

## **THE EFFECTIVENESS OF ICE-BREAKER ACTIVITY TO IMPROVE STUDENTS' SPEAKING SKILL**

**Heri Alfian**

*Universitas Negeri Makassar*

[xtray21@gmail.com](mailto:xtray21@gmail.com)

**Kaimuddin**

*Universitas Negeri Makassar*

[kaimuddin@gmail.com](mailto:kaimuddin@gmail.com)

**Awalia Azis**

*Universitas Muhammadiyah Makassar*

[awalia.azis@gmail.com](mailto:awalia.azis@gmail.com)

### **ABSTRACT**

This research was aimed at investigating the effectiveness of Ice-Breaker Activity in improving students' Speaking skill. A quasi experimental design was employed with two classes of the eighth graders at one school in Paccinongang, Gowa. Each class consisted of 21 students, 42 in total which were selected by total sampling technique. The data were obtained through a pre-test, a post-test and an questionnaire. The Speaking assessment was covering pronunciation, vocabulary, grammar, fluency and self-confidence. The findings were analyzed statistically using independent t-test procedure. The findings shown that the value of t-test in experimental class was higher than the value of t-table (value of  $t = 3,57 > \text{value of } t \text{ table } 2,021$ ). Furthermore, the students' perception towards Ice-Breaker Activity was 95,2% students agreed that this technique could help them to increase their Speaking skill. The statistical computation shown that Ice-Breaker Activity was not effective in improving the students' Speaking skill but the students have positive perception towards the used of Ice-Breaker Activity. Designing the learning purpose appropriately which considers students' needs and language level may ease teachers to use the the Ice-Breaker Activity in improving students' Speaking skill. The teachers may try to take advantage of Ice-Breaker Activity to be utilized in their classroom activities to conduct an effective and interesting learning atmosphere in the classroom.

**Keywords:** Ice-Breaker Activity, Teaching Speaking, Junior High School

### **INTRODUCTION**

**E**nglish to young learners has become important in recent years in Indonesia. Nowadays, both parents and students think that English is an important tool of communication. It exposes the issue that teaching a foreign language to young learners is very necessary and advantageous. Therefore, English teachers are demanded to have ability to plan, organize and evaluate English teaching and learning effectively. Unfortunately, it is a fact that many teachers are teaching in primary school have not got some trainings in teaching level.

In teaching English, there are four skills as the main aspects. There are Speaking, Reading, Writing, and Listening. Speaking is one of language skills that are very important in the language

competence and in building a good communication. Speaking is key in communication. It shows that human usually indicate with communication or commonly we called as language. Language is the most important things in all aspects of life, through language the people can express their ideas, share to others, and get information from others. The role of Speaking in learning English is very important to make a good communication. Through Speaking, the students can express their ideas, opinion, information, and feeling each other more clear than written language.

In general, there are many good approaches and techniques in young learners' teaching and learning. Unfortunately, rather than conducting the effective teaching, teachers sometimes fail in optimizing students' achievement and seem to confront the task in providing a wide experience for students. Mostly, the session is filled with material explanation and numerous tasks without considering students' condition and classroom situation.

Furthermore, according to Border and Note (1992), effective instruction is an instruction that meets students' needs and characterises and accommodates students' learning style. In line with Border and Note, Dryden and Vos (2000) states that learning will be more effective through joyful learning. An effective classroom Ice-Breaker can help teachers in creating a positive and joyful classroom atmosphere. Many teachers put too much mechanical activities and they think it is the best way to spend the time in the classroom. Few of them put the Ice-Breakers in the beginning or in the middle of the lesson.

According to information of the English Teacher of Aisyiyah Junior High School Paccinongang Kab. Gowa and the experience of the researcher when he did Teaching Profession Establishment Program (P2K), researcher consider a phenomenon among the students at the eleventh grade that, almost every one of them wishes to speak, but they found themselves difficult and even bereft to express it. It is because they do not have knowledge about pronunciation, vocabulary, grammar, fluency and self-confidence.

The term of Ice-Breaker may not be as popular as warm-up. Ice-Breaker means "to break the ice". "The ice" may refer to many conditions. Commonly, Ice-Breaker is used in a situation where people have not met yet before, in an instruction, Ice-Breaker is used to help the clear the way for learning to occur by making the learners more comfortable by helping to bring out a conversation.

