

ANALYZING THE USE OF ICE BREAKER IN
TEACHING ENGLISH AT LANGUAGE
DEVELOPMENT CENTRE OF UIN
SYAHADA PADANGSIDIMPUAN



Thesis

Submitted to the English Educational Department of State Islamic
University of Syekh Ali Hasan Ahmad Addary as a Partial Fulfillment
of the Requirement for the Graduate Degree of Education (S.Pd) in
English Department

Written By :

MIQDAD AL ANSHORI HARAHAP

Reg. Number: 18 203 00095

ENGLISH EDUCATIONAL DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF
SYEKH ALIHASAN AHMAD ADDARY
PADANGSIDIMPUAN

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Written By:


MIQDAD AL ANSHORI HARAHAAP

Reg. Number: 18 203 00095

Advisor I


Fitri Rayani Siregar, M.Hum
NIP. 19820731 200912 2 004

Advisor II


Sokhira Linda Vinde Rambe, M.Pd.
NIP. 19851010 201903 2 007

Ace ke pemb. T
16/07/2024

**ENGLISH EDUCATIONAL DEPARTMENT
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN**

2024

LETTER OF AGREEMENT

Term : Thesis

Padangsidempuan, 15 July 2024

a.n. Miqdad Al Anshori Harahap

To: Dean

Tarbiyah and Teacher Training Faculty

In-

Padangsidempuan

Assalamu 'alaikumwarohmatullahwabarakatuh


After reading, studying and giving advice for necessary revision on the thesis belongs to **Miqdad Al Anshori Harahap**, entitled "**Analyzing The Use Of Ice Breaker In Teaching English At Language Development Centre of UIN Syahada Padangsidempuan**". We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan.

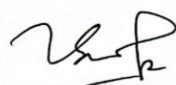
Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan. Thank you.

Wassalamu 'alaikumwarohmatullahwabarakatuh.

Advisor I

Advisor II


Fitri Rayani Siregar, M. Hum.
NIP. 19820731 200912 2 004


Sokhira Linda Vinde Rambe, M.Pd
NIP. 19851010 201903 2 007

DECLARATION OF THESIS COMPLETION

The name who signed here:

Name : Miqdad Al Anshori Harahap
Reg. Number : 18 203 00095
Department : English Education
Faculty : Tarbiyah and Teacher Training
Tittle of the Thesis : **Analyzing The Use Of Ice Breaker In Teaching English At Language Development Centre of UIN Syahada Padangsidimpuan**

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Padangsidimpuan, 15 July 2024

Declaration Maker,



Miqdad Al Anshori Harahap
Reg. No. 1820300095

APPROVAL STATEMENT FOR PUBLICATION

As academic cavity of The State University for Islamic Studies Padangsidempuan, the name who signed here;

Name : Miqdad Al Anshori Harahap
Reg. Number : 18 203 00095
Department : English Education
Faculty : Tarbiyah and Teacher Training
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The Signed,



Miqdad Al Anshori Harahap
Reg. No. 1820300095



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
SYEKH ALI HASAN AHMAD ADDARY PADANGSIDIMPUAN
FAKULTASTARBIYAH DAN ILMU KEGURUAN
Jalan T. Rizal Nurdin Km. 4,5 Sihitang 22733
Telepon (0634) 22080 Faximile (0634) 24022

MUNAQOSYAH THESIS EXAMINERS

Name : Miqdad Al Anshori Harahap
Registration Number : 18 20300 095
Faculty/Department : Tarbiyah and Teacher Training Faculty/ TBI
The Tittle of Thesis : Analyzing The Use of Ice Breaker in Teaching
English at Language Development Centre of
UIN Syahada Padangsidimpuan

Chief,

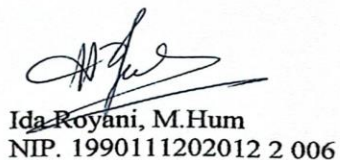
Secretary,

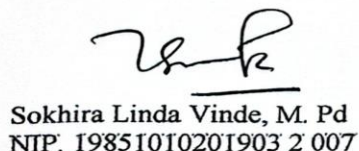

Fitri Rayani Siregar, M. Hum.
NIP. 19820731200912 2 004

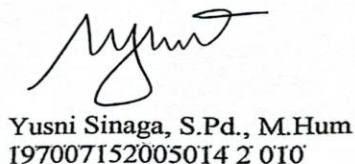

Ida Royani, M.Hum
NIP. 1990111202012 2 006

Members,


Fitri Rayani Siregar, M. Hum.
NIP. 19820731200912 2 004


Ida Royani, M.Hum
NIP. 1990111202012 2 006


Sokhira Linda Vinde, M. Pd
NIP. 19851010201903 2 007


Yusni Sinaga, S.Pd., M.Hum
197007152005014 2 010

Proposed:

Place : Padangsidimpuan
Date : July, 24th 2024
Time : 08:00 WIB until finish
Result/Mark : 82 (A)
IPK : 3.48
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UNIVERSITAS ISLAM NEGERI
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Alamat: Jl. H.T. Rizal Nurdin Km. 4,5 Telp. (0634) 22080
Sihitang 22733 Padangsidempuan

LEGALIZATION

Thesis : Analyzing The Use of Ice Breaker in Teaching English at
Language Development Center of UIN SYAHADA
Written By : Miqdad Al Anshori Harahap
Reg.No : 18 203 00095
Faculty/Department : Tarbiyah and Teacher Training Faculty/TBI

The Thesis had been accepted as a partial fulfillment of the Requirement
for Graduate Degree of Education (S.Pd.)



Padangsidempuan, 24 June 2024
Dean of Tarbiyah and Teacher Faculty

Dr. Lelya Nilda, M.Si.
NIP. 19710920 200003 2 002

Name : Miqdad Al AnshoriHarahap
Reg. Number : 18 203 00095
Faculty : Tarbiyah and Teacher Training Faculty
Department : English Education
Tittle of Thesis : Analyzing The Use Of Ice Breaker In Teaching English
At Language Development Centre of UIN Syahada
Padangsidimpuan.

ABSTRACT

This research was designed to find out how the ice breaker applied by the lecturers in English language classroom. The research location was at UIN Syahada Padangsidimpuan. The participants were four English lecturers from Language Development Centre of UIN Syahada Padangsidimpuan. To answer the research questions, the data were collected by using interview and observation. The findings of this research were analyzed by descriptive analysis. Regarding the data of interview and observation, the research findings revealed that there were some types of ice breaker applied in teaching and learning process, the types of ice breaker were “jumble words, clap hands, find the empty chair and quiz game”. The implementation of ice breaker was sometimes done in the beginning of learning and while learning. The findings came with the ice breaker gave some advantages, they were “refreshing the classroom from boredom, energizing and increasing students’ motivation in learning”. The findings also came with some problems faced in applying ice breaker at Language Development Centre of UIN Syahada Padangsidimpuan, the problems were “students were difficult to understand the instructions from the lecturers, it happened to lower classes, time-consuming means that lecturers need more time to practice the ice breaker not only once, the lecturer need at least twice to model the ice breaker which often took more extra time”.

Keywords : Ice Breaker, Teaching English

Name : Miqdad Al Anshori Harahap
Reg. Number : 18 203 00095
Faculty : Tarbiyah and Teacher Training Faculty
Department : English Education
Tittle of Thesis : Analyzing The Use Of Ice Breaker In Teaching English
At Language Development Centre of UIN Syahada
Padangsidempuan.

ABSTRAK

Penelitian ini bertujuan untuk mengetahui bagaimana penerapan ice breaker oleh para dosen di kelas bahasa Inggris. Lokasi penelitian di UIN Syahada Padangsidempuan. Pesertanya adalah empat dosen Bahasa Inggris dari Pusat Pengembangan Bahasa UIN Syahada Padangsidempuan. Untuk menjawab pertanyaan penelitian, data dikumpulkan dengan menggunakan wawancara dan observasi. Hasil penelitian menunjukkan bahwa ada beberapa jenis ice breaker yang diterapkan dalam proses mengajar belajar dikelas seperti “jumble word, matching game, clap hands, find the empty chair, quiz game, shimon says, songs, cards”. Implementasi ice breaker kadang-kadang dilakukan diawal pembelajaran atau ditengah pembelajaran. Hasil penelitian juga menunjukkan bahwa ada beberapa permasalahan dalam pengaplikasian ice breaker seperti “siswa sulit mengerti instruksi dari dosen yang terjadi dikelas-kelas level rendah, memakan waktu, dosen butuh waktu lebih untuk mempraktekkan ice breaker tidak hanya sekali, dosen butuh tambahan waktu untuk memperagakan ice breaker yang seringnya memakan waktu lebih”.

Kata kunci : Ice Breaker, Mengajar Bahasa Inggris

خلاصة

الاسم : مقدار الانشوري هراة

رقم التسجيل : ١٨٢٠٣٠٠٠٩٥

الكلية : تربية دان إلمو كيجوروان

القسم : تادريس باهاسا إنجريس

العنوان : تحليل استخدام كاسحة الجليد في تدريس اللغة الإنجليزية في مركز تطوير اللغة بجامعة

الإسلام نيجري سيخ علي حسن الداري بادانجسيديمبوان.

هناك العديد من الاستراتيجيات التي يمكن أن يستخدمها المعلم أو المحاضر لتدريس اللغة الإنجليزية في الفصل الدراسي، إحداها هي كسر الجمود. إن كسر الجمود هو نشاط يهدف إلى خلق جو إيجابي وإعادة تنشيط الطلاب، حتى يتمكنوا من الاستعداد والتركيز على التعلم. تم تصميم هذا البحث للتعرف على مدى تطبيق استخدام مفاعل الجليد من قبل المحاضرين في فصول اللغة الإنجليزية. كان موقع البحث في جامعة الإسلام نيجري سيخ علي حسن الداري بادانجسيديمبوان. كان المشاركون أربعة محاضرين في اللغة الإنجليزية من مركز تطوير اللغة بجامعة الإسلام نيجري سيخ علي حسن الداري بادانجسيديمبوان. وللإجابة على سؤال البحث الأول تم جمع البيانات باستخدام المقابلة والملاحظة. وتم تحليل نتائج هذا البحث عن طريق التحليل الوصفي. وفيما يتعلق ببيانات المقابلة والملاحظة، فإن المحاضرين لديهم تصور مماثل في تطبيق كسر الجمود. يعد كسر الجمود أمرًا مهمًا في تدريس اللغة الإنجليزية لتنشيط دافعية الطلاب في التعلم أيضًا للحصول على جو جيد في الفصل الدراسي. يعمل على إقامة تفاعل جيد بين المحاضر والطالب داخل الفصل الدراسي من خلال تطبيق كاسحة الجليد.

الكلمات الرئيسية: خطأ نحوي، كتابة نص سرد،

ACKNOWLEDGEMENT

Bismillahirrahmanirrahim

First and foremost, praises and thanks to the almighty, for his shower of blessings, as well as the strength, peace of mind, and good health that he bestowed upon my bachelor's degree, allowing me to successfully complete the research of work. Then, sholawat and salam be upon to the prophet Muhammad SAW that has brought human from the darkness era into the brightness era.

