

# The Ice Breaking Method Effectiveness On Students' Enthusiasm In Learning English At SMPN 1 Saluputti

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## Abstract

*The Ice Breaking Method Effectiveness on students' Enthusiasm in Learning English at SMPN 1 Saluputti. Students at junior high school are majorly teenagers that biologically transform from children to adolescence. This phase effects the students tend to have lack of confidence. This research to verify whether the ice breaking methods is effective on students' enthusiasm in learning English at SMPN 1 Saluputti. The objective of this research is to find the effectiveness of the ice breaking method to improve the students' enthusiasm in learning English at SMPN 1 Saluputti. This research is a kind of descriptive quantitative method. The subject of this research was the ninth grade students at SMPN 1 Saluputti. The data of this research was collected by questionnaire. Then the data was analyzed by Likert Scale. The result of the findings about the effectiveness of the ice breaking method to improve the students' enthusiasm in learning English at SMPN 1 Saluputti.is effective. It can be seen on the the students statement in the first questionnaire result obtained 74.5% that falling into strongly agree category and the students statement in the second questionnaire result obtained 88.3% with strongly agree category. Based on the results of this research, the researcher concludes that most of students have an increased enthusiasm in learning English when the teacher use the ice breaking method in the learning proses. So, the used of ice breaking method on students enthusiasm in lerning English at SMPN 1 Saluputti is effective.*

**Kata Kunci:** *The Effectiveness, Ice Breaking, Learning English*

## I. Introduction

The education is essentially a process of helping students in self-development so that they are able to face everything change and problems with an open attitude and creative approach without losing one's identity. Fundamental demands on the world education at this time are improving the quality of learning every order educational institutions can produce skilled human resources and smart. This requires the people in it to work independently optimal, full of responsibility and high dedication. So that, when we used ice breaking in learning process sometimes we found an occurrence an atmosphere that is less

supportive to the point of not achieving it the purpose of learning. The atmosphere in question is stiff, cold, or frozen so that learning at that time becomes less comfortable. Students at junior high school are majorly teenagers that biologically transform from children to adolescence. This phase effects the students tend to have lack of confidence. Human are social beings, beings that can't exist alone without support and assistance from other individuals because it happens mutually dependence between individuals with one another. They are mutually interacting and process, which in turn gives rise to adjustments among them. Adjustments can occur because of mutual understanding of their

respective functions, which manifest from respect for their abilities and expertise.

Ice breaking is a transition situation from boring, make sleepy, saturated, and tense relaxes, excited, less drowsiness, more attention and sense pleasure listening or watching other people speaking in front of the classroom. As time goes by, a few minutes after the learning material began there was a decrease in memory or the level of student's absorption of the subject matter. Enthusiasm to learn is an attitude of enthusiasm, motivation, encouragement that comes from within humans themselves without any coercion from anyone. Learning can be defined as a process carried out to obtain change behavior new ones, as a whole as a result of the individual's own experiences in interaction with the environment.

The use of ice breaking method in school greatly helps in creating an atmosphere that is fun, creative, and dynamic for the students. Ice breaking method in the context of classroom learning indeed use to dilute the atmosphere, maintain learning concentration, and can be used to sharpen memory in learning process. The use of ice breaking of the junior high school is useful so that class activities aren't tedious but great fun. Ice breaking can be interpreted as a student's mental or physical freezing situation.

SMPN 1 Saluputti is a junior high school located at District Saluputti, Tana Toraja Regency. This school has both curricular and extra-curricular on English program. To achieve it, certainly should be taken with appropriate learning method. However, in learning English process at school there are several problems that students find. As experienced by the students at SMPN 1 Saluputti, the students still feel stiff and bored and the atmosphere in learning process was still monotonous. Sometimes students can memorize a number of terms in English, but they cannot mention the objects that they used in their daily activities in English, and they are also ashamed to use English for fear of being laughed, this causes a lack of enthusiasm of students in learning English. From here on, the role of the teacher began to be needed in using attractive methods to solve problems that caused a lack of enthusiasm for the students in learning English. Based on this problem the researcher conducted the research

entitled *The Ice Breaking Method Effectiveness on students' Enthusiasm in Learning English at SMPN 1 Saluputti*

## II. Review of Related Literature

### A. Learning

There are several definitions of learning according to the experts. According to Hamalik in Ratnasari (2011:13), learning is defined as the form of growth or change of individuals which is stated by new behaviour as the result of experience and practice. While, Sukewi in Ratnasari (2011:13) state that learning is an effort which is done by someone to get a new change of behaviour on the whole as the result of their experience in interaction with their environment. Learning is behaviour change as a result of experience; a process of progressive adoption modification of behaviour as a result of previous performance (Batia in Ratnasari, 2011:13). Sadirman in Ratnasari (2011:13) satated learning as behaviour change or performance by the series of activities for example by reading, investigating, listening, and imitating. Moreover, Suryabarata in Ratnasari (2011:14) stated that learning is a change which means getting a new ability and happens because of the aware effort. Learning may be define as the process by which behaviour originates or is altered through training or experience (Omrod in Ratnasari, 2011:14). Gayle (2009:78) stated that learning is a process of mental, psycal, and spiritual development. From the explanation about the defenition of learning, the researcher concludes that learning is an active process from learning activities for example: reading, litening, speaking, and the others.

### B. Classroom Management

There are many defenition of classroom management that tne expert explained. As cited in Corp (2010:06) classroom management refers to teacher behaviors that facilitate learning. Ahmat et al (2012:174) classroom management is the process of ensuring that classroom lessons run smoothly of disruptive behavior by students. Berliner adding in Ahmat et al (2012:174) the term of classroom management is the prevention

of disruptive behavior of students. Arikunto in Djamarah & Zain (2010:177) also added in the following sentence, there are 2 aspects of classroom management of psysic such as room, furniture, and learning equipment. According to Jacobsen et al (2009:39) classroom management refers to teacher' strategis in creating and mmaintaning learning environment orderly.

Based on the explanation about the definition about classroom management, the researcher conclude that the classroom management is teacher's action which has aims to prevent students disruptive behavior and maintaning positive class condition.

### C. Ice Breaking Method

#### 1. Definition of Ice Breaking

Some researcher have argued that an ice breaking activities is an activity that is performed in a teaching and learning activity or in training, which aims to get rid the boredom on students or participants. Ice Breaking was used to create an atmosphere of learning from passive to active, from rigid to motion and from saturation to carefree (Sunarto, 2012: 3). Soenarno (2005: 1) argues that Ice breaking is a situation transition from boring, sleepy, saturating, and tense to relaxed, excited, not sleepy, and there is attention and pleasure to listen or see people speaking in front of the class or meeting room. Ice breaking is a game or activity that serves to change the freezing atmosphere in the group. Pitts (2016: 182), ice breaking are interactive activities that can be used i the first class to relax adults students and created and atmosphere of fun in what is usually a formal environment. According to Suryanti, (2010:1) ice breaking was one of the activities for divert the situation from astonishing, boring, sleepy be fun, be excited, relax and don't make it sleepy so the learning atmosphere could melt and become more conducive to have a significant influence. Furthermore, Kuswara (2014) in Qomariah (2009:15) said that ice breaking is needed in the classroom. From some definitions above the researcher conclude that

an ice breaking method is an activity carried during the teaching and learning process to change the atmosphere of the class becoming more conducive for learning and also to get rid the boredom on the students.

#### 2. he Purpose of Ice Breaking

There are four purposes of Ice Breaking according to Suwarjo and Imania (2010: 127), namely: 1) Creating a relaxed atmosphere in students 2) Making students entertained, happy, and relaxing 3) Generating a passionate and excited students learning atmosphere 4) Growing motivation to learn in students.

#### 3. Types Of Ice Breaking

There are 9 types of ice breaking according to Acep (2002: 66). These types of ice breaking can be used as a way to divert the boredom of students learning in the middle of the learning process. The types of ice breaking are:

- (a) Type of yells
- (b) Type of applause
- (c) Type of song
- (d) Type of body motions
- (e) Type of humor
- (f) Types of games
- (g) Types of stories / fairy tales
- (h) Type of magic
- (i) Types of audio visual

#### 4. Technique of Application Ice Breaking

The technique of application ice breaking is a strategy used in applying the ice breaking method. According to Sunarto (2007: 107), ice breaking has two kinds technique in learning, namely:

- (a) Spontaneous Technique
- (b) Planned Technique

### D. Enthusiasm

According Sucipto Aji Saka (2008) enthusiasm means excitement is strong agains one cause or subject, spirirt or an interest his fiery. Whereas Andrie Wongso (2008) enthusiasm are feeling or immense pleasure to achieve something, which means that when someone has the enthusiasm or spirit in himself, then he will be made immense pleasure to achieve these dreams. From the defenition above the researcher conclude that

enthusiasm is the surge, a passion, an interest, feeling happy and spirit a person gretky to the something different and always able to make people interested in it.