The Ice-Breakers are intended to refresh the situation, reduce tension and reload the energy and enthusiasm of the members (Yusuf, 2009). Considering the positive effects, some teachers apply it in their instruction. In an instruction, an Ice-Breaker is used to improve students' motivation in communicating each other, because of the problems that commonly appear in a class such as boredom, tired, low enthusiasm, and unwillingness to study.

Considering the problems above, the researcher would like to use Ice-Breaker activity in improving students Speaking skill at eighth grade students of Aisyiyah Junior High School

Paccinongang Kab. Gowa. With a suitable strategy applied in an Ice-Breaker session, the researcher hopes that students will be motivated and optimize their potential during the instruction.

Based on the description above, this study focused on the effectiveness of Ice-Breaker activity to improve students' Speaking skill and to find out the students' perceptions towards the effectiveness of Ice-Breaker activity to improve their Speaking skill. Therefore, the researcher formulated the research questions:

1. Does the Ice-Breaker Activity improve the speaking skill at the 8<sup>th</sup> Grade Students of Aisyiyah Junior High School Paccinongang?
2. What are the students' perceptions towards the effectiveness of Ice-Breaker activity at the 8<sup>th</sup> Grade Students of Aisyiyah Junior High School Paccinongang to improve their speaking skill?

**METHOD**

This study employed quasi-experimental design at the 8<sup>th</sup> grade students of Aisyiyah Junior High School Paccinongang Kab. Gowa in academic year 2014/2015 where there are a pre test, a treatment and a post test used in collecting and analyzing the data (Walliman, 2006). The researcher used *total sampling technique* which took all classes (VII A and VII B) including 42 students. The study utilized two instruments as the tools in collecting the data. The instruments were test and questionnaire. Test was divided into two parts, the test before treatment and the test after treatment.

1. Test

The test was organized in order to find the students' speaking skill improvement towards the use Ice-Breaker activity in Speaking class. It was carried out as the instrumentation to collect the data of the students' scores in pre-test and post test in both of two groups (control group and experimental group). Then, oral test was used as the test instrument where the students' works were examined. The first oral test (pre-test) was aimed to know the students' Speaking skill before the study is conducted. The oral test in post test was aimed to find out the students' Speaking skill after the study is conducted. In addition, there were five main aspects in scoring and analyzing the students speaking skill. They were pronunciation, vocabularies, grammar, fluency and self-confidence.

In scoring technique, there were five aspects that would be assessed which divided into pronunciation, vocabulary, grammar, fluency and self-confidence.

a. Pronunciation

**Table 1. Pronunciation Rubric**

Classification	Score	Criteria
<b>Excellent</b>	9.6 – 10	They speak very understandable and high of pronunciation.
<b>Very good</b>	8.6 – 9.5	They speak very understandable and very good of pronunciation.

<b>Good</b>	7.6 – 8.5	They speak effectively and good of pronunciation.
<b>Fairly good</b>	6.6 – 7.5	They speak sometimes hasty but fairly good of pronunciation.
<b>Fair</b>	5.6 – 6.5	They speak sometimes hasty, fair of pronunciation.
<b>Poor</b>	3.6 – 5.5	They speak hasty and more sentences are not appropriate in pronunciation.
<b>Very poor</b>	0.0 – 3.5	They speak very hasty and more sentences are not appropriate in pronunciation and little or no communication.

(Harmer, 1998)

## b. Vocabulary

**Table 2. Vocabulary Rubric**

<b>Classification</b>	<b>Score</b>	<b>Criteria</b>
<b>Excellent</b>	9.6 – 10	They speak effectively and excellent of using vocabulary.
<b>Very good</b>	8.6 – 9.5	They speak effectively and very good of using vocabulary.
<b>Good</b>	7.6 – 8.5	They speak effectively and good of using vocabulary.
<b>Fairly good</b>	6.6 – 7.5	They speak sometimes hasty but fairly good of using vocabulary.
<b>Fair</b>	5.6 – 6.5	They speak sometimes hasty, fair of using vocabulary.
<b>Poor</b>	3.6 – 5.5	They speak hasty, and more sentences are not appropriate using vocabulary.
<b>Very poor</b>	0.0 – 3.5	They speak very hasty and more sentences are not appropriate using vocabulary and little or no communication.

