

**THE USE OF ICE BRAKING TO MOTIVATE THE
STUDENTS ENGLISH LEARNING At MTs MUHAMMADIYAH TANAMON**

THESIS

Submitted As Partial Requirement for the Degree of Education (S.Pd)

In Teaching English

DWI ASTISA KADER

17.2.6.037









**ENGLISH EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHERS TRAINING FACULTY
MANADO STATE INSTITUTE OF ISLAMIC STUDIES
1443 H / 2022 M**

THESIS RATIFICATION

The thesis titled “The Use Of Ice Breaking To Motivate The Students English Learning MTs Muhammadiyah Tanamon” compiled by Dwi Astisa Kader with students registration number 17.2.6.037 a students of English Education Study Program. Has been examited and defended in the Munaqasyah session held on Juni 03 2022 and has been declared acceptable as one of the requirement to obtain Sarjana Pendidikan (S.Pd) degree with several improvement.

BOARD OF EXAMINERS

The Chairperson	: Dr. Ahmad Mustamir Waris, M.Pd	()
The Secretary	: Lies Kryati, M.Ed	()
Munaqisy I	: Nur Halimah, M.Hum	()
Munaqisy II	: Dr. Andi Mukarramah Nagauleng, M.Pd	()
Advisor I	: Dr. Ahmad Mustamir Waris, M.Pd	()
Advisor II	: Lies Kryati, M.Ed	()

Approved by:

**The Dean of Tarbiyah and Teacher
Training Faculty IAIN Manado**



Dr. Ardianto, M.Pd

NIP. 197603182006041003

ABSTRAK

Dwi Astisa Kader 2022 Penggunaan Ice Breaking Untuk Memotivasi Siswa Dalam Belajar Bahasa Inggris (Penelitian Tindakan Kelas Kelas VIII di MTS Muhammadiyah Tanamon Kecamatan Sinonsayang Kabupaten Minahasa Selatan). Skripsi dari Jurusan Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Institut Agama Islam Negeri Manado (IAIN Manado).

Penelitian ini bertujuan untuk mengetahui apakah penerapan teknik Ice breaking dapat memotivasi siswa dalam belajar bahasa Inggris. Penelitian ini menggunakan metode penelitian tindakan kelas dalam penelitian ini. Subyek penelitian ini adalah siswa kelas VIII B MTS Muhammadiyah Tanamon yang berjumlah 24 siswa yang terbagi atas 11 perempuan dan 13 laki-laki. Dalam penelitian ini, peneliti menggunakan beberapa instrumen untuk mengumpulkan data seperti; Rencana Pelaksanaan Pembelajaran (RPP), Tes, Observasi, Wawancara, dan Dokumentasi. Dalam menerapkan tes, peneliti meminta subjek penelitian untuk berlatih dialog sederhana tentang membuat percakapan sederhana tentang memperkenalkan nama dan ekspresi meminta izin.

Dalam penelitian ini terdapat tiga siklus yaitu Pra-Siklus, Siklus I, Siklus II. Selanjutnya Siklus I dan Siklus II dilaksanakan dalam dua sesi. Pada pra siklus, persentase ketuntasan siswa sangat rendah (37%) sehingga studi tindakan kelas ini dilakukan untuk memecahkan masalah siswa. Penelitian tindakan kelas ini dilakukan untuk mengatasi permasalahan yang terjadi pada siswa. Hasil dari siklus I menunjukkan bahwa Ice breaking dapat memotivasi kemampuan bahasa Inggris siswa. Hal ini terlihat dari peningkatan persentase ketuntasan siswa pada siklus I (62%). Peneliti melanjutkan siklus II untuk memperbaiki kesalahan-kesalahan yang terjadi pada siklus I; dan untuk persentase ketuntasan siswa pada siklus II sangat baik (87%). teknik mengajar.

Kata kunci: Ice Breaking, Motivasi.

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

By the name of Allah Almighty, the Lord of the world who has given the researcher all praise, gratitude, and health to complete this thesis. And all prayers and blessings are upon our Prophet Muhammad SAW, his family, companions and followers.

Special gratitude and sincere thanks for researcher's wise father and patient mother, Salim Kader and Rosa Papuangan and my brother Ansari Kader, who have become the best partners of discussion, given meaningful and prayer, motivation, advice, support, time and everything what I needs, they always make me stronger in this life. Thank you so much for all your love, thanks for everything, hopefully Allah blesses them until *jannah*, Aamiin...

This thesis is written and intended to fulfill one of the requirement for bachelordegree at the English Education Study Program, Tarbiyah and Teacher Training Faculty of Manado State Institute of Islamic Studies. The title of this thesis is "The Use Of Ice breaking To Motivate The Students". In finishing this thesis, the researcher got many valuable contributions from many people, such as support, nice advice, suggestion, and help. Therefore, the researcher wishes to express thanks to many different persons: they are:

1. Delmus Puneri Salim, S.Ag., M.A.,M.Res., Ph.D as the Rector of Manado State Institute of Islamic Studies.
2. Dr. Ahmad Rajafi, M.Hi., as the first Deputy Rector of Manado State Institute of Islamic Studies.
3. Dr. RadliyahHasan Jan, S.E., M.Si., as the Second Deputy Rector of Manado State Institute of Islamic Studies.
4. Dr. Musdalifah Dachrud, M.Si.,M.Psi as the Third Deputy Rector of Manado State Institute of Islamic Studies.
5. Dr. Ardianto, M.Pd., as the Dean of Faculty of Tarbiyah and Teacher Training of Manado State Institute of Islamic Studies.

6. Dr. Mutmainah, M.Pd., as the First Deputy Dean of Faculty of Tarbiyah and Teacher Training of Manado State Institute of Islamic Studies.
7. Dr. AdriLundeto, M.Pd.I., as the Second Deputy Dean of Faculty of Tarbiyah and Teacher Training of Manado State Institute of Islamic Studies.
8. Dr. Feiby Ismail, M.Pd., as the Third Deputy Dean of Faculty of Tarbiyah and Teacher Training of Manado State Institute of Islamic Studies.
9. Nur Halimah, M.Hum., as the Head of English Education Study Program and also as the examiner I who is always guides, gives advice and givesthe valuable time to supervise the researcher to finish this thesis.
10. Fadhlan Saini, M.Pd., as the Secretary of English Education Study.
11. Dr. Ahmad Mustamir Waris., M.Pd as the Advisor I who is always patient, giving the valuable time, critics, and motivates to the researcher from the first guidance until this thesis is completed.
12. Lies Kryati,M.Ed., as the Advisor II who is always suggestion. Motivates and correction to supervise the researcher to complete the thesis.
13. Dr. Andi Mukarramah Nagauleng, M.Pd., as the Examiner II who is always guide, gives advice and gives the valuable time to supervise the researcher to finisih this thesis.
14. All lectures of English Education Study Program of Manado State Institute of Islamic Studies who have given knowledge, information, support, and help for the researcher during the course or outside class.
15. To researcher's beloved friends who always there for researcher in any conditions; Dahlia Wartabone, Warda Tulhasana, Andy Sulfikar, Ismiati Makapia, Anisa Dianita Darise, Wayan F Ekawati, Dhea Pudjiati, Fadila Daiko, Arsil Latupi, Erlangga Dagong, Fatra Mamonto, Nur Mutmainnah.
16. Big family of TBI especially TBI 17 for memorable time.

Finally, the researcher hopefully this thesis can give meaningful contribution for further researcher.

Manado, 03 Juni 2022

The researcher,

A handwritten signature in black ink, consisting of several loops and a final flourish that ends in a small 'K' and a period.

Dwi Astisa Kader

17.2.6.037

TABLE OF CONTENTS

COVER PAGE	i
THESIS RATIFICATION	ii
ABSTRACT	iii
ACKNOWLEDGEMENT	iv
STATEMENT OF AUTHORSHIP	vii
TABLE OF CONTENTS	viii
LIST OF TABLES	xi
LIST OF APPENDICES	xii
CHAPTER I INTRODUCTION	1
A. Background of The Research.....	1
B. Research Question	3
C. Scope and Limitation of Problem	4
D. Objective of The Study.....	4
E. Significant of The Study.....	4
F. Definition of Key Terms	4
CHAPTER II REVIEW OF LITERATURE	6
A. Concept of Ice Breaking	6
1. Definition of Ice Breaking	6
2. The Importance of Ice Breaking in Learning	7
3. Techniques for applying Ice Breaking in Learning	7
4. Spontaneous Ice Breaking Application in The Learning Process	8
5. Ice Breaking at The Beginning of Learning Activities	8
6. Ice Breaking is The Essence of Learning	8
7. Ice Breaking at the end of the lesson	9

8. Ice Breaking Type	9
9. Things to watch out for in an Ice Breaking	9
10. Type of Ice Breaking that will be used In Learning English	10
11. Benefits of Ice Breaking	10
12. Advantages and disadvantages of ice breaking	11
B. Motivation	11
1. Concept of motivation.....	11
2. Language Learning Motivation	11
3. The Importance of Motivation in Second Language Learning.....	12
4. The Function of motivation	13
5. Measure of Motivation	14
6. Indicators of Learning Motivation	14
C. Definition of speaking.....	15
1. Function of Speaking.....	15
2. Aspect of speaking.....	15
3. Types of speaking.....	16
4. Speaking assesment.....	17
D. Review of Previous Study	19
CHAPTER III RESEARCH METHODOLOGY	22
A. Research Design	22
B. Research Setting.....	24
C. Data and the Source of Data.....	24
D. Research Instrument	24
E. Research Stage.....	28
CHAPTER IV FINDINGS AND DISCUSSION.....	30
A. Finding	30
B. Interview	31
C. Discussion	44

CHAPTER V	48
A. Conclusion	48
B. Suggestion	48
REFERENCES	50
APPENDICES	51

LIST OF TABLES

Tabel 2.1	The Assesment of speaking skill.....	20
Tabel 3.1	Previous Study.....	21
Tabel 3.2	Component of Data analysis.....	28
Tabel 4.1	Pre-cycle Student Learning Values.....	36
Tabel 4.2	Cycle I evaluation results.....	39
Tabel 4.3	Cycle II.....	43
Tabel 4.4	Sttudents Learning Outcomes.....	48

LIST OF APPENDICES

- Appendix 1 : Identity of School
- Appendix 2 : Letter Interview teacher
- Appendix 3 : Letter Interview Students
- Appendix 4 : Speaking Test
- Appendix 5 : Field Nots
- Appendix 6 : Lesson Plan
- Appendix 7 : Transcript Interview students
- Appendix 8 : Transcript Interview Teachers
- Appendix 9 : Pre-Cycle
- Appendix 10 : Cycle I
- Appendix 11 : Cycle II
- Appendix 12 : Documentation
- Appendix 13 : Researcher Biography

CHAPTER I

INTRODUCTION

A. Background of the Research

English is supported by four major skills that should be mastered. They are listening, reading, speaking, and writing. As, one of kind language skill. Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. It is often spontaneous, open-ended, and evolving.¹ From this definition, speaking is a way to express human ideas, thought and feelings. So, from speaking people can convey their message to other people. In line with this definition, speaking is the first form of communication between human beings, the most important way to communicating ideas and information.

The Almighty Allah says in Holy Qur'an in surah Thaha : 114

فَتَعَالَى اللَّهُ الْمَلِكُ الْحَقُّ وَلَا تَعْجَلْ بِالْقُرْآنِ مِنْ قَبْلِ أَنْ يُقْضَى إِلَيْكَ وَحْيُهُ^ص

وَقُلْ رَبِّ زِدْنِي عِلْمًا - ١١٤

“So exalted is Allah, the true King. And do not (Muhammad) rush read, the Qur'an has been revealed to you, and say, My Lordn increase my knowledge.

According to the IbnKathir that the verse above, we can see that interest in the learning process is needed. It aims to increase knowledge and broader insight in the course of studying in Surah Taha verse 114 that Allah emphasized to the Nabi SAW not to be hasty in memorizing verse of the Qur'an where we are also orderd not to be in a hurry.²

Researchers conclude that Allah has given us intelligence and knowledge to communicate or speak well. One of the things we can need is motivation to motivate them in Learning understand English learning and also to increase their confidence by being able to speak and perform in front of the class.

¹ Kathleen Bailey and David Nunan, *Practical English language Teaching first edition*, (New York: Mcgraw Hill Companies, Inc., 2003), pg.2.

² M Yusuf Harun , *TafsirIbnuKatsir.*, (Bogor : Pustaka Imam Asy-Syai'I, 2004)

According to Flanigan, performing Ice breaking activities in English class will direct students to the good mood of learning. Also appropriate kind of Ice breaking activities will make students sure to get the most from their lesson and also, they will have fun.³

There are learning technique that a teacher must use to make students motivated learning, especially in English where some students are not interested in learning English. Teachers must choose techniques such as Ice breaking techniques to make games in learning process it is more interesting to use Ice breaking technique s to make games in the middle of learning or early learning depending on the situation in the classroom.

Motivation is defined as efforts that can cause a person or group of people to be moved to do something, because he wants to achieve the desired goal, he wants or gets satisfaction for his actions.⁴

The researcher also believes that using the ice breaking technique can facilitate students. more confident and can make quiet students more confident and motivated to learn English.

In observations at MTs Muhammadiyah Tanamon the researchers observed and found several problems in class VIII B, namely the lack of student motivation in the learning process lack of concentration and good interaction with friends next to them, when learning took place students looked sleepy

Besides that, one of the other factors that make students less motivated in learning English is teaching techniques. the teaching and learning process of English at MTs Muhammadiyah Tanamon class VIII B, still uses a learning process where the teacher only explains and writes in front of the class. The teacher may not notice that there are some students who do not understand what the teacher is explaining in front of the class.

The problems above indicate a lack of student motivation. Seeing these problems, researchers want to make improvements in the learning process so that it

³Parisa Yeganehpour., “ Icebreaking as a Useful Teaching Policy for Both Genders”. Journal of Education and Practice. Vol.8,No.22,2017

⁴Sahlan Asnawi., “motivation theory (Jakarta : Studion Press, 2007)

can help students increase student learning motivation, it is hoped that by using Ice Breaking learning, it is hoped that students who were previously motivated will become more enthusiastic, active and concentrated in learning.

From the explanation above, the researcher assumes that the applying of the Ice breaking technique can increase students' motivation in learning English, especially in speaking English in front of them. Furthermore, researchers is interested in conducting this research titled "Use of Ice breaking to Motivate Students in Learning English"

B. Research Question

By the background of the research above, then the formulation of the problem in this study Is Icebreaking able to motivate the students in English learning?

C. Scope and Limitation of Problem

The research limits the research mainly to find out the use of the Ice breaking technique in learning English. The respondents of this study were MTs Muhammadiyah Tanamon students, especially in class VIII B with a total of 24 students.

D. Objective Of The Study

The purpose of this research is to find out classroom action research that aims to improve the learning process, then the purpose of this research is whether ice breaking can motivate students in learning English?

E. Significant of The Study

Two useful research results are used theoretically and practically, as follows:

1. Theoretically

The results of this study are expected to provide an overview and provide information to English teacher, especially at MTs MuhammadiyahTanamon about the importance of using various learning models to support student activity in participating in learning.

2. Practically

The results of this study can be used to contribute to practical contributions such as :

Benefits for students

- a. Giving a new color in the learning of junior high school students in Tanamon Village, Sinonsayang District, SouthMinahasa Regency.
- b. Provide opportunities for students to be able to learn actively, innovatively, creatively, effectively, and fun.

3. Benefits for teachers

- a. The Ice Breaking technique can enhance the teacher's role in teaching skills and professionals in teaching with fun learning.
- b. Providing valuable information and input to students and teachers becomes valuable input for MTs students and teachers to develop and improve learning outcomes.

4. Benefits for researchers

Adding insight and knowledge in learning at MTs so that they can become professional teachers in the teaching and learning process of students.

5. For school

The results of this study provide information and solutions about new references in learning English by using Ice breaking techniques.

F. Definition of Key Terms

The title of this research is "The use of Ice breaking to motivate the students in English Learning". To understand the topic of this research easily, the researcher would like to present the definitions of the following key terms :

1. Ice breaking

According to Flanigan, performing Ice breaking activities in English class will direct students to the good mood of learning. Also appropriate kind of Ice breaking activities will make students sure to get the most from their lesson and also, they will have fun.⁵

2. Motivate

⁵ParisaYeganehpour., " Ice-breaking as a Useful Teaching Policy for Both Genders". Journal of Education and Practice. Vol.8,No.22,2017

Motivation is the desire to achieve a goal. This implies that motivation is an attitude that supports the achievement of predetermined goals. Motivation plays an important role in learning.⁶

⁶ Previa Rahmayanti ., “ The use of Ice Breaker to improve students’ motivation in learning English at the tenth grade students of smkypkkp” Journal, Vol.2, no 5, September 2019

CHAPTER II

REVIEW OF LITERATURE

A. Concept Of Ice Breaking

1. Definition of Ice Breaking

M Said stated Ice Breaking is a game or activity that serves to melt the atmosphere in the group so that the learning process or practice becomes more attractive.⁷

According to Ayunovia Ice Breaking is an activity that is carried out at the beginning or in the middle of the teaching and learning process to be able to melt the atmosphere and make the learning process more attractive.⁸

Ice Breaking is a small activity in a small activity in activity that aims to make individuals get to know others and feel comfortable with their new environment. This activity is usually in the form of games, humor, or also in the form of simple games.⁹

Some argue that ice-breaking is a small activity in changing an activity and changing the atmosphere or an activity that is boring, sleepy, bored, and uninspired. Ice Breaking aims to change the atmosphere so that the group feels very good, comfortable, happy, and can get to know the environment. new. Ice Breaking is designed to "melt" the ice in the classroom. "Although ice-breaking can seem frivolous, this is an important first step to getting student support, unless a student is emotionally connected to school, they will lack the motivation to learn. Cultivating trust and acceptance is difficult, if not impossible when students don't know each other's names.¹⁰ Ice Breaking is the right way to create a conducive atmosphere of "unification" of thought patterns and action patterns into one point of attention and can be more focused

⁷M.Said. 2010.80 + *Game PemecahEs-Kumpulan PermainanPenggugahsemangat*, yogyakarta : Andi Offset, P. 1

⁸AyuNovia K dan D.H Alarifin, "*Penerapan ice breaking (PenyegarPembelajaran) UntukmeningkatkanHasilBelajar*,"*JurnalPendidikan*,Vol 3,2015,h.28.

⁹Muhammad Ilham Bakhtiar,2015.*Jurnal PsikologPendidikan&Konseling*,Vol 1 No 2

¹⁰Muhammad Ilham Bakhtiar,2015.*Jurnal PsikologPendidikan&Konseling*, Vol 1 No 2

2. The importance of Ice Breaking in learning

A very serious learning process without the slightest atmosphere of excitement can make you bored and sleepy. Moreover, it can be seen that based on research, human concentration in watching is only 15 to 20 minutes. The rest of the human mind will turn to things that are very far away from where he follows a certain activity.

When the human mind is no longer focused, the teacher must try to refocus. The teacher has a habit when students are no longer focused, namely the teacher by raising the intonation of a louder voice, telling students to stand in front of the class or removing students, or hitting to ask students to refocus. This effort is very bad, it will further aggravate and very involve the emotional involvement of students. Students who do not have a sense of pleasure or even fear, are naturally even afraid to take lessons even though they are physically still in their original seats. Conversely, if students feel happy when participating in learning, students will have the ability to focus their minds, will be very involved, focus longer and be more active in the learning process.¹¹

3. Techniques for applying Ice Breaking In learning

Good ice Breaking in learning is useful Ice Breaking for groups. There are two techniques of ice breaking, the first is spontaneous Ice Breaking and the second is ice-breaking in learning and planned situations. Ice Breaking that are used spontaneously in learning situations usually do not use scenarios but are widely used during the learning process because of learning situations that require energy or are quiet so that students are no longer focused on learning. This icebreaking can be used in learning at any time to see situations and conditions during the learning process.¹²

¹¹AdiSoenarno, *Ice-breaking permainantraktif-edukatif*, (Yogyakarta : Andioffesr, 2005), hlm.1

¹²Syah Nanda Hidayatullah *penerapan Ice Breaking pada proses Belajarmengajarsiswakelaas X tpm*

4. The importance of Ice Breaking in learning

A very serious learning process without the slightest atmosphere of excitement can make you bored and sleepy. Moreover, it can be seen that based on research, human concentration in watching is only 15 to 20 minutes. The rest of the human mind will turn to things that are very far away from where he follows a certain activity.

When the human mind is no longer focused, the teacher must try to refocus. The teacher has a habit when students are no longer focused, namely the teacher by raising the intonation of a louder voice, telling students to stand in front of the class or removing students, or hitting to ask students to refocus. This effort is very bad, it will further aggravate and very involve the emotional involvement of students. Students who do not have a sense of pleasure or even fear, are naturally even afraid to take lessons even though they are physