

**USING ICEBREAKER TECHNIQUE TO INCREASE THE  
STUDENTS SPEAKING SKILL OF THE ELEVENTH GRADE  
AT MAN 1 SULI**

***A THESIS***

*Presented as Partial Fulfilment for the Attainment of S.Pd Degree in English  
Educational Study Program Tarbiyah and Teacher Training Faculty State Islamic  
Institute of Palopo*



**Composed By,**

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**ENGLISH LANGUAGE STUDY PROGRAM  
TARBIYAH AND TEACHERS TRAINING FACULTY  
STATE ISLAMIC INSTITUTE OF PALOPO**

**2022**

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**2022**

### THESIS APPROVAL

This thesis, entitled "Using Ice Breaker Technique to Increase the Students Speaking Skill of the Eleventh Grade at MAN 1 SULI" written by **Faturrahman Akmal**, Reg. Number 17 0202 0186, English Educational S1 Study Program of Tarbiyah and Teacher Training Faculty at State Islamic Institute of Palopo, has been examined and defended in **MUNAQASYAH** session which is carried out on **Friday, April 29<sup>th</sup> 2022**. It is authorized and acceptable as a partial fulfillment of requirement for S. Pd degree in English language teaching

Palopo, April 29<sup>th</sup> 2022

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Declares that thesis I wrote to fulfill of the requirement for the degree of Education Bachelor (S.Pd) in Tarbiyah and Teacher Training Faculty, the State Institute Islamic Studies Palopo entitled, *“Using Ice Breaker Technique to Increase the students’ Speaking skill in MAN 1 Suli”*, is truly my original work. It does not incorporate any materials previously written or published by another person except does indicate in quotations and bibliography. Due to this fact, I am the only person responsible for this thesis if there is any objection and claim from others.

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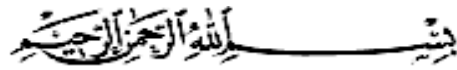
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Finally, the researcher prays to God, Allah SWT gives regard to all of the people, who have helped the researcher. And the researcher hopes this thesis can be useful and give a positive contribution to the readers and the others.

**Palopo, April 29<sup>th</sup> 2022**

The Researcher



**FaturrahmanAkmal**  
NIM 17.0202.0168

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## ABSTRACT

**Faturrahman Akmal, 2021. “Using IceBreaker Technique to Increase the students Speaking skill of the eleventh grade in MAN 1 Suli”. Thesis, English Study Program of Tarbiyah and Teacher Training Faculty the state Institute for Islamic Studies (IAIN) Palopo. Consultant I, Wahiba, S.Ag., M.Hum and Consultant II, Dewi Furwana, S.Pd.I., M.Pd.**


This thesis aims to increase students' speaking skills through the icebreaker technique at MAN 1 Suli. The purpose of this research was to find out whether or not the use of the ice breaker technique increases students' Speaking skills in the eleventh grade at MAN 1 Suli. This research used pre-experimental. The population in this research was 25 students of eleventh grade at MAN 1 Suli. The sample of this research was XI IPS which consist of 25 students. The sampling technique in this research was the total sampling technique. The instrument of this research was the pretest and the posttest. The researcher gave pre-test and posttest to students. The data were analyzed using SPSS 24. This significance can be seen from the researcher's findings that were from the pre-test and post-test scores after being given treatment were higher than the pre-test and post-test scores (i.e.,  $46.28 > 63.88$ ). Based on the result of this research the researcher concluded that the use of the Ice breaker technique is effective to increase the students' speaking skills of the eleventh grade in Man 1 Suli.

**Keywords:** *Speaking Skill, Ice Breaker Technique pre-experimental.*

## CHAPTER I

### INTRODUCTION

#### A. Background

 The environment is a place to learn. in learning students often get obstacles that result in students experiencing maximum inhibition in learning. Within these constraints there are several factors that quite affect the effectiveness of student learning, namely the presence of boredom in learning.

According to Ni'matulFauziah (2013) According to Ni'matul Fauziah (2013), boredom means dense or full, causing insufficient capacity to be accepted or entered.<sup>1</sup> it means that students do not like the learning so the teacher must create a method so that students are motivated and more enthusiastic in learning. Saturated learning is an emotional condition when a person feels tired and bored mentally or physically as a result of increased work demands related to learning.

From the results of observations, the study found several obstacles that affect student interest in learning at MAN 1 Suli. one of the factors is the low enthusiasm of students towards English lessons, students think this lesson is very difficult to understand and learn. Then it caused problems. This is because teachers still use conventional methods, namely only conducting discussions, lectures, and giving assignments, teachers there still do not understand or already know this method but are rarely used only in certain subjects.<sup>2</sup>

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<sup>1</sup> Sutam Bayu Arirahmanto, “*The Development of Burnout Reduction Application Based on Android for Smpn 3 Babat Students,*” *Unesa* 6 (2016): 2.

<sup>2</sup>Hj.SittiAra,S.Pd.,*Observasidi* MAN 1 Suli,Accessed on Wednesday January 6, 2021

In general, the teacher in the class only focuses on delivering the material and after giving the material, the teacher usually immediately gives examples and assignments to students until the lesson is finished, without paying attention to the

condition of the students and the students' grasping power in the learning. consider it a good use of time and also a policy from the curriculum. In cases like this, it is very appropriate to use ice breaking, because ice breaking can be done when the teacher begins to realize that his students feel bored to follow the lesson.

According to (Lozanov, 1978) Learning must be done in an interesting way because the learning process is a complex phenomenon. Everything must mean, every word, thought, action and association. So in this condition, happiness and love are important points in the learning process so that it is expected to achieve complex results.<sup>3</sup> so that researchers wants to give something that can be said to already exist but has not been used optimally, namely providing the Ice Breaking technique to students to restore enthusiasm and interest in learning English at MAN 1 Suli.

This is especially true when it comes to learning English. Students often still find this kind of learning difficult and boring. Because they are usually influenced by the methods taught by the teacher, it is very important to take a creative approach to overcome boredom and make students feel satisfied with the subject being taught again.

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<sup>3</sup> Lou Russel, *The Accelerated Learning Fieldbook*, (Bandung: Nusa Media, 2011), h.



Gunawan states, that there are no boring lessons, there are boring teachers because they do not understand how to present material correctly, well, pleasantly, and attract students' interest and attention. This happens because the learning process takes place monotonously. Lack of variation in teaching methods used by teachers in the classroom.<sup>4</sup>

Among these four skills, speaking is one of the important skills we use to communicate and understand each other in our daily activities. Furthermore, speaking is the key to communicating as an interactive process of developing meaning which involves producing, receiving, and receiving information. Language as the tool of communication has an important role to reveal an intention to someone else. People will be able to express their thought and feeling by using language. Language, communication and life can not be separated. Language can be applied in many aspects, such as education, society, politics, economics and culture. One of the ways in communication is through speaking (Nursyamsi 2006:1).<sup>5</sup>

In the teaching and learning process in the classroom, the teacher and students will talk to each other to make them understand and be understood. Furthermore, it will be stated in the curriculum that students expect can speak

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<sup>4</sup>Isnain Barkah Suhartono, “*Penerapan Ice Breaking Sebagai Upaya Peningkatan Efektivitas Proses Belajar Mengajar Siswa Kelas IV SDN MULYOREJO II NGANTANG*,” 2001, 1–9, <http://eprints.umm.ac.id/33974/2/jiptummpg-gdl-isnainbark-44195-2-babi.pdf>, Accessed on Friday January 8, 2021.

<sup>5</sup> AL MUH.SAEFULLAH FAUZAN, “*IMPROVING STUDENT’S SPEAKING ABILITY THROUGH MOBILE SOCIAL NETWORKING*” (MUHAMMADIYAH UNIVERSITY OF MAKASSAR, 2019), <https://digilibadmin.unismuh.ac.id/upload/5947>.

English in class along with their native language, they are also expected to be able to ask questions in English. But the fact is that some students choose to be passive in class and they don't because of that motivation, confidence, and courage to speak up. Even though the teachers have tried. There are many methods and tools for teaching speaking and improving student speaking skills, but they are still low in speaking because students are afraid to make errors in grammar, pronunciation, and so on.

As conveyed in Law No. RI. 20 article 40, paragraph 2 of 2003 concerning the National Education system reads:

1. Creating an educational atmosphere that is meaningful, fun, creative, dynamic, and dialogical.
2. Having a professional commitment to improving the quality of education; and
3. To exemplify and maintain the good name of professional institutions and positions following the trust given to them.<sup>6</sup>

With the ice-breaking technique in each subject, it is hoped that students will be more enthusiastic and motivated to learn so that students are more enthusiastic about participating in learning and stimulate students' active interest in the learning process. Then this technique can also help dilute the classroom atmosphere, making it fresher and more useful. There are several views that ice-

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<sup>6</sup>Basma G. Alhogbi, "Pengaruh Ice Breaking Dan Media Poster Terhadap Minat Belajar Pada Mata Pelajaran Ipa Kelas III Siswa SD Negeri Pajang 3 Surakarta Tahun Ajaran 2013/2014," *Journal of Chemical Information and Modeling*, vol, 53, no. 9 (2017), P, 2, <http://www.elsevier.com/locate/scp>, Accessed on Thursday January 7, 2021.

breaking is a transition from a state of boredom, lethargy to boredom and tension, from a relaxed state to a more relaxed state, which is important for learning to be more enthusiastic and don't feel bored while studying.

Based on the above background, the research is interested in doing research and putting it in the form of a thesis with the title **"Using Ice breaker Technique to Increase the Students Speaking Skill at Man 1 Suli"** with the application of this technique it is hoped that students will foster student interest in learning with a classroom atmosphere. Which is conducive and learning will be optimal.

#### **B. Research Question**

Based on the research background above, The research question in this research: "Is the use of Ice Breaker Technique effective to Increase students' Speaking skill in MAN 1 Suli?"

#### **C. The objective of the Research**

The Objective of the research is to find out whether or not the use of the Ice Breaker technique is effective to increase student Speaking skills at MAN 1 Suli.

#### **D. Significance of Research**

This research is expected to provide benefits to the parties involved in the implementation of the research including researchers, readers, and related institutions. The benefits of this research are divided into two parts, namely theoretical benefits and practical benefits.

1. Theoretically

The Theoretical benefit of this research is that it is expected to add to the discourse of educational literature and enrich the insights related to the relationship between ice breaking and student interest in learning.

Ice Breaking is a very lesson have time to think (forgetting briefly the lesson being taught).

2. Practically

The Practical benefits of this research are divided into three parts, namely for researchers, teachers, and related institutions.

- a. Researchers

The practical benefit for researchers is that it is expected to gain insight into the importance of the influence of the ice breaker technique in the teaching and learning process.

- b. Teacher

The practical benefit for schools is that this research is expected to be an option that can be applied in every class to increase interest in teaching and learning.

- c. Related Institutions

The practical benefit for related institutions is that this research is expected to serve as an evaluation to increase the effectiveness of the teaching and learning process.

### **E. Scope of the Research**

This study focused on the use of ice breaking techniques with the type of games on the speaking skills of students at MAN 1 Suli which refers to aspects of accuracy & fluency.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous Related Research Finding

Several previous researchers who have researched the application of the ice-breaking technique to improve speaking skills in learning are as follows:

1. **Rotua Hutasoit (2018)** *The Effect of Ice Breaking Technique in Teaching Speaking at the Tenth Grade Students of SMK Dharma Bhakti Siborongborong in Academic Year 2018/2019*, This research deals with the effect of Ice Breaking Technique in Teaching Speaking. The objective of the study was to find out whether Ice Breaking Technique significantly affects teaching speaking. The population of the study was the tenth-grade students of SMK Dharma Bhakti Siborongborong who were registered in the academic year 2018/2019.<sup>7</sup>

Based on the previous related research above, the researcher the opinion that they have different subjects and objects and they use the same method, which is the same as using the ice-breaking method in learning.

2. **Damayanti, Nila Arum (2019)** *Use of Ice Breaker to Improve Students Speaking Skills*. The purpose of this research was to determine the differences in speaking skills after students were taught using ice breakers and to find out the significant differences in speaking skills after being taught using ice breakers.

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<sup>7</sup>Rotua Hutasoit and Bonari Tambunan, "The Effect of Ice Breaking Technique in Teaching Speaking at the Tenth Grade Students of SMK Dharma Bhakti Siborongborong in Academic Year 2018/2019," International Journal of English Literature and Social Sciences 3, no. 5 (2018), <https://ijels.com/detail/the-effect-of-ice-breaking-technique-in-teaching-speaking-at-the-tenth-grade-students-of-smk-dharma-bhakti-siborongborong-in-academic-year-2018-2019/>, Accessed on Saturday January 9, 2021.

This is Experimental Research. Researchers take one group pre-test and post-test or one sample. The research instrument was test and non-test. The type of test is oral; Meanwhile, the non-test instrument was a document. The research sample consisted of 25 students.<sup>8</sup>

Based on the previous related research above, the researcher the opinion that they have different subjects and objects and they use the same method, which is the same as using the ice-breaking method in learning.

3. **Hariyati, Nurfathiyah (2018)** *The use of Ice Breakers (two truths and a lie) to Improve the Speaking ability for the tenth graders at SMA BirrulWalidain NW Rensing in the School year 2017-2018*. The purpose of the Research was to test the effectiveness of Ice-breakers (Two Truths and A Lie) in teaching speaking to EFL students. The design of this Research was a pre-experimental study with a pre-test and post-test design. It is done in EFL students. The sample consisted of 21 students. The random sampling technique was used to determine the research sample. The instrument used was a speaking test to collect data.<sup>9</sup>

Based on the previous related research above, the researcher concludes that they have different subjects and objects and they use the same method, which

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<sup>8</sup>NILA ARUM DAMAYANTI, "THE USE OF ICE BREAKER TO IMPROVE STUDENTS' SPEAKING SKILLS" (IAIN SALATIGA, 2019), <http://e-repository.perpus.iainsalatiga.ac.id/id/eprint/5261>, Accessed on Monday January 11, 2021.

<sup>9</sup>NURFATHIYAH HARIYATI, "THE USE OF ICE-BREAKERS (TWO TRUTHS AND A LIE) TO IMPROVE SPEAKING ABILITY FOR THE TENTH GRADERS AT SMA BIRRUL WALIDAIN NW RENSING IN THE SCHOOL YEAR 2017-2018" (Universitas Hamzanwadi, 2018), <http://eprints.hamzanwadi.ac.id/id/eprint/3356>, Accessed on Monday January 11, 2021.

is the same as using the ice-breaking technique in learning. In this research, the research subjects were students of class XI at MAN 1 Suli. And the research object is Using Icebreaker Technique to Increase the Students Speaking Skills at Man 1 Suli.

## **B. Some Pertinent Ideas**

### **1. Speaking**

#### **a. The Definition of Speaking**

Speaking is an important aspect of language learning. By speaking, we can convey information and ideas, and maintain the social relationship by communicating with others. In addition, some people often think that the ability to speak a language is a reflection of their mastery of the language. It can be proved by the statements of many experts.

As Brown writes that speaking skills required two aspects, namely linguistic and non-linguistic aspects; First, the linguistic aspect is the main requirement that the English learner should possess to speak it well. It involves pronunciation, vocabulary, fluency, structure, and; second, the Non-linguistic aspect is an aspect to support learners to achieve success in acquiring speaking skills. This aspect involves personality dimensions, such as self-esteem, self-concept, and extroversion. Meanwhile, another definition comes from Horn in Andriany states that speaking also means to use a language in ordinary, not in singing. Bygate states that speaking is a skill that deserves attention every bit as much as literary skills, in both first and second language. Donough and Shaw



write that there are some reasons for speaking involved expressing ideas and opinions, expressing a wish or a desire to do something.

negotiating or solving a particular problem, or establishing or maintaining social relationship and friendships.<sup>10</sup>

There are a lot of definitions of the word “Speaking” that have been suggested by the researchers in language learning. In Webster's New World Dictionary, speaking is to say words orally, to communicate as by talking, to make a request, and to make a speech. Speaking is the process of making and sharing meaning by using verbal and non-verbal symbols in different contexts.

Bygate defined speaking as the production of auditory signals to produce different verbal responses in listeners. It is regarded as combining sounds systematically to form meaningful sentences. Speaking is a two-way process including a true communication of opinions, information, or emotions. This top-down view regards the spoken texts as the collaboration between two or more persons in the shared time and the shared context.<sup>11</sup>

#### **b. The Elements of Speaking**

According to Harmer in Antoni, language features and mental/social processing are mentioned as elements of speaking.

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<sup>10</sup>Rudi Hartono Dwi Anggani LB, “IMPROVING STUDENTS’ PERSONAL SELF CONCEPT THROUGH ROLE PLAY TECHNIQUE IN TEACHING SPEAKING SKILL,” *Jurnal Unnes* 5, no. 1 (2015), <https://journal.unnes.ac.id/sju/index.php/eej/article/view/6842/4910>, Accessed on Tuesday January 12, 2021.

<sup>11</sup>Ahmad Seyedeh Masoumeh Leong Lai Mei, “*Analisis Faktor yang Mempengaruhi Keterampilan Bahasa Inggris Pelajar*,” *JURNAL PENELITIAN INTERNASIONAL PENDIDIKAN BAHASA INGGRIS*, vol 2, no. 1 (2017): 35, <https://www.sid.ir/en/journal/ViewPaper.aspx?ID=520992>, Accessed on Tuesday January 12, 2021.

a. Language Features

consist of four elements that are applied, they are connected speech, expressive devices, Lexis and Grammar, and negotiation of meaning.<sup>12</sup>

1. The first is connected speech. The individual phonemes of English are should not only produce by the speaker.
2. The second element is expressive devices. a language learner must be able to imitate a native speaker and of course include voice pressure, volume, and speed to be able to get the expressions needed.
3. The third element is lexis and grammar. As a language users, we have to observe using the number of common lexical phrases in our performance and can make it like spontaneous speech.
4. The fourth element is the negotiation of meaning. Negotiating the meaning is the ability needed by the speaker to make a clarification and show the structure of their utterances. From harmer's statement above the researcher concluded that everything in speaking there is steps that the speaker should be used in the conversation or speaking process.

b. Mental/ social Processing

An intact activity in this case speaking can be said to be successful if there is awareness of social mental processing. As said by Harmer that there are three

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<sup>12</sup>Andika Saputra, "*THE USE OF BACK TO BACK GAME TO IMPROVE STUDENTS' SPEAKING ABILITY AT THE FIRST GRADE OF MADRASAH ALIYAH NEGERI PALOPO*" (IAIN PALOPO, 2020), p 8, [http://repository.iainpalopo.ac.id/id/eprint/2694/1/ANDIKA\\_SAPUTRA.pdf](http://repository.iainpalopo.ac.id/id/eprint/2694/1/ANDIKA_SAPUTRA.pdf), Accessed on Wednesday January 13, 2021.

social mental processing, including language processing, being able to interact with other people, and process information according to the context.

There are three components in mental/social processing according to harmer; language processing, interacting with others, information processing.<sup>13</sup>

1. The first component is language processing. a speaker must be able to process language to speak and understand what has been processed in the mind and can be understood when said.
2. The second component is interacting with others. Speaking is a social interaction that involves many listeners interacting with others means we must be able to understand their feelings and how to provide opportunities for them as our interlocutors.
3. The third component is information processing.

**c. Factors Affecting Speaking Performance**

To help Students overcome problems in learning Speaking, the teachers must figure out factors that affect their Speaking performance. Students' Speaking performance can be affected by the factors that come from performance conditions (time pressure, planning, standard of performance, and amount of support), affective factors (such as motivation, confidence, and anxiety), listening ability, and feedback during Speaking activities.

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<sup>13</sup>Andika Saputra, "*THE USE OF BACK TO BACK GAME TO IMPROVE STUDENTS' SPEAKING ABILITY AT THE FIRST GRADE OF MADRASAH ALIYAH NEGERI PALOPO*" (IAIN PALOPO, 2020), p 8, Saputra, Accessed on Wednesday January 13, 2021.

### 1. Performance Conditions

Students perform a speaking task under a variety of conditions. Nation & Newton believe that performance conditions can affect speaking performance. The four types of performance conditions that Nation & Newton suggest include time pressure, planning, the standard of performance, and the amount of support.

2. Affective factors One of the most important influences on language learning success or failure is probably the affective side of the learner. Krashen states that a variety of affective variables has been confirmed to be related to success in second language acquisition in research over the last decade but most of those studies examined the three categories: motivation, self-confidence, and anxiety.

3. Listening ability Speaking skills cannot be developed unless we develop listening skills. Students must understand what is said to them to have a successful conversation. Shumi shares the ideas of Doff by stating that when one person speaks, the other responds by attending using the listening process. Every speaker plays the role of both a listener and a speaker. Therefore, one is certainly unable to respond if he/ she cannot understand what is said. It means speaking is closely related to listening.

4. Topical knowledge is defined as knowledge structures in long-term memory (Bachman & Palmer). In other words, topical knowledge is the speakers' knowledge of relevant topical information. The information that topical knowledge provides enables learners to use language with reference to the world in which they live. Bachman & Palmer state-certain test tasks may be easier for

those who possess the relevant topical knowledge and more difficult for those who do not. Bachman & Palmer believe that topical knowledge has effects on speaking performance.

5. Feedback during speaking activities Most students want and expect their teachers to give them feedback on their performance. However, all speaking production should not be dealt with in the same way. Harmer asserts that the decisions that the teachers make about how to react to students' performance will depend upon the stages of the lesson, the activities, the types of mistakes made, and the particular student who is making that mistake. If the teachers are correct whenever there is a problem, the conversational flow, as well as the purpose of the speaking activity, will be destroyed. If the students are corrected all the time, they can find this very demotivating and become afraid to speak. They suggest that the teachers should always correct the students' mistakes positively and with encouragement.<sup>14</sup>

#### **d. Criteria of Good Speaking**

Skill Speaking is not simply expressing something orally. However, the students need to acquire some speaking aspects to have good speaking skills. As proposed, those aspects are pronunciation, fluency, vocabulary, and accuracy.<sup>15</sup>

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<sup>14</sup>Nguyen Hoang Tuan, "FACTORS AFFECTING STUDENTS' SPEAKING PERFORMANCE AT LE THANH HIEN HIGH SCHOOL," *Asian Journal of Educational Research* 3, no. 2 (2015): 9, <http://multidisciplinaryjournals.com/>, Accessed on Thursday January 14, 2021.

<sup>15</sup>Lia Amalia NirmawatiI, "IMPROVING STUDENTS' SPEAKING SKILLS THROUGH SPEAKING BOARD GAMES OF GRADE VIII OF SMP N 13 YOGYAKARTA IN THE ACADEMIC YEAR OF 2013/2014" (Universitas Negri Yogyakarta, 2015), p 12.

1. Pronunciation Based on Longman Dictionary pronunciation is the way a certain sound or sounds are produced. It covers the way for speakers to produce clear language when they speak. To make successful communication happen, the speakers need to be able to deliver the clear message for listeners. In speaking, teaching pronunciation including stress, rhythm, and intonation is very important.

2. Fluency As proposed by Harris and Hodges fluency is an ability to speak quickly and automatically. It means that a fluent speakers should be able to speak quickly and automatically.

3. Vocabulary Based on Longman Dictionary, vocabulary is a set of lexemes, consisting of single words, compound words, and idioms that are typically used when talking about something. To be able to speak fluently and accurately, a speaker of a foreign language should master enough vocabulary and can use it accurately.

4. Accuracy is the ability to produce sentences or utterances with correct grammar as stated in Longman Dictionary. The speakers need to follow the rules of the language such as grammar and structure to be able to speak accurately.

## **2. Ice Breaker**

### **a. Definition Ice Breaking**

The term ice-breaking comes from two foreign words, namely ice which means ice that has stiff, cold, and hard properties while breaking means breaking. The literal meaning of ice-breaking is 'ice breaker'. Thus, ice-breaking can be interpreted as an attempt to break or melt a stiff atmosphere such as ice to make it

more comfortable to flow and relax. Here are some expert opinions about ice breakers:

M. Said revealed, what is meant by ice breaking is, Ice Breaker in the Teaching of Enthusiastic Games, freezing, confusion, boredom, and saturation of the atmosphere so that it becomes melted and the atmosphere can return to its original state (more conducive). If the touch of this activity is applied to the learning process in the classroom, students likely return to a better condition (enthusiasm, motivation, passion for learning, etc.).<sup>16</sup>

Ice Breaking is the right way to create a conducive atmosphere. The "pooling" of thought and action patterns to a single point of interest is what makes the atmosphere conditioned to be dynamic and focused. According to Adi Soenarno Stating that the meaning of Ice breaker is "a change of situations from boring, sleepy, saturating, and tense to relaxed, excited, not sleepy, and there is attention and there is a sense of pleasure to listen to or see people talking in front of the class or meeting room."<sup>17</sup>

According to Supriadi Ice breaking is the equivalent of 2 English words that mean "breaking the ice". This term is often used in training to break the ice between training participants so that they know each other, understand, and can

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<sup>16</sup>sunarto, *Icebreaker Dalam Pembelajaran Aktif*, ed. muhammad rohmadi (surakarta: cakrawala media 2017), p 2,

<sup>17</sup>Gery Agustin, "Pengaruh Ice Breaking Terhadap Motivasi Belajar Siswa Kelas V Kecamatan Margahayu Kabupaten Bandung," *FKIP UNPAS.*, 2018, p 25, <http://fkip.unpas.ac.id/>, Accessed on Monday January 18, 2021.

interact well with one another. Ice breakers in learning can be interpreted as breaking the mental and physical situations of students.<sup>18</sup>

According to Sunarto Ice breaking is “a game or activity that serves to change the atmosphere of the frozen in a group.<sup>19</sup>Ice-breaking is an activity carried out to dissolve a boring, stiff, and passive learning atmosphere into a fun, refreshing, active learning activity and generate motivation to learn more passionately. In other words, ice-breaking also functions to increase students' interest in learning because interest in learning is a condition in which students feel passionate about the learning process.

#### **b. The Importance of Ice Breaking in Learning**

A serious and rigid learning process without the slightest nuance of excitement certainly be very tedious. Moreover, it is known that based on research the power of the average human to concentrate in a monotonous situation is only about 15 minutes.

When the mind can no longer focus, it requires refocusing efforts. Efforts that can be done by conventional teachers are to increase the intonation of a louder voice, threatening or even banging the table to be noticed again. Such efforts exacerbate the learning situation, because the learning process needs the emotional involvement of students. Students who have feelings of displeasure or

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<sup>18</sup>Siti Fatimatus Surur, “Implementasi Ice Breaking dalam Meningkatkan Minat Belajar Siswadi MI Riyadyotul Uqul Doroample Sumbergempol Tulungagung” (IAIN TULUNGANGUNG, 2019), hal 16, <http://repo.iain-tulungagung.ac.id/id/eprint/10800> , Accessed on Tuesday January 19, 2021.

<sup>19</sup>Gery Agustin, “Pengaruh Ice Breaking Terhadap Motivasi Belajar Siswa Kelas V Kecamatan Margahayu Kabupaten Bandung,” FKIP UNPAS”, 2018, p 25.



even fear will naturally “run away” and get out of their involvement in the lesson even though physically they are still in their original seat. Conversely, students who have a sense of joy when participating in the learning process will have the ability to focus their minds and be actively involved in the learning process. Thus, teachers need to master various ice-breaking techniques to continue to maintain the learning “stamina” of their students.<sup>20</sup>

Based on these benefits, it is clear that ice-breaking can be an alternative to use in learning so that learning is not monotonous and not boring for students. Especially it is very good to use in the process of learning English, which usually seems stressful and frightening to students.

### **c. The Cornerstone of the Importance of Ice Breaking**

#### **1. Empirical Basis**

Darmansyah explained that the results of research in learning in the last decade revealed that learning would be more effective if students were happy. Joy in learning has been shown to have a tremendous effect on learning outcomes. Even the potential of intellectual intelligence, which has been the "prima donna" as a determinant of learning success, is not entirely true. Emotional intelligence has contributed significantly to the effectiveness of learning in addition to intellectual intelligence.<sup>21</sup>

#### **2. Theoretical Basis**

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<sup>20</sup>sunarto, *Icebreaker Dalam Pembelajaran Aktif*, (surakarta: muhammad rohmadi, 2017).p 3.

<sup>21</sup>sunarto, *“Icebreaker Dalam Pembelajaran Aktif”*, (surakarta: muhammad rohmadi, 2017), p 4.

Ice-breaking is very much needed in the learning process in the classroom to maintain emotional stamina and intellectual thinking in students. Ice-breaking is given to provide a sense of joy that can foster a positive attitude towards students in the learning process.<sup>22</sup>

Dollar and Miller quoted by Syamsudin, Abin emphasized that the effectiveness of learning behavior is influenced by four things, namely the existence of motivation, attention and knowing goals, effort, and evaluation and consolidation of results. The level of motivation, attention and student effort in learning is influenced by many things, one of which is quite basic is the learning atmosphere. A learning atmosphere that is less conducive will have a psychological and physical influence on students. A tense learning atmosphere will cause intense headaches and anxiety (easily tense and afraid and passive, as if afraid of making mistakes).<sup>23</sup>

Based on the views of various educational experts above, it is clear that in the learning process the role of emotions is crucial to success in achieving learning goals. It is believed that a happy and not depressed mood will greatly help students in learning concentration.

### 3. Juridical Basis

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<sup>22</sup>Siti Fatimatus Surur, “Implementasi Ice Breakingdalam Meningkatkan Minat Belajar Siswadi MI Riyadyotul Uqul Doroample Sumbergempol Tulunggangung” (IAIN TULUNGANGUNG, 2019), p 25.

<sup>23</sup>Achmad Fanani, “Ice Breakingdalam Proses Belajar Mengajar Belajar, Rutinitas, Membosankan, Memecah Kebekuan,” *Jurnal Fakultas Keguruan Dan Ilmu Pendidikan* vol 6, no. 11 (2010): p 68, [http://jurnal.unipasby.ac.id/index.php/jurnal\\_buana\\_pendidikan/article/view/1080](http://jurnal.unipasby.ac.id/index.php/jurnal_buana_pendidikan/article/view/1080), Accessed on Friday January22, 2021.

Meanwhile, the existing juridical basis in Indonesia is written more clearly in the Republic of Indonesia Law No. 20 article 40 paragraph 2 of 2003 concerning the National Education System which reads: Teachers and education personnel are obliged to:

- a. Creating an educational atmosphere that is meaningful, fun, creative, dynamic, and dialogical.
- b. Have a professional commitment to improving the quality of education; and
- c. To set an example and maintain the good name of the institution, profession, and position following the trust given to him.<sup>24</sup>

**d. Ice Breaking Conditions**

In the classroom, the function of returning students to the alpha zone is:

1. Ice-breaking is done in a short amount of time, the shorter the better.
2. Ice-breaking followed by all students.
3. The teacher can briefly explain the teaching point or the purpose of ice.
4. breaking in a short time. if the target has been met, that is, the student is happy again, immediately returns to the subject matter.<sup>25</sup>

Based on the conditions for ice breaking, the authors argue that teachers must be able to manage ice-breaking activities in the classroom to be effective and

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<sup>24</sup>Reni Anggraini, “Pengaruh Teknik Pembelajaran Ice Breaking Terhadap Motivasi Belajar pada Mata Pelajaran IPA Kelas III MI Masyariqul Anwar 4 Suka Bumi Bandar Lampung” (UIN Raden Intan Lampung, 2018), p 22, <http://repository.radenintan.ac.id/3458/> , Accessed on Saturday January23, 2021.

<sup>25</sup>Fatwal Harsyad, “GYM Terhadap Minat Belajar MATEMATIKA Siswa Kelas VII SMP NEGERI 21 MAKASSAR Oleh : FATWAL HARSYAD” 2016, p 22, <http://repositori.uin-alauddin.ac.id/id/eprint/6297>, Accessed on Monday January25, 2021.

efficient. Effective means that the goal of doing ice breaking is achieved, namely that students are happy again and are not tense in learning. Meanwhile, efficiency means the time needed to achieve these goals is not too long.