(Harmer, 1998)

## c. Grammar

**Table 3. Grammar Rubric**

<b>Classification</b>	<b>Score</b>	<b>Criteria</b>
<b>Excellent</b>	9.6 – 10	They speak effectively and excellent of grammar.
<b>Very good</b>	8.6 – 9.5	They speak effectively and very good of grammar.
<b>Good</b>	7.6 – 8.5	They speak effectively and good of grammar.
<b>Fairly good</b>	6.6 – 7.5	They speak sometimes hasty but fairly good of grammar.
<b>Fair</b>	5.6 – 6.5	They speak sometimes hasty, fair of grammar.
<b>Poor</b>	3.6 – 5.5	They speak hasty and more sentences are not appropriate grammar.

<b>Very poor</b>	0.0 – 3.5	They speak very hasty and more sentences are not appropriate grammar or structure and little or no communication.
------------------	-----------	---

(Harmer, 1998)

d. Fluency

**Table 4. Fluency Rubric**

<b>Classification</b>	<b>Score</b>	<b>Criteria</b>
<b>Excellent</b>	9.6 – 10	They speak very understandable and high of smoothness.
<b>Very good</b>	8.6 – 9.5	They speak very understandable and very good of smoothness.
<b>Good</b>	7.6 – 8.5	They speak very understandable and good of smoothness.
<b>Fairly good</b>	6.6 – 7.5	They speak sometimes hasty but fairly good of smoothness.
<b>Fair</b>	5.6 – 6.5	They speak sometimes hasty, fair of smoothness.
<b>Poor</b>	3.6 – 5.5	They speak hasty and more sentences are not appropriate in smoothness.
<b>Very poor</b>	0.0 – 3.5	They speak very hasty and more sentences are not appropriate in smoothness and little or no communication.

(Harmer, 1998)

e. Self-confidence

**Table 5. Self-Confidence Rubric**

<b>Classification</b>	<b>Score</b>	<b>Criteria</b>
<b>Excellent</b>	9.6 – 10	They speak very understandable and high of self-confidence.
<b>Very good</b>	8.6 – 9.5	They speak very understandable and very good of self-confidence.
<b>Good</b>	7.6 – 8.5	They speak effectively and good of self-confidence.
<b>Fairly good</b>	6.6 – 7.5	They speak sometimes hasty but fairly good of self-confidence.
<b>Fair</b>	5.6 – 6.5	They speak sometimes hasty, fair of self-confidence.
<b>Poor</b>	3.6 – 5.5	They speak hasty and more sentences are no self-confidence.
<b>Very poor</b>	0.0 – 3.5	They speak very hasty and more sentences are no self-confidence and little or no communication.

(Harmer, 1998)

2. Questionnaire

The use of questionnaire in order to strengthen the findings of the study and answer the second problem of the study where a set of written questions was used to get information from the students in terms of their perception on the use of Ice-Breaker activity in Speaking class (Walliman, 2006). It was the instrument of data collection that typed in a number of questions and the form were closed questions, simple and avoiding the personal questions which required in making a judgment about the students' perception.

Moreover, the close-ended questionnaire was used in the study in order to provide consistency of response across the students and generally easier to use and analyze related to the objectives of the study. There were 10 questions. In constructing each question in the questionnaire, it was important to determine the data that should be gathered related to the objective of the study.

The questionnaire items were divided into three general aspects, as follows:

Aspect 1: The first aspect was based on general perceptions on their Speaking skill before the treatment would be conducted. The ideas stated on the 1<sup>st</sup> (Apakah kamu menyukai pembelajaran berbicara dalam bahasa Inggris?), 2<sup>nd</sup> (Apakah berbicara dalam bahasa Inggris itu mudah?), and 3<sup>th</sup> (Sebelum mempelajari Speaking dengan Ice-Breaker, apakah kamu sudah memahami tentang Speaking itu sendiri?) questions in the questionnaire. Those questions above would be aimed at finding out the students' sense and feeling in Speaking class, before conducting the treatment on the use of Ice-Breaker activity (Romanov, 2011).

