

The Use of Ice Breaker Game in Teaching Speaking

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Abstrak

Tujuan penelitian ini adalah untuk menemukan apakah pengaplikasian teknik ice breaker candy games meningkatkan kemampuan berbicara siswa. Penelitian ini adalah penelitian kuantitatif dengan metode pre-eksperimental melalui pendekatan one group pretest posttest design. Sampel dalam penelitian ini adalah seluruh siswa level pertama Kursus Bahasa Inggris Betoambari Permai yakni 10 siswa, instrumen yang digunakan dalam penelitian ini adalah tes berbicara. Data yang terkumpul dianalisa menggunakan statistik deskriptif dan inferensial. Hasil penelitian menunjukkan: 1) nilai rata-rata pada tes awal adalah 64,50 dan pada tes akhir sebesar 84,00 sehingga diperoleh skor peningkatan sebesar 19,50. 2) uji hipotesis diperoleh nilai probabilitas sebesar 0.00 yang lebih rendah dari $\alpha = 0.05$. yang menunjukkan bahwa alternative hipotesis H_a diterima dan H_o ditolak sehingga dapat disimpulkan bahwa menggunakan ice breaker candy games tehnik secara signifikan dapat meningkatkan kemampuan berbicara siswa-siswi Kursus Bahasa Inggris Betoambari Permai.

Kata kunci: *Pengunaan, Gem, dan Pembelajaran.*

Abstract

The objective of the research was to find out whether the application of ice breaker candy game technique improves the students speaking ability. The research used a quantitative approach through pre-experimental with one group pretest posttest design. Sample in this research was all of the first level students of Betoambari Permai English Course which consisted of 10 students. Instrument used in this research was speaking test. The data collected then analyzed using descriptive and inferential statistics. Researcher outcome indicated: 1) the mean score at the pretest was 64.50 and posttest was 84.00 therefore the progress score was 19.50; 2) the hypothesis test obtained that the probability value is 0.00 was lower than $\alpha = 0.05$, It means that alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected. Therefore it can be concluded that the use of ice breaker candy games technique is significantly improve the students speaking ability in Betoambari Permai English Course.

Keywords: *Use, Game, and Teaching.*

INTRODUCTION

As we know that in the English language there are four basic skill that student must master, one of those skill is speaking because speaking is very important when we want to communicate with other people, so we have to deliver what we say clearly and easy to understand. According to Harmer (2007: 284), speaking is the ability to speak fluently and presupposes not only knowledge of language features but also the ability.

As a matter of fact, students in Betoambari Permai English Course who come from junior high school education, Even though they have studied English from elementary school up to the junior high school level only few of them can speak English well, some of them cannot speak English well. There are many factors that make students have low speaking

skill, they are motivation, interest, intelligence, economic background, learning materials and teacher's performance including their teaching methods or techniques (Una, 2016 and 2017).

Effective instruction is an instruction that meets students' needs and characteristics and accommodates students' learning style (Border and Note in Rejeki, 2009: 8). 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 to attract students' interest in learning. 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: 11). 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.

Dixon et al (2008: 15) exposes that an Ice-Breaker 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-Breakers are well designed to make the students get to know with the each other, feel more relaxed and get the prepared for materials.

It is important for students to feel comfortable with each other, confident in themselves and focus on the English lesson rather than on other distractions Teachers are demand to be creative, risk-taking, thoughtful, communicative and happy to work with students (Thornbury, 2006: 21)

Ice-Breaker activity helps the students to interact with one another and also to exchange learning through series of games and activities and teamwork. Ice-Breaker helps to clear the way for successful exchange of ideas by making the participants more comfortable and engaging them in conversation.

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: 9). Ice-Breaker activities also help in creating a bond between students and teachers. Classroom Ice-Breaker activity on new class or school can help newcomers to mix with the old students and also help to make them feel comfortable and settle in. In Ice-Breaker activity, there are two aspects contained, including definition and the way to use Ice-Breaker activity.

Based on the explanation above, it is important to investigate students speaking ability by the application of ice breaker technique.

Concepts of Speaking

Speaking is an interactive process of constructing meaning that involves producing and receiving processing information (Bailey and Nunan, 2004: 2).

Harmer (2001: 250) adds that is speaking happens when two people are engaged in talking to each other. It can be fairly sure that they are doing so for good reasons. Their reasons maybe they select from their language store.

Speaking is a productive skill can be directly and empirically observed, those observation are invariably colored by the accuracy and effectiveness of a test-taker's listening skill, which necessary compromises the reliability and validity of a production test. It can be concluded that speaking is one of the subjects which should assessed.

There is the standardization of assessment of speaking skill (Brown, 2000: 74). As a skill, speaking is the most used skill by people rather than the three-other skill, reading, writing and listening. The mastery of speaking skill in English is a priority for many second or foreign language learners. However, many people are worry to practice speaking skills for several reasons, such as lack of motivation, lack of confident and how ability in English. According to Richards (2008: 19), learners consequently often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how well they have improved in their spoken proficiency.