### E. Students Enthusiasm

Enthusiasm is a felling of excitement about something that is happening, which has an arousal effect or excited from within a person spontaneously or through experience first. The students enthusiasm is a feeling of enthusiasm for learning to be ingrained himself a goal to be achieve from the learning process they are doing. Not only for that moment, but until later that feeling will always be arises, than takes place continiously and is strengthene by itself without there is a sense of dependence from anyone.

## III. Method

This research took place at SMPN 1 Saluputti on July until November 2019. The researcher took all the students at the ninth grade students of SMPN 1 Saluputti, so the sample in this research was twenty five students at the ninth grade students at SMPN 1 Saluputti year 2020/2021. The researcher used questionnaire as instrument to get the objective of this research. In collecting the data in this research, the researcher used the following techniques:

### A. Library Research

In this library research, the researcher went to library to read some books, written materials, and related researches that relating with this research. The researcher also searched some electronic books, journals, articles, thesis, and other relevant source with this research from internet.

### B. Field Research

In this field research, the researcher got data from students by using questionnaire as the instrument to collect data. Type of the questionnaire in this research is closed-ended questionnaire. Students choosed "strongly agree", "agree", "disagree", "strongly disagree" from the questionnaire. In

collecting the data, the researcher presents some procedures as below:

- The researcher explained the roles to answer the questionnaire.
- The researcher did the treatment.
- The researcher collected the data after the students answer the questionnaire.

It aims to know the effectiveness of the ice breaking method to improve the students' enthusiasm in learning English at SMPN Satap 11 Saluputti. The researcher analyzed the data by scoring, tabulating and calculating score percentage and score average. The researcher used a Likert scale. The following table is used to provide a score based on students' statement choices.

**Table 1:** *Likert Scale Score*

Category	Scale
Strongly Agree	4
Agree	3
Disagree	2
Strongly Disagree	1

(Source: Mulyatiningsih, 2012)

Researcher calculated the index of respondents' answers as a first step to analyzing data. The index for respondents' answers is calculated using the formula:

$$\text{Total Score} = T \times Pn$$

Information: Interpretation results are also

$$\begin{aligned} T &= \text{Total number of respondents who voted} \\ Pn &= \text{Likert score choice} \end{aligned}$$

needed to analyze data that has been taken from respondents. The researcher must first know the highest score (X) and the lowest score (Y) for the assessment items with the formula: The highest

$$Y = \text{highest Likert score y number of respondents}$$

$$X = \text{lowest Likert score x number of respondents}$$

total score for the item "Strongly Agree" is  $4 \times n = N$ , while the item "Strongly Disagrees" is  $1 \times n = N$ . So, if the total score of the assessment has

been obtained, then the student's interpretation of the use of ice breaking in online learning is the result. The value generated using the % index formula. The formulation was stated as below:

$$\text{Index Percentage} = \frac{\text{Total Score}}{Y} \times 100\%$$

The final calculation:

$$\frac{\text{total score}}{\text{the highest score}} \times \text{total respondent}$$

To find out the interval (distance) and percentage of interpretation in order to find out the assessment by looking for the percentage score interval, the formula used is Score Interval (I):

$$I = \frac{100}{\text{total score (likert)}} = \frac{100}{4} = 25$$

#### IV. Hasil Penelitian dan Pembahasan

##### A. Results

The next step to analyze the data in Table 2 is to calculate the percentage index for each item. The following is the result from the percentage of students statement are:

Positive Statements:

$$100 \times 10 = 1000 \quad (1)$$

$$\frac{745}{1000} \times 100\% = 74.5\% \quad (2)$$

The Table 3 shows about index percentage and first questionnaire result in the score of students statements from 25 respondents in this research. The next step to analyze the data in Table 5 is to calculate the percentage index for each item. The following is the result from the percentage of students statement are:

Positive Statements:

$$100 \times 10 = 1000 \quad (3)$$

$$\frac{883}{1000} \times 100\% = 88.3\% \quad (4)$$

##### B. Discussion

The discussion of the result on the finding that have obtained from respondents as follow:

1. The percentage of students statement in the first questionnaire in this research is 74.5%. It is include in strongly agree category.
2. The percentage of students statement in the second questionnaire in this research is 88.3%. It is include in strongly agree category.