Aspect 2: The second aspect was based on general ideas on the students' Speaking skill after the treatment will be done. The ideas stated on the 4<sup>th</sup> (Apakah kamu mengerti tentang Ice-Breaker activity?), 5<sup>th</sup> (Setelah belajar Speaking dengan Ice-Breaker activity, apakah kamu lebih mudah berbicara dalam bahasa Inggris?) and 6<sup>th</sup> (Apakah penggunaan Ice-Breaker activity bermanfaat dalam belajar Speaking?) questions in the questionnaire.

Those questions above would be aimed at finding out the students' ideas in Speaking activity, after conducting the treatment on the use of Ice-Breaker activity (Romanov, 2011).

Aspect 3: The third aspect was based on general ideas on their perceptions towards the use of Ice-Breaker activity in improving students' Speaking skill. The ideas stated on the 7<sup>th</sup> (Apakah Speakingmu menjadi lebih baik dengan menggunakan Ice-Breaker activity?), 8<sup>th</sup> (Apakah dengan menggunakan Ice-Breaker activity, Speakingmu jadi lebih mudah dan kemampuanmu meningkat?), 9<sup>th</sup> (Apakah kamu merasa kesulitan dalam Speaking dengan Ice-Breaker activity?) and 10<sup>th</sup> (Menurut pendapatmu, apakah Ice-Breaker activity ini harus dipertahankan dalam pembelajaran Speaking?) questions in the questionnaire. Those questions above would be aimed at finding out the students' perception (ideas, thoughts and feelings) towards the use of webbing technique in writing recount text (Romanov, 2011).

## FINDINGS AND DISCUSSION

### Findings

#### *Pre-Test Result*

The pre-test was aimed to discover the equity of the two groups before administering treatments by using t-test procedure. In assessing students' Speaking, this study assessed five aspects of Speaking namely, pronunciation, vocabulary, grammar, fluency and self-confidence.

**Table 6. Mean Result of Pre-test**

Group	N	( $\bar{x}$ )
Experimental	21	5.7
Control	21	5.4

#### **a. Homogeneity of Variance Test**

In testing the homogeneity, firstly, the hypothesis was stated as follows:

H<sub>0</sub>: The variances of the experimental and control group were homogenous. The formula used in calculating the homogeneity of variance was F-test as follows:

The result of the calculation of homogeneity variance test on pretest was 1.4. In the F table for  $\alpha = 0.05$   $df_1 = 20$   $df_2 = 20$  (within 21), F ratio was 2.1242. Based on the calculation, the value of F was smaller than the ratio on F table,  $1.4 < 2.1242$ , so that null hypothesis was not rejected which means two groups were homogenous.

#### **b. t-test Computation on Pre-Test**

Independent t-test formula was used to analyze the significant differences between the pre-test means of experimental and control groups. Firstly, we had to state the hypothesis as follows:

H<sub>1</sub>: there was a significant difference between means of experimental and control groups.

The result of the calculation of t-test on pre-test was 1.76. In the t-table for  $\alpha = 0.05$   $df = 40$  t-ratio was 2.021. The data showed from the experimental and control groups were equal with the value of t was lower than t-table ( $1.76 < 2.021$ ). It indicated that the alternative hypothesis was rejected; there was no significant difference between the data of the two groups. This result implied that the experimental and control group were similar in their initial ability.

