test and Post-Test of Control Class

No	Initial of Students	Pre-Test (T1)	Post-Test (T2)	Y = T2-T1
1	AND	39,4	61	21,6
2	A	24	40	16
3	EDT	43	66	23
4	F	30,4	45	14,6
5	FA	35	40	5
6	KFAH	43	65	22
7	KA	35	40	5
8	LRA	30,4	40	9,6
9	MAI	39	60	21
10	MJP	35	41	6
11	NFS	39	52	13
12	NP	35	42	7
13	RW	35	42	7

14	RAK	35,2	48	12,8
15	RS	35	40	5
16	S	37	50	13
17	SA	44,6	68	23,4
18	SAN	39	61	22
19	SPS	39	62	23
20	WAA	24	40	16
21	YN	24	40	16
TOTAL				302

Based on the table above, it could be seen that the differences score between pre-test and post-test of control class. In pre-test highest score was 44,6 and lowest score was 24, while in post-test highest score was 68 and the lowest was 40. It could be counted that the total of Y= T2-T1 was 302, in the order to found out the mean of control group the score was calculated as below:

$$\begin{aligned}
 MY &= \frac{Y}{NY} \\
 &= \frac{302}{21} \\
 &= 14,3
 \end{aligned}$$

Standard deviation of experimental and control group the calculated below:

$$\begin{aligned}
 SDx &= \sqrt{\frac{\sum x^2}{nx}} \\
 &= \sqrt{\frac{1146,23}{22}} \\
 &= \sqrt{52,10} = 7,21 \\
 SDy &= \sqrt{\frac{\sum y^2}{ny}} \\
 &= \sqrt{\frac{922,37}{21}} \\
 &= \sqrt{43,92} = 6,62
 \end{aligned}$$

The data above then was calculated by applying T-test as follows:

$$M_x = 26,61$$

$$M_y = 14,3$$

$$x^2 = 1146,23$$

$$y^2 = 922,37$$

$$n_x = 22$$

$$n_y = 21$$

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{x^2 + y^2}{n_x + n_y - 2}\right) \left(\frac{1}{n_x} + \frac{1}{n_y}\right)}}$$

$$= \frac{26,61 - 14,3}{\sqrt{\left(\frac{1146,23 + 922,37}{22 + 21 - 2}\right) \left(\frac{1}{22} + \frac{1}{21}\right)}}$$

$$t = \frac{12,31}{\sqrt{\left(\frac{2068,6}{41}\right) \left(\frac{43}{462}\right)}}$$

$$t = \frac{12,31}{\sqrt{(50,45)(0,09)}}$$

$$t = \frac{12,31}{\sqrt{4,5}}$$

$$t = \frac{12,31}{2,12}$$

$$t = 5,80$$

Based on data the calculating above by using T-test score is therefore, The result of research t-test indicated that t-table was greater than t-test in which was t-table (5,80 > 1,68) with Df-41 at a significant level 0,05. After analyzing the data hypothesis (Ha) is accepted. It can be concluded that ice breaking on students' speaking skills is effective to be implemented.

Showed that test of significance testing result. For the level of significance (P) 0,05 and degree (Df) (N_x+N_y) - 2 = (22+21) - 2 = 41,

showed that value of the T-test was higher than T-table The result of the test clearly showed that there was a significant difference between the students' score in the experimental and control class after the treatment of ice breaking. It indicated that the ice breaking techniques was effective on students' speaking skills. It means Ho was rejected and Ha was accepted because the T-test was higher than T-table (5,80 > 1,68). Therefore, the hypothesis of the research was accepted.

CONCLUSION

From the result of the data analysis, it can be concluded that ice breaking technique is effective in teaching speaking. There was significance score on students' speaking skill who were taught by using ice breaking technique of the eighth grade students at SMP IT Al Ikhwan TanjungMorawa. The researcher has computed these two means score by using t-test formula; the value of t-test was higher than the value of t-table.

Based on the result of the pre-test and post-test the researcher found there were students' speaking skills, which is that proven from the result of the test to observe > t-table or (5,80 > 1,68). So, it can be concluded students who were taught by using ice breaking technique have a higher score than students who were not taught by using ice breaking technique. In fact, the hypothesis Ha was accepted and Ho was rejected.

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