

**IMPROVING STUDENTS' SPEAKING SKILL USING ICE BREAKER STRATEGY
OF EIGHT GRADE STUDENTS AT SMP SWASTA HKBP SIPOHOLON
IN ACADEMIC YEAR 2021/2022**

Ester Simanungkalit¹, Lamma Sihotang², Juandi Nababan³

esteresimanungkalit11@gmail.com

lammasihotang230@gmail.com

juandinababan8@gmail.com

**English Study Program Faculty of English Teacher's Training and Education
University of Sisingamangaraja XII Tapanuli**

Abstract

This study aims to improve students' speaking skill using Ice Breaker Strategy. This study was conducted by using classroom action research at the eight grade of SMP Swasta HKBP Sipoholon. The population of this study was the eight grade students, the total number of population was 64 students. The sample of this study was about 32 students by using purposive sampling based on Arikunto. The researcher was applied in two cycles with four meetings. The data was collected by using the quantitative data and qualitative data. The result showed that the improvement of the students' score from pretest to post test of cycle I and cycle II. The students' mean from pretest was 57,15 , for the first cycle was 68,34, and the second cycle was 79,46. The pretest result 15.6% of the students got point 70 to up, the competence test cycle I was 56,25% and the improvement of the students showed in the last competence of the cycle II was 81,75%. Observation sheet and interview sheet supported that Ice Breaker Strategy improved students' speaking skill. It was showed by the students' responses and attitude. They were looked well in each day. Students became more active, serious, and interested to learn used Ice Breaker Strategy.

Key words: *Improving, Speaking, Ice Breaker*

INTRODUCTION

English is a important subject to teach in school, because it is an International language that is used by many people around the world, and in many areas of daily life as a communication tool with peolpe from other countries in many aspects of human lives such as technology, education, social and

economic. There are four basic skills that should be taught when studying English. They are; Reading, Listening, Writing, and Speaking. Reading and listening can help students learn and comprehend more about anything, while speaking and writing can be utilized to communicate and share feelings.

Speaking is the productive skill, When we speak we produce the text and it should be meaningful. To master speaking skills, students must be trained to use English in communication orally, Tarigan (1990), stated "Speaking is a way to communicate that influences our daily lives".

Based on the researcher's experience when PPL in SMP Swasta HKBP Sipoholon at eight grade students, the researcher found in teaching and learning English process commonly the students have problem from themselves such as their confidence to express their idea in some situation. When students are studying English, they rarely use English language to converse with their classmates and that's the problem, because every student must speak up confidently without feeling afraid of making mistake. Every mistake can be corrected and the students can learn from those mistakes to develop their speaking skills. Because the goal of studying English for students is to be able to express themselves, practice dialogue, tell stories, and most importantly, communicate at school with their classmates.

In reality, the vast majority many students lack the capacity to communicate effectively in English. For the reason that is stated above, it is important to improve the appropriate method, technique or strategy to solve the students' difficulties in speaking. To get students to become more engaged, the researcher choose Ice Breaker Strategy to make students become active to improve their Speaking skills.

The term of Ice Breaker means "to break the ice". "The Ice" may refer to many conditions. The Ice Breakers are intended to refresh the situation, reduce tension and reload the energy and enthusiasm of the members (Yusuf, 2009). Because of the problems that usually emerge in a class, such as boredom, tiredness, low excitement, and unwillingness to study, an Ice Breaker is employed in an instruction to boost students' interest in communicating with each other.

The researcher chose Ice Breaker Strategy because Ice Breaker Strategy is an effective Strategy to motivate students to learn English. By using Ice Breaker Strategy, students are expect to be able to communicate well, because students may know something in their mind but they cannot tell it to the teacher or they do not know how to speak.

Based on the background above, this condition inspires the researcher to conduct the research under the title "Improving Students' Speaking Skill Using Ice Breaker Strategy of Eight Grade Students at SMP Swasta HKBP Sipoholon

The Problem of the Study

Based on the Background of the study, the problem on this study is formulating as follow: "Does Ice Breaker Strategy improve students' speaking skill of eight grade students at SMP HKBP Swasta Sipoholon in academic year 2021/2022?"

The objective of the Study

The objective of the study is to know the improvement of the students' speaking skill using Ice Breaker Strategy at eight grade students of SMP Swasta HKBP Sipoholon.

The Scope of the Study

There are four skills in English, but in the scope of this study, the researcher would limit this study only focuses on the speaking skill especially in Asking and Giving Information Material, by using Ice Breaker Strategy in the teaching and learning process of the Eight Grade Students at SMP Swasta HKBP Sipoholon.

The Significances of the Study

The significances or use values that can be taken from this study are:

- a. For teachers. This study is expected to be useful for English teachers as one of the strategy to teach Speaking skill by using Ice Breaker Strategy.
- b. For the students. This study is expected to be useful to help the students to increasing their speaking skill in interaction with each other.
- c. For the other researcher. This study is expected to be useful for those who are interest in conducting relevant studies with these various research.