I would like to express the sincere gratitude to all lectures, family and friends who have contributed in different ways. Therefore, in this chance I would like to express the deepest gratitude to the following people :

1. Mrs. Fitri Rayani, M. Hum, as the first advisor who has guided me to finish and also has given me suggestions during the process of writing the thesis.
2. Mrs. Sokhira Linda Vinde Rambe, M. Pd, as the second advisor who has guided me patiently and also has given me a million suggestions, ideas so that the writer could finish this thesis.
3. Rector UIN SYAHADA Padangsidempuan as the administrator that has accepted researcher as the university student in UIN SYAHADA Padangsidempuan.
4. Dean of Tarbiyah and Teacher Training Faculty who has done the best thing to improve the faculty various activity to increase students' skill.
5. Mrs. Fitri Rayani Siregar, M.Hum. as the chief of English Education Department who always helped me in complete this thesis.
6. The chief of Language Development Centre of UIN Syahada Padangsidempuan and to the lecturers as my research field and participants.
7. Big thanks to all lecturers, all academic cavities, to chief of library and staff of UIN Syahada who had given so much knowledge and helped during I studied in this university.
8. Big thanks to my beloved parents (Muhammad Halilintar Harahap and Juliati Hutasoit) who have always support me so that I can be stand here, without them I'm nothing. Thanks for giving me a million loves, prayers and provide

me so that I can survive. This Bachelors' degree officially I present to them. Love you so much mom and dad. Also thanks to my brothers and sisters (Moge Rafsanjani Harahap, Hamid Arrum Harahap, Ma'arij Al –hanip Harahap, Rosidah Ulfah Jamilani Harahap, Munifah Halilah Harahap and Mufidah Halilah Harahap) for sending me a pray.

9. My greatest friends in TBI 1 that I could not mention one by one. Thank you for 4 amazing years, for unforgettable memories that I got.

I realize that there are still many shortcomings in this thesis. Therefore, I would be grateful for correction to level up this thesis.

Padangsidimpuan, July 2024

Researcher

Miqdad Al AnshoriHarahap

Reg. No. 1820300095

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CHAPTER 1

INTRODUCTION

This chapter explains the background of the study, focus of the problem, formulation of the problem, objective of the research, significance of the research, and outline of the research.

A. Background of The Problem

English has been one of a primary subjects that students study in school, students in Indonesia studied English since they enter the Junior High School up to Senior High School. Being an international language, everyone study English almost in every level of school. English plays an important role in curriculum of education, there is great utility of English in education. English has taken a big role in Indonesian curriculum of education, English has been one of the subjects that necessary needed to pass national examination in particularly level of school, Junior High School up to Senior High School.

English is a matter of learning in foreign language is difficult to the students to be mastered if the students do not have high motivation to learn.¹ Motivation is an interest of the students in learning and the wants of the students in learning. The students who have low motivation will be unsuccessful in learning English, because having low motivation makes the students are not interested in learning. By seeing the important of English for

¹ Eka Sustri Harida. An Evaluation on Students' Reading Motivation and Their Reading Comprehension of The English Department Students IAIN Padangsidempuan. TAZKIR Jurnal Penelitian Ilmu-ilmu Sosial dan Keislaman 3(1):183. June 2017. <https://jurnal.uinsyahada.ac.id/index.php/TZ/article/view/817>

curriculum of education in Indonesia, it is important as the quality of the way teachers to teach English.

English teachers are demanded to be more varriative and creative in teaching English in order to make English is easier and lighter to understand. Yeganehpour and Takka stated that performing ice breaker ativities in class will direct students to the good mood of learning. Also appropriate kind of ice breaker ativities will make students sure to get the most from their lesson and also, they will have fun.² It turns out that teacher is one the the influential factor for students in delivering lesson in class, Iqbal Et.al claim that teachers are the most powerful influence on students'success.³ Teaching means make students understand about the subject that teachers taught wether it is hard to be delivered by the students or easy, it is the responsible for teacher to make the students are capable to deliver the subject well.

Teachers have their own way to teach subject in school so that shows they are competence as a teacher, Iqbal Et.al stated the two magnitudes of learning and teaching in academia depend on teachers' abilities. The teacher's competency produces anticipate results in study, the decline in the academic perfomance, student's attitude and values, and the poor quality result is the reflection of lack of lecture's competencies in teaching quality.⁴ The competencies that teachers have, make the teaching process easier to the

² Mehmed Yeganehpour, et.al , "Using Ice-Breakers in Improving Every Factor Which Considered in Testing Learners Speaking Ability," *International Journal on New Trends in Education and Their Implication* 7, no. 1 (2016): 58–68, www.ijonte.org 58.

³ Asif Iqbal, et.al. "Effect of Teachers' competencies on scholars' Academic Achievement and Satisficatio", *European Online Journal of Natural and Social Sciences*, 2019, Vol.8 No.1 <https://www.researchgate.net/publication/342764076>

⁴ Asif Iqbal, et.al.

teachers and to be delivered for students, Teacher's competency is also directly affect the quality of teaching and consequently students' performance and success, teaching requires competencies and standards that cover the principles and guidelines in order to be successful as a teacher. Furthermore, the teacher's competencies are crucial in the educational field to help students to learn while the actual process of learning it self is within the individual students themselves. Thus, a teacher in a classroom has a significant role in leading the successful learning process.

Classroom interactions are needed in instructional process in order to create well-delivered communication and interaction as desired between teachers and students. Weddel claims that interaction is meaning-focused and carried out to facilitate the exchange of information and prevent communication break downs.⁵ Learning is the process of interaction among people who are in the environment of learning and teaching activity included learners, teachers, learning plan and learning source. Therefore, classroom interaction is needed to increase students's skill in terms of language and social. Classroom interaction is defined as a communication process between teacher and students to achieve good communication. It is an essential role of teacher to make the teaching and learning process by designing the plan well. The effective interaction in English language classroom has a big impact to students' language performance and the teachers' teaching skill.

⁵ Weddel, "ESL Teacher Language (Teacher Talk) For Effective Classroom Interactions," *Language Learning* 13, no. 1 (1963): 1–19, <https://doi.org/10.1111/j.1467-1770.1963.tb01274.x>.

As what has been stated in the beginning that English has been one of the main subject in Junior High School up to Senior High School following the curriculum of education in Indonesia. Unfortunately, the majority of students do not achieve a desirable level in various language skill, and also are not able to pronounce some English sentences well. According to Souriyavongsa et al., English teachers are not well-trained; for instance, they use their own mother tongue language in instructional process, thus English teachers cannot perform well to attract students.⁶ It turns out that the statement about comes for a reason that teachers should be considered of their strategies, methods, and ways of teaching that have been implemented to be updated. A teacher has to check students' understanding and has to select a learning strategy that suits on students' needs.

Based on the lecturer's statement in language development centre it is said in the interview that obstacles they faced in teaching English are:⁷

1. The first, the teacher said that the some of the students and most of the students in the low level classes are less motivated in the class.
2. The second, the students are having the obstacle with the language to understand the instructions due to their English language capability still in low level due to their background education which some of the

⁶ Thongma Souriyavongsa et al., "Factors Causes Students Low English Language Learning: A Case Study in the National University of Laos," *International Journal of English Language Education* 1, no. 1 (2013): 179–92, <https://doi.org/10.5296/ijele.v1i1.3100>.

⁷ Ermina, "Private interview to teacher of english language development centre in UIN Syahada Padangsidimpuan" (Padangsidimpuan: UIN Syahada Padangsidimpuan, March 14th, 2023).

students were coming from Islamic Boarding School which the English language learning hour is less than the Senior High School in general.

3. The third, some of the students think that learning must be in a serious way.

According to the teacher it is said in the interview to solve the problems that faced in teaching English language in the class, there is one of the strategy used by the teacher, the strategy is named as ice breaker. Robertson & Acklam claim Ice breakers activities is an interesting strategy to start a lesson can be used by the teacher to engage students in English language classroom.⁸

Kelly states that it is accepted that ice breaker is necessary to enrich students' motivation and successful classroom interaction.⁹ Verma & Pathak also stated Ice breaker activities in English language classroom is a great way to create a conducive atmosphere. It has been suggested that ice breaker activities are used on various learning community occasions for the purposes such as energizing the group, tension reduction, feedback and disclosure.¹⁰ Interestingly, ice breaker helps to clear the way for successful exchange of ideas by making participants more comfortable and involving them in conversation. Heinonen reveals that ice breaker can be used as facilitation

⁸ Richard Acklam, "Action Plan for Teachers Callum Robertson," 2000, 2–3, www.bbc.co.uk/worldservice/learningenglish.

⁹ Melissa Kelly, "Warming up the classroom climate, the icebreaker", 2004, 8, 576–602. <https://doi.org/10.1111/22179168066>

¹⁰ Neena Verma and Anil Anand Pathak, "Using Appreciative Intelligence for Ice-Breaking: A New Design," *Journal of Workplace Learning* 23, no. 4 (2011): 276–85, <https://doi.org/10.1108/13665621111128682>.

exercise intended to help a group overcome fears and uncertainty feelings.¹¹ That is why ice breaker activity is needed to reduce fears so that the students has a certain feeling and gaining the confidence in learning english in the class.

In English language teaching, Hutasoit and Tambunan mention nine kinds of ice breaker techniques namely; yel-yel, clap hands, body movement, song, games, joke, story, magic, and audio visual.¹² By using those appropriate activities of ice breaker in English language classroom, it organizes the students for being successful on many different levels such as Elementary level and High level of learners. Similarly, Yegahnepour & Takkac claims erforming ice breaker activities in English language classroom will give students a good interaction with their teachers.¹³

Several studies are conducted to support this study. The researcher divides the studies into two categories. The first is a study from Purwanti et al.¹⁴ and Annisa and Syahrizal¹⁵ who discuss about the influence of ice breaker toward students' motivation and achievement. The second is a study

¹¹ Heinonen, "team building games, energizers and ice breakers from youth clubs around Europe". (Helsinki, Finland: European Confederation of Youth Clubs 2015).

¹² Rotua Hutasoit and Drs. 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): 700–705, <https://doi.org/10.22161/ijels.3.5.2>.

¹³ Yeganehpour, Parisa & Takkaç, "Using Ice-Breakers in Improving Every Factor Which Considered in Testing Learners Speaking Ability." *International Journal on New Trends in Education and Their Implication* 7, no. 1. 2016: 58–68.

¹⁴ Purwanti, E., Solihati, D., Sulistyorini, S., & Busyairi, A. (2018). "The influence between icebreaker and learning motivation toward learning achievement of Elementary School" (pp. 143-148). Atlanti Press. <https://www.researchgate.net/publication/331490348>

¹⁵ Annisa & Syahrizal, T. (2019). "The implementation of ice breakers toward improvement students' motivation in learning English at Software Engineering in SMK TI Garudan Nusantara Cimahi." *Professional Journal of English Education*, 2(6), 913-918. <https://journal.ikipsiliwangi.ac.id/view.pdf>

from Yeganehpour¹⁶ and Hariyati¹⁷ who discuss about the effectiveness of ice breaker in speaking of EFL learners.

Based on Purwanti et al. and Annisa and Syahrizal, most of the students have positive influence on the use of ice breaker in learning process and considered that the students have improvement on their motivation and achievement by using ice breaker. These studies are used different research methods and participants' level of grade. A study conducted by Purwanti et al. claim that the participants are 117 of fourth grade students of Elementary school taken by using nonprobability sampling technique.

Furthermore, they use correlational design with quantitative approach to complete the study. However, classroom action research for several cycles and each cycle consists of planning, action, observation, reflection were conducted by Annisa and Syahrizal. In addition, the participants are the tenth grade of software engineering in Vocational High School.