As a learner, English is a subject that little bit complex to do. We often face the difficulties, the structure, the grammar and many some problems. In Marriam et al. (2011: 180) explain the areas of speaking that the learner needs to recognize:

- a. Mechanics (pronunciation, grammar, and vocabulary): using the right word in the right order with correct pronunciation.
- b. Functions (transactional and interaction): knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not requiring (interaction/relationship building).
- c. Social and cultural rules and norms (turn-taking, rate of speech, length of. pauses between speakers, relative roles of participants understanding how to consider who is speaking to who in what circumstances, about what and for what reason

Ice Breaker

a. Definition of Ice Breaker

Pitts (2010), Ice-Breaker are interactive activities that can be used in the first class to relax adult students and created an atmosphere of fun in what is usually a formal environment. Additionally, many Ice-Breaker allow adults to get to know each other and can enable the researcher to acquire a better understanding of the background of his-her adults students.

Sunarto, (2012: 3) explains Ice breaker is a game or simple activity, that serves to change the atmosphere of ice, stiffness, bored or sleepiness In learning. So as to build a vibrant and enthusiastic learning environment that can create a fun, serious, but relaxing. Furthermore, Kuswara (2004) in Qomariah (2009: 15) said that Ice breaker is needed in the classroom. It is much needed in order to make the teaching learning process running well, interesting, and the students keeping concentrate to the lesson. He also noted in teaching learning process intentionally or not, teacher always or once in a while gives ice breaker in the class, even though the type is not a game, physical action or other instrument. Interesting state ments, anecdote, sounds that can attract students' attention are included the type of ice breaker.

There are many names of ice breaker: warm-ups, de-inhibitors', tension reducers, and feedback or disclosure loops, energizers and games (Forbes-Greence, 2007: 5).

b. Ice Breaker Technique

According to Sunarto (2012: 107), ice breaker has two kinds of technique in learning, namely:

1) Spontaneity Technique

Ice breakers are used spontaneously because the learning situations that exist at that time require encouragement so that the learning process can focus again. Such as ice breakers can be used anytime.

2) Planned Technique

A good and effective ice breaker to help the learning process is the planned ice breaker and included in the lesson plan. Ice breakers are planned and included lesson plan can optimize the achievement of predetermined learning objectives.

c. The Use of Ice Breaker

According to Varvel (2017), Ice breaker can be used for:

- 1) Facilitating Introduction
Ice breaker can be used to create familiarity between everyone and ease everyone into the group process. It means that ice breaker can be used as the bridge of unknown or unfamiliarity students into the familiarity condition.
- 2) Prior knowledge Assessment
Ice breaker can help the teacher to assess the students' prior knowledge of certain material or materials that have been given to them.
- 3) Environment Creation or Fostering Group Unity
Ice breaker is used to encourage a breakdown of status/race/gender/etc. barriers that may pre-exist in the group. Ice breaker is expected to help create an open environment in which all participants are willing to open up and participate.
- 4) Topic Segues
Ice breaker can be created to introduce the topic. It means that it can be used when the teacher will deliver a new topic or material of the lesson. The teacher can dig up the students' knowledge dealing with the topic or material that will be given to them by using ice breaker.
- 5) Preparation of Participants
By structuring ice breaking activity into learning environment or course management system, students can get to know one another while getting to know the course delivery method.
- 6) Energizers
Ice breaker is used to energize the group or participants. It is very useful in second day or morning activities to help wake up everyone.

d. Strengths and Weaknesses of Ice Breakers

In the learning model must be there strengths and weaknesses of each. According to Sunarto (2012: 107) the advantages of ice breakers is:

- 1) Make the long time feel faster.
- 2) Bring fun effects on learning.
- 3) Can be used spontaneously or conceptually.
- 4) Make the atmosphere compact and unified.

While the weakness of ice breaker: application is adjustable to the conditions in each place.

METHOD

This research was a pre-experimental method with one group pre-test and post-test design. It was conducted at Batoambari Permai English Course in Baubau. The sample of this research were 10 students from the first level of Batoambari Permai English Course. The instrument used in this research was speaking test. The speaking proficiency scoring categories was based on Brown (2004) in three categories were vocabulary, grammar, pronunciation, and fluency. the data gotten was analyzed through descriptive and inferential statistics

FINDING AND DISCUSSIONS

Finding

This research are quantitative data, quantitative data are obtained from the pretest and posttest result of students using test. Before giving the treatment, the researcher using ice breaker candy games technique. The first researcher assess speaking learning achievement used pretest, then given treatment in the form of learning material in the class, then posttest. The data collected is analyzed using two techniques, namely descriptive statistic and inferential statistics to answer the problems of this study. Descriptive statistic analysis is proposed to determine the percentage of students' speaking and inferential statistic is used to determine whether there is significant improvement after application of ice breaker candy games technique.

a. Result of pretest and posttest in the experimental class

The result of pretest and posttest is obtained from first grade class as the experimental class before and after giving the treatment. The result of the descriptive analysis can be seen in the following table.

**Tabel 1. Descriptive analysis speaking test
before treatment of pretest class .**

Statistics		
Hasil		
N	Valid	10
	Missing	0
Mean		64.50
Median		62.50
Mode		55
Std. Deviation		10.659
Variance		113.611
Range		30
Minimum		55
Maximum		75
Sum		645

The result analysis of table 1 by using SPSS 21.0. based on the table that mean of experimental class for pretest is 64.50, median of pretest 62.50, the mode of pretest is 55, the standart of deviation for pretest 10.659, the variance of pretest is 113.611, the range of pretest is 30, the minimum of pretest is 55, the maximum of pretest is 75, the sum of pre test is 645. It means that the category of students speaking skill is from poor category to very good category. The frequency of each category is displayed on the table below .

**Table 2. Descriptive analysis vocabulary test
after treatment of experimental class.**

Statistics		
hasil		
N	Valid	10
	Missing	0
Mean		84.00
Median		85.00
Mode		85
Std. Deviation		8.097
Variance		65.556
Range		25
Minimum		70
Maximum		95
Sum		840

Based on the table above, it is found posttest there is exellent category, for posttest mean experimental is 84.00, in very good category, for posttest in median experimental is 85.00. mode experimental posttest is 85, also for posttest std. deviation is 8.097, in posttest variance is 65.556, the range of posttest is 25, from the minimum is 70, the maximum is 95, the sum is 840. It can be also concluded that the students speaking performance test in the posttest of the experimental class is poor but after treatment ice breaker candy games for students become very good category.

b. The result of inferential statistics

The hypotheses were tested by using inferential analysis. In this case, the researcher used t-test (testing of significance) for independent sample test, that is, a test to know the significance difference between the result of students' mean scores in pretest and posttest.

Assuming that the level of significance (α) = 0.05, the only thing which is needed; the degree of freedom (df) = 9; than the result of the t-test is presented in the following table.

Table 3 The Probability Value of T-Test of the Students' Achievement on Pretest and Posttest

Variables	P-Value	(α)	Remarks
Pretest and Posttest	0.00	0.05	Significantly Different

Based on the result of data analysis as summarized in table 3 on pretest and posttest, the researcher found that the probability value was smaller than α ($0.00 < 0.05$). It indicated that the alternative hypothesis (H_1) was accepted and the null hypothesis (H_0) was rejected. It means that the use of Ice breaking improve significantly the students' speaking ability.

This means that the data of posttest as the final result gave significant improvement. It was concluded that the use of parallel-team teaching was able to give greater contribution in teaching speaking.

Discussion

The result of data analysis from both descriptive analysis show that there are differences in the speaking learning achievement of students in each class who received the improving ice breaker candy games technique. But after comparing each class through statistical and descriptive test, there are differences in speaking learning achievement between students score before treatment and after treatment ice breaker candy games technique. This can be seen inn the mean which concludes that the mean of the speaking learning achievement of students is higher by 64.50, than the mean after the treatment class of students is 84.00.

At the first time, the data of speaking test in experimental class before the researcher give ice breaker candy games to the students in experimental class, they are a little bit confused to speak up, but thethe researcher managed to calm and explained the rule, so they can understand. After test them the researcher began the treatment using ice breaker candy games. After the researcher give the treatment, students become very good category.

Then H_0 was rejected and H_a accepted. With H_0 is rejection, it can be concluded that there are significant differences in the speaking learning achievement before and after the aplication of ice breaker candy games.

During the implementation of ice breaker candy games technique to increase students speaking performance, students pay more attention and participation. They become more active in the teaching and learning process. Then the result showed that the student's scores increase so that it could be concluded that the application of ice breaker candy games technique could improve students speaking performance. As Nation (2009) states that the interest will lead students to increase attention and deeper processing off material. The materials that are suitale for students' level age and based on students' background knowladge and experience make the students interested to follow the teaching learning process. Therefore, it will become a truly active process. To make speaking english easy to be learned by students. Improving speaking performance using ice breaker candy games technique is the best technique that could use in teaching speaking.

The result of the research concluded that in general, there was a significant differences in the speaking learning achievement before and after the application of ice breaker candy games.

CONCLUSION

Based on the result of research, it can be concluded that the use of ice breaker candy games technique improve significantly the students speaking ability. It can be proved that the progress score after given pretest and posttest was 19.50; and also the result of t-test indicates that the probability value is 0.00 was lower than $\alpha = 0.05$, It means that alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected. Therefore it can be concluded that the use of ice breaker candy games technique is significantly improve the students speaking ability.

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