Both of the result above indicated the effectiveness of the ice breaking method to improve the students' enthusiasm in learning English at SMPN Satap 11 Saluputti is effective. The result of analyzing data, the percentage of the Q2 was higher than Q1, (88.3% > 74.5%). it means that Q2 > Q1 where Q1 74.5% and Q2 88.3%, so Q2 was higher than Q1. It means that the second questionnaire in this research indicated if the effectiveness of the ice breaking method to improve the students' enthusiasm in learning English at SMPN Satap 11 Saluputti is effective if compare with the first questionnaire. It means that the first questionnaire in this research indicated lack of the students' enthusiasm in learning English without using the ice breaking method in learning process and can be seen that the students' are more enthusiastic in learning English if the teacher used the ice breaking method in learning process, so the effectiveness of the ice breaking method to improve the students enthusiasm in learning English at smpn satap 11 Saluputti is effective.

#### V. Conclusion

Based on the result of finding and discussion above, the researcher concludes that the ice breaking method is effective used to improve students' enthusiasm in learning English at SMPN 1 Saluputti. It can be seen on the students' statements in the first questionnaire result obtained 74.5% with strongly agree category and the students' statements in the second questionnaire result obtained 88.3% with strongly agree category, since the Q2 > Q1 or 88.3% > 74.5%. It means that null hypothesis (HO) is rejected and the alternative hypothesis (Ha) is accepted.

**Table 2:** *The Score Result of Students' Responses in First Questionnaire Before Treatment (Without Ice Breaking Method)*

No. ITEM	freq. of the students choice				Total	Score of frequency				Students' Score
	SD	D	A	SA		SD	D	A	SA	
1	0	3	20	2	25	0	6	60	8	74
2	0	1	23	1	25	0	2	69	4	75
3	0	1	19	5	25	0	2	57	20	79
4	0	3	18	4	25	0	6	54	16	76
5	0	8	16	1	25	0	16	48	4	68
6	1	3	21	0	25	1	6	63	0	70
7	0	6	16	3	25	0	12	48	12	72
8	0	2	17	6	25	0	4	51	24	79
9	0	2	20	3	25	0	4	60	12	76
10	0	3	18	4	25	0	6	54	16	76

**Table 3:** *The Score of Students Statements In First Questionnaire*

No. Item	Students' Score	Index Percentage (%)
1	74	74
2	75	75
3	79	79
4	76	76
5	68	68
6	70	70
7	72	72
8	79	79
9	76	76
10	76	76
Total	745	745

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**Table 4:** *The Score Result of Students' Responses in Second Questionnaire After Treatment (With Ice Breaking Method)*

No. ITEM	freq. of the students choice				Total	Score of frequency				Students' Score
	SD	D	A	SA		SD	D	A	SA	
1	0	0	11	14	25	0	0	33	56	89
2	0	0	13	12	25	0	0	39	48	87
3	0	0	11	14	25	0	0	33	56	89
4	0	0	14	11	25	0	0	42	44	86
5	0	5	8	12	25	0	10	24	48	82
6	0	0	9	16	25	0	0	27	64	91
7	0	6	10	9	25	0	12	30	36	78
8	0	0	7	18	25	0	0	21	72	93
9	0	0	7	18	25	0	0	21	72	93
10	0	0	5	20	25	0	0	15	80	95

**Table 5:** *The Score of Students Statement In Second Questionnaire*

No. Item	Students' Score	Index Percentage (%)
1	89	89
2	87	87
3	89	89
4	86	86
5	92	92
6	81	81
7	78	78
8	93	93
9	93	93
10	95	95
Total 883		883

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