#### **e. Benefits of Ice Breaker**

There are several benefits of doing ice-breaking activities, including eliminating boredom, boredom, anxiety, and fatigue because you can temporarily get out of the lesson routine by doing free and cheerful movement activities, as well as other benefits such as:

1. Train students to think creatively and broadly.
2. Cultivate and optimize the brain and creativity of students.
3. Get students used to interacting in groups and working together in one group.
4. Train systematic and creative thinking to solve problems.
5. Increase self-confidence.
6. Train to determine the strategy carefully.
7. Train creativity with makeshift materials.
8. Adhere to tenuous interpersonal relationships.
9. Train to respect others.
10. Reinforce self-concept.<sup>26</sup>

#### **f. Types of Ice Breaking**

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<sup>26</sup>Fatin Zafitri, “Pengembangan Media Permainan Monopoli Bernuansa Islami Berbantu Ice Breaking pada Peserta Didik Kelas IV” (Fakultas Tarbiyah Dan Keguruan Universitas Islam Negeri Raden Intan Lampung, 2019), p 53, <http://repository.radenintan.ac.id/8738/1/SKRIPSI.pdf>, Accessed on Tuesday January 26, 2021.

There are many types of ice-breaking that can be used in the learning process to break the stiff and tense atmosphere at school. Sunarto divides this type of ice breaking into several parts, namely types of slogans types of applause, songs, limb movements, movements and songs, games, fairy tales, funny stories.<sup>27</sup>For a more comprehensive explanation of the types of Ice Breaking as follows:

### 1. Yells

Is an expression of encouragement. Yells are usually expressed in groups with a variety of words and styles. Each group will usually present different or appropriate chants in a cute, unique, and energetic style. It didn't take long to do it. On average, it only takes 3-5 times.<sup>28</sup>

There are 2 (two) models of yells that are widely used, namely:

- a. The mono yell model, namely the chants that the students say themselves, either individually or in groups in one direction, from the beginning to the end of the chants.

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<sup>27</sup>TriWahyuni, “*Pengaruh Pemberian Ice Breakingdan Reward Terhadap Motivasi Belajar Siswadi MI PLUS AL-HUDA JERUK SELOPURO BLITAR TAHUN AJARAN 2018/2019*” (IAIN Tulungagung, 2019), p 22, <http://repo.iain-tulungagung.ac.id/id/eprint/11650> , Accessed on Thursday January 28, 2021.

<sup>28</sup>Putri Dwi Rahmadiyah, “*Peningkatan Efektivitas Proses Belajar Siswadengan Penerapan Ice. Breaking Siswa Kelas III SDN GIRIPURNO 02 BATU*” (Universitas Muhammadiyah Malang, 2019), p 17, <http://eprints.umm.ac.id/id/eprint/46164>, Accessed on Saturday January 30, 2021.

- b. The interactive model of yells namely yells that are spoken mutually between the teacher and students or between students and other students.<sup>29</sup>

## 2. Applause

This type of ice breaking is the type most often used by educators. The clapping technique is the easiest ice-breaking technique to do, the types of clapping include:

- a. Said applause back.
- b. Pat back.
- c. Clap back gestures.<sup>30</sup>

## 3. Song

Songs were very popular in the learning process in ancient times. However, along with the times, today's teachers rarely use this tool. Many song variants can be used for ice breaking in learning:

- a. Pure song for joy.
- b. Composed songs containing subject matter. The ice-breaking song will be more meaningful if the teacher can change the songs with lyrics containing the subject matter.<sup>31</sup>

## 4. Motion

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<sup>29</sup>Tri Wahyuni, "Pengaruh Pemberian IceBreaking dan Reward Terhadap Motivasi Belajar Siswa di MI PLUS AL-HUDA JERUK SELOPURO BLITAR TAHUN AJARAN 2018/2019."

<sup>30</sup>sunarto, "Icebreaker Dalam Pembelajaran Aktif", (surakarta: muhammad rohmadi, 2017), p 36.

<sup>31</sup>Umi Rizqiati, "Pengaruh Pemberian Reward dan Ice Breaking Terhadap Minat Belajar MATEMATIKA SISWA DI MIN 3 TULUNGAGUNG" (IAIN Tulungagung, 2020), p 32, [http://repo.iain-tulungagung.ac.id/14604/4/BAB II.pdf](http://repo.iain-tulungagung.ac.id/14604/4/BAB%20II.pdf), Accessed on Sunday January 31, 2021.

Agency This type of ice breaking aims to move the body after several hours of silence in learning activities. With the movement of the body, the blood flow will be smooth again so that the thinking process will be fresher and more creative. There are many ways to get students moving as a distraction in the learning process.<sup>32</sup>

## 5. Games

Ice Breaking with Games or games is the type of Ice Breaker that makes kids the most excited. Through the game, the atmosphere becomes fluid so that the learning conditions become conducive. The things that the teacher must pay attention to in choosing the games to be used as an Ice Breaker include safety factors, time factors, equipment factors, educational factors.<sup>33</sup>

Based on the type of ice breaking that is above, the researcher's chooses the type of game for this researcher. Ice Breaker with Games is the type of Ice Breaker that makes kids the most excited. Through the game, the atmosphere becomes fluid so that the learning conditions become conducive.

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<sup>32</sup>sunarto, *"Icebreaker Dalam Pembelajaran Aktif"*, (surakarta: muhammad rohmadi, 2017), p 49

<sup>33</sup>Mawari Melati Almas Santy, *"Pengaruh Ice Breaking untuk Mengembangkan Aspek Interporsonal DI LEMBAGA PAUD"* (Universitas Negeri Semarang, 2020), p 33, <http://lib.unnes.ac.id/id/eprint/36947> , Accessed on MondayFebruary1, 2021.

### **g. The Function of the Ice Breaking Activity**

The function of ice breaking is a learning process as an energizer as enlightenment when experiencing boredom and able to arouse passion for learning, so that it gives a pleasant impression when studying.<sup>34</sup>

### **h. The Principles of Using Ice Breaking**

In learning Sunarto stated that the use of icebreaking in the learning process needs to consider several principles, including:

1. Effectiveness
2. Motivation
3. Synchronized
4. Not excessive
5. Right on the situation
6. Does not contain elements of riot
7. Does not contain pornographic elements.<sup>35</sup>

### **i. Ice Breaking Application Techniques in Learning**

1. Spontaneous techniques in Ice learning situations

Ice breakers are given spontaneously with the aim, among other things, to:

- a. Focus students' attention

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<sup>34</sup>Masripah, "Pengaruh Kegiatan Ice Breaking Terhadap Motivasi Belajar Siswa MIS MIFTAHUL ULIM KARANGSARI KECAMATAN WERU KABUPATEN CIREBON BELAJAR" (INSTITUT AGAMA ISLAM IAI BUNGA BANGSACIREBON, 2019), p 13, [http://repository.bungabangsacirebon.ac.id/xmlui/bitstream/handle/123456789/460/1591969827827\\_SKRIPSIMIX.pdf?sequence=1&isAllowed=y](http://repository.bungabangsacirebon.ac.id/xmlui/bitstream/handle/123456789/460/1591969827827_SKRIPSIMIX.pdf?sequence=1&isAllowed=y), Accessed on Thursday February 4, 2021.

<sup>35</sup>Aam Amalia, "Ice Breaking dalam Pembelajaran Bahasa ARAB," *Shaut Al-Arabiyyah* vol 8, no. 1 (2020): p 5, <http://103.55.216.56/index.php/Shautul-Arabiyyah/article/view/11551/9028>, Accessed on Saturday February 6, 2021.



b. Give new enthusiasm when students reach a saturation point.

2. Technique is planned

Ice-breaking is a plan that is included in the learning plan to optimize the achievement of predetermined learning objectives.

3. Ice breaker at the core of the lesson activities.

Ice breaker at the core of the activity must be carried out with the following conditions:

- a. Ice breakers should be used in the middle of activities.
- b. The ice breaker is used when children experience boredom or boredom in following lessons.
- c. Ice breakers can also be used to reinforce the learning material that is being given.

4. Ice breaker at the end of the learning activity

Even though the learning has been completed, the Ice breaker is still deemed necessary. The breaker at the end of the lesson functions to:

- a. Reinforce understanding the concept of lessons that have just been implemented.
- b. Motivate students to always be happy to take part in lessons.<sup>36</sup>

**j. Teaching Speaking by Using Ice Braking**

According to Harmer, it can sometimes be easy to get students to speak in the classroom if the atmosphere of the class is good such as students who get on

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<sup>36</sup>sunarto, *Icebreaker Dalam Pembelajaran Aktif*, surakarta: muhammad rohmadi, 2017), p 120,

with each other and whose English is in an appropriate level. However, he added that it will be difficult for the teacher to make the students speak if they are reluctant to speak, the topic chosen is not appropriate, the 16 organization of teaching plan is at fault, and if there is an unpredicted event happened. Therefore, the roles of the teacher and the techniques the teacher used are essential.

a. Principles for Designing Speaking Techniques

Brown suggests some principles for designing speaking techniques as follows:

1. Use techniques that cover the spectrum of learner needs, from a language-based focus on accuracy to message-based focus on interaction, meaning, and fluency.
2. Provide intrinsically motivating techniques.
3. Encourage the use of authentic language in meaningful contexts.
4. Provide appropriate feedback and correction.
5. Capitalize on the natural link between speaking and listening.
6. Give students opportunities to initiate oral communication.
7. Encourage the development of speaking strategies.

b. Types of Classroom Speaking Performance

Brown suggests some types of classroom speaking performance as follows:

1. Imitative A very limited portion of classroom speaking time may legitimately be spent generating “human recorder” speech, where, for example, learners practice a 17 intonation contour or try to pinpoint a

certain vowel sound. Imitation of this kind is carried out not for meaningful interaction, but for focusing on some particular element of language form.

2. Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self-initiated or it can even form part of some pair work activity, where learners are “going over” certain forms of language.
3. Responsive A good deal of student speech in the classroom is responsive: short replies to teacher-or student-initiated questions or comments. These replies are usually sufficient and do not extend into dialogues.
4. Transactional (dialogue) Transactional language, carried out for purpose of conveying or exchanging specific information, is an extended form of responsive language.
5. Interpersonal (dialogue) The other form of conversation was interpersonal dialogue, carried out more to maintain social relationships than for the transmission of facts and information.
6. Extensive (monologue) Finally, students at intermediate to advanced levels are called on to give extended monologues in the form of oral reports, summaries, or perhaps short 18 speeches. Here the register is more

formal and deliberative. These monologues can be planned or impromptu.<sup>37</sup>

### Opening

The teacher leads the reading of the text followed by the student learning sample whose material title is asking giving direction and after that, the teacher provides an understanding of the material to be taught then continued with giving "ice-breaking" / games to students after that The students observe the learning which will be explained by the teacher then the students answer the questions verbally from the teacher later,

1. With teacher guidance, students ask how to ask for and give opinions
2. Students learn to use expressions of asking and giving opinions by working on problems.
3. Students create a dialogue about giving expressions and ask for opinions following the given context.
4. Students practice their dialogue in front of the class.

### Closing

1. Briefly review the lessons taught.
2. The teacher gives ice breaking to students to encourage to follow the next lesson.
3. Final greetings.

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<sup>37</sup>Lia Amalia Nirmawati, *"IMPROVING STUDENTS' SPEAKING SKILLS THROUGH SPEAKING BOARD GAMES OF GRADE VIII OF SMP N 13 YOGYAKARTA IN THE ACADEMIC YEAR OF 2013/2014"* (Universitas Negri Yogyakarta, 2015), p 15, [https://eprints.uny.ac.id/17185/1/Skripsi Lia.pdf](https://eprints.uny.ac.id/17185/1/Skripsi%20Lia.pdf). Accessed on Friday January 15, 2021.

#### k. Ice-breaking strengths and weaknesses

In the learning model, there must be advantages and disadvantages of each, including ice breaking. The advantages of ice breaking are

1. Make a long time feel fast.
2. Bring a pleasant impact on learning.
3. Be used spontaneously or conceptually.
4. Creating a compact and unified atmosphere. While the weakness of Ice Breaking is that the application is adjusted to the conditions in each place. Meanwhile the weakness of ice breaking is that the application is adjusted to the conditions in each place.<sup>38</sup>

#### C. Conceptual Framework

The frame of mind is a conclusion to determine the influence between the variables in the study. According to Sugiyono a good frame of mind will theoretically explain the relationship between the variables to be studied so that it is necessary to explain the relationship between the independent and dependent variables.<sup>39</sup>

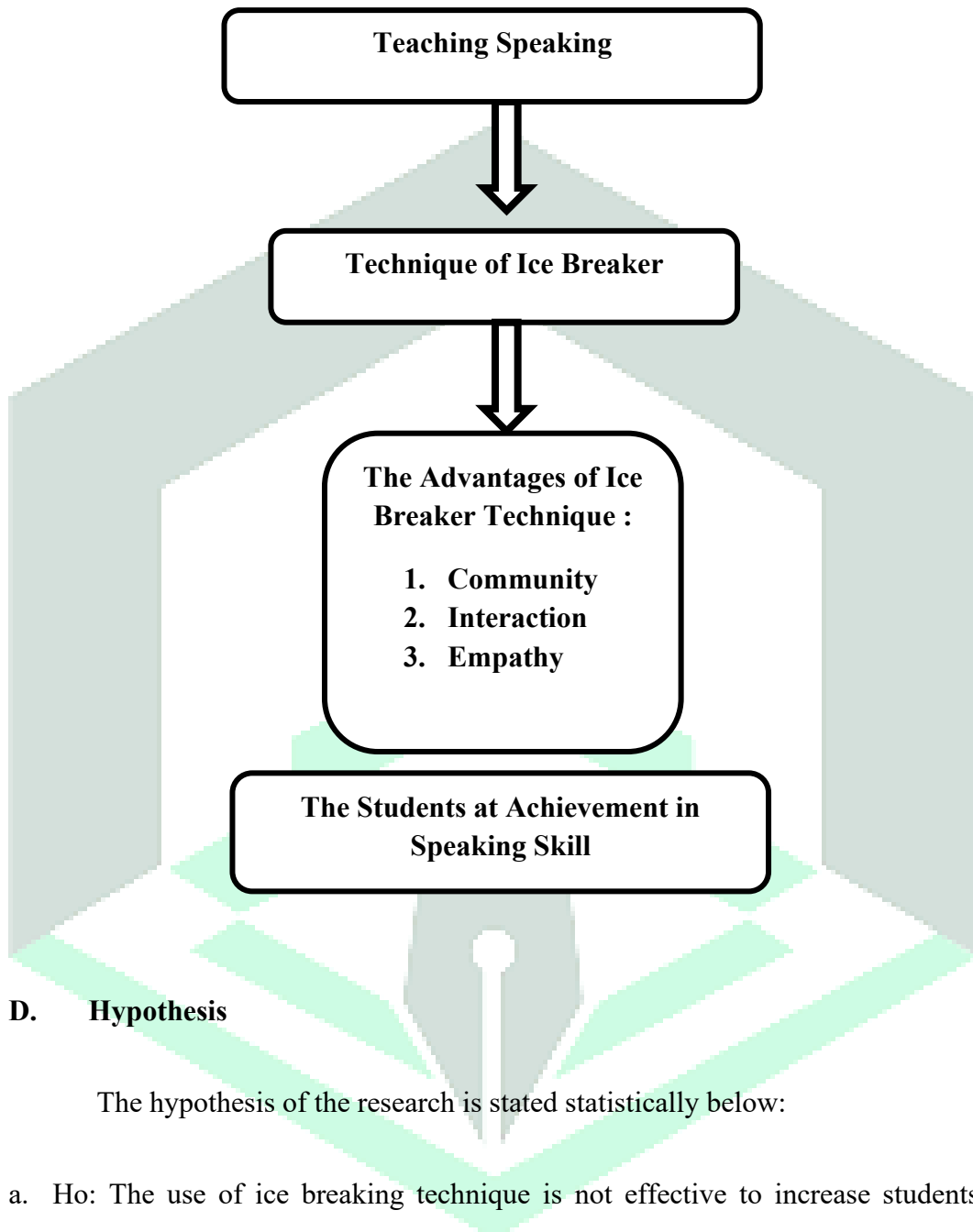
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<sup>38</sup>Arn Agustina, “*Penerapan Metode Ice Breaking Dalam Meningkatkan Motivasi Belajar Siswa Kelas VII pada Mata Pelajaran PAI DI SMP PGRI BETUNG*” (UIN Raden Fatah Palembang, 2016), p 48, <http://repository.radenfatah.ac.id/id/eprint/218> , Accessed on Monday February 8, 2021.