As Purwati et al. mention in their study, students' motivation in English subjects have positive influence on the use of ice breaker. In addition, learning achievement of the students have positive results. Meanwhile, Annisa and Syahrizal reveal that students feel enjoy, be active, feeling happiness, focus on material and stay in the classroom during the learning

¹⁶ Yeganehpour, P. et.al. The functions of using mother tongue as an icebreaking strategy in reading comprehension classes across Turkish EFL learners. *Journal of Education and Sociology*, 3(2), 2012. p.23-28. https://www.researchgate.net/publication/263089024_The_functions_of_using_mother_tongue_as_an_icebreaking_strategy

¹⁷ Hariyati, N. The use of ice-breakers (two truths and a lie) to improve EFL learners speaking ability. *Voices of English Language Education Society*, 2(2). 2018 <http://dx.doi.org/10.29408/veles.v2i2.861.g585>

process. It proved by student learning outcomes from the test and the result of observation.

Yeganehpour and Hariyati affirm that ice breaker affect speaking skills of the students. Most of participants have received the ice breakers treatments, significantly enhanced better performance in a speaking test. Based on Hariyatis' study, ice breaker usage was accepted and suggested that icebreaker should be used in teaching speaking. She used pre experimental methods by applying "Two Truths and a Lie" as an ice breaker activity in the classroom to improve EFL learners speaking ability. The result of the study mostly reveals that students have higher score after treatment than before treatment. It means icebreaker usage in EFL learners was accepted and effective in improving speaking ability for the learners.

Meanwhile, Yeganehpour focuses on the relationship between gender of EFL learners on the use icebreaker in teaching speaking. There are two research methods that used in her studies are interview and test. The findings of the study showed that using icebreaker activities for improving EFL learners' speaking ability is an effective way. In addition, there is no relationship between female and male learners. It means that has significant effect on oral participation and gear current teaching methods toward more effective approaches in teaching speaking.

Regarding several studies have been conducted, however, rarely focused on finding out the ice breaker usage that teacher use to attract

students' attention and students respond on the use of ice breaker in English language classroom. Due to that condition, the researcher considers that this study is very crucial in order to enhance the variety of the study of ice breaker usage in English language classroom.

Based on the background of the problem above researcher decided to raise the title **“Analyzing the use of ice breaker in teaching English at language development centre of UIN Syahada Padangsidimpuan”**.

B. Focus of The Problem

The research focused on analyzing the use of ice breaker in teaching English at language development centre of UIN Syahada Padangsidimpuan and how the effectiveness after implementing ice breaker.

C. Formulations of The Problems

The researcher takes four general questions of the use of ice breaker in teaching English at language development centre of UIN Syahada Padangsidimpuan, they are :

1. What are types of ice breaker used in teaching English?
2. How are ice breakers implemented in teaching English ?
3. What are advantages of using ice breakers in teaching English ?
4. What are problems faced in using ice breakers in teaching English ?

D. Objectives of the Research

Based on the research question stated, this research has four objectives, as follows :

1. To find out types of ice breakers and their usage applied by the teacher to attract students' attention in learning English.
2. To see how ice breakers are implemented in teaching English.
3. To find out the advantages of using ice breaker in teaching English.
4. To find out problems are faced in using ice breaker in teaching English

E. Significances of the research

This study is expected to give significance both theoretically and practically.

1. Theoretically

This study has usefulness to be a reference for other researchers who are interested in conducting similar studies. It can help the teacher to find out the theory of ice breaker in English language teaching. It presents new knowledge regarding ice breaker activities in English language classroom. From this knowledge, teachers can enhance their classroom into conducive atmosphere. Furthermore, this study can give a solution for handling students who have less motivation and difficult to absorb materials.

2. Practically

Through this study has benefits for the lecturers, students, and institution. The contributions are:

a. Lecturer

Ice breaker can be used by the lecturer as a strategy to attract students' attention in learning English language. It helps lecturers to

extend their capabilities to lead instructional process in English language classroom. By using icebreaker, students become more attractive and ready to learn. Therefore, the students more easily to understand the materials taught by the teacher.

b. Student

The students can improve and develop their skills in English language in terms of speaking, vocabulary and pronunciation skills through icebreaker applied by the teacher. In instructional process, students will be more active, comfortable, and enjoyable. Furthermore, it can give the real impact and positive influences for mastering their English language.

c. Institution

This study is expected to bring positive impacts for the institution to solve some problems and to achieve instructional goals in educational field.

d. The other Researcher

The result of this research is expected to develop all information for other researchers as reference, and they can use this study as a comparison to other similar studies.

F. Definitions of Key Terms

1. Ice Breaker

Ice breaker is a technique that commonly teacher use and needed in teaching, ice breaker is a mutual technique which it can make the teacher

easier to lead the matery as an opening. For the students can refresh their brain before it comes to the lesson or while they are studying.

2. Language Depelovment Centre of UIN Syahada Padangsidimpuan

Language depelovement centre is a league that exist in UIN Syahada Padangsidimpuan to facilitate and run the programme that relate to language rather english and arabic. One of the programme in language depelovement centre is learning English and Arabic for the first year student and associated with Ma'had al jamiah league. This programme aims to make the students are capable to use English and Arabic in their daily life wether to speak and to write.

G. Outline of The Thesis

The thesis will be organized in five chapters as follow:

Chapter one consists of background of the problem, limitation of the problems, defenition of key terms, research questions, and the objectives of the research and significances of the research. Chapter two includes theoretical description which contains the defenition of perception, perception process, indicators of the perception. It also included about the theory of ice breaker and also reviews related findings.

Chapter three is research methodology including location, time of the research, research design, respondents of the research, instrument technique of collecting data and technique of analysis data. In chapter four will consist of research findings, while in chapter five will consist of conclusion and suggestions.

CHAPTER II

LITERATURE REVIEW

This chapter explains the statements of any literature that have something to do with this research and the some relevance studies related to this research. It reviews the kinds of ice breaker, the principle of ice breaker, the importance of ice breaker and ice breaker usage in English language classroom.

A. Ice Breaker

1. Definitions of Ice Breaker

Letendre explains ice breaker is an easy way for the class to get to know each other and to begin to build a community among each other.¹

In the same value of statement Hutasoit and Tambunan state that ice breakers are the most strategy used in intruotional process by the teacher to begin a meeting, to relieve stress, and to provide needed breaks during intense meetings.² Not only to begin the class ice breaker is an interesting strategy and also can be used to engage students, Robertson and Acklam claims that ice breaker is an interesting strategy to start a lesson can be used by teacher to engage student in English language classroom.³ Beside that it helps student feel fresh and level up their mood thereby allowing them to be more receptive to listen and be attentive with the lesson.

¹ Robin C Letendre, "' Ice Breakers ' Mini-Grant Learning Disabilities Consultant New Hampshire Adult Education Reading Specialist Salem Continuing Education," no. June (2009): 193. <https://citeseerx.ist.psu.edu/9bc58ad50f22f4755ab316baf43d4b1c9e27>

² Rotua Hutasoit and Drs. 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): 700–705, <https://doi.org/10.22161/ijels.3.5.2>.

³ C. Robertson and Richard Acklam, "*Action Plan for Teachers Callum Robertson*," 2000, 2–3, BBC World Services. England . British Broadcasting Corporation. www.bbc.co.uk/worldservice/learningenglish

2. Kinds of Ice Breaker

Ice breaker activities can be defined as every act that teachers apply in the classroom to make the students get interested in the lesson and also to boost students' mood in the classroom, Hutasoit and Tambunan classify in their study that there are eight kinds of ice breaking activities:⁴

a. Yel-yel.

Yel-yel is an activity that encourage students to string-up words or sentences and speak them up with rythm, it caused a creativity of students.

b. Clap hands.

The students are usually orders to follow the isntructions of the teacher to do the clapping, it is giving students focus and boost their mood.

c. Body Movement.

The body movement is alike similar with the clap hands but it could be more active because it is not only move students, hands but the whole of body parts, it can bring the students' focus and level up their mood.

d. Song.

The song is using in order to make students familiar with the pronounciation of the words they say in English and also give them a new words vocabulary.

⁴ Rotua Hutasoit and Drs. 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): 700–705, <https://doi.org/10.22161/ijels.3.5.2>.

e. Gifts.

The gifts trigger the students to be more motivated in learning English.

f. Joke.

The joke is implemented to make the class more enjoyable and less of pressure.

g. Magic.

The magic can refresh the air in the class in order to chase away the student's boredom in learning English.

h. Audio Visual.

The audio visual are purposing to make the English learning activity more variable, to make the matery more interesting to learn.

Zhang categorizes that the teacher used ice breaker activities into several groups.⁵

- a. First, reading story was a good technique to make the students speak-up. it improves both listening and speakeing ability of learners.
- b. Second, question and answer are demanded students' participation and immediate feedback that caused interest and motivation. In "question time" activity students could build on their prior

⁵ Zhang, Yi Jun. *Warm-up exercises in listening classes*. TESL Journal Kunming University of Science and Technology Kunming, Yunnan, China. 2000.
<http://iteslj.org/Techniques/Zhang-ListeningWarm-up.html>

knowledge and at the same time, used vocabulary and structures that were connected with a particular function.

- c. Third, using pictures have the advantages of being easy to prepare and organize, being interesting, meaningful and authentic.

3. The Principles of Ice breaker

Ice breaker is an essential technique for students in a positive way by making sure that all of the students feel enjoy and comfortable. The exercises or activities the teacher used at suitable time to bring more motivation among the students are considered as ice breakers. Yeganehpour defines ice breaker as a tool that involves the use of media, physical activity, brain teaser activity that can be a good way to break the ice in English language classroom.⁶

She believes that ice breakers have to be simple, i.e the length of the ice breaker should not be too long and too short. According to Yeganehpour there are five principles of ice breaker that can be followed to achieve instructional outcome.⁷ First, simple materials or activities. In English language teaching, the teacher must know what students' need and ability before instructional process begin. The simple or authentic materials are more understandable rather than use textbook or give lots of homework in every meeting. Second, non-threatening. It is very crucial in instructional process because the teacher should be able to make the student absorb and accept the knowledge by themselves without any

⁶ Yeganehpour, M. et.al. "Using Ice-Breakers in Improving Every Factor Which Considered in Testing Learners Speaking Ability." *International Journal on New Trends in Education and Their Implication* 7, no. 1. 2016: 58–68. http://www.ijonte.org/FileUpload/ks63207/File/06.parisa_yeganehpour_.pdf

⁷Yeganehpour, et.al.

forced. For example teachers are giving a punishment if the students do not listen to the teachers' explanation. It is generally suggested that teacher should be not give a punishment, but she/he has to attract students' attention to listen the knowledge. Third, relevant. The activity used in learning process given by the teacher must be related to learning topic. Fourth, energizing. One of the goals of ice breaker usage in the classroom is to energize students in particular moment.

In English language classroom, some students can be not fully focus on the learning process given by the teacher because of some reasons such as bored, sleepy, non-conducive classroom atmosphere, and difficult to understand the materials. In energizing section, ice breaker should excite and increase students' energy by engaging them in physical activity or any others activities. Fifth, open-ended. This principle is determined wether the teacher successfully created a conducive classroom atmosphere, it can be seen from students' participation, reaction, and motivation.

4. The Importances of Ice Breaker

As Hengki mentions in his study that English learning can take place everywhere, inside and outside the classroom.⁸ He claims that inside the classroom created as an optimum place used in language learning to establish good interaction. In fact, teaching and learning of English as an international language, on the other hand, have been faced with some problem. Most of the students are eager to converse in the

⁸ Hengki, "Teacher Talk in Establishing Good Rapport in English Classroom," *Al-Ulum Journal* 65, no. 3 (2015): 14–24. <https://ojs/uinska-bjm.ac.id/article/download.pdf>

language, so practice is the primary importance in their learning experience.

However, students sometimes do not have sufficient command to engage in conversation. Dixon identifies in their study, students simply are not prepared in many kinds of English learning, and if pushed into it, they will make so many errors that the experience will prove to be counter productive.⁹ An effective classroom ice breaker can help teachers in creating positive and joyful classroom atmosphere.

Chlup & Collins state many teachers put too much mechanical activities and they think it is the best way to spend time in the classroom.¹⁰ Otherwise, students get more stressed and frustrated to understand the materials. The ice breakers are intended to refresh the situation, reduce tension, and reload the energy and enthusiasm of the members.

According to Johnson states an appropriate planned academic ice breaker can stimulate mental and emotion of students, decrease students' anxiety, enhance critical thinking, establish cooperative classroom, develop positive teacher-student rapport, engage economic, social, and cultural boundaries, introduce an academic subject, establish the teacher's authority, promote cooperative behaviour, set the emotional

⁹ Julie Dixon, Heather Crooks, and Karen Henry, "Breaking the Ice: Supporting Collaboration and the Development of Community Online," *Canadian Journal of Learning and Technology / La Revue Canadienne de l'apprentissage et de La Technologie* 32, no. 2 (2006), <https://doi.org/10.21432/t25s3m>.

¹⁰ Tracy E Collins, "Breaking the Ice : Using Ice- Breakers and Re-Energizers with Adult Learners," 2016. Sage Journals and Publication. Vol. 21, No. 3-4 <https://journals.sagepub.com/doi/10.1177/104515951002100305>

“climate” of the classroom, create positive attitude towards school learning.¹¹

Collins A well-designed ice breaker also helps to quickly assess participants; their current or knowledge levels; their attitudes to you and the learning environment. It approves learners working at distance to make connections, learn about each other, and encourage the development of trusting relationship.¹² In line with Dixon these relationship will support collaborative learning and constructivist learning environments.

Moreover, Kavanagh et.al ice breakers usage can also contribute to develop cultural awareness and tolerance, breaking down barriers, and overcoming separations and loneliness.¹³ In line with, ice breakers usage contribute teachers in transmitting the knowledge into impressive way to give the variety in the classroom and establish teaching learning activity more effective.

5. Ice Breaker Usages in English Language Classroom

The effectiveness of teaching is generally assessed by students outcomes, which are influenced by teachers’ performance and the strategies used in the classroom. Nowadays, most of the students in a school are commonly used their native language to speak everyday. The

¹¹ Steven Johnson, *Where Good Ideas Come from : The Natural History of Innovation* (New York: the penguin Group, 2007).
https://thezeitgeistmovement.se/files/Books/Where_goog_ideas_come_from.pdf

¹² Tracy E Collins, “*Breaking the Ice : Using Ice- Breakers and Re-Energizers with Adult Learners.*” Sage Journals and Publication. Vol. 21, No. 3-4
<https://journals.sagepub.com/doi/10.1177/104515951002100305>

¹³ Marie Kavanagh, et.al, “*The First Class : Using Icebreakers to Facilitate Transition in a Tertiary Environment,*” *Asian Social Science* 7, no. 4 (2011): 84–92,
<https://doi.org/10.5539/ass.v7n4p84>.

phenomena causes students are unfamiliar of English language in the classroom. However, not all teachers can create meaningful and fun teaching and learning in the classroom.¹⁴ Monotonous pattern of interaction leads the teaching into boring and flat atmosphere.

Al-Jarrah et.al state that “Students who speak their native languages, most of the day, especially at school, often find themselves tongue-tied in classes, as shifting between requires menthal adjusment”.¹⁵ In this case, teachers need a new formula for their perfomances, strategies, and methods to achieve a good students’ outcome.

Harmer states that teacher should be able to adopt variety strategies or roles within the classroom facilitate learning, a teacher has six significant roles in the classroom, they are controller, prompter, participant, resource, and tutor.¹⁶

a. The teacher as controller

The teacher as a controller in complete charge of the class, what students do, what students say, and how students say. In the classroom, the teacher is the center of attention that can inspire through their knowledge. Djamarah states that as a controller, teacher can help, repair, and assess critically concern of teaching

¹⁴ Sokhira Linda Vinde Rambe. Varying Interaction Patterns to Create Communicative Teaching and Learning. English Egucational Jpurnal. Vol 08, No 01 June 2020. p.91-100. <https://jurnal.uinsyahada.ac.id/index.php/EEJ/article/view/2684/2074>

¹⁵ Jarrah Mohammad Al-jarrah et al., “*Improving English Grammar Achievement through Educational Games among Eleventh Grade Students in East Jerusalem*” *International Journal of Academic Research in Progressive Education & Development* 8, no. 1 (2019): 75–86, <https://doi.org/10.6007/IJARPED/v8-i1/5529>.

¹⁶ Jeremy Harmer, *The Practice of English Language Teaching* (pearson longman, 2004). <https://coljour.wordpress.com/wp-content/uploads/2018/09.pdf>

process.¹⁷ Controllers take the register, tell students things, coordinate lessons, read aloud and exemplify the characteristics of a teacher-facing classroom.

When teachers act as controllers, they are responsible for the class and the event that takes place often ‘led’ by the front. Teacher who see their task as the transfer of knowledge to their students are typically very confident with their own role as controllers.

b. The teacher as prompter

The teacher encourages students to participate and makes suggestions about how students may proceed in an activity. When learners are literally ‘lost for words’, the prompter can encourage by discreetly nudging students. Besides that, students can somehow lose the thread or become unsure how to proceed. In this way, the prompter in this regard can prompt but always in a supportive way. It is because teachers need to inspire students to think creatively, rather than holding on to teachers’ word only. The students also often have to pursue single-language students to speak English instead of using their mother language.

c. The teacher as participant

This role improves the atmosphere in the class when the teacher takes part in an activity. Harmer states that Teachers not only expected to the one who correcting anything goes wrong but

¹⁷ Djamarah, S. B. (2005). *Guru dan anak didik dalam interaksi anak didik*. Jakarta, Indonesia: Rineka Cipta. <https://opac.perpusnas.go.id/DetailOpac.aspx?id=11998>

also they are expected can join students activity as the participant.¹⁸

In this way, if the teachers are able to stand back and not become the center of attention, it can be a great way to interact with learners without being too overpowering. For this reason, teacher can enliven the whole class. On the other hand, when teachers act as participants, they can easily dominate proceedings. This is hardly surprising because teachers usually have at their disposal than their students do, but the teacher is still often regarded as an expert and needs to be listened carefully than other students.

d. The teacher as resource

The teacher is kind of walking resource center ready to offer help of needed, or provide learners with whatever language they lack performing communicative activities. The teachers must take themselves available so that learners can discuss or consult with them. The teacher need mastering the English skill in teaching English in the classroom.¹⁹ How the learning process get success in teaching while they did not mastering the English skill well.

Cunningsworth claims that learning activity will not be of much help to the learner of English, unless they present and practice English in a systematic and comprehensive way, so that new

¹⁸ Jeremy Harmer. *The practice of English language teaching*. (3rd Edition). NY: Pearson : Education Limited, 2011). <https://coljour.wordpress.com/wp-content/uploads/2018/09.pdf>

¹⁹ Fitri Rayani Siregar. How to Enhance Lecturers' Speaking Skill?. *English Education Journal*. Vol 07. No.01 June 2019. p. 15-28. <https://jurnal.uinsyahada.ac.id/index.php/EEJ/article/view/1648/1402>

language can be assimilated by the learners.²⁰ As a resource, the teacher can guide learners to use available resources such as the internet for themselves, it certainly is not necessary to spoon-feed learners, as this might have the downside of making learners reliant on teacher.

e. The teacher as tutor

The teacher acts as a coach when students are involved in project work or self-study. In addition, the teacher provides advice and guidance and helps students clarify ideas and limit tasks. This role can be a great way to pay individual attention to a student. It can also allow the teacher to tailor make a course to fit specific student needs. However, it can also lead to a student becoming too dependent or too comfortable with one teacher and one method or style of teaching.

Therefore Al-Jarrah et.al states ice breakers can be used as a part of warm activities that English teachers used to help students their English goals in the class.²¹Ice breakers can be a great way to start teaching and learning process, because it can helps the participants more relax and enjoy which make them more receptive to listen and to contribute.

²⁰ Cunningsworth, A. (1984). *Evaluating ang selecting EFL teaching materials*. UK: GreatBritain. <https://www.researchgate.net/publication/339237693>

²¹Al-jarrah et al., “*Improving English Grammar Achievement through Educational Games among Eleventh Grade Students in East Jerusalem.*”*International Journal of Academic Research in Progressive Education & Development* 8, no. 1 (2019): 75–86, <https://doi.org/10.6007/IJARPED/v8-i1/5529>.

Maley identifies that the general factors in maintaining the English language classroom²², those are:

- a. Establish a relaxation: in English language classroom, there are non-judgemental atmosphere where students feel confident enough to let go and not to worry that their every move is being scrutinised for errors. It means attending to what they are trying to express rather than concentrating on the imperfect way they may express it.
- b. Creating constraints: the constraints also act as supportive scaffolding for students. In this way, both the scope of the content and the language required are both restricted. By limiting what they are asked to write. For example, students are relieved of the pressure to write about everything.
- c. Establish a discussion: encouraging students to discuss their work together in a frank but friendly manner. In addition, the teacher needs to help the students to establish an atmosphere where criticism is possible without offence.
- d. Clarity: teachers need to make it clear that what they do in the classroom is only the tip of the iceberg. To get real benefit from these activities, they need to do a lot of work outside class hours because most of what we learn, we do not learn in class.
- e. Be a role model: in this way, working with the students are not simply telling them to do things, especially true for reading and activities. Teaching is the process of transferring knowledge of

²² Maley, A. *Overview: Creativity in the English language classroom*. Teaching English. (UK: British Council. 2010). <https://www.teachingenglish.org.uk/sites/teacheng/pdf>

teacher to students in classroom context.²³ Teaching learning process in classroom should be as a fun activity for teacher and students to make students can receive the lesson well. When the students look at the way teacher does reading and writing, they will be more likely to engage in these activities themselves. Furthermore, teachers do not allow to underestimate your students because their capacity or ability for creativity will astound you.

However, an ice breaker activity should not be too long and not too short. In the classroom, the teacher can start by introducing the activity to the group and explain the justification for using it. Additionally, teacher might provide a symbol for when the activity is over, such as ringing a bell and clapping. In this case, the teacher should pay attention for the students because not all the students will match up easily as some students are shy than others, some may be resistant, or there may simply be an odd number in the class. Furthermore, the teacher can indicate who will start, for instance; the students with the tallest body or the students whose birthday is closest, etc. Debrief by asking a few pairs to share with the group what they learned about their partner, or one thing they discovered that they have in common with each other.