THEORITICAL FRAMEWORK

Speaking Skill

Speaking is one of four skills in English. The meaningful of speaking is interaction between people. Hornby (1995), states that "speaking is making use of words in an ordinary voice, offering words, knowing and

being able to use a language expressing oneself in words, and making speech” this means that speaking is a way of communicating that can affect a person’s life. Speaking has many functions in human life. One is to build social relationship and friendship as well as to exchange the information to other people.

Brown (2001), claims that when someone can speak a language it means that he can carry on a conversation reasonably competently. Furthermore, He claims that the proof of a capacity to achieve pragmatic goals through engaged conversation with other language speakers is nearly always the barometer of successful language acquisition.

Ice Breaker strategy

Dover (2004), considers Ice Breaker as interaction activities that can be used to help learners to learn to speak easily and enjoyably. According to Jenkins (2001), an Ice breaker should be lively and uncomplicated in order to meet students’ need to form proper social relationships with other students and teachers while also previewing the style and substance of the classroom event.

Ice Breaker are an important step in establishing such an atmosphere in the classroom. An Ice Breaker is usually done to start a message for one or two minutes. Ice Breaker can use for both small groups and large groups, but their effectiveness will decrease if the participants are below standard. Therefore, to start training, learning, playing, group dynamics, the selected ice breaker must be truly relevant and effective.

Ice Breaker can help teacher to understand the various learning styles, as well as assist teachers’ trainees settle in a better training atmosphere. It will also provide teacher with a deeper understanding of each individual in teachers’ training room, allowing teacher to substantially improve the quality of the students in learning English.

Ice Breaker Procedures

1. Researcher determine the strategy
2. Researcher divided the students into four groups , calling them chicky, cha-cha, Bom-bom, and Lala.
3. Researcher explain the way how to do the Ice Breaker
 - a. The teacher asked the first group to sing and dance “my name is chicky”, the

second group continoud sing and dance with their groups name “my name is cha-cha” with different dance from the first group, the third group continoud sing with their group name “my name is Bom-Bom”, and the last group continoud with “my name is lala-la-la”

RESEARCH METHODOLOGY

Research Design

In this study, the writer used classroom action research (CAR). Mc Niff (1992) states that action research is from of Self-reflective inquiry undertaken by participants in a social (including educational) situation in order to improve the rationality and justice of their own social or educational practices as well as their understanding of these practices and the situations in which these practices are carried out.

This study followed Walton Hall and Milton Keynes (2005) model by conducting two cycles. Each cycle consist of two meetings. Each meeting has four steps; Plan, Act, Observe, and Reflect.

Population and Sample

Arikunto (2006:130), Population is a set (or collecting) of all elements processing one or more attributes of interest. The population of this research is the students of eight grades at SMP Swasta HKBP Sipoholon. There are two classes and each class consists of 32 students. The total numbers of the students are 64 students.

According to Brink (2001), sample is a part or fraction of a whole, or a subset of a larger set, that will select by the researcher to participate in a research project. In the selecting sample, the researcher used Purposive Sampling as the sampling technique. Sugiyono (2016), states that Purposive Sampling is the process of selecting sample by taking subject that is not based on the level area, but it is taken based on the specific purpose The sample of this study is one class or classVIII-2 which consists of 32 students.

The Instrument and Technique of Collecting Data

In this research, the data collected by using quantitative and qualitative design. In quantitative data, the researcher used speaking test to collect the test by the pre-test and post-

test. In qualitative data, the researcher used observation sheet and interview.

To know the mean of students' score for each cycle, the researcher applied the formula by Sudjono (2006),

$$M = \frac{\sum x}{N}$$

Where: M = The Mean

$\sum x$ = The total score of the students
N = The number of students

To categorise the number of the students who pass the test successfully, the formula by Sudjono (2006), as follow :

$$P = \frac{R}{T} \times 100$$

P = percentage of students who gets 70

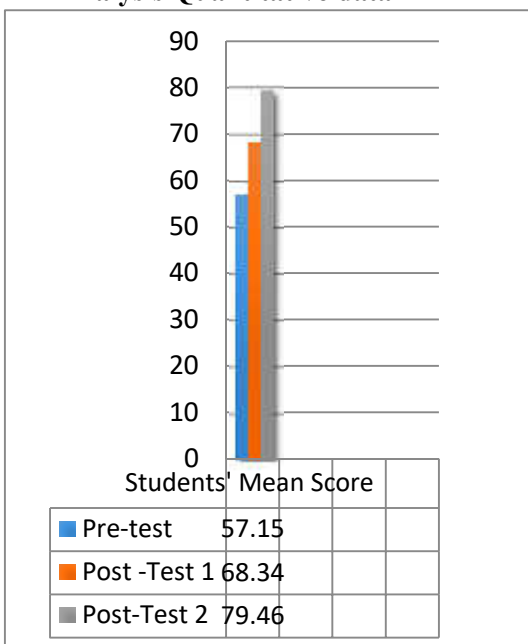
R= The number of students who gets score more than 70

T = The total number of students who do the test

DATA ANALYSIS

The data in this research are taken from qualitative and quantitative. The quantitative data were taken from the mean of students' score in speaking test (asking and giving opinion), and The qualitative data in this research was taken from Observation sheet and Interview. This research was conducted in one class contained of 32 samples. The researcher implemented Ice Breaker Strategy to improve students' speaking skill at eight grade students of SMP Swasta HKBP Sipoholon.

Analysis Quantitative data



The percentage of students' score in Pre-Test, Post-Test I, and Post-Test II

Tests	Percentage
Pre-Test	15.6%
Post-Test I	56.25%
Post-Test II	81.25%

From the Diagram and the table above the writer could calculates the means of students' score, the percentage of students who pass the minimal mastery level criterion (KKM), and the improvement of students' score in speaking skill.

1) Analysis Qualitative data

The qualitative data were taken from interview and observation sheet. It showed the students' interest in speaking skill. Observation sheet and interview sheet supported that Ice Breaker Strategy improved students' speaking skill. It was showed by the students' responses and attitude. They were looked well in each day. Students became more active, serious, and interested to learn used Ice Breaker Strategy.

CONCLUSION AND SUGGESTION

Conclusion

After analyzing the data, was found that the students' speaking skill before the use Ice Breaker Strategy was low. It can be seen from the mean of students score and the percentage of successful student. In Pre-Test there were only 5 successful students whose score up to 70, and the mean of students' score in Pre-Test was 57.15. it indicated that students' speaking skill before the use of Ice Breaker strategy was low.

In cycle one, there were 18 successful students whose score up to 70, and the mean of students' score in cycle one (Post-Test I) 68.34. It indicated that the students' speaking skill after the use of Ice Breaker was improved but not past the minimal criteria From the school.

After making some improvement in cycle two, the number of students speaking skill increased. It can be seen from the mean of students' score and percentage of successful students in cycle II (Post-Test II) increased than Post-Test I and Pre-Test. There were 26 successful students whose score up to 70, and the mean of the students' score in cycle two was 79.46. It indicated that students' speaking skill in cycle two was higher than cycle one and Pre-Test. The improvement of students'

score indicates that the students' speaking skill increased significantly.

Therefore, the researcher concluded that Ice Breaker strategy can help students in speaking skill especially for students in eighth grade of SMP HKBP SIPOHOLON In academic year 2021/2022.

Suggestion

Regarding the result of the research, the researcher thinks that the use of Ice Breaker strategy can improve the students' achievement in their speaking skill. Therefore, the application of Ice Breaker is needed to be applied continuously in teaching speaking. It is because the use of Ice Breaker strategy can be effective strategy to help the students practice speaking, confidence, active in learning and can make students bravely to speak up.

REFERENCES

- Arikunto, S. (2017). *Penelitian Tindakan Kelas*. Jakarta: Bumi Aksara. <http://repository.uinsu.ac.id/4892/5/BA/B%20III.pdf>
- Ayu, A. I. (2020). *The Influence of Ice Breaker to Students Motivation In Teaching English*. North Sumatra: Repository. <https://repository.ar-raniry.ac.id/id/eprint/16706/1/Ayu%20Rizka%20Duhria%2C%20150203183%2C%20FTK%2C%20PBI%2C%20082362574437.pdf>
- Bayu, Juni Saputra & Marzuki 2013. "The Comparison of Speaking Achievement Using Ice Breaker Games With Media Audio-Visual on the students os SMA:." <http://repository.uinsu.ac.id/4050/1/skripsi%20sintaaA.pdf>
- Burhan, Z. (2007). *The Effectiveness of the Application of Ice Breaker towards Improvement Students' Motivation in Learning English at The First Grade of MTs Mada Pao*. Jakarta: Repository. <http://repositori.uin-alauddin.ac.id/8089/1/Zulhulaefah%20Burhan.pdf>
- Diana Larsen-Freeman and Marti Anderson.(2016), *Technique and principle in Language* . third edition. London: Oxford University Press.
- Fauziati, E. (2002). *Teaching English As Foreign Language (TEFL)*. Surakarta: Muhammadiyah University Press. <https://onsearch.id/Record/IOS3107.UMS:51744/Preview>
- Phillyfuggle.2018.05.Maret.the-one-theory-you-must-know-before-you-use-anicebreaker. <http://typepad.com/trainingtools.https://phillyfuggle.typepad.com/trainingtools/2010/09/the-one-theory-you-must-know-before-you-use-an-icebreaker.html>
- Richards, J. (2006). *Communicative Language Teaching Today*. Cambridge: Cambridge University press. <https://www.professorjackrichards.com/wp-content/uploads/Richards-Communicative-Language.pdf>
- Sinta. (2018). *Improving Students motivation By Using Ice Breaker Strategy At The Second Grade of Mts Tpi Sawit Seberang In Academic Year 2017/2018*. Nort Sumatra: Faculty of Tarbiyah And Teachers Training State Islamic.
- Sunarto. (2012). *Ice Breaker dalam Pembelajaran Aktif*. Surakarta: Yuman Pressindo. <https://ejournal.iainkendari.ac.id/index.php/al-munzir/article/download/812/741>
- Tarigan, G. (2008). *Berbicara Sebagai Suatu Keterampilan Berbahasa* . Bandung: Angkasa. <https://ejournal.iainkendari.ac.id/index>