<sup>39</sup>VILLA CYNTHIA DEVI, “*Pengaruh Ice Breaking Jenis Games Terhadap Hasil Belajar Tematik Peserta Didik KELAS V SD NEGERI 5 METRO PUSAT TAHUN PELAJARAN 2018/2019*” (Universitas Lampung, 2019), p 56, <http://digilib.unila.ac.id/57387/> , Accessed on Monday February 22, 2021.

The initial activity of this research is preliminary research by conducting observational studies, interviews, and documentation. The problem in this study is the low interest in learning and lack of motivation in English subjects, students are not used to or have difficulty with the 2013 curriculum learning or English learning so that they think this lesson is a difficult subject, the teacher's role is very dominant causing students to be less active. , the learning carried out by the teacher in the classroom is less attractive so that students quickly feel bored and sleepy because the teacher only uses conventional learning models, namely the lecture method, question and answer, discussion and assignments. In addition, the teacher has not used the learning method properly and the teacher has never used an ice breaker type of games and motivation in the learning process.

Based on these problems, researchers conducted experimental research in class XI B by applying the ice breaker technique of games and motivation. The research implementation begins with conducting a pretest in the experimental class to determine the extent of the ability of students before participating in the learning process. After conducting the pretest, learning was carried out by applying the ice breaker technique of games and motivation in the experimental class. After the learning process is carried out, then a posttest is given to determine the interest in learning English from the experimental class learning. The results of learning using the ice breaker type games and motivation method are expected to increase students' interest in learning in the experimental class, namely class XI B.



#### **D. Hypothesis**

The hypothesis of the research is stated statistically below:

- a. Ho: The use of ice breaking technique is not effective to increase students speaking skills in class IX students of MAN 1 Suli.
- b. H1: The use of ice breaking technique is effective to increase students speaking skills in class IX students of MAN 1 Suli

### CHAPTER III

#### RESEARCH METHODOLOGY

##### A. Method and Design

###### 1. Method

This research used the pre-experimental method aims to find out whether by use of ice breaker techniques to increase student's speaking skills.

###### 2. Design

The method that used in this research was the pre-experimental research method. The formula is as follows:

PRE-TEST	TREATMENT	POST-TEST
O <sub>1</sub>	X	O <sub>2</sub>

Where:

O<sub>1</sub> = Pre-test

X = Treatment

O<sub>2</sub> = Post-test<sup>40</sup>

##### B. Location and Time

###### 1. Location

This research is located in the school of MAN 1 Suli. located at Street Pendidikan, Suli District, Luwu Regency, South Sulawesi Province.

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<sup>40</sup>SuharsimiArikunto, *Research procedure*, (cet.IV; R Cipta, 1997) , p.78.



## 2. Time

This research has been started with observations in January 2021. This research is carried out from the end of November to December 2021.

No	Activity	2021	
		November	December
1	Pre-Test	✓	✓
2	Treatment	✓	✓
3	Post-Test	✓	✓

### C. Variable Operational Definition

In this study, there are two variables, namely the independent variable (x) and the dependent variable (y).

#### a. Independent Variable (x)

This variable is the variable that is controlled and manipulated by the researcher. The Independent variable in this study is a learning model by giving Ice Breaking.

#### b. Dependent Variable (y)

The Dependent variable in research is learning speaking skills.

#### **D. Population and Sample**

##### **1. Population**

The research population gives problems to the results of the research. The people of this research are eleventh-grade students of MAN 1 Suli, especially the eleventh-grade students focused on XI B. The total population is 25 students.

##### **2. Sample**

Because the population is only one class, the taking sample technique is total sampling. The researcher chooses the eleventh grade to be the sample in this research. The sample in this research was students of class XI B as many as 25 students in MAN 1 SULI.

#### **E. Data Collection Techniques**

The following data collection techniques in this study:

1. To obtain data from the results of interest in learning obtained (pretest) before treatment and (posttest) which is carried out at the end of the research meeting or after being given treatment using the ice-breaking .
2. To obtain data about student responses, researchers used a questionnaire.

The data was collected by using the procedure below:

##### **1. Pre-Test**

The research was a pre-test that aimed to know and identify the students' prior knowledge of speaking skills. The researcher gave a test. The researcher explained to the students the way how to answer the question as well as the time needed to answer it.

## 2. Treatment

The researcher conducted some steps, the steps are followed:

### a. First meeting

At the first meeting, the researcher then teaches students about techniques, especially speaking skills, and introduces the ice breaker technique. The researcher explained the steps and the role of the ice breaker technique. After that, they practice the ice breaker technique in the test, focusing on the steps in explaining the ice breaker technique "people, places": Give a pretest in the form of an essay to find out the students' initial knowledge in the class as a whole at the beginning of the meeting. Providing treatment is by applying ice breaking games, the relay run type. Distribute student response questionnaires after participating in English language learning. Give a test in the form of an essay to evaluate (Posttest) after the application of English language learning. Students then have to write as many words as possible related to the topic. Each team wins one point for each correct word. Unread or misspelled words don't count.

### b. Second Meeting

In the second meeting, the researcher gave a test about the place through an ice breaker technique of conjunction type, focus on place. This is the steps explanation ice breaker technique.

c. Third Meeting

At the third meeting, the researcher gave a speaking test about tempo through the song-type ice breaker technique. The following are the steps of the ice breaker technique: a). Divide the class into two teams. B) the teacher gives an audio containing the song that has been determined. C). After the students listened to the song, the teacher asked the students to sing in front with their group. D). Each team wins one point for each correct word. Unread or misspelled words do not count.

d. Fourth Meeting

At the fourth meeting, the researcher gave a speaking test about people's words through an ice breaker type guessing picture technique that focuses on personality. The following are the steps of the ice breaker technique: a). Divide the class into two teams. B). describe the picture and write the topic "Personality. C). Students must then write down as many words as they need related to the topic. d) Each team wins one point for each correct word. Unread or misspelled words do not count.

e. Fifth Meeting

The researcher gave a test about Asking and Giving Direction through the object expression type ice breaker technique, focusing on daily activities at home, following the steps through the ice breaker technique: a). Divide the class into two teams. B). draw the picture "about Asking and Giving Direction" above. C). Students must then write down as many words as they need related to the topic.

D). Each team wins one point for each correct word. Unread or misspelled words do not count.

### 3. Post-Test

After giving treatment, the researcher gave a post-test took 30 minutes. The researcher gave a post-test aiming to know and identify the students' prior knowledge of speaking skills. The researcher gave tests. The researcher explained to the students the ways to answer the question as well as the time needed to answer it.

## **F. The Instrument of the Research**

### 1. Observation

By making observations, researchers can know firsthand the process of learning English class XI B MAN 1 SULI.

### 2. Test

Test the students' speaking level to determine the level of student mastery of the material that has been taught, the teacher needs to compile a test based on the learning objectives to be achieved. The test is then given to the students. The score of the student's test results uses a free scale that depends on the weight of the items. This test is used to obtain information about students 'initial abilities before being given treatment (Pretest) and to measure the level of students' interest in learning (Posttest) after learning English by implementing ice breaking. The test items are made based on the material provided during this research based on the formulation of learning indicators.

## **G. Instrument Test Validity and Reliability**

For research data to have a high enough quality, the data collection tool must meet the requirements as a good measuring tool. Those conditions are reliability or reliability and validity or validity.

### **1. Validity**

Validity is a measure that shows the level of validity or validity of an instrument. A valid instrument has high validity. On the other hand, an instrument that is less valid means it has low validity. An instrument is said to be valid if it can measure what is desired.

### **2. Reliability Technique**

Reliability is an index that shows that a measuring instrument is used twice to measure the same symptoms and the measurement results obtained are relatively consistent, then the measuring device is reliable. In other words, reliability shows the consistency of a measuring instrument in measuring the same symptoms. related to the constancy or determination of the measurement results. This means that a reliable instrument show the same measurement results even though it is used at different times.

## **H. The Technique of Data Analysis**

Pre-test and post-test data were analyzed in the following steps:

### **1. Scoring Classification**

In analyzing the data, the researcher has to determine the scoring classification which includes accuracy, fluency.

a. Accuracy

**Table 1.1 Students' Rubric Scoring<sup>41</sup>**

Classification	Score	Criteria
Excellent	6	Pronunciation is very slightly influenced by the mother tongue. Two or three minor grammatical and lexical errors.
Very good	5	Pronunciation is very slightly influenced by the mother tongue. A few minor grammatical and lexical errors but most utterances are correct
Good	4	Pronunciation is moderately influenced by the mother tongue but has no serious phonological error. A few grammatical and lexical errors but only confuse
Average	3	Pronunciation is influenced by the mother tongue only a few phonological errors. Several grammatical and lexical errors, some of which confuse
Poor	2	Pronunciation is seriously influenced by the mother

<sup>41</sup> FITRIAWATI, "THE EFFECT OF THINK-PAIR-SHARE STRATEGY ON STUDENTS' SPEAKING SKILL (A Quasi-Experiment Study at Tenth Grade Students of MA MUTMAINAH Cibinong-Bogor)"" (UIN SYARIF HIDAYATULLAH JAKARTA, 2021), <https://repository.uinjkt.ac.id/dspace/handle/123456789/60578>.

		tongue with an error causing a breakdown in communication. May basic grammatical and lexical errors
Very poor	1	Serious pronunciation errors as well as many basic grammatical and lexical errors. No evidence of having mastered any of the language skills and practice in the course.

b. Fluency

Classification	Score	Criteria
Excellent	6	Speak without too great an effort with an effort with a fairly wide range of expression. Searches for words occasionally but only two unnatural pauses
Very good	5	Has to make an effort at the time to search for 33 words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.
Good	4	Although he has made an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but successful in conveying the general meaning fair range expression
Average	3	Has to make an effort for much time. Often has to research for the desired meaning. Frequently



		fragmentary and halting delivery. Almost give up making effort at times. Limited range of expression.
Poor	2	Long pauses while he searches for the desired meaning. Frequently fragmentary and halting delivery. Almost give up making the effort at times. Limited range expression
Very poor	1	Full of long unnatural pauses. Very halting and fragmentary delivery at times gives up making the effort. Very limited range expression.

2. Tabulating students' score

The students' speaking scores in the pre-test and post-test be tabulated using the Heaton assessment model.

3. Calculating the students' correct answers to pre-test and post-test.

$$\text{Score} = \frac{\text{The gain score}}{\text{The maximum score}} \times 100$$

4. Classifying the students' scores by using a percentage as cities below:

$$P = \frac{F}{N}$$

Where :

P = Percentage

$F$  = The cumulative frequency of subjects

$N$  = The number of students

To know the level of the students, the researcher scored the following classification were used:

The scoring classification of the students speaking skills

**Table 1.2 The Classification Score for Test**

No	Score		Classification
1	86 -100	6	Excellence
2	71-86	5	Very good
3	56-70	4	Good
4	41-55	3	Average
5	26-40	2	Poor
6	<-25	1	Very poor

5. Calculating the rate percentage of the students' scores.

The percentage and the man score of the students' scores on speaking tests both one pre-test and post-test were calculated by using SPSS 24 version.



## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. Findings



This chapter would discuss the data that has been analyzed and tabulated statistically, which consists of students' scores in the pre-test and post-test, the classification of student scores on the pre-test and post-test, as well as the average value and standard deviation of pre-test and post-test scores.

##### 1. The Analysis of Students' Score in the Pretest

##### a. Pre-Test

In this discussion, the researcher shows the overall students' pre-test scores on the accuracy, fluency in the form of a table of standard deviation, standard mean value, and percentage of student scores that have been calculated using SPSS 24.

In speaking skills there are two aspects, namely accuracy, and fluency, the researcher would tabulate and describe the students' speaking skills one by one, which are in the table below:

##### 1. Accuracy

The accuracy score is presented through the table of rate percentage score

as follow:

**Table 4.1 The Rate Percentage Score of Students' Accuracy in Pre-Test**

No	Classification	Rating	Pre-Test	
			Frequency	Percentage
1.	Excellent	6	0	0%
2.	Very Good	5	0	0%
3.	Good	4	0	0%
4.	Average	3	5	20%
5.	Poor	2	11	44%
6.	Very Poor	1	9	36%
<b>Total</b>			<b>25</b>	<b>100%</b>

Table 1.1 indicates that the score of accuracy showed that no students who got excellent, very good, good (0%). The majority of 5 students (20%) got an average score, 11 students (44%) got poor. And 9 students (36%) got very poor.

By using SPSS.24 the researcher calculates the average pre-test score of the students which is presented in the form of an inefficient table below:

**Table 4.2 Descriptive Statistics**

	N	Descriptive Statistics			
		Minimum	Maximum	Mean	Std. Deviation
Accuracy	25	10.00	55.00	30.0400	13.76433
Valid N (listwise)	25				

As can be seen from Table 4.2, the highest score of students is 55.00 and the lowest score is 10.00. Besides, it also indicated that the mean score of students' accuracy in the pre-test is 30.04 and the standard deviation error is 13,76433. Through the test, the researcher got students' scores inaccuracy before treatments.

## 2. Fluency

Before treatment, the researcher gave a test to know the students' fluency. Fluency score is presented in the table rate percentage score that can be seen from the table shown as follow:

**Table 4.3 The Rate Percentage Score of Students' fluency in Pre-Test**

No	Classification	Rating	Pre-Test	
			Frequency	Percentage
1.	Excellent	6	0	0%
2.	Very Good	5	0	0%
3.	Good	4	0	0%

4.	Average	3	4	16%
5.	Poor	2	7	28%
6.	Very Poor	1	14	56%
<b>Total</b>			<b>25</b>	<b>100%</b>

Table 4.3 indicates the score of fluency in percentage. There are no students who got an excellent, very good, and good category. The majority of the 4 students 16% got the average score and very poor category for 7 students (28%), and 14 students (56%) got the very poor.

To comprehend the mean score of students' fluency in a pre-test, the result can be presented in the descriptive statistic table as follow:

**Table 4.4 Descriptive Statistics**

<b>Descriptive Statistics</b>					
	N	Minimum	Maximum	Mean	Std. Deviation
Fluency	25	7.00	55.00	25.0400	14.80282
Valid N (listwise)	25				

It can be seen from Table 4.4 that the highest score of students is 55.00 and the lowest score is 7.00. It also indicated that the mean score of students' fluency in the pre-test is 25.04 and the standards deviation is 14.80282.

## b. Post-test

In this section, the researcher showed the rate percentage of students' scores of speaking abilities in the post-test. The result is presented in tables. On the other side, the researcher also analyzed students' scores in speaking ability, which had been given treatment by using back-to-back games. It is presented through the distribution frequency and percentage table as follow:

### 1) Accuracy

The researcher got a score of the students accuracy who had been given treatment by using the picture to speak up and it presented through the table rate percentage scores. It can be seen from the table shown as follow:

**Table 4.5 The Rate Percentage Score of Students' Accuracy in Post-Test**

No	Classification	Rating	Post-Test	
			Frequency	Percentage
1.	Excellent	6	0	0%
2.	Very Good	5	0	0%
3.	Good	4	6	24%
4.	Average	3	8	32%
5.	Poor	2	11	44%
6.	Very Poor	1	0	0%



<b>Total</b>	<b>25</b>	<b>100%</b>
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Table 4.5 indicated the score of accuracy in percentage. There are no students who got excellence, and very good score (0%). The majority of students 6 students (24%) got good classification. Therefore, there are 8 students (32%) who got Average, 11 students (44%) still gain poor category and there were 0 students (0%) who got very poor scores.

The mean score of students' accuracy in the post-test, can be presented in the descriptive statistic table as follow:

**Table 4.6 Descriptive Statistics**

<b>Descriptive Statistics</b>					
	N	Minimum	Maximum	Mean	Std. Deviation
Accuracy	25	26.00	70.00	46.2800	13.63672
Valid N (listwise)	25				

As can be seen from table 4.6 the highest score of students is 70.00 and the lowest score is 26.00. Besides, it also indicates that the mean score of students' accuracy in the post-test is 46.28 and the standard deviation errors are 13.63672.

## 2). Fluency

After the treatment is done, the researcher gave a test to know the students' fluency. It was presented through the table rate percentage score. It can be seen from the table as follow:

**Table 4.7 The Rate Percentage Score of Students' fluency in Post-Test**

No	Classification	Rating	Post-Test	
			Frequency	Percentage
1.	Excellent	6	0	0%
2.	Very Good	5	10	40%
3.	Good	4	6	24%
4.	Average	3	6	24%
5.	Poor	2	3	12%
6.	Very Poor	1	0	0%
<b>Total</b>			<b>25</b>	<b>100%</b>

Table 4.7 shows the score of fluency in percentage. It showed there is no students got excellent and very poor category (0%). The majority of the students 10 students or (40%) got a very good scores. Only 6 students (24%) got a good and average, there were 3 students (12%) who gain poor categories.

The mean score of students' fluency in the post-test, can be presented in the descriptive statistic table as follows:

**Table 4.8 Descriptive Statistics**

<b>Descriptive Statistics</b>					
	N	Minimum	Maximum	Mean	Std. Deviation
Fluency	25	29.00	85.00	63.8800	16.90739
Valid N (listwise)	25				

As can be seen in Table 4.8, it shows that the highest score of students is 85.00 and the lowest score is 29.00. It also indicates that the mean score of students' accuracy in the post-test is 63.88 and the standard deviation error is 16.90739.

### c. The Students' Score in Pre-test and Post-test

Besides showing the mean score in each aspect of speaking skill (accuracy, fluency) one by one, this research also presents the total mean score and standard deviation of in pre-test and post-test, then compares both of them. The result is presented in the inferential statistic table as follows:

**Table 4.9 The Mean Score and Standard Deviation of Pre-Test and Post- Test**  
**Paired Samples Statistics**

<b>Paired Samples Statistics</b>					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	46.2800	25	13.63672	2.72734
	Posttest	63.8800	25	16.90739	3.38148

Table 4.9 is about paired sample statistics of pre-test and post-test above. It indicates that the value of the standard deviation in the pre-test is 13.63672 and 16.90739 in the post-test.

Besides, the standard deviation error in the pre-test was 2.72734 and 3.38148 in the post-test. The table above also shows that the mean score in the pre-test was 46.2800 and in the post-test were 63.8800. It concludes that the student's score improved from 46,28 to 63,88.

**Table 4. 10 The paired samples correlations of pre-test and post-test**

**Paired Samples Correlations**

<b>Paired Samples Correlations</b>				
		N	Correlation	Sig.
Pair 1	Pretest & Posttest	25	.795	.000

Table 4.10 paired sample correlation of pre-test and post-test above presents that the correlation of the students' ability before and after treatment 0,795. It means that there was a significant correlation between students' ability in teaching speaking by using the ice breaker technique and after treatment.

**Table 4.11 The Paired Sample Test of Pre-Test and Post-Test Paired Samples Test**

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
			Std. Deviation	Std. Error	95% Confidence Interval of the Difference				
					Mean	Mean			
Pair 1	Pretest - Posttest	-17.60000	10.26726	2.05345	-21.83812	-13.36188	-8.571	24	.000

From table 4.11 the paired sample test shows that  $t_0$  (count) = 8.571 and df (degree of freedom) = 24. According to Gay the value of  $t_t = 2.042$ . Based on the result,  $t_0$  (count) was higher than table(table),  $t_0 > t_t$

$$8.571 > 2.042$$

Related to the research result that ( $t_0 > t_t$ ) the count was higher than table. It was concluded that there was a significant improvement difference in teaching speaking before and after using the ice breaker technique. Because of that, the researcher believed that using the ice breaker technique was effective in teaching students' speaking skills in the eleventh grade of MAN Suli.

## B. Discussion

Based on research that has been done in teaching speaking using the ice breaker technique. In learning students often get obstacles that result in students experiencing maximum barriers to learning. Within these constraints there are several factors that quite influence the effectiveness of student learning, namely boredom in learning, the teaching and learning process in the classroom, teachers and students will talk to each other so that they understand and be understood, students are expected to be able to speak English in class along with their mother tongue, they are also expected to be able to ask questions in English. But the fact is that some students choose to be passive in class and they don't because of their motivation, confidence and courage to speak up.

According to Setyawati, the sources of errors in learning a language can occur due to system intervention from students' native language and the general characteristics of their language learning patterns.<sup>42</sup>

In this research, the researcher gave five meetings where the type of ice breaker used was the games type, namely relay run type, word connection type, song type, guessing picture type, Giving Direction through the object. Of the several types above, the most preferred by researchers and students is the type of conjunction, because it is very easy to do and makes students more enthusiastic in participating in learning, especially in learning English. and in this research the researchers found something different from previous research, both from

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<sup>42</sup>Setyawati, *Analisis Kesalahan Berbahasa Indonesia*. 1 edition, (Surakarta: Yuma Pustaka 2010), 38.

researchers and from students. For researchers, this may be a new thing because in the process of giving ice breakers the steps applied are different from previous studies because they only use one type of ice breaker, but in this research, five types of ice breakers were used. then for students giving various types of ice breaker really helps students to be more enthusiastic in participating in the English learning process

This research uses the ice breaker technique to teach speaking and can improve students' speaking skills. It can be seen in the pre-test, the average score of the students is 46.28 and the post-test score of the students is 63.88. Data were analyzed using a standard (tt) of 5% significance with degrees of freedom (df) = 25, obtained  $t_t = 2.042$ , and a standard of the significance of 0.795. The results of  $t_0$  (count) of 8,571 from this researcher provide an interpretation that  $t_0$  (count) is higher than  $t_t$ (table),  $8,571 > 2,042$ . In addition, some pre-test students still use Indonesian to speak or tell something while in the post-test students can speak English, even though they still read a little text they can speak a little fluently. This means that the ice breaker technique used to teach English, especially speaking, can improve students' skills.

According to Douglas Brown, the main sources that cause errors in students' use of English are interlingual transfer, intralingual transfer, and context of learning, communication of strategies.<sup>43</sup>

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<sup>43</sup>Douglas Brown, *Principle of Language Learning and Teaching*, 5 edition. (New Jersey: Prentice Hall, inc., Englewood Clifts, 07632, 1980), 166.

There are significant items test results between pretest and post-test. In the pretest, it can be seen that most students get a good average score. Shows what is observed in the post-test before being given treatment. In the pretest, there were shows that the pretest data. The data pretest indicated that the score of accuracy showed that no students got excellent, very good, good (0%). The majority of 5 students (20%) got an average score, 11 students (44%) got poor. And 9 students (36%) got very poor. The indicates the score of fluency in percentage. There are no students who got an excellent, very good, and good category. The majority of the 4 students 16% got the average score and very poor category for 7 students (28%), and 14 students (56%) got the very poor and showed that the data of post-test. Showed that data of post-test. The indicated the score of accuracy in percentage. There are no students who got excellence, and very good score (0%). The majority of students 6 students (24%) got good classification. Therefore, there are 8 students (32%) who got Average, 11 students (44%) still gain poor category and there were 0 students (0%) who got very poor scores, shows the score of fluency in percentage. It showed there is no students got excellent and very poor category (0%). The majority of the students 10 students or (40%) got a very good scores. Only 6 students (24%) got a good and average, there were 3 students (12%) who gain poor categories.

This research's findings were systemically related to the earlier research about increasing students' speaking skills by using the ice breaker technique associated with the previous research findings. On the other hand, there are also



differences between this research's findings and several previous types of research.

The first previous research conducted by. RotuaHutasoit (2018) This research deals with the effect of the Ice Breaking Technique in Teaching Speaking. The objective of the study was to find out whether Ice Breaking Technique significantly affects teaching speaking. It goes the same with Damayanti, Nila Arum's (2019) The purpose of this research was to determine the differences in speaking skills after students were taught using ice breakers and to find out the significant differences in speaking skills after being taught using ice breakers. The other previous researches have a similar finding with this research about the increasing speaking skill by using the ice breaker technique, Hariyati, Nurfathiyah (2018) The purpose of Research was to test the effectiveness of Ice-breakers (Two Truths and A Lie) in teaching speaking to EFL students. The design of this Research was a pre-experimental study with a pre-test and post-test design. It is done in EFL students.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion



Based on the findings and discussions of the research, the researcher concluded that the use of the ice breaker technique is effective to increase students speaking skills at MAN 1 Suli. According to Sunarto in his book entitled Icebreaker in active learning, he said that icebreaker is very necessary in the learning process in the classroom to maintain stamina, emotion, and thinking intelligence of students. This is supported by the high scores achieved by students after the researcher gave the ice breaker technique treatment as teaching speaking, it could be proven by the students result in Pre-Test with mean score 46.2800 and Post-Test of mean score 63.8800, This means there is a significant difference between the pretest and posttest. Thus, the ice breaker technique is effective to increase students' speaking skills.

#### B. Suggestion

From the research results calculated from the previous chapter, the researcher gives suggestions to be conveyed to teachers, students, and prospective researchers interested in this field. They are as follows:

Based on the result of the research, the researcher would like to give some suggestions.

1. For the teacher

The teacher should realize the technique using the ice breaker technique is important to improve students' speaking skills. The researcher recommended

using the ice breaker technique in teaching speaking skills to make students easier in understanding speaking. The teacher should give that instruction clearly when using the technique as a strategy in teaching speaking skills. So, it makes students understand.

2. For the students

The students also can use the ice breaker technique with their friend or their teacher in another lesson with different rules. The students have to use alternative way to help students understand the speaking skills, such as the ice breaker technique because the effectiveness of using the ice breaker technique has been evidenced.

3. For the next researcher

In this research, the researcher used the ice breaker technique to teach students of senior high school. Further, the researcher can conduct this technique on this technique on different level students and different material.

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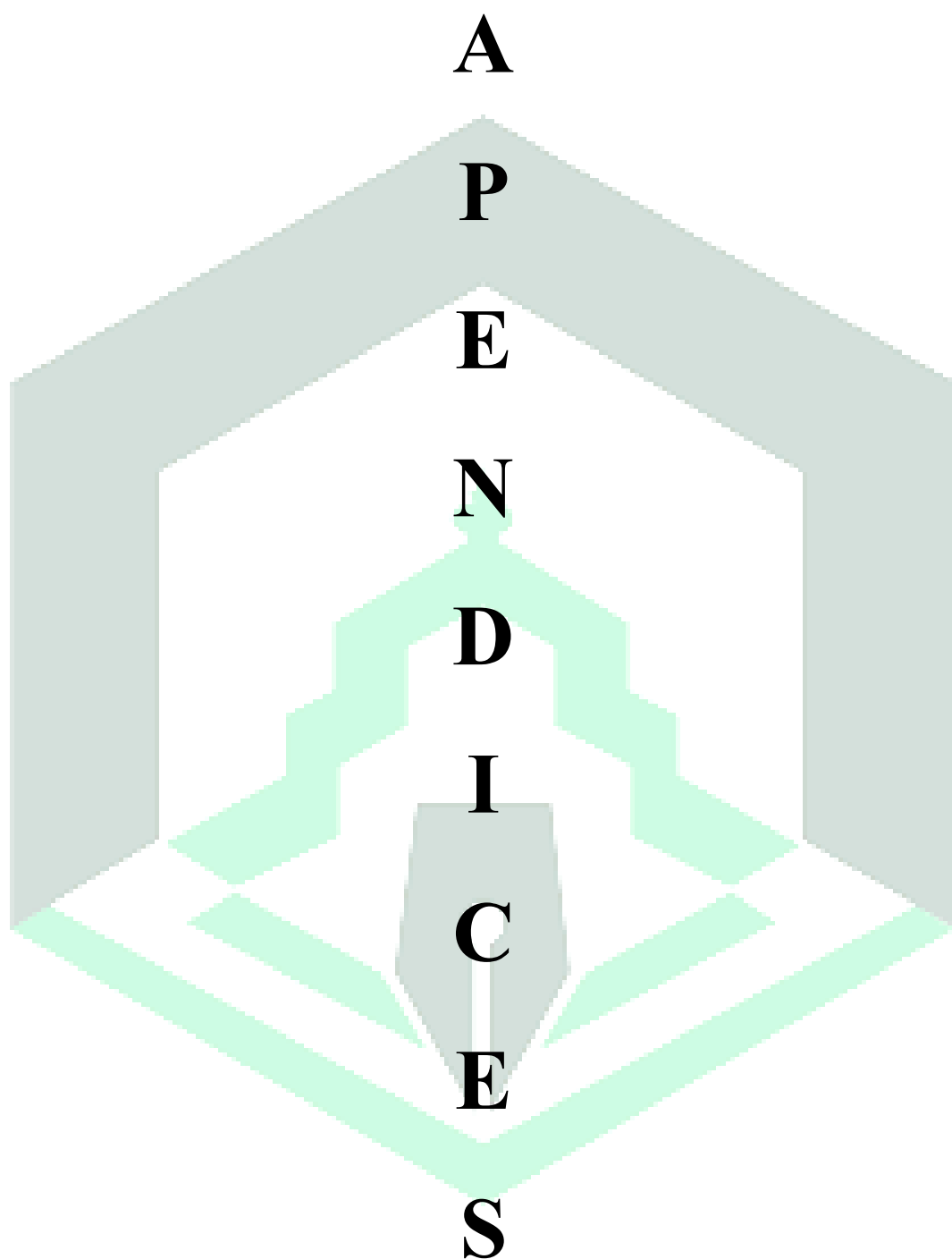


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## RENCANA PELAKSANAAN PEMBELAJARAN ( RPP 1 )

**Nama sekolah** : MAN 1 SULI  
**Mata pelajaran** : Bahasa Inggris  
**Kelas/Semester** : XI (Sebelas)  
**Pertemuan** : 1 (Experimen Class )  
**Aloksi Waktu** : 2 X 45 menit  
**Tahun Ajaran** : 2020

**Standar Kompetensi** : Berkomunikasi dengan bahasa inggris melalui pengayaan kosakata.

**Kompetensi Dasar** : Mengidentifikasi dan mengetahui tentang kosakata

**Indikator** :

1. Mengidentifikasi kosa kata yakni, Noun, Adjective, verb
2. Dapat mengetahui cirri-ciri kosakata Noun, Adjective, verb

**Tujuan Pembelajaran** : Siswa dapat menghafal cirri-ciri kosakata noun adjective, verb dalam bahasa inggris melalui board race game.

**Materi Pembelajaran** : Noun (Things around the school)

**Metode pembelajaran** :

1. Ice Breaker
2. Pengamatan, Pemodelan, kerja Kelompok, dan Mempraktekan.

**Langkah-langkah Pembelajaran** :

1. Kegiatan pendahuluan

a. Salam dan doa

b. Mengajukan pertanyaan

- Good morning everybody, how are you today ?
- Are you ready for lesson today.
- Memberikan motivasi kepada siswa
- Menyampaikan tujuan, manfaat pembelajaran, dan kegiatan pembelajaran.

## 2.Kegiatan inti

- peneliti mengajarkan siswa tentang Part of speech, terutama focus kata sifat, kata benda, dan kata kerja dan memperkenalkan tentang board race.
- peneliti menjelaskan tentang langkah-langkah dan cara permainan board race
- Siswa menerapkan board race game dengan membagi 2 kelompok yang terdiri dari beberapa orang dan masing-masing di beri spidol
- Peneliti menggambar garis di tengah papan dan menulis topic di atas.
- Siswa kemudian berlomba ke papan dan menulis kosakata sebanyak mungkin sesuai dengan topic yang di tulis oleh peneliti di papan.
- Setiap kelompok memenangkan satu poin untuk setiap kata yang benar, dan setiap kata yang tidak dapat di baca atau salah eja tidak di hitung dan tidak mendapatkan poin.

## 3.Kegiatan penutup

- Menanyakan kesulitan siswa selama pembelajaran
- Menyimpulkan materi pembelajaran

## Sumber belajar:

1. Dasar-dasar penguasaan Bahasa Inggris dan buku pedoman yang Relevan.
2. Kamus

## Materi Pembelajaran :

1. Menjelaskan tentang pembelajaran kosakata dan macam-macam kosakata.
2. Mengetahui tentang pembelajaran kosakata

## Penilaian :

Penilaian dari Aspek Keterampilan (Skills)

Kemampuan Berbicara (Speaking Skill)

## RENCANA PELAKSANAAN PEMBELAJARAN ( RPP 2 )

**Nama sekolah** : MAN 1 SULI  
**Mata pelajaran** : Bahasa Inggris  
**Kelas/Semester** : XI (Sebelas)  
**Pertemuan** : 2 (Experimen Class )  
**Aloksi Waktu** : 2 X 45 menit  
**Tahun Ajaran** : 2021

**Standar Kompetensi** : Berkomunikasi dengan bahasa inggris melalui pengayaan kosakata.

**Kompetensi Dasar** : Mengidentifikasi dan mengetahui tentang kosakata

**Indikator** :

1. Mengidentifikasi kosa kata yakni, Noun, Adjective, verb
2. Dapat mengetahui cirri-ciri kosakata Noun, Adjective, verb

**Tujuan Pembelajaran** : Siswa dapat menghafal cirri-ciri kosakata noun adjective, verb dalam bahasa inggris melalui board race game.

**Materi Pembelajaran** : Noun ( Animal )

**Metode pembelajaran:**

1. Ice Breaker
2. Pengamatan, Pemodelan, kerja Kelompok, dan Mempraktekan.

**Langkah-langkah Pembelajaran :**

1. Kegiatan pendahuluan

- Salam dan doa
- Mengajukan pertanyaan
- Good morning everybody, how are you today
- Are you ready for lesson today.
- Memberikan motivasi kepada siswa
- Menyampaikan tujuan, manfaat pembelajaran, dan kegiatan pembelajaran.

2. Kegiatan inti

- peneliti mengajarkan siswa tentang Part of speech, terutama focus kata sifat, kata benda, dan kata kerja dan memperkenalkan tentang board race.
- peneliti menjelaskan tentang langkah-langkah dan cara permainan board race
- Siswa menerapkan board race game dengan membagi 2 kelompok yang terdiri dari beberapa orang dan masing-masing di beri spidol
- Peneliti menggambar garis di tengah papan dan menulis topic di atas.
- Siswa kemudian berlomba ke papan dan menulis kosakata sebanyak mungkin sesuai dengan topic yang di tulis oleh peneliti di papan.
- Setiap kelompok memenangkan satu poin untuk setiap kata yang benar, dan setiap kata yang tidak dapat di baca atau salah eja tidak di hitung dan tidak mendapatkan poin.

### 3. Kegiatan penutup

- Menanyakan kesulitan siswa selama pembelajaran
- Menyimpulkan materi pembelajaran

### Sumber belajar:

1. Dasar-dasar penguasaan Bahasa Inggris dan buku pedoman yang Relevan.
2. Kamus

### Materi Pembelajaran :

1. Menjelaskan tentang pembelajaran kosakata dan macam-macam kosakata.
2. Mengetahui tentang pembelajaran kosakata.

### Penilaian :

Penilaian dari Aspek Keterampilan (Skills)

Kemampuan Berbicara (Speaking Skill)

## RENCANA PELAKSANAAN PEMBELAJARAN ( RPP 3 )

**Nama sekolah** : MAN 1 SULI  
**Mata pelajaran** : Bahasa Inggris  
**Kelas/Semester** : XI (Sebelas)  
**Pertemuan** : 3 (Experimen Class )  
**Aloksi Waktu** : 2 X 45 menit  
**Tahun Ajaran** : 2021

**Standar Kompetensi** : Berkomunikasi dengan bahasa inggris melalui pengayaan kosakata.

**Kompetensi Dasar** : Mengidentifikasi dan mengetahui tentang kosakata

**Indikator** :

1. Ungkapan-ungkapan yang digunakan untuk menyapa seseorang (greeting) dalam dialog merespon jati diri.
2. Ungkapan-ungkapan yang digunakan untuk dalam dialog merespon jati diri.

**Tujuan Pembelajaran :**

1. Siswa dapat menggunakan ungkapan-ungkapan yang digunakan dalam dialog pemaparan jati diri (greeting).
2. Siswa dapat menggunakan ungkapan-ungkapan yang digunakan untuk memperkenalkan jati diri (introduction)
3. Siswa dapat menggunakan bentuk Simple Present dengan tepat untuk merespon pemaparan jati diri.
4. Siswa dapat menggunakan berbagai kosa-kata tentang family tree, kinds of profession, saying age, names of day, month, and date dalam dialog merespon pemaparan diri.

### **Materi Pembelajaran :**

1. Ungkapan-ungkapan yang digunakan untuk dalam dialog merespon jati diri.
2. Berbagai kosa-kata tentang kinds of profession, names of day, month, date, family tree and saying age dalam dialog merespon pemaparan diri.

### **Metode pembelajaran:**

1. Ice Breaker
2. Pengamatan, Pemodelan, kerja Kelompok, dan Mempraktekan.

### **Langkah-langkah Pembelajaran :**

#### **A. Kegiatan pendahuluan**

Guru memasuki kelas lalu menaruh perlengkapannya di atas meja guru yang ada di kelas. Guru berdiri lalu menyapa murid dengan mengucapkan salam—*Assalamu'alaikum Warahmatullahi Wabarakatuh*. Lalu guru meminta ketua kelas untuk memimpin do'a sebelum memulai pelajaran. Guru lalu membuka kelas dan menyapa siswa dengan kalimat "*Good morning, students*".

Guru memberikan pertanyaan berupa materi yang sudah disampaikan sebelumnya. Setelah itu, guru memanggil nama siswa satu per satu untuk mengecek kehadiran. Setelah mendata kehadiran siswa, guru memberikan ice-breaking sebelum memulai pembelajaran seperti yang disusun di bawah ini:

1. Guru membagi siswa dalam kelompok-kelompok kecil terdiri dari 2-3 siswa.
2. Guru memutar sebuah lagu dimana siswa diminta untuk menyimaknya dengan cermat.
3. Setelah lagu selesai dimainkan, guru membagi amplop untuk masing-masing kelompok.
4. Masing-masing kelompok diminta untuk menyusun potongan-potongan kertas yang ada di dalam amplop menjadi susunan lirik lagu yang benar berdasarkan rekaman.
5. Kelompok pertama yang berhasil menyusun dengan benar diminta untuk menyanyikan lagu tersebut di depan kelas.

Setelah melakukan Ice Breaker, guru kemudian menjelaskan bahwa di dalam lagu yang telah diputar, terdapat beberapa kata yang berkaitan dengan pembahasan hari ini yakni pemaparan jati diri (kosakata tentang family tree dan saying age dalam sebuah percakapan).

## **B. Inti**

### **1. Menanya**

Guru memberi kesempatan siswa untuk mengajukan pertanyaan yang terkait dengan ungkapan dan juga kosa kata family tree yang sering digunakan dalam dialog merespon jati diri.

### **2. Mengamati**

Dalam pembelajaran ini, guru menggunakan LT2S (Listen to the song) Gist. Sebelum memulai pembelajaran, guru memberikan *ice-breaking* dengan nama LT2S (Listen to the song) Gist. Hal ini berfungsi sebagai pemanasan *Listening* bagi siswa. Guru menyiapkan sebuah lagu dan liriknya yang digandakan dan dipotong-potong dalam bentuk bilahan-bilahan kecil lalu memasukkannya ke dalam amplop.

Guru membagi siswa dalam kelompok-kelompok kecil terdiri dari 2-3 siswa. Guru memutar sebuah lagu dimana siswa diminta untuk menyimak dengan cermat. Setelah lagu selesai dimainkan, guru membagi amplop untuk masing-masing kelompok. Masing-masing kelompok diminta untuk menyusun potongan-potongan kertas yang ada di dalam amplop menjadi susunan lirik lagu yang benar berdasarkan rekaman. Kelompok pertama yang berhasil menyusun dengan benar diminta untuk menyanyikan lagu tersebut di depan kelas. Kemudian guru bersama-sama dengan murid mendeteksi kata-kata mana saja yang masuk ke dalam ungkapan merespon jati diri dan juga kosa kata tentang kinds of profession, names of day, month, date, family tree and saying age dalam lirik lagu tersebut.

### **3. Jejaring/mengkomunikasikan**

Guru meminta siswa untuk menuliskan permasalahan yang mereka hadapi dalam memaparkan jati diri dalam jurnal belajar yang mereka miliki.

## **C. Penutup**

Guru meminta siswa untuk menyimpulkan pembelajaran yang baru saja dipelajari hari ini. Sebelum menutup pelajaran, guru memberikan tugas individu kepada siswa.

Guru menutup pelajaran dengan membaca *hamdalah* dan salam lalu meninggalkan kelas

**Sumber belajar:**

1. Dasar-dasar penguasaan Bahasa Inggris dan buku pedoman yang Relevan.
2. youtube

**Materi Pembelajaran :**

**MATERI PEMBELAJARAN**

Lirik lagu

**Your Mother – Yusuf Islam**

Who should I give my love to? My respect and my honor to Who should I pay good mind to? After Allah and Rasulallah  Comes your mother Who next? Your mother Who next? Your mother And then your father  Cause who used to hold you And clean you and clothe you Who used to feed you? And always be with you When you were sick Stay up all night Holding you tight That's right no other My mother  Who should I take good care of? Giving all my love Who should I think the most of? After Allah And Rasulallah  Comes your mother Who next? Your mother	Who next? Your mother And then your father  My mother Cause who used to hear you Before you could talk Who used to hold you? Before you fell who picked you up Clean your cut No one but your mother My mother  Who should I stay right close to? Listen most to Never say no to After Allah And Rasulallah  Comes your mother Who next? Your mother Who next? Your mother And then your father  Cause who used to hug you And buy you new clothes Comb your hair And blow your nose And when you'd cry
--	--



Who'd wiped your tears? Knows your fears Who really cares?	Say Alhamdulillah Thank you Allah Thank you Allah For my mother
--	--

**Penilaian :**

Penilaian dari Aspek Keterampilan (Skills)

Kemampuan Berbicara (Speaking Skill)



## RENCANA PELAKSANAAN PEMBELAJARAN ( RPP 4)

**Nama sekolah** : MAN 1 SULI  
**Mata pelajaran** : Bahasa Inggris  
**Kelas/Semester** : XI (Sebelas)  
**Pertemuan** : 4 (Experimen Class )  
**Alokasi Waktu** : 2 X 45 menit  
**Tahun Ajaran** : 2021

### Standar Kompetensi :

1. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
2. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

### Kompetensi Dasar :

1. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi transaksional dengan guru dan teman.
2. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemaparan jati diri, sesuai dengan konteks penggunaannya.
3. Menyusun teks lisan dan tulis sederhana, untuk memaparkan, menanyakan, dan merespon pemaparan jati diri, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

**Indikator :**

1. Ungkapan-ungkapan yang digunakan untuk menyapa seseorang (greeting) dalam dialog merespon jati diri.
2. Ungkapan-ungkapan yang digunakan untuk dalam dialog merespon jati diri.

**Tujuan Pembelajaran :**

1. Siswa dapat menggunakan ungkapan-ungkapan yang digunakan dalam dialog pemaparan jati diri (greeting).
2. Siswa dapat menggunakan ungkapan-ungkapan yang digunakan untuk memperkenalkan jati diri (introduction)

**Materi Pembelajaran :**

1. Ungkapan-ungkapan yang digunakan untuk dalam dialog merespon jati diri.
2. Berbagai kosa-kata tentang kinds of profession, names of day, month, date, family tree and saying age dalam dialog merespon pemaparan diri.

**Metode pembelajaran:**

1. Ice Breaker
2. Pengamatan, Pemodelan, kerja Kelompok, dan Mempraktekan.

**Langkah-langkah Pembelajaran :**

1. Kegiatan pendahuluan

- Salam dan doa
- Mengajukan pertanyaan
- Good morning everybody, how are you today ?
- Are you ready for lesson today.
- Memberikan motivasi kepada siswa
- Menyampaikan tujuan, manfaat pembelajaran, dan kegiatan pembelajaran.

2. Kegiatan inti

1. **Mengamati**

Guru meminta siswa untuk melakukan pengamatan untuk melengkapi dialog jati diri berupa menjawab dialog pemaparan jati diri dengan memperhatikan isi teks, fungsi sosial, struktur teks, unsur kebahasaan, maupun format penyampaian/penulisannya lalu mencocokkannya dengan gambar yang ada di Lembar Kerja 1 Individu. Siswa diminta untuk melengkapi dialog rumpang kemudian mencocokkan nama dan umur dengan gambar yang sesuai dan juga disertai keterangan siapa mereka(dalam family tree). Beberapa siswa—sebagai perwakilan—diminta untuk menjawab dan mendiktekan hasil kerjanya. Guru kemudian menampilkan beberapa kata tentang family tree dan melengkapinya dengan kata-kata yang sudah dimiliki siswa. Hingga kemudian guru mengumpulkan jawaban individu siswa dengan dibantu siswa.

## **2. Menanya**

Guru memberi kesempatan siswa untuk mengajukan pertanyaan yang terkait dengan ungkapan dan juga kosa kata family tree yang sering digunakan dalam dialog merespon jati diri.

## **3. Menalar**

Siswa dibagi menjadi beberapa kelompok dengan tiap kelompok terdiri dari 3 orang yang tiap kelompoknya diberi lembar kerja berupa potongan kertas berisi percakapan tentang jati diri. Tiap kelompok tersebut diminta untuk menyusun potongan-potongan tersebut menjadi percakapan yang utuh dan benar. guru memperhatikan dan mendorong siswa semua untuk terlibat dalam diskusi.

Guru menampilkan materi, Guru memakai Gist and Detail Activity dengan terlebih dahulu guru meminta siswa untuk menyimak materi. Di dalam Gist activity, murid diminta untuk menyusun pernyataan-pernyataan sesuai dengan apa yang mereka dengar. Di dalam Detail activity, siswa diminta untuk melengkapi bagian yang kosong/berupa titik-titik di potongan kertas tersebut. Setelah selesai, siswa diminta untuk mencocokkan nama beserta umur ke gambar yangt sesuai disertai juga dengan siapa mereka (dalam family tree) di Lembar kerja. Setiap kelompok kemudian menukarkan hasil diskusi kepada kelompok lainnya untuk menilai dan kemudian dikumpulkan kepada guru.

## **4. Jejaring/mengkomunikasikan**

Guru meminta siswa untuk menuliskan permasalahan yang mereka hadapi dalam memaparkan jati diri dalam jurnal belajar yang mereka miliki.

### 3. Penutup

Guru meminta siswa untuk menyimpulkan pembelajaran yang baru saja dipelajari hari ini. Sebelum menutup pelajaran, guru memberikan tugas individu kepada siswa.

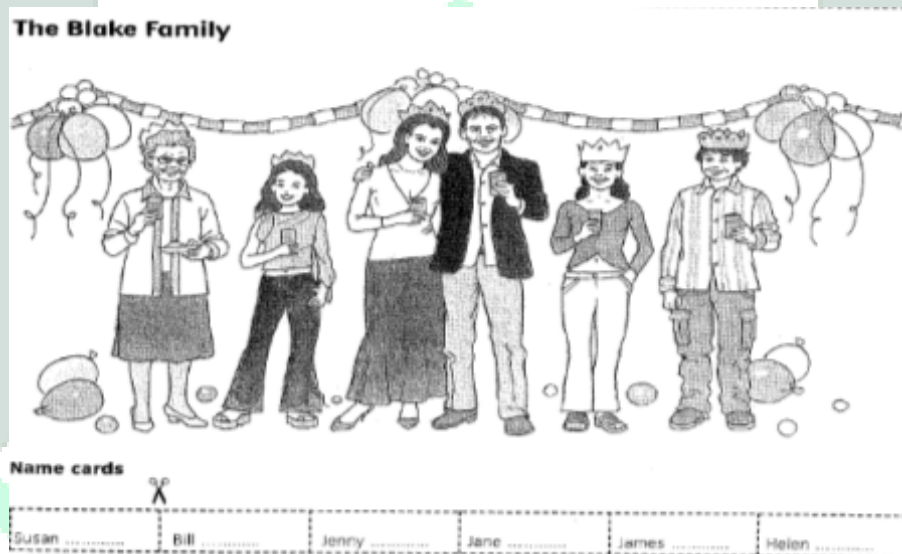
Guru menutup pelajaran dengan membaca *hamdalah* dan salam lalu meninggalkan kelas.

#### Sumber belajar:

1. Dasar-dasar penguasaan Bahasa Inggris dan buku pedoman yang Relevan.
2. Kamus

#### Materi Pembelajaran :

Complete the dialog first then match the name with the suitable pictures along with their age. Don't forget to answer the question of who they are.!



#### Penilaian :

Penilaian dari Aspek Keterampilan (Skills)

Kemampuan Berbicara (Speaking Skill)

## RENCANA PELAKSANAAN PEMBELAJARAN ( RPP 5 )

**Nama sekolah** : MAN 1 SULI  
**Mata pelajaran** : Bahasa Inggris  
**Kelas/Semester** : XI (Sebelas)  
**Pertemuan** : 5 (Experimen Class )  
**Aloksi Waktu** : 2 X 45 menit  
**Tahun Ajaran** : 2021

### Standar Kompetensi :

1. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
2. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

### Kompetensi Dasar :

1. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
2. Menyusun teks lisan untuk menyatakan dan merespon ungkapan menyatakan pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

### Indikator :

1. Menyapa guru dan teman dengan santun
2. Mengucapkan tindak tutur menyampaikan pendapat dan meminta pendapat disertai responnya secara lisan.

### **Tujuan Pembelajaran :**

3. Menyapa guru dan teman dengan santun dalam setiap komunikasi interpersonal pembelajaran dengan tepat dan berterima.
4. Mengucapkan tindak tutur menyampaikan pendapat dan meminta pendapat disertai responnya secara lisan dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar setelah diberi contoh.

### **Materi Pembelajaran : Asking and Giving Direction**

#### **Metode pembelajaran:**

1. Ice Breaker
2. Pengamatan, Pemodelan, kerja Kelompok, dan Mempraktekan.

#### **Langkah-langkah Pembelajaran :**

##### **1. Kegiatan pendahuluan**

- Salam dan doa
- Mengajukan pertanyaan
- Good morning everybody, how are you today ?
- Are you ready for lesson today.
- Memberikan motivasi kepada siswa
- Menyampaikan tujuan, manfaat pembelajaran, dan kegiatan pembelajaran.

##### **2. Kegiatan inti**

- Guru memimpin membaca teks diikuti oleh siswa
- Pemahaman terhadap teks dan kosakata
- Pemberian "ice breaking" / games kepada siswa

##### **Observation**

- Peserta didik mengamati gambar "Giving and asking opinion"
- Peserta didik menjawab pertanyaan secara lisan dari guru

##### **Questioning**

- Dengan bimbingan guru, peserta didik menanyakan bagaimana caranya untuk meminta dan memberi pendapat

##### **Exploration**

- Peserta didik belajar menggunakan ekspresi meminta dan memberi pendapat dengan mengerjakan soal.

- Peserta didik membaca nyaring ekspresi meminta dan memberi pendapat dengan intonasi yang benar.

#### Communication

- Peserta didik membuat dialog tentang ekspresi memberi dan meminta pendapat sesuai dengan konteks yang diberikan.
- Peserta didik mempraktekkan dialognya di depan kelas.

#### 3. Kegiatan penutup

- Mengulas pelajaran yang diajarkan secara singkat.
- Guru memberikan ice breaking kepada siswa.
- Salam penutup.

#### Sumber belajar:

1. Dasar-dasar penguasaan Bahasa Inggris dan buku pedoman yang Relevan.
2. Gambar-gambar yang relevan tentang "Giving Direction".

#### Materi Pembelajaran

##### Asking and Giving Direction



#### Penilaian :

Penilaian dari Aspek Keterampilan (Skills)

Kemampuan Berbicara (Speaking Skill)



## FREE-TEST AND POST-TEST

### A. Free test

1. Girl : Hey, James do you have any family photos this new year!

James : Yes, I have a lovely family! Now, I have some photos of my family here.  
Do you want to see?

Girl : Of course if it's allowed

James : Yes. They are my family in the New Year.

Girl : Oh, may I see?

James : Okay then. This is one of us all... My parents are in the middle...

Girl : Oh, yes. What is your mother's name?

James : Susan.

Girl : Oh, your mother's name is Susan. And is this your father next door?

James : Yes. His name is Bill.

Girl : Bill! That's a good name. How old are your parents?

James : They're the same age. They are both 43 years old. And I have two sisters.  
This is Jenny next to my dad.

Girl : Oh, she's beautiful.

James : I don't think so. He is 16 years old.

Girl : And who is this brother next to your mother?

James : That's right. That's my little sister Jane. He is 11 years old.

Girl : And who is this next to Jane?

James : Oh, that's my grandmother. He's old. He's 80 years old, I think.

Girl : He looks healthy. What is his name?

James : Helena. But I call her grandma.

Girl : So how old are you, James?

James : I'm 15 years old.

## Lembar Kerja

Complete the dialog first then match the name with the suitable pictures along with their age. Don't forget to answer the question of who they are.!

**The Blake Family**



### Transkrip jawaban siswa

**Researcher** : What are the names of James' parents?

**Student** : eee name parents james bill and susan

**Researcher** : how old are they both?

**Student** : all 43

**Researcher** : what is the name of james' first sister?

**Student** : Jenny

**Researcher** : how old is jenny

**Student** : 16 years

**Researcher** : what is the name of james' second younger sister and how old is she?

**Student** : eee jane,11years

**Researcher** : How old is James' grandmother?

**Student** : 80 years.

2.

Gunakan Denah dibawah ini sebagai panduanmu.

Fill in the words below correctly.

continue, end, excuse, get, left (2x), next, opposite, right, second, straight on, thank, turn, welcome.



**Transkrip jawaban siswa**

**Researcher** : Excuse me, sir!

**Student** : yes

**Researcher** : Can you tell me how to get to the cinema from here?

**Student** : Immediately.

**Researcher** : Then where?

**Student** : Turn left

**Researcher** : Then which way do I take?

**Student** : Then take the second path on your right.

**Researcher** : and then?

**Student** : eee Continue down the street. The cinema is on the left

**Researcher** : Thank you very much

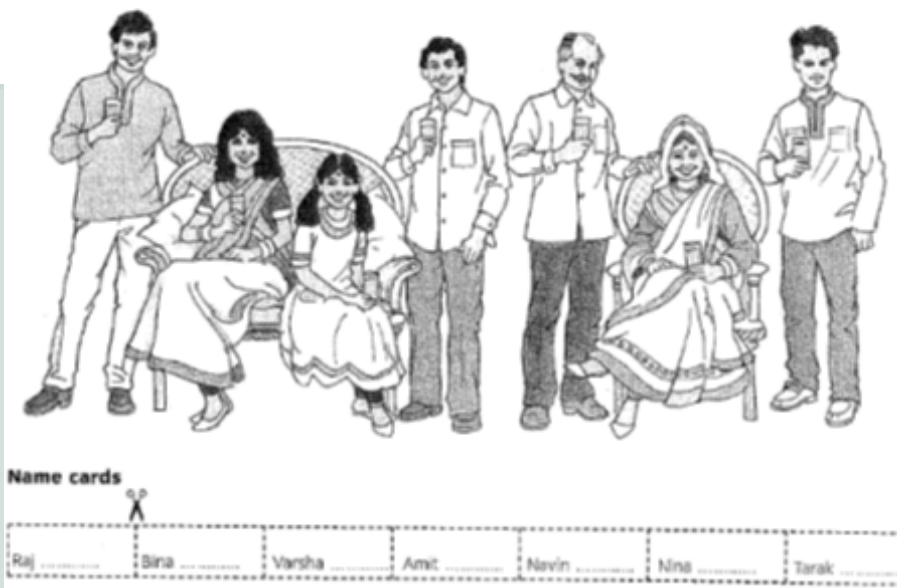
**Student** : You're welcome.

### Post-test

1. Raj : Hey look, Sally! It's a letter from my family. Oh there's a photo!  
Sally : Let's see. Where is this in India?  
Raj : That's right. Last summer.  
Sally : It's you on the left.  
Raj : Yes. And there is my brother Bina, sitting next to me. He is 19 years old now. And next to her is my little sister Varsha.  
Sally : She's beautiful! How old is she?  
Raj : Umm about 14 years I guess! Yes, he is 14.  
Sally : And who's that next to him? Is that Amit?  
Raj : Yes, it is Amit. He is 22 years old.  
Sally : And that's your dad next door, right?  
Raj : Yes. His name is Navin. And next to him is my mother, Nina.  
Selly : How old are they?  
Raj : My father is 56 years old and my mother is 53 years old.  
Sally : Right. And who is this at the end here? The last person on the right? I do not know him.  
Raj : Oh that's my brother Tarak. He is 26 years old.  
Sally : So Tarak is your sister?  
Raj : Yes. He is 26 years old and I am 24 years old.  
Sally : Well, you really have a big family!  
Raj : Yes, I do. And guess what?  
Sally : What?  
Raj : They all came to visit at Christmas.  
Sally : Really? Oh that's good.  
Raj : Yes. For a month!  
Sally : Very good, Raj... good.

Arrange the dialog into correct order first then fill the blank on the dialog based on the recording. Don't forget to match the name with the suitable pictures along with their age and to answer the question of who they are!

### The Vishna Family



### Transkrip jawan siswa:

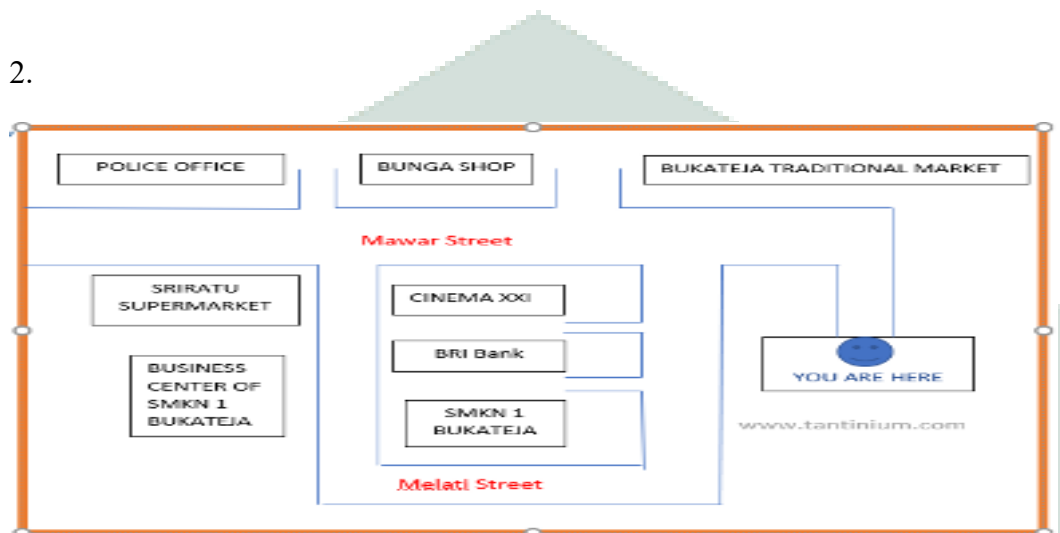
- Researcher : what is the name of Selly's younger brother, and how old is he?
- Student : Selly's younger brother's name is Bina and he is 19 years old.
- Researcher : what is the name of Selly's younger sister and how old is she now?
- Student : Selly's younger sister's name is Versha and now she is 14 years old
- Researcher : what are the names of Selly's two brothers and how old are they?
- Student : Selly's first brother, Amit, is 22 years old and Selly's second brother, Tarak, 29 years old.
- Researcher : what are the names of Selly's parents and how old are they?

Student : Selly's father's name is Navin, he is 56 years old, while his mother's name is Nina, he is 53 years old.

Researcher : how old is Selly?

Student : Selly's age is 24 years old.

2.



### Transkrip jawaban siswa:

Researcher : Excuse me, sir!

Student : Yes, Can I help you?

Researcher : Yes Sir. Could you tell me how to get the nearest supermarket?

Student : Well, the nearest supermarket is located about 2000 meters here. So, you can keep going straight. Then turn left and stay on Mawar Street. When you get in Mawar Street, go straight and Supermarket is on the second block on your left.

Researcher : Thank you very much

Student : You're welcome.





**INSTITUT AGAMA ISLAM NEGERI PALOPO**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
**PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

Jl. Agatis, Balandi, Kota Palopo, Sulawesi Selatan 91914, Telp. 0471-22076  
Website: pbi.iainpalopo.ac.id. E-mail: pbi@iainpalopo.ac.id.

**SURAT KETERANGAN**

No.1104/In.19/FTIK/PBI/PP.00.9/03/2021

Yang bertanda tangan di bawah ini: Admin Turnitin Prodi Pendidikan Bahasa Inggris, dengan ini menerangkan bahwa telah memeriksa proposal/skripsi mahasiswa:

Nama : Faturrahman Akmal  
NIM : 17 0202 0186  
Semester : X (tiga belas)  
Program Studi : Pendidikan Bahasa Inggris  
Keperluan : Seminar Hasil/Munaqasyah

Dan hasil pemeriksaan menemukan bahwa proposal/skripsi yang diperiksa memiliki tingkat *similarity* 19 %. Sebagaimana lembar hasil uji terlampir.


Demikian Surat Keterangan ini dibuat untuk dipergunakan seperlunya.

Palopo, 21 Maret 2022

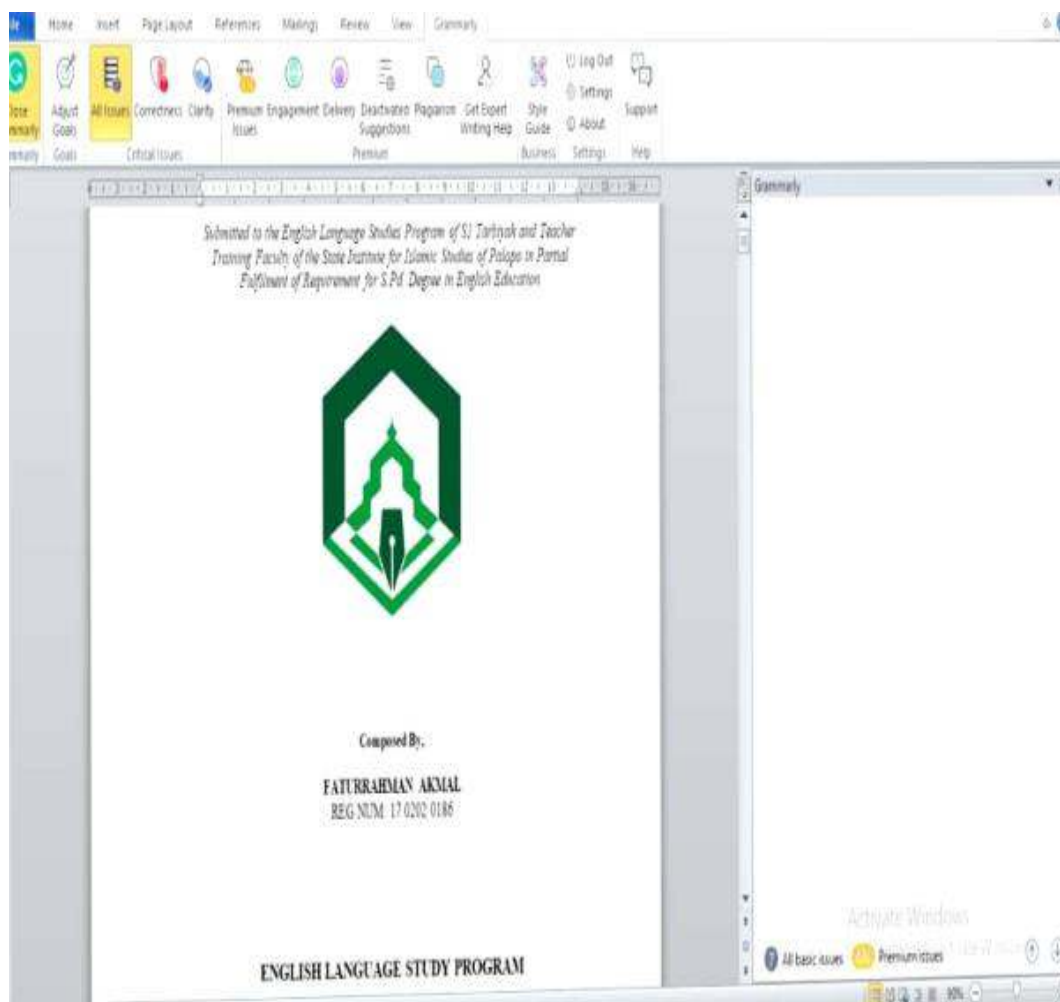
Mengetahui,  
Ketua Prodi,

  
Abdul Wahid, S.E., M.Hum.  
NIP 197710132005012006

Admin Turnitin PBI,

  
Muhammad Iksan, S.Pd., M.Pd.  
NIP 198603272018011001







**KEMENTERIAN AGAMA REPUBLIK INDONESIA**

**INSTITUT AGAMA ISLAM NEGERI PALOPO**

**FAKULTAS TARBIYAH & ILMU KEGURUAN**

*Jl. Agatis Kel. Balandi Kec. Bera 91914 Kota Palopo*

*Email: ftik@iainpalopo.ac.id / Web: www.ftik-iainpalopo.ac.id*

Nomor : 133 /In.19/FTIK/HM.01/11/2021

Palopo, 15 November 2021

Lampiran : -

Perihal : **Permohonan Surat Izin Penelitian**

Yth. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu

Satu Pintu Kab. Luwu

di -

Belopa

*Assalamu Alaikum Wr. Wb.*

Dengan hormat, kami sampaikan bahwa mahasiswa (i) kami, yaitu :



Nama	: Faturrahman Akmal
NIM	: 17 0202 0186
Program Studi	: Pendidikan Bahasa Inggris
Semester	: IX (Sembilan)
Tahun Akademik	: 2021/2022

akan melaksanakan penelitian dalam rangka penulisan skripsi pada lokasi MAN 1 Suli dengan judul: **"Using Icebreaker Technique to Increase the Students Speaking Skill at MAN 1 Suli"**. Untuk itu kami mohon kiranya Bapak/Ibu berkenan menerbitkan Surat Izin Penelitian.

Demikian surat permohonan ini kami ajukan, atas perhatian dan kerjasamanya kami ucapkan banyak terima kasih.

*Wassalamu Alaikum Wr. Wb.*

Dekan,



Dr. Nurdin K, M.Pd.  
NIP19681231 199903 1 014



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**KANTOR KEMENTERIAN AGAMA KABUPATEN LUWU**  
**MADRASAH ALIYAH NEGERI LUWU**  
Jalan Pendidikan Nomor 10 Kecamatan Suli Kabupaten Luwu Kode Pos 91996

**SURAT KETERANGAN PENELITIAN**  
Nomor : 476 /Ma.21.09.01/TL.00/11/2021

Yang bertanda tangan di bawah ini Kepala Madrasah Aliyah Negeri Luwu Kabupaten Luwu menerangkan bahwa :

Nama : **FATURRAHMAN AKMAL**  
NIM : 17 0202 0186  
Jurusan/Program Study: Pendidikan Bahasa Inggris  
Perguruan Tinggi : Institut Agama Islam Negeri Palopo  
Judul Skripsi/Tesis : **"Using Icebreaker Technique To Increase The Students Speaking Skill At MAN 1 Suli".**

Telah selesai melaksanakan kegiatan penelitian di Madrasah Aliyah Negeri Luwu pada tanggal 22 November s/d 12 Desember 2021.

Demikian Surat Keterangan ini kami buat untuk dipergunakan sebagaimana mestinya.



Luwu, 26 November 2021  
Kepala Madrasah



**PEMERINTAH KABUPATEN LUWU**  
**DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**

Alamat : Jl. Opu Daeng Falaq No. 1, Belopa Telpon : (0471) 3314115

Nomor : 326/PENELITIAN/03.01/DPMTSP/XI/2021  
Lamp : -  
Sifat : Biasa  
Perihal : *Izin Penelitian*

Kepada  
Yth. Ka. MAN 1 Suli  
di -  
Tempat

Berdasarkan Surat Dekan Institut Agama Islam Negeri Palopo : 2139/In.19/FTIK/HM.01/11/2021 tanggal 15 November 2021 tentang permohonan Izin Penelitian.  
Dengan ini disampaikan kepada saudara (l) bahwa yang tersebut di bawah ini :

Nama : Faturrahman Akmal  
Tempat/Tgl Lahir : Lempopaccl / 26 Juni 1999  
Nim : 17 0202 0186  
Jurusan : Pendidikan Bahasa Inggris  
Alamat : Jl. Pendidikan  
Desa Lempopaccl  
Kecamatan Suli

Bermaksud akan mengadakan penelitian di daerah/instansi Saudara (l) dalam rangka penyusunan "Skripsi" dengan judul :

**USING ICEBREAKER TECHNIQUE TO INCREASE THE STUDENTS SPEAKING SKILL AT MAN 1 SULI**

Yang akan dilaksanakan di MAN 1 SULI, pada tanggal 22 November 2021 s/d 12 Desember 2021

Sehubungan hal tersebut di atas pada prinsipnya kami dapat menyetujui kegiatan dimaksud dengan ketentuan sbb :

1. Sebelum dan sesudah melaksanakan kegiatan, kepada yang bersangkutan harus melaporkan kepada Bupati Luwu Up. Dinas Penanaman Modal dan PTSP Kab. Luwu.
2. Penelitian tidak menyimpang dari Izin yang diberikan.
3. Mentaati semua peraturan perundang-undangan yang berlaku.
4. Menyerahkan 1 (satu) exemplar copy hasil penelitian kepada Bupati Luwu Up. Dinas Penanaman Modal dan PTSP Kab. Luwu.
5. Surat Izin akan dicabut dan dinyatakan tidak berlaku apabila ternyata pemegang surat izin tidak mentaati ketentuan-ketentuan tersebut di atas.



Pemerintah Kabupaten Luwu  
Batas tanggal : 22 November 2021  
Kepala Dinas  
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU  
Drs. H. RAHMAT ANDIPATANA  
Pangkat : Pembina Tk. I IV/b  
NIP : 19641231 199403 1 079

**Tembusan :**

1. Bupati Luwu (sebagai Laporan) di Belopa;
2. Kepala Kesbangpol dan Linmas Kab. Luwu di Belopa;
3. Dekan Institut Agama Islam Negeri Palopo;
4. Mahasiswa (l) Faturrahman Akmal;
5. Arsip.



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI PALOPO**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
**PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**  
Jl. AgatisKef Balandai Kec.Bara 91914 Kota Palopo

**SURAT KETERANGAN**

Yang bertanda tangan di bawah ini menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini telah mampu membaca Al-Qur'an dan dapat dipertanggungjawabkan

Nama : Fatur Rahman Akmal  
Nim : 17 0202 0186  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan  
Alamat / No. HP : Dsn Lempopaccci Desa Lempopaccci Kec Suli Kab Luwu  
082 266 077 673

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

a.n. Dekan  
Wakil Dekan I  
Fak. Tarbiyah dan Ilmu Keguruan

Dr. Munir Yusuf, M.Pd  
NIP. 19740602 199903 1 003

Palopo, 20/12/ 2021  
Ketua Prodi  
Pendidikan Bahasa Inggris

Amalia Yahya, S.E./ M.Hum  
NIP. 19771013 200501 2006





KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI PALOPO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS  
Jl. Agatis Kel. Balandi Kec. Bara 91914 Kota Palopo  
Email: pbi@iainpalopo.ac.id

### Surat Keterangan Bebas Mata Kuliah

Sehubungan dengan selesainya "Mata Kuliah Mahasiswa" sebagai salah satu prasyarat utama untuk mengikuti Ujian Munaqasyah, maka kami menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : Faturrahman Akmal  
NIM : 17 0202 0186  
Prodi : Pendidikan Bahasa Inggris

Telah menyelesaikan seluruh mata kuliah mulai dari semester I sampai dengan semester VIII.

Demikianlah surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Palopo, 8 Februari 2022

Ketua Prodi

Amalia Yahya, S.E., M.Hum  
NIP. 19771013 200501 2006

Palopo, 13 April 2021

Hal : Permohonan Validasi

Lamp : 1 bendel

Kepada Yth,

Dr MASRUDDIN, M.Hum.

Dosen Jurusan Pendidikan Bahasa Inggris

Fakultas Tarbiyah dan Ilmu Keguruan

Di Palopo

Dengan hormat,

Dengan ini saya mohon dengan hormat bantuan bapak untuk memberi *Judgment*, saran serta masukan mengenai instrumen penelitian yang berjudul "Using Ice Breaking Techique to Increase the Students Speaking Skill at MAN 1 Suli"

Demikian pormohonan dari saya,atas bantuan dari bapak saya mengucapkan terima kasih.

Mengetahui,

Dosen Validator



Dr. Masruddin M. Hum

NIP:198006132005011005

Pemohon



Faturrahman Akmal

NIM:1702020186





## LEMBAR VALIDASI SOAL

### PRE-TEST

Judul Penelitian : Using Ice Breaking Techique to Increase the Students Speaking Skill at MAN 1 Suli.

Peneliti : Faturrahman Akmal

NIM : 17 0202 0186

Prodi : Tadris Bahasa Inggris

#### Petunjuk:

Baerilah tanda cek (✓) pada kolom penilaian yang sesuai dengan penilaian Bapak/Ibu terhadap Soal Isian dan Essay dengan skala penilaian sebagai berikut:

1 :Tidakbaik

4 : Baik

2 :KurangBaik

5 : SangatBaik

3 :CukupBaik

No	Aspek yang diamati	Nilai Pengamatan				
		1	2	3	4	5
1	Kesesuaian soal dengan indikator pencapaian hasil belajar .			✓		
2	Kejelasan petunjuk pengerjaan soal.			✓		
3	Kejelasan maksud dari soal.				✓	
4	Kemungkinan soal dapat terselesaikan			✓		
5	Kesesuaian bahasa yang digunakan pada soal			✓		

	dengan kaidah bahas Inggris					
6	Kalimat soal tidak mengandung arti ganda			✓		
7	Rumusan kalimat komunikatif, menggunakan bahasa yang sederhana bagi siswa, mudah dipahami, dan menggunakan bahasa yang di kenal siswa.			✓		

Kesimpulan Validator/ Penilai:

Palopo, 2021

Validator



Dr. Masruddin. M. Hum.

### POST-TEST

Prodi : Tadris Bahasa Inggris

Baerilah tanda cek (✓) pada kolom penilaian yang sesuai dengan penilaian Bapak/Ibu terhadap Soal Isian dan Essay dengan skala penilaian sebagai berikut:

3 : CukupBaik

No	Aspek yang diamati	Nilai Pengamatan				
		1	2	3	4	5
1	Kesesuaian soal dengan indikator pencapaian hasil belajar.			✓		
2	Kejelasan petunjuk pengerjaan soal.			✓		
3	Kejelasan maksud dari soal.			✓		
4	Kemungkinan soal dapat terselesaikan				✓	
5	Kesesuaian bahasa yang digunakan pada soal dengan kaidah bahas Inggris				✓	

6	Kalimat soal tidak mengandung arti ganda					
7	Rumusan kalimat komunikatif, menggunakan bahasa yang sederhana bagi siswa, mudah dipahami, dan menggunakan bahasa yang dikenal siswa.				✓	

Kesimpulan Validator/Penilai:

Palopo, 2021

Validator

Dr. Masruddin M. Hum





**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI PALOPO**  
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Email: FTIK@iainpalopo.ac.id Web: ftik-iainpalopo.ac.id

Nomor : 711/In.19/FTIK/PBI/11/2021  
Lampiran : 1 (satu) Lembar  
Perihal : Permohonan Pengesahan Draft Proposal

Palopo, 08 November 2021

Kepada  
Yth. Dekan Fakultas Tarbiyah dan Ilmu Keguruan  
Di –  
Palopo

**Assalamu' Alaikum Wr. Wb**

Dengan hormat, yang bertanda tangan di bawah ini:

Nama : Faturrahman Akmal  
NIM : 17 0202 0186  
Jurusan : Ilmu Keguruan  
Prodi : Pendidikan Bahasa Inggris  
Judul : **Using Icebreaker Technique Increase the Students Speaking Skill at MAN Suli**

Mengajukan permohonan kepada Bapak, kiranya berkenan mengesahkan Draft Proposal yang dimaksud di atas.

Demikian permohonan kami, atas perkenan Bapak diucapkan terima kasih  
Wassalamu' Alaikum Wr. Wb.

Pemohon

Faturrahman Akmal  
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IAIN PALOPO

**SURAT KEPUTUSAN  
DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
INSTITUT AGAMA ISLAM NEGERI PALOPO  
NOMOR 0142 TAHUN 2020**

**TENTANG  
PENGANGKATAN TIM DOSEN PEMBIMBING PENYUSUNAN DAN PENULISAN SKRIPSI MAHASISWA  
PROGRAM S1  
INSTITUT AGAMA ISLAM NEGERI PALOPO**

DENGAN RAHMAT TUHAN YANG MAHA ESA  
DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI PALOPO

- Menimbang : a. bahwa demi kelancaran proses penyusunan dan penulisan Skripsi bagi mahasiswa Strata S1, maka dipandang perlu dibentuk Tim Pembimbing Penyusunan dan Penulisan Skripsi;  
b. bahwa untuk menjamin terlaksananya tugas Tim Dosen Pembimbing sebagaimana dimaksud dalam butir a di atas perlu ditetapkan melalui Surat Keputusan Dekan.
- Mengingat : 1. Undang-Undang RI Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;  
2. Undang-Undang RI Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;  
3. Peraturan Pemerintah Nomor 4 Tahun 2014 tentang Penyelenggaraan Pendidikan dan Pengelolaan Perguruan Tinggi;  
4. Peraturan Presiden RI Nomor 141 Tahun 2014 tentang Perubahan STAIN Palopo Menjadi IAIN Palopo;  
5. Peraturan Menteri Agama RI Nomor 5 Tahun 2015 tentang Organisasi dan Tata Kerja IAIN Palopo.

**MEMUTUSKAN**

- Menetapkan : KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN IAIN PALOPO TENTANG PENGANGKATAN TIM DOSEN PEMBIMBING PENYUSUNAN DAN PENULISAN SKRIPSI MAHASISWA PROGRAM S1 INSTITUT AGAMA ISLAM NEGERI PALOPO
- Kesatu : Mengangkat mereka yang tersebut namanya pada lampiran Surat Keputusan ini sebagaimana yang tersebut pada alinea pertama huruf (a) di atas;
- Kedua : Tugas Tim Dosen Pembimbing Penyusunan dan Penulisan Skripsi adalah : membimbing, mengarahkan, mengoreksi, serta memantau penyusunan dan penulisan skripsi mahasiswa berdasarkan panduan Penyusunan Skripsi dan Pedoman Akademik yang ditetapkan pada Institut Agama Islam Negeri Palopo;
- Ketiga : Pembimbing Skripsi juga bertugas selaku Penguji Mahasiswa yang dibimbing pada Seminar Hasil Penelitian dan Ujian Munaqasyah Skripsi;
- Keempat : Segala biaya yang timbul sebagai akibat ditetapkannya Surat Keputusan ini dibebankan kepada DIPA IAIN Palopo Tahun Anggaran 2020;
- Kelima : Surat Keputusan ini berlaku sejak tanggal ditetapkannya dan berakhir setelah kegiatan pembimbingan atau penulisan skripsi mahasiswa selesai, dan akan diadakan perbaikan seperlunya jika terdapat kekeliruan di dalamnya;
- Keenam : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk dilaksanakan sebagaimana mestinya.

Ditetapkan di  
Pada Tanggal

: Palopo  
: 28 Agustus 2020

Dekan,



Nurdin K.

Tembusan :

1. Rektor IAIN Palopo di Palopo;
2. Ketua Prodi Pendidikan Bahasa Inggris FTIK di Palopo;
3. Arsip



LAMPIRAN : SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN IAIN PALOPO  
NOMOR : 0142 TAHUN 2020  
TANGGAL : 28 AGUSTUS 2020  
TENTANG : PENGANGKATAN TIM DOSEN PEMBIMBING PENYUSUNAN DAN PENULISAN SKRIPSI  
MAHASISWA PROGRAM S1 INSTITUT AGAMA ISLAM NEGERI PALOPO

---

I Nama Mahasiswa : Faturrahman Akmal  
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Program Studi : Pendidikan Bahasa Inggris

II Judul Skripsi : Using Icebreaker Technique increas the Students English Learning  
Motivation at MAN Suli

III Tim Dosen Pembimbing :  
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