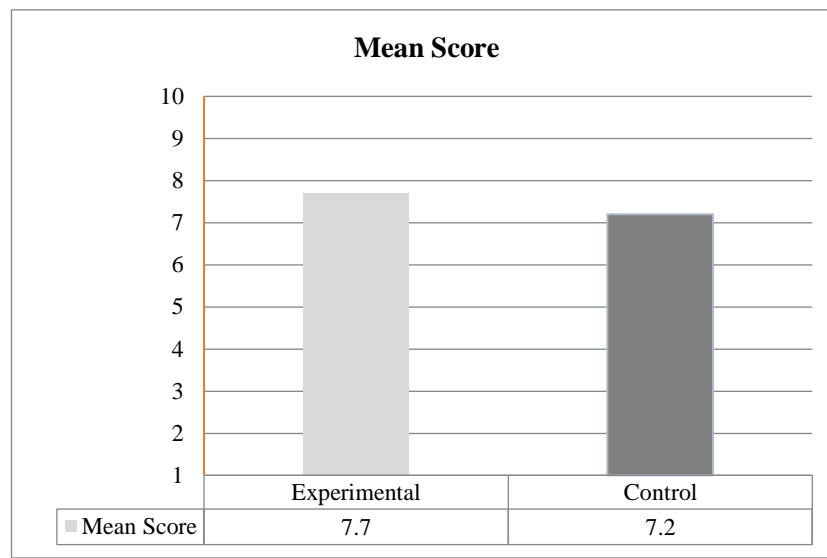
#### *Post-Test Result*

The students' post-test scores shown that the sum of students' post-test scores of experimental group was 161.5 and the control group was 151. Like pre-test scores, those scores were gained from the calculation of five aspects of Speaking namely pronunciation, vocabulary, grammar, fluency and self-confidence.

**Table 7. Mean Result of Post-test**

Group	N	( $\bar{x}$ )
Experimental	21	7.7
Control	21	7.2

Based on the table above, the condition of both classes could be seen on the chart below:

**Figure 1. Mean Score of Experimental and Control Group on Post-Test**

The chart above shown that the means of both experimental and control groups were significantly different. Mean of experimental group was higher than mean of control group after conducting treatment.

#### a. Homogeneity of Variance Test

Firstly, the hypothesis was stated as follows:

$H_0$ : The variances of the experimental and control group were homogenous. The formula used in calculating the homogeneity of variance was F-test as follows :

The result of the calculation of homogeneity variance test on post-test was 0.97. In the F table for  $\alpha = 0.05$   $df_1 = 20$   $df_2 = 20$  (within 21), F ratio was 2.1242. Based on the calculation, the value of F was smaller than the ratio on F table,  $0.97 < 2.1242$ , so that null hypothesis was not rejected which means two groups are homogenous and t-test could be continued.

#### b. t-test Computation on Post-Test

Independent t- test formula was used to analyze the significant differences between the pre-test means of experimental and control groups. Firstly, we had to state the hypothesis as follows:

$H_1$ : there was a significant difference between means of experimental and control groups.

The result of the calculation of t-test on post-test was 3.57. In the t-table for  $\alpha = 0.05$   $df = 40$  t-ratio was 2.021. Based on the calculation, the value of t was higher than the ratio on t table,  $3.57 <$



2.02. According to the result, it could be concluded that the alternative hypothesis was not rejected. There was a significant difference between students who were assigned Ice-Breaker Activity and students who were not.

***Students’ Perception Towards the Effectiveness of Ice-Breaker Activity to Improve Students’ Speaking Skill***

This part discussed the data finding from questionnaire in order to identify students’ perception towards the effectiveness of Ice-Breaker Activity to improve students’ Speaking skill. The close-ended questionnaire with the valid items was distributed and 21 students were involved. The questionnaire items were set based on the second problem of the study and consist of 10 questions. Those questions were aimed at finding out the students’ perception towards the effectiveness of Ice-Breaker Activity to improve students skill in Speaking. Furthermore, the result of the questionnaire was presented on the following table.

**Table 8. The Frequency of Data Questionnaire**

Number	Question				Total
	Yes		No		
	Fo	%	Fo	%	
<b>1</b>	19	90.4	2	9.5	100
<b>2</b>	5	23.8	16	76.1	100
<b>3</b>	10	47.6	11	52.3	100
<b>4</b>	17	80.9	4	19	100
<b>5</b>	16	76.1	5	23.8	100
<b>6</b>	21	100	0	0	100
<b>7</b>	18	85.7	3	14.2	100
<b>8</b>	19	90.4	2	9.5	100
<b>9</b>	3	14.2	18	85.7	100
<b>10</b>	20	95.2	1	4.7	100

The table of questionnaire result showed that 90.5% of the students like Speaking English lesson, but 76.1% of them also think that Speaking was difficult. Meanwhile, the next question was their understanding about Speaking, 52.3% of the students agree that before the treatment was conducted they did not understand about recount text.