B. Review of Related Research

There are numbers of studies related to this study. It is widely known that the studies by Yeganehpour and Takkac and also by Hutasoit and

²³ Sri Rahmadhani Siregar., Eka Sustris Harida., Neurolinguistics Programming Method to Enhance Students' Reading Interest. English Educational Journal. Vol. 07 No 02. December 2019. p.175-186. <https://jurnal.uinsyahada.ac.id/index.php/EEJ/article/view/2235/1827>

Tambunan, explore the usage of ice breaker in teaching speaking.²⁴ Those studies were to find out the use of ice breakers affected students in every factor of vocabulary, grammar, pronunciation, and fluency that considered in testing learners' ability.

Yeganehpour and Hutasoit and Tambunan use experimental teaching as a research method in their studies to collect data. The result of these previous studies mostly relevated that there is a statistically significant difference between the control and experimental group which can be attributed to the ice breaker. Control group showed that there was no improvement by the students. In experimental group, students were encouraged to speak more comfortably, especially in high levels that most of their attempt is to find the best structure, to have the best choice of words, and to speak fluently.

Meanwhile, Yeganehpour and Takkac conducted the actual classroom research and pre-test and post-test were conducted in the study. The findings showed that a considerable difference between the mean score which the performance and the amount of improvement students' speaking ability are better. Furthermore, descriptive analysis was conducted to gain the factor in using ice-breaking had a positive effects in all factors, pronunciation was the most improved factor and the grammar was the least improved factor.

McGrath et al. and Ramayanti et al. conduct a research to find out the use of ice breaker in improving students' motivation.²⁵ The concept of these

²⁴ Yeganehpour, et.al, "Using Ice-Breakers in Improving Every Factor Which Considered in Testing Learners Speaking Ability."

²⁵ Naomi McGrath et al., "Tools of the Trade: 'Breaking the Ice' with Virtual Tools in Online Learning," *Proceedings of ASCILITE 2014 - Annual Conference of the Australian Society for Computers in Tertiary Education*, 2014, 470–74. <https://ascilite.org/conferences/dunedin2014/110-McGrath.pdf>

previous studies were different. McGrath et al. introduce the use of ice breaker to ease the pressure on students who are new to online learning English. The role of ice breakers were to create, to maintain interactive, and to motivate learning environments. They use salmon's five-stage framework to motivate and to engage students in learning English via online.

The result of the study revealed that ice breaker enabled students to become familiar with one another. It also contributed to develop cultural awareness, tolerance, breaking down barriers, and overcoming separation and loneliness. Meanwhile, Rahmayanti et al. Claims that ice breaker can be used in the classroom as it provides several advantages for the students, one of them is students' learning motivation.²⁶ They used pre experimental teaching as a method to collect data in the study. The findings showed that ice breaker can definitely improve the students' motivation in learning English. Therefore, teacher can apply this strategy in the English language classroom.

Another influential study was conducted by Yeganehpour, she found that the functions of using mother tongue in as an ice breaker strategy in reading comprehension.²⁷ She used a questionnaire to collect data and it revealed some functions of code-switching.

Based on Yeganehpour's study, code-switching is an ice breaker that natural and purposeful phenomenon which can facilitate, also support communication. The result of the study revealed that most students use code-switching to give emphasis, to elaborate, to clarify, to shift the mode of

²⁶ Previa Rahmayanti, et.al. "The Use of Ice Breaker To Improve Students' Motivation in Learning English At the Tenth Grade Students of Smk Ypkkp," *PROJECT (Professional Journal of English Education)* 2, no. 5 (2019): 594, <https://doi.org/10.22460/project.v2i5.p594-600>.

²⁷ Yeganehpour, et.al. "Using Ice-Breakers in Improving Every Factor Which Considered in Testing Learners Speaking Ability."

discourse, to change topic, to open and close conversation about related context in reading comprehension.

CHAPTER III

RESEARCH METHODOLOGY

This chapter covers the research methodology that includes research design, research sites and participants, methods of data collection, and methods of analysis.

A. Time and Place of The Research

This research was conducted at English class from Language Development Centre of UIN Syahada Padangsidempuan located in Jln. T. Rizal Nurdin, Km. 4,5 Sihitang. Padangsidempuan, pos code 22733. Call. (0634) 22080 Fax (0634) 24022 North Sumatera, in November 2023.

B. Research Design

This study was designed based on the qualitative method, qualitative data is needed to answer the four research questions. The study aimed to analyze the ice breaker usage in teaching English at Language Development Centre of UIN Syahada Padangsidempuan and to find out the types of ice breaker used in teaching English, the ice breaker implementation in teaching English, the advantages of using ice breaker in teaching English and the problems faced in using ice breaker in teaching English.

C. Participants of The Research

To conduct the study three lectures of UIN SYAHADA Padangsidempuan exactly at English Language Development Centre were selected as the participants. The participants of this study were selected by purposive sampling technique. Additionally the researcher chose these four lectures due to pre interview and observation that researcher did, lead the

researcher to these four lectures who implemented ice breaker almost everyday of meeting in English class of Language Development Centre.

Cresswel and Plano define Purposive sampling involves identifying and selecting individuals or group of individuals that are especially knowledgeable about or experienced with a phenomenon of interest.¹ Four English lecturers were selected to be observed to figure out how the feature of ice breaker usage in English language classroom.

D. Instruments

To carry out the data needed, the researcher was applied some techniques which is considered appropriate; they are in-depth interview and observation. The explanation will be discussed as follows:

1. Observation

Kothari defines observation is a method used in research related to behavioural sciences.² Creswell also claims observation was one procedure of collecting the information by observing sample places at the research site.³ In this study, the researcher observed four classes taught by four English lecturers. Furthermore, the researcher observed the participants for two meeting of each classes in essence to cover up the data that researcher gained were reliable, accurated and validated.

¹ John W. Creswell., et.al. *Advanced mixed methods research designs*. In A. Tashakkori & C. Teddlie (Eds.), *Handbook of mixed of methods in social and behavioral research*. Thousand Oaks, CA: Sage 2003. <https://www.researchgate.net/publication/235700625>

² R kothari C, *Research Methodology ; Methods and Tecniques* (new age international publisher, 2020), <https://www.newagepublishers.com/samplechapter/000896.pdf>.

³ John W. Creswell and J. David Creswell, *Fifth Edition Research Design Qualitative, Quantitative and Mixed Method Approaches, Research Defign: Qualitative, Quantitative, and Mixed Methods Approaches*, fifth edition, 2018, https://spada.uns.ac.id/pluginfile.php/510378/mod_resource/content/1/creswell.pdf.

Table III.1
Observation sheet⁴

Observation sheet					
No	Component to be observed	Description	Checklist		Note
			Yes	No	
Simple material or activity					
1.	Lecturer’s instruction	1.1 Spoken language is easily understood			
		1.2 Students understand lecturer instruction			
2.	Lecturer’s action	2.1 Lecturer applies ice breaker with any tools			
		2.2 Lecturer applies ice breaker without any tools			
Non-threatening					
1.	Create a positive lecturer-student raport	1.1 The students are more enthusiasm and participate in responding their lecturer			
		1.2 The students are not being forced or given a punishment			
2.	Time	2.1 Lecturer uses ice breaker in the classroom between 5 to 20 minutes			

⁴ Yeganehpour, et.al “Using Ice-Breakers in Improving Every Factor Which Considered in Testing Learners Speaking Ability.”

No	Component to be observed	Description	Checklist		Note
			Yes	No	
		2.2 Lecturer uses the whole time in instructional process by using ice breaker			
Relevant					
1.	Relate students' knowledge	1.1 Reflects on students' prior knowledge or experience			
		1.2 Lecturer uses a clue before apply the ice breaker in the lesson			
2.	Suitable activity	2.1 The activity or any exercises use in the classroom are suitable on students' level/grade			
		2.2 The activity relates with the learning topic			
Energizing					
1.	Interactive game/activities	1.1 Lecturer provides an interactive games			
		1.2 Lecturer provides a physical activity or any exercises			
2.	Give a question-answer session	2.1 Lecturer asks the student to solve a problem individually or in group			
		2.2 Lecturer asks the students spontaneously			

No	Component to be observed	Description	Checklist		Note
			Yes	No	
		about any topics that have been learned before			
Open-ended					
1.	Students' participation	1.1 Students participate in the classroom without considering any mistakes			
		1.2 Students are enthusiasm and active in instructional process			
2.	Students' reaction	2.1 Students show comfortable zone when they speak up their opinion or argument			
		2.2 Students are motivated to know more about the topics			

2. In-depth Interview

This technique is undertaken to clarify the interview questions by the observation. Boyce and Neale state that in-depth interviewing is a qualitative research technique that involves conducting intensive individual interviews with a small number of respondents to explore their perspectives on a particular idea, program, or situation.⁵ The researcher

⁵ Carolyn Boyce and Palena Neale, "CONDUCTING IN-DEPTH INTERVIEWS: A Guide for Designing and Conducting In-Depth Interviews for Evaluation Input," 2006, 1–16, <https://doi.org/10.1080/14616730210154225>.

conducted in-depth interview –face-to-face- to get the data from various participants’ perspective. In this study, interview conducted four English lecturers who taught the students in English language classroom when observed. The researcher provided four questions to get the answer of primary research question to insist of ice breaker usage in English language classroom.

Table III.2
Interview Question⁶

No	Interview Questions	Answers
1.	What are types of ice breaker used in teaching English?	
2.	How are ice breakers implemented in teaching English?	
3.	What are advantages of using ice breaker in teaching English?	
4.	What are problems faced in using ice breakers in teaching English?	

E. Data Analysis

1. In-depth Interview

The researcher described the answer of four English lectures using Miles and Huberman model of qualitative data analysis.⁷ The process is divided into three steps:

⁶ Rotua Hutasoit and Drs. 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): 700–705, <https://doi.org/10.22161/ijels.3.5.2>.

⁷ Milles, M.B. and Huberman, M.A. *Qualitative data analysis*. (UK: Sage Publication. 1984).

- a. Data reduction: the process make sharpen, categorize, direct, eliminated, and organize the data that found from research to get conclusion and verification. The researcher took the relevant information from interview result above the use of ice breaker in English language applied by the lecturer.
- b. Data display: after reducing the data, the reasercher organized and compresse the data from interview. Teacher displayed the data and presented in form of description or narrations.
- c. Data verification: the researcher made the conclusion from interview result and presnt it in discussion.

2. Observation

To analyse the data, the transcribed data of observation sheet analysed by the researcher. Additionally, the observation sheet was adapted from Christoffel related in this study.⁸ The observation of ice breaker usage in English language classroom used by the lecturer were recorded to up in collecting the data information. The whole proses of teaching was recorded using a voice recorder and video camera to reflect what happens in the classroom. Larsen has noted that researchers can observe a language class using a data-collection device or instrument to record their observations e.g. using a recorder.⁹

⁸ Jörg Christoffel, "Ice Breaker," *Automotive Engineer* (London: 32, no. 4 2007) p. 36. <https://www.researchgate.net/publication/377751054>

⁹ Larsen, F. "An introduction to second language acquisition research". (New York: Longman Group. 1991) <http://dx.doi.org/10.29408/veles.v2i2.861.g585>

Glesne claims that field notes or field logs are the primary recording tool for qualitative research.¹⁰ During the process of data collection in the classroom, the researcher acted as non-participant observes by joining the class from the beginning until the end, and did not involve in any activity in order to prevent interruption in the interactions carried out by the lecturer. The researcher will observe four lecturers, the first lecturer teaches in English class room 2 and the second lecturer teaches in English class room 3, the third lecturer teaches in English classroom 7 and the fourth lecturer teaches in English classroom 15. Each classes will be observed by the researcher in 2 meetings and each meeting in the classroom took 1 hour 45 minutes.

The researcher will describe the result of observation of two English classroom using Miles and Huberman model of qualitative data analysis.¹¹ The process will be divided into three steps:

- a. Data reduction: the process make sharpen, categorize, direct, eliminated, and organize the data that found from research to get conclusion and verification. The researcher took the relevant information from interview result about the use of ice breaker in English language applied by the teacher.
- b. Data display: after reducing the data, the researcher organized and compressed the data from interview. The researcher displayed the data and presented in form of description or narrations.

¹⁰ Glesne, C. *Becoming a qualitative researcher*. (New York: Pearson, 2006). <https://eric.ed.gov/?id=ED594812>

¹¹ Matthew B. Miles A. Michael Huberman, "An Analytic Approach for Discovery," *Sage*, 1994.

- c. Data verification: the researcher made the conclusion from interview result and present it in the discussion.

3. Technique of Checking Data Trustworthiness

The researcher will employ triangulation to compare the student data in order to determine whether the results will be reliable. By comparing different sources of information on the same subject, triangulation evaluates the reliability of the data. Based on the result, the data will be same from the interview and observation. The participants that come from the interview will be same from the teacher's interview, understanding and the individual assessment.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

This chapter serves findings and discussion based on the data that are gained from in-depth interview and observation, thus it was arranged to fulfill the purpose of the study. Those data collections were conducted on 29th November – 19th December at Language Development Centre of UIN Syahada Padangsidimpuan to be specifically at Tarbiyah and Teacher Training Faculty. There were 4 classes and lectures who were decided as the participants as interviewees and observations of this research by Language Development Centre of UIN Syahada Padangsidimpuan. The selected interviewees are in initial of first lecturer, second lecturer, third lecturer and fourth lecturer. To support the interview result, the researcher observe four participants in the classroom during instructional process.

A. Research Findings

The research findings were explained based on the research questions. They are “what are types of ice breaker used in teaching English?”, “how are ice breaker implemented in teaching English?”, “what are advantages of using ice breaker in teaching English?” and “what are problems faced in using ice braker in teaching English?”.

1. What are the types of ice breaker used in teaching English ?

Based on the interview and observation, the researcher found there some types of ice breaker used by the participants in English language classroom, they were “jumble word, matching game, clap hands, find the empty chair, quiz game, run and write, return game, hot seat game, bold

race, whispering game, shimon says, songs, cards, pass the ball, the truth and the lie, find someone who, tic tac toe, cross and note, head and tail, question and answer, and find your twin ”.

2. How are ice breaker implemented in teaching English?

a. Jumble words

1) Simple material and activity

The jumble words ice breaker was used by the first lecturer. The materials the lecturer used were dictionary, worksheet and small cards contained adjectives. The lecturer spoke clearly and the students did every instructions that the lecturer told. Based on observation, the lecturer prepared small cards contained adjective word then the lecturer threw all small cards around the class, students move around class and take the small cards then write onto whiteboard the adverb of manner from the adjectives in the small cards.

2) Non-threatening

The lecturer applied ice breaker for 15 minutes in the beginning of instructional process. Students were enthusiast when the lecturer threw small cards and run to take some and wrote the answer onto whiteboard. The researcher found two students who answered wrong were given a make-up mark as a punishment.

3) Relevant

Lecturer re-called the students' memory about their last task, because some of the words were taken from their last task. Before the ice breaker was started, lecturer informed the students that the jumble words were about adverb of manner. The researcher found that all the students enjoyed the activity and understood about the jumble words game well.

4) Energizing

Lecturer asked some questions about the previous topic which was adjective. Students need to find the adverb of manner cards in other students if they got adjective cards and vice versa. Students need to move around the class to find their match and run to write the answer onto whiteboard. Students worked individually but they need to find their match of adjective or adverb of manner in other student's cards.

5) Open-ended

The researcher found that all students were quickly find their adjective or adverb of manner match. Students spoke their opinion eventhough some were wrong but they were free to demonstrate their opinion. The researcher also found all students were enthusiast and were activated after the jumble words game. Additionally students were motivated to look dictionary and their homework to see and translate the answer for adjective and adverb of manner.

b. Clap hands

Based on observation, the researcher found clap hands ice breaker was applied by two lectures both were the second lecturer and the fourth lecturer.

1) Simple Simple material and activity

a) Second lecturer

Lecturer spoke and easily be understood in fully of English, students understood lecturer's instruction well and Lecturer did not use any tools in applying ice breaker. Based on observation, the lecturer informed students how the ice breaker played, students need to pay attention to the number and rythm of clappin that lecturer informed students before the game startedand the number and rythm changed in every turns.

b) Fourth lecturer

Lecturer spoke in two languages, the lecturer first spoke in English and then translated into Bahasa due to students' capability still less in uderstanding English. Students understood lecturer's instruction well and lecturer did not use any tools in applying ice breaker. Based on observation, lecturer informed students how the clap hand ice breaker played, students need to mentioned types of adjective that lecturer asked and then clapped the student's hand next to then and the students did the same thing.

2) Non-threatening

a) Second lecturer

Lecturer applied ice breaker for 10 minutes in the beginning of instructional process. Lecturer participated in clap hands game, students were enthusiast and participated well. The researcher did not find any informations or sentences that showed the lecturer forced the students or gave them any punishments.

b) Fourth lecturer

The lecturer applied ice breaker for 10 minutes in the beginning of instructional process. Lecturer participated in clap hands game and students were enthusiast and participated well. The researcher did not find any information or sentence that showed the lecturer forced the students or gave them any punishment.

3) Relevant

a) Second lecturer

The researcher did not find any related informations that shows lecturer reflected on students' prior knowledge or experience and used a clue before apply the ice breaker before the lesson. Eventhough lecturer did not relate the ice breaker with the learning topic but students still enjoyed the activity and understood about the clap hands game well.

b) Fourth lecturer

The researcher did not find any related informations that shows lecturer reflected on students' prior knowledge or experience. Lecturer informed students that clap hands game was about adjective. The researcher found that all the students enjoyed the activity and understood about the clap hands game well, eventhough lecturer did not relate the ice breaker with the learning topic.

4) Energizing

a) Second lecturer

Students need to pay attention to the numbers and rythm of clapping from the lecturer, the researcher found that clap hands is a physical activity and students worked individually. Additionally, The researcher did not find any information showed lecturer asked students spontaneously about any topics that have been learned before.

b) Fourth lecturer

Lecturer asked some questions about the previous topic which was adjective. Students need to hold hands each other and passed clap to their friend and researcher found that clap hands is a physical activity. Students answered the adjective question individually.

5) Open-ended

a) Second lecturer

The researcher did not find any students showed students participated in the classroom without considering any mistakes, all students seem enjoyed the ice breaker and they were enthusiast and activated after the clap hands game. The researcher also did not find any informations showed students felt uncomfortable when they spoke up their opinion or argument and motivated to know more about the topics because lecturer did not relate the clap hand ice breaker with any lesson topic.

b) Fourth lecturer

Students participated without considering any mistakes and students spoke their opinion eventhough some were wrong but they were free to demonstrate their opinion. The researcher found all students were enthusiast and were activated after the clap hands game and some students were motivated to ask their friend about some adjectives in English after the game.

c. Find the empty chair

1) Simple material and activity

The find the chair ice breaker was used by the second lecturer. The lecturer did not use any materials or tools it was only a movement activity. The lecturer spoke clearly and the

students did every instructions that the lecturer told. Based on observation, lecturer informed students how the ice breaker played. Students need to be paid attention to lecturer's sentence about daily activity then if students have the same daily activity with the lecturer's daily activity they need to run and find the empty chair to sit down.

The students who did not find any chair should changed the lecturer to mention the daily activity they have, then the rest of the class moved and found the other empty chairs. The participants of this ice breaker did not allow to sit in the same chair they have sat down before and that was how the game replayed.

2) Non-threatening

The lecturer applied ice breaker for 10 minutes in the beginning of instructional process. The lecturer also participated in find the empty chair game, students were enthusiast and participated well. Additionally, the researcher did not find any information or sentence that showed the lecturer forced the students or gave them any punishment.

3) Relevant

Lecturer reflected on students' prior knowledge or experience by asking the students' daily activity. Lecturer also informed students that find the empty chair game was about simple present tense. The researcher found that all the students

enjoyed the activity and understood about the clap hands game well.

4) Energizing

The researcher did not find any informations showed lecturer asked students spontaneously about any topics that have been learned before. Students need to pay attention with the daily activity that their friend or lecturer spoke about and run to find the empty chair if they have the same daily activity. Researcher found that find the empty chair is a physical activity and students spoke about their daily activity in English individually.

5) Open-ended

Students participated without considering any mistake and students spoke their opinion eventhough some were wrong but they were free to demonstrate their opinion. The researcher also found all students were enthusiast and were activated after find the empty chair game. Additionally, the researcher did not find any informations showed students were motivated to know more about the topics.

d. Quiz game

1) Simple material and activity

The Quiz game ice breaker was used by the third lecturer. The materials that lecturer used were dictionary and worksheet contained adverb of manner. The lecturer spoke clearly and the

students did every instructions that the lecturer told. Based on observation, the lecturer informed students how the ice breaker played. The lecturer asked students to count 1 until 3 and then the students who got number 1 would be the group 1 and made a line in the middle of the class so did the students who got number 2 and 3. The lecturer said an incomplete sentence and the student in each group should complete the sentence with adjective or adverb of manner.

The students should run and race with another students from other groups to the white board and wrote the correct answer. When the lecturer gave her sentence the three groups were listening carefully and when the lecturer finished her sentence, every one student from the three groups started to run and race then wrote the answer onto whiteboard.

2) Non-threatening

The lecturer applied ice breaker for 15 minutes in the beginning of instructional process. Lecturer also participated in applying quiz ice breaker, students were enthusiast when the lecturer read the quiz. The researcher also found that two lose group of students were given a small tape on their faces as a punishment.

3) Relevant

Before the ice breaker was started, lecturer informed the students that the quiz was about their last homework adverb of

manner. Lecturer also re-called students' memory about their homework, the researcher found that all the students enjoyed the activity and understood about the quiz game well.

4) Energizing

Lecturer asked some questions about the previous topic which was adjective. Students were divided into three groupworks, eventhough it was a quiz game but it was also a physical acvity because students need to run and race to the whiteboard to write the quiz answer. Students worked in group to answer the quiz from lecturer.

5) Open-ended

The researcher found that all students were quickly answer the quiz and also students were enthusiast and activated after the quiz game. The researcher found that most of students were looking to dictionary and their homework to see and translate the answer for the quiz.

e. Body movement

1) Simple material and activity

The body movement ice breaker was used by the fourth lecturer. The lecturer did not use any materials it was only a movement activity. The lecturer spoke clearly and the students did every instructions that the lecturer told. Before the lecturer applied "*body movement*" ice breaker, she asked students some questions about previous topic which "*adverb of manner*". The

lecturer divided students into three groups then the lecturer made an emoji faces with smile(positive) and sad(negative) faces on the floors in the middle of the class. One student stands beside of the lecturer and three students from each group stand on the start line on the corner of the class.

The lecturer showed a piece of paper written by an adjective word to the students who stood beside the lecturer then the student said the word loudly. The three students should run to the emoji faces based on the adjective was mentioned and decided it as positive or negative adjective, one emoji faces could only stand by two students. The students ran very fast and energized because they should stand before the other students took the position.

2) Non-threatening

The lecturer applied ice breaker for 10 minutes in the beginning of instructional process. Students were more enthusiastic when the lecturer informed and visualised how the game will be played. The researcher found that two students who answered wrong were given a make-up mark as a punishment.

3) Relevant

Lecturer asked students about their opinion about some famous people, lecturer also informed to students that body movement game was about asking and giving opinion. The

researcher also found that all the students enjoyed the activity and understood about the clap hands game well.

4) Energizing

Students need to pay attention to the opinion that mentioned by their friend and run to two smile(positive opinion) and sad(negative opinion) emoji circles then stand on one of the circles decided the opinion was negative or positive. Researcher found that body movement game is a physical activity and students worked and solved the problem in groupworks. The researcher also found that lecturer asked students about the previous topic which adverb of manner topic.

5) Open-ended

Students participated without considering any mistake and spoke their opinion eventhough some were wrong but they were free to demonstrate their opinion. The researcher found that students were enthusiast and activated after body movement game. The researcher also found some students were asking their friends about some opinion in English.

3. What are advantages of using ice breaker in teaching English?

Based on observation, the researcher found there some advantages of ice breaker that the participants and students could get, they were “refreshing, wake the students up, boost student’s mood, relaxing, energizing, developing student’s motivation, helping lecturer and student have good class atmosphere, warming-up and build interest for students”.

Based on the interview, the four participants gave various answer when they were questioned about the advantages of ice breaker in English language classroom. The four participants gave various point of view of the advantages or benefit through applying ice breaker whether it is positive to the classroom atmosphere, the students and also for the participants themselves.

The first lecturer stated

“As my experiences in my class, there are some benefits that I found. Students can refresh their body by stretching like particular moving ice breaker, wake up from their sleepiness and boost their mood. And the other like students get more energy and become more active to do the next activity. As a teacher, sometimes I get the benefits as well, like doing relaxing games as the ice breaker and my teaching becomes more relax but keep following the track. So I really do it, after doing ice breaker I sometimes change my teaching steps as a lesson plan depends on the student's mood after the ice breaker.”

The second lecturer stated “The benefit of using ice breaker in English language classroom is to energize the students”

The third lecturer stated “The lecturer could boost students mood or as mood booster to wake students up to develop students’ motivations to engage their spirit and to break the boring condition in the class. The important one of that you use the ice breaker is that you get many benefits or useful things by applying ice breaker in the class so many things you get from ice breaker students could develop their willing in studying English.”

The fourth lecturer stated that “Ice breaker is a fun activity and it can be done at first or beginning of the classroom in the middle and or at

the end of the class. There are some benefits that we can have from ice breaker especially in English language classroom :

- a. First, ice breaker helps students have good class atmosphere or it can motivate students in teaching and learning process in English language classroom.
- b. Then, it can warm up students before they go through the material of the lesson and of course it is related to the topic they will be more participated in learning and teaching process in English language classroom.
- c. It can build positive energy in English language classroom.
- d. It can build interest for students if the students feel happy and they will be more participated in learning and teaching process in English language classroom.
- e. It also can wakes-up students for example if we done it in the middle of the learning and teaching process so these students can minimize their lazyness or their boredom. For example if they are sleepy the ice breaker can help them to wake-up to be more active and have good participation in learning and teaching process in English language classroom.

Based on the four participants, the ice breaker gives such benefit and advantages in English language classroom. The researcher found that the four participants have the same point about the benefits or advantages through applying ice breaker which energizing and relaxing students. There is also one point the researcher highlighted from the third and

fourth lecturer which they also stated that ice breaker also can motivate students to become more participated in teaching and learning process.

Additionally the fourth lecturer also added that ice breaker can build positive energy in the classroom which there were students and lecturer in the classroom, it is also possible that ice breaker can give a positive connection between the lecturer and the students in the classroom.

4. What are problems faced from using ice breaker in teaching English?

Based on observation, the researcher found there some problems of ice breaker that the participants and students could get, they were “students difficult to understand the instructions from the lecturer it happened to some lower classes and some introvert students were less motivated in participatin when the ice breaker was applied by lecturer”.

Based on the interview, the four participants at Language Development Centre of UIN Syahada Padangsidimpuan especially in Tarbiyah and Teaching Training Faculty have already applied ice breaker not only for once or twice or three times of meeting, instead they have already applied ice breaker for years. In fact the four participants are still facing some difficulties or problems in applying ice breaker through the teaching and learning process, they are :

The first lecturer stated

“In my class, there are a few students who still need more time to understand a challenging ice breaker. At first, I plan to make a short-time ice breaker but it did matter we will need more time.

Therefore, some of my plans sometimes cannot be done. I may change the plans to keep the lesson on track.”

The second lecturer stated “The difficulty is sometime they do not understand what to do.”

The third lecturer stated

“the problems that I faced in using icebreaker in the class is when students are not familiar with the topic or with the stages or with the steps by steps of the ice breaker. sometimes the steps by steps that the lecturer tell to apply the ice breaker is really complicated so they don't have motivation or they don't have willing to do that ice breaker and then the second one is when the students are in introvert or the when they are silent students when they are passive students, they don't like to move they are lazy to move their body. So that's the problem i think.”

The fourth lecturer stated “There are some problems :

- a. First, it's about time-consuming. Time-consuming means that, we need to practice not only once, we need at least twice to model the icebreaker, so it's time-consuming. And we need also some times to practice it, so the students can do it well and it can run well as we expected.
- b. Some students are lazy to move. If we do some ice breakers movement, they think it's pointless. Let's say that some introvert students, they don't want to move and they don't want to talk to anyone.
- c. Another reasons of its difficulty, students do not participate. For example if we make it in team or we put them into small groups or big groups sometime they do not work with their friends so it is the teacher's task to control them if we put them into some groups. But

if we make it in a big one in the classroom together, teacher can make it but students have to wait for a long time for their turn.”

Based on the four participants’s answer, the reasercher took three point that almost appeared in all participants’ classroom about the diffculty or problem they faced in applying ice breaker in English language classroom, which the two points were about some students sometime took a few moments to understand the instructions that the lecturer has given. The first lecturer said it happened when the ice breaker is challenging and the third lecturer also elaborated the point it happened when the step by step in applying an ice breaker is complicated or complex.

The second point was the students were lazy to move their body to participate whent it came to body movement ice breaker, the third lecturer added that it caused by some students were introvert, the fourth lecturer also said the same thin g and some the students thought the body movement ice breaker was pointless to do.

The third point is about the time consuming, the first lecturer stated that some of her plans sometime can not be done when it came to a challenging ice breaker because students need more time to understand the ice breaker. Additionally the fourth lecturer stated that she need at least to model the ice breaker and it took times. The lecturer also needed some times to practice the ice breaker, so the students can understand well and run as expected

B. DISCUSSIONS

This research aimed to find out the ice breaker usage in English language classroom the lecturer's opinion toward the ice breaker usage and the influence of ice breaker usage toward student's reporting English language classroom. The researcher was conducted interviews to answer the first question and the result was proven by the observation section. Regarding the analysis of the three data collections, the researcher elaborated explanations concerning the research data.

1. Ice breaker usage in English language classroom

The four lecturers applied ice breaker every day but there were days they did not apply ice breaker when the students and the classroom were energized and in a good atmosphere because lecturer said in the interview that ice breaker was not the main focus of the teaching and learning process. Lecturers applied ice breaker when the classroom need to be energized and refreshed or in a situation when lecturers found the students were bored, unmotivated to study or seem sleepy.

Additionally, the lecturers answered that confused to motivate students who were introvert and students were lazy to participate in instructional process. Based on the explanation above, it can be concluded that the lecturer use ice breaker to attract students' attention and motivated students in English language classroom. The research is in

line with Musdalifa which found that use ice breaker is to attracts students' attention and motivates students.¹

Based on the classroom observation, the researcher found that the four English lecturers have implemented the component related ice breaker usage in English language classroom. There were five components observed by the researcher, those were simple material or activity, non-threatening, relevant, energizing, and open-ended. The four lecturers fulfilled simple material activity of ice breaker in the classroom, but there was one class from the lower class where the students still difficult to understand the lecturer's instruction when the lecturer applied quiz game ice breaker. For non-threatening the researcher found that there were two lecturers who still gave students a punishment in quiz game ice breaker and jumble word ice breaker due to the students who were given a punishment made a wrong answers.

The researcher also found in the observation that there was once the lecture did not relate ice breaker with the learning topic when the lecturer applied clap hand ice breaker. For energizing, in the observation found by researcher that there was one lecturer when applying clap hand ice breaker who did not ask students to solve a problem (question related to learning topic) by individually or by group and the lecturer also did not ask students about any previous topic.

¹ Musdalifa. The Effect of Ice Breaker in Increasing Students Motivation to Learn English at The 7th Grade of SMPN 01 Noling. English Language Education Study Program od Tarbiyah and Teacher Training Faculty of State Islamic Institute of Palopo. 2022. <http://repository.iainpalopo.ac.id/5108/1/MUSDALIFA.pdf#>

For open-ended, the researcher found in the observation the students were not showing signs of being motivated to know more about the topics when lecturer applying find the empty chair ice breaker eventough the lecturer has related the ice breaker with learning topic, same case happened when the lecturers applied clap hand ice breaker.

The four lecturers whotaught in the classroom that observed by the researcher were giving clear instruction. Some lecturers have to repeat the instruction twice for the students due to some lower classes students' capability in understanding English. It means that the students understand what they were going to do with the lecturer. In addition, the activity of ice breaker that lecturers applied in the classroom were suitable with students' level and learning topic. Lecturers and students showed a good rapport in instructional process, the lecturers did not force students to listen her but the student gave more pay attention because lecturers attracted their attention by applying ice breaker in the classroom.

Meanwhile, students were more activated and enthusiast in learning English, because the lecturers energized students by giving interactive games, physical activity and asked students spontaneously that trained students' attention and concentration. The research is in line with Previa Rahmayanti et al which found that ice breaking can make students' to be more enthusiast in learning as it provides joyful

activities.² As a result, students' participation and reaction showed positive response on the use of ice breaker. The students were motivated and excited to know more about learning topic while doing ice breaker activity. Classroom interaction between teacher and student have a good atmosphere because they were having fun and enjoy in learning and teaching English.

2. Lecturer's opinion toward the usage of ice breaker

The researcher found that the four lecturers has known and applied ice breaker for years. The four lecturers agreed on the use of ice breaker is important in teaching and learning English, because there are a lot of beneficial such as attracting students' attention and concentration, energizing the students to break the ice, and helping the student to understand more about learning topic. Additionally lecturers also mentioned that the usage of ice breaker was not only affected students but also helped lecturers in developing their teaching style in English language classroom.

3. The influence of ice breaker usage toward student's performance in the classroom

Students' performance is one of the important things in instructional process. It is shown that whether the lecturer is successful or not in delivering the materials in the

² Previa Rahmayanti et al, "the use of ice breaker to improve students' motivation in learning english at the tenth grade students of smk ypkp", journal project (professional journal of English education), volume Volume 2, No. 5, September 2019, hlm. 7 <https://doi.org/10.22460/project.v2i5.p594-600>.

classroom. In this case, the four lecturer said that “*students become more active and participated well*”. The classroom was activated and students showed improvement in every meeting. Shy students became more active in expressing opinions and asking questions that they did not understand. Students were motivated to look to dictionary, worksheet and their text book to find answers that they did not know when lecturers related ice breaker with the lesson topic.

Therefore, it can be concluded that the ice breaker was not only can energize the students ready to learn, but also the ice breaker can affect students’ performance in the classroom. The research is in line with Selvi Panggua which found that the students’ performance towards the use of ice breaker activity in speaking class was good, the use of ice breaker activity improved students’ skill in speaking.³

³ Selvi Panggua, “The Effectiveness of Ice-Breaker Activity to Improve Students’ Speaking Skill of The Third Semester Students of English Department Students of FKIP UKI Toraja” *journal tefl overseas journal*, volume 2, 2016, hlm. 188. <https://journals.ukitoraja.ac.id/index.php/ojtefl/article/view/237>

CHAPTER V

CLOSING

Based on the result in the previous chapter, this chapter discussed the conclusions that the researcher got after conducting research and analysing data. Moreover, the researcher also gives some recommendations related to the results that already obtained about how does ice breaker usage that lecturers use in English language classroom.

A. Conclusion

By analysing the use of ice breaker in Language Development Centre of UIN Syahada padangsidempuan to be specifically at Tarbiyah and Teaching Training Faculty. Regarding the data of interview and observation, the lecturers have similar perception in applying ice breaker. Ice breaker is important in English language teaching to energize student motivation in learning also to have a good atmosphere in the classroom. It establish a good interaction between the lecturer and the student in the classrom by applying ice breaker such “simon says”, clap hands and body movement.

Additionally by looking at the lecturer respond of ice breaker usage in English language classroom, lecturers have positive respond toward ice breaker usage. The lecturer agreed that the use of ice breaker in the classroom really helped them and increase student motivation in learning.

B. Suggestion

The researcher offered several suggestion for further research conducted on the topic of the response of students about ice breaker usage.

The researcher admitted that there were still many more should be improved and advanced. The suggestions were framed below:

1. It is expected that the further researcher will conduct the research with the additional research questions covering the term of ice breaker usage and discuss many more aspect from the general to detail information.
2. The next research is expected to add more teachers or lecturers as the participants to compare the evidence of the ice breaker usage in English language classroom.
3. The researcher is also expected that the further researcher to take many different level of school or intitution student or lecturer such as elementary, secondary and university as the location to do a research to compare the evidence of the ice breaker usage in any levels of education.
4. Additionally, it is expected to not only focus on learning English, but also to add many more learning subjects in the learning place to find out the evidence of the ice breaker usage in language teaching.

Based on the findings of the study, ice breaker is beneficial applied to energize students, to increase students' motivation and to have good atmospher in English language classroom, the researcher would like to suggest that English lecturer of Language Development Centre of UIN Syahda to continue using ice breaker in the English language classroom. Additionally, ice breaker is not only for English classroom, but for any

subjects in the educational field. The lecturer also should have applied some various kinds of ice breaker activities related to students' learning topic or material. By using various activities, the teacher has many kinds of choice to apply it in the classroom.

Therefore, the students have more experiences and more activities, also prevented monotonous atmosphere in instructional process. The result of this research is expected to enrich teachers' and lecturers' knowledge and skills in teaching English by applying ice breaker in the classroom. Furthermore, the teacher or lecturer must have many references of ice breaker to teach students in English more attractive.

C. Implication

Implications were drawn from research finding. The research came with findings that there were some ice breakers applied in language development centre of UIN Syahada Padangsidempuan, there were some types of ice breaker applied in teaching and learning process, the types of ice breaker were "jumble word, matching game, clap hands, find the empty chair, quiz game, run and write, return game, hot seat game, bold race, whispering game, shimon says, songs, cards, pass the ball, the truth and the lie, find someone who, tic tac toe, cross and note, head and tail, question and answer, and find your twin". The implementation of ice breaker was sometimes done in the beginning of learning and while learning, the estimacy of times in applying ice breaker was around ten to fifteen minutes, based on the observation lecturers did not apply ice breaker almost everyday but there were days ice breaker was not applied when the classroom has been conducive. The

implementation of ice breaker considering simple material and simple activity, non-threatening, relevant with the lesson, energizing the classroom ambience, and open-ended. The findings came with the ice breaker gave some advantages, the problems were “ refreshing the classroom from boredom, wake the students up, boost students’ mood, relaxing, energizing and increasing students’ motivation in learning, helping lecturer and student have good class atmosphere, warming-up and build interest for students”. The findings also came with some problems faced in applying ice breaker in language development centre of UIN Syahada Padangsidempuan, the problems were “students difficult to understand the instructions from the lecturer, it happened to lower classes. Time-consuming, means that the lecturer need more time to practice the ice breaker not only once, the lecturer need at least twice to model the ice breaker which often took more extra time.

Considering the findings above it implies that ice breaker is important in learning and teaching process but not becoming the main focus in learning English due to when the researcher did the observation, sometimes lecturer did not apply ice breaker in the class.

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CURRICULUM VITAE



A. Identify

- a. Name : Miqdad Al Anshori Harahap
- b. Reg. number : 18 203 00095
- c. Place/Birthday : Padangsidempuan, August 6th 2000
- d. Sex : Male
- e. Religion : Islam
- f. Address : Padangsidempuan, Kel. Hutaimbaru
- g. Phone number : 0822-7621-0306
- h. E-mail : miqdadalanshori06@gmail.com

B. Parents

- a. Father : Muhammad Halilintar Harahap
Job : Farmer
- b. Mother : Juliati Hutasoit
Job : Farmer
- c. Address : Padangsidempuan, Kel. Hutaimbaru

C. Educational Background

- a. Elementary School : SD Negeri no. 200405 Hapesong
- b. Junior High School : SMP Negeri 9 Padangsidempuan
- c. Senior High School : MAN 1 Padangsidempuan
- d. Collage : State Institute University of Syekh Ali
Hasan Ahmad Addary Padangsidempuan

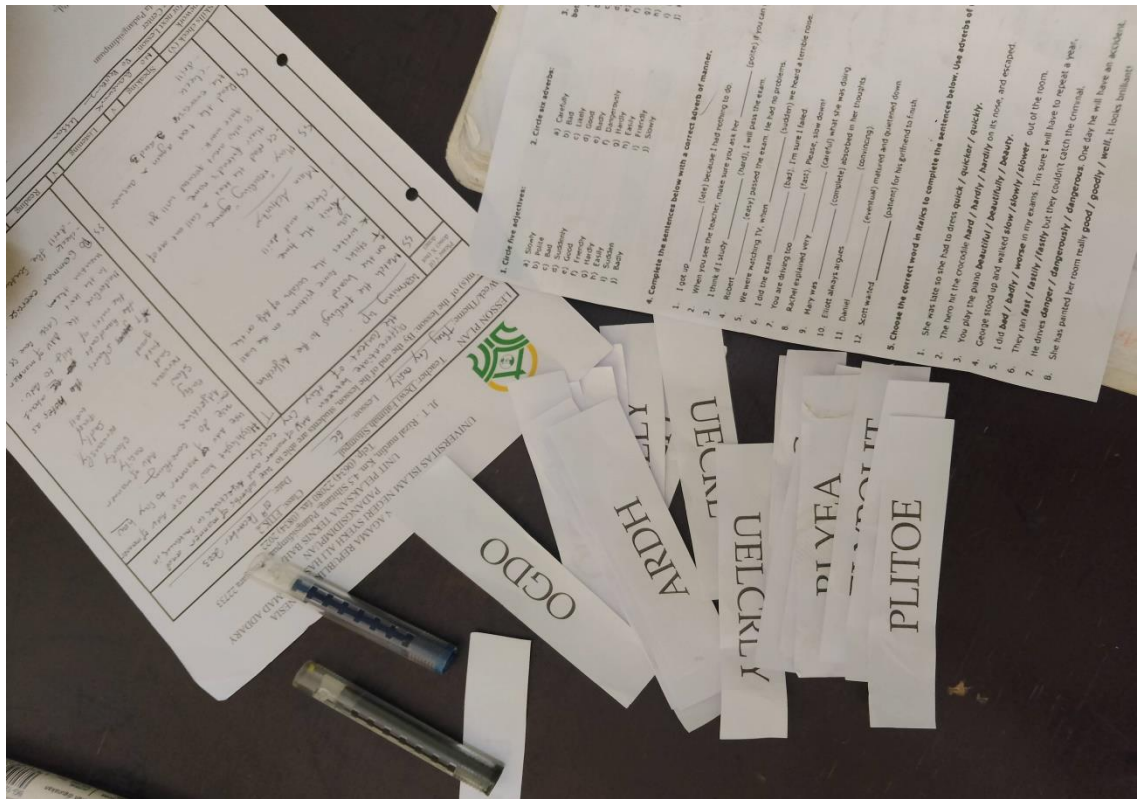
Interview and observation with the first lecturer



Matching game ice breaker (first observation)



Jumble words ice breaker (second observation)



The materials for jumble words ice breaker





Clap hand ice breaker (first observation)



Find the empty chair ice breaker (second observation)



Interview and observation with the third lecturer





Interview and observation with the fourth lecturer





Adverb of manner task checking



Body movement ice breaker (first observation)



Clap hand ice breaker (second observation)



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
SYEKH ALI HASAN AHMAD ADDARY PADANGSIDIMPUAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan T. Rizal Nurdin Km. 4,5 Sihitang 22733
Telepon (0634) 22080 Faximile (0634) 24022

Nomor : B - 6035 /Un.28/E.1/TL.00.9/11/2023

02 November 2023

Lampiran : -

Hal : Izin Penelitian
Penyelesaian Skripsi.

Yth. Dekan Fakultas Tarbiyah dan Ilmu Keguruan
UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Miqdad Al-Anshori Harahap

NIM : 1820300095

Fakultas : Tarbiyah dan Ilmu Keguruan

Program Studi : Tadris Bahasa Inggris

Alamat : Psp. Hutaimbaru

Adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul "Analizing the Use of Ice Breaker in Teaching English Development Center of IAIN Padangsidimpuan".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian dengan judul di atas. Demikian disampaikan, atas perhatiannya diucapkan terimakasih.

a.n. Dekan

Wakil Bidang Akademik



Dr. Lis Yulianti Syafida Siregar, S.Psi, M.A

NIP 19804224 200604 2 001



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
SYEKH ALI HASAN AHMAD ADDARY PADANGSIDIMPUAN
UPT. BAHASA

Jalan T. Rizal Nurdin Km.4.5 Sihitang Kode Pos 22733
Telepon. 0634.22080 Faximile 0634 24022
Website : <https://www.uinsyahada.ac.id>

SURAT KETERANGAN
B- 166/Un.28/J.2/PP.00.9/12/2023

Kepala UPT. Bahasa UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan
dengan ini menerangkan bahwa :

Nama : Miqdad Al-Ansori Harahap
NIM : 1820300095
Program Studi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan

Adalah benar telah melakukan penelitian di UPT. Bahasa Tanggal 29
November s.d 19 Desember 2023 dengan Judul : **"Analizing the Use of Ice Breaker
in Teaching English Development Center of IAIN Padangsidimpuan"**.

Demikian Surat Keterangan ini dibuat untuk dipergunakan sebagaimana mestinya .

Padangsidimpuan, 20 Desember 2023
Kepala UPT. Bahasa,


Dr. Eka Susti Harida, M.Pd
NIP : 19750917 200312 2 002