After the treatment was done, 76.1% of the students felt easier in Speaking and 100% of them found that towards the Ice-Breaker Activity their Speaking skill were improving. 90.4% of the

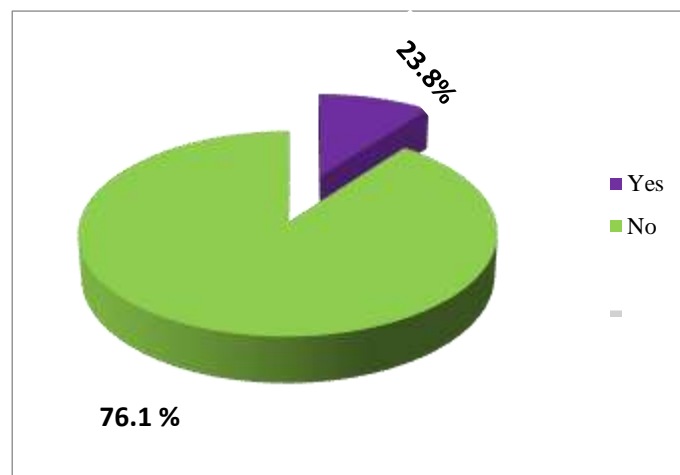
students agreed that Ice-Breaker Activity was useful and only 14.2% of them found the difficulties in Speaking. So, 95.2% of the students wanted to keep this technique in Speaking class.

Therefore, the questionnaire items were divided into three general aspects, as follows:

Aspect 1: The first aspect was based on general perceptions on their skill in Speaking before the treatment was conducted. The ideas stated on the 1st (Apakah kamu menyukai pembelajaran berbicara dalam bahasa Inggris?), 2nd (Apakah berbicara dalam bahasa Inggris itu mudah?), and 3th (Sebelum mempelajari Speaking dengan Ice-Breaker, apakah kamu sudah memahami tentang Speaking itu sendiri? questions in the questionnaire.

It was aimed to find out the students' sense and feeling in Speaking, before conducting the treatment on the use of Ice-Breaker Activity. This was important to know the students' personal perception about Speaking in English. Almost all of the students felt Speaking in English was difficult. It could be showed by the charts below:

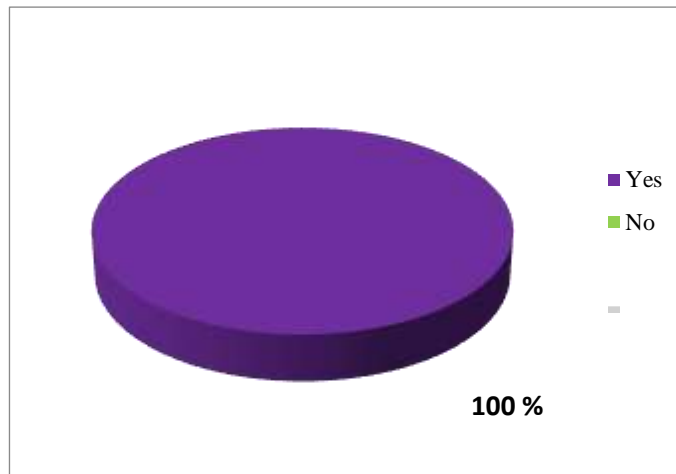
**Figure 2. The Students' Perception in Speaking English before Conducting the Treatment**



The chart above shown the percentage of the students' perception towards their skill in Speaking before conducting the treatment on the use of Ice-Breaker Activity where 76.1% of the students found that Speaking was difficult and their Speaking skills were poor.

Aspect 2: The second aspect was based on general ideas on the students' skill in Speaking after the treatment was done. The ideas stated on the 4th (Apakah kamu sudah memahami apa itu Ice-Breaker Activity?), 5<sup>th</sup> (Setelah mempelajari Speaking dengan Ice-Breaker, apakah kamu lebih memahami tentang Speaking itu sendiri?) and 6th (Apakah penggunaan Ice-Breaker bermanfaat dalam belajar Speaking?). Those were questions in the questionnaire. It was aimed at finding out the students' ideas about Speaking after conducting the treatment on the use of Ice-Breaker Activity.

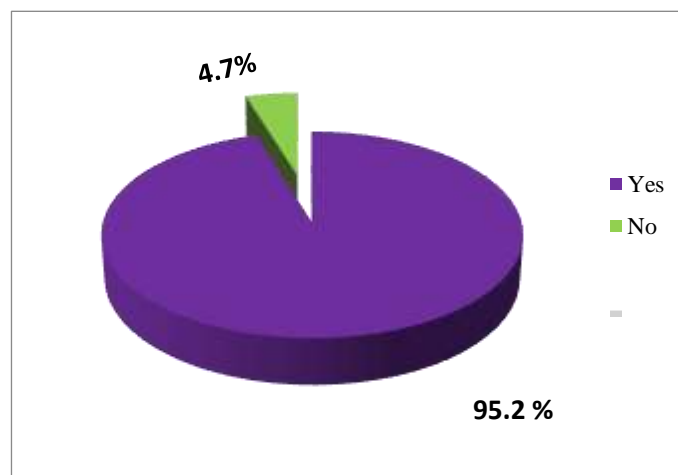
**Figure 3. The Students' Perception towards their Skill in Speaking after Conducting the Treatment**



The chart shown the percentage on the students' perception towards their skill in Speaking after conducting the treatment on the use of Ice-Breaker. It showed the improvements on students' Speaking skill where 100% of the students found that the treatment could help them on increasing their Speaking skill.

Aspect 3: The third aspect was based on general ideas on their perceptions towards the use of Ice-Breaker Activity in Speaking. The ideas stated on the 7th (Apakah Speakingmu menjadi lebih baik dengan Ice-Breaker Activity?) 8th (Apakah dengan menggunakan Ice-Breaker Activity, Speakingmu menjadi lebih mudah dan kemampuanmu jadi meningkat?), 9th (Apakah kamu menemukan kesulitan dalam Speaking dengan Ice-Breaker Activity? and 10th (Menurut pendapatmu, apakah Ice-Breaker Activity ini harus dipertahankan dalam pembelajaran Speaking?) those were questions at the questionnaire. It was aimed at finding out the students' perception (ideas, thoughts and feelings) toward the use of Ice-Breaker Activity in Speaking class.

**Figure 4. Students' Perception towards the Use of Ice-Breaker Activity in Speaking**



The following chart shown the percentage on the students' perception towards their ability in Speaking after conducting the treatment on the use of ice-Breaker Activity where 95,2% of the students agreed that the use of Ice-Breaker Activity could improved their skill in Speaking.

## **Discussions**

### ***The Students' Improvement in Speaking by Using Ice-Breaker Activity***

The first purpose of this study was the effectiveness of Ice-Breaker Activity in improving students' Speaking skill and it was expected that Ice-Breaker Activity improves students' Speaking skill. Referring to the comparison between pre-test and post-test means of the experimental group, it was found out that there was an improvement on the student score where the pre-test score was 5.7 and the post test score was 7.7.

However, the result shown that the students' Speaking skill was improving. Then, the statement that had been stated in previous related research about the use of Ice-Breaker Activity were in line where Ice-Breaker was an activity that helped the students to interact with one another and also to exchange learning through series of games and activities and teamwork. Ice-Breakers are a part of creative thinking, strategic thinking, positive thinking, problem solving and learning strategies, not only in business organizations but also for students of all age groups. The reason is classroom Ice-Breaker activities help to develop various soft skills such as interpersonal skill, communication skills that include written, verbal and non-verbal and team building skills (Forbes-Green, 2007).

Ice-Breaker activity is a part of learning strategies that the teachers applied in teaching English for children in order to make them interested in following the learning process. It is well-known that Ice-Breakers are influential aspects in teaching English to children. Ice-Breaker activities can be put in the pre, whilst, or post activity. Based on the result of interview, they admit that they can understand more about the material through Ice-Breaker activity (Afrizal, 2011).

In conclusion, it was relatively fair to state that the use of Ice-Breaker Activity in Speaking class at the eighth grade students of junior high school can improve the students' skill in Speaking class. Further, the second purpose of this study was to identify the students' perceptions towards the use of Ice-Breaker Activity in students' Speaking achievement.

### ***The Students' Perception Towards Ice-Breaker Activity***

The questionnaire result shown that the students' performance towards the use of Ice-Breaker Activity in Speaking class was good. Almost all of them enjoy the technique. However, a few students prefer the conventional way. Finally, having followed the procedures, the result shown that the use of Ice-Breaker Activity improved students' skill in Speaking.

The finding from questionnaire shown that the students feel the improvement on their Speaking skill towards the use of Ice-Breaker Activity. The students did not feel depressed to practice a conversation on a given topic (Introducing One and Others). It seemed to be an effective way to relax

the students in Speaking class atmosphere, such as in making them got creative thinking, strategic thinking, positive thinking, problem solving and learning strategies.

The students think that Ice-Breaker was helpful for Speaking and did not appear to be a test for them. It was the same as the explanation on the second chapter of the study that the Ice-Breakers was a warm-ups, de-inhibitors, tension reducers, and feedback/disclosure loops, energizers and games (Forbes-Green, 2007).

Besides, the Ice-Breaker Activity had significant influence in gaining children motivation in learning. Teacher should be used an Ice-Breaker activity as a strategy to eclipse the lowness motivation of children in learning by creating and developing Ice-Breaker activity base on the materials. (Pratiwi, 2012)

Busing Ice-Breaker Activity, learning motivation criteria of the students reached the high category. Ice-Breaker Activity must be used by the teacher in teaching-learning process in order to create an active learning atmosphere, and increasing students's motivation Rahayu (2013). Thus, the students enjoyed the process and want to keep it as the technique in learning English.

## **CONCLUSION**

Based on the result of the study, it could be concluded that Ice-Breaker Activity was not too effective in terms of improving students' Speaking skill. It could be seen on the means' scores on both of control and experimental group where the experimental group gained higher means scores (7.7) than the control group (7.2). It shown that the difference between experimental and control group only 0.5. that was the reason why the Ice-Breaker Activity was not too effective.

The use of Ice-Breaker Activity in Speaking obtained positive perceptions from the students. It could be seen on the result from questionnaire where the percentage of students' skill in Speaking was increasing after conducting the treatment as had been displayed on the first and the second chart on the fourth chapter where 100% of the students got the improvement and 95.2% of the students wanted to hold the Ice-Breaker Activity for improving their skill in Speaking.

## **REFERENCES**

- Afrizal, S. Irvand (2012). *A Descriptive Study of Ice Breaking Activity in Teaching English for Children*. *E-Journal Universitas Pakuan*.  
<https://ejournal.unpak.ac.id/detail.php?detail=mahasiswa&id=594>
- Border, L. L. B., and N. Van Note Chism (1992). *Teaching for Diversity*. San Francisco, CA: Jossey-Bass.
- Fanani, Achmad. (2010). *Ice Breaking dalam Proses Belajar Mengajar*.  
<https://digilib.unipasby.ac.id/download.php?id=118>
- Forbes-Greene, Sue. (1982). *The Encyclopedia of Icebreakers: Structured Activities That Warm-Up, Motivate, Challenge, Acquaint and Energize*.

<https://www.paperbackswap.com/Encyclopedia-Icebreakers-Structured-ActivitiesWarm/book/0898890055.htm>

Harmer, Jeremy. (1998). *How to Teach English*. London: Longman

Holil, Anwar. (2009, January). Ice-breaker dalam Pembelajaran. <https://anwarholil.blogspot.com/2009/01/ice-breaking-dalam-pembelajaran.html>

Pratiwi, Indy Ari. (2012). Pengaruh Penggunaan teknik Ice-Breaker terhadap Motivasi Belajar Siswa. [https://repository.upi.edu/2577/4/T\\_IPS\\_1101672.pdf](https://repository.upi.edu/2577/4/T_IPS_1101672.pdf)

Rahayu, Endah Fitriana. (2013). *Keefektifan Pembelajaran Ice-breaker terhadap Hasil dan Motivasi Siswa*. State University of Surabaya Journal. <https://ejournal.unesa.ac.id>

Romanov, N. 2011. *Cross Fit Journal*. <https://journal.crossfit.com/2011/06/romanov6thinki ng.tpl>

Vos, Jeannette & Dryden, G. (2000). *Revolusi Cara Belajar*. Bigraf Publishing.

Walliman, N. (2006). *Social Research Methods*. London: Sage Publication.ltd

Wulandari, R.A. (2012). *Pengaruh Penggunaan Teknik Pembelajaran Ice-breaker terhadap Kemampuan Menulis Pantun Siswa*. Medan State University Journal. <https://journal.unimed.ac.id/2012.index.php/sasindo/article/download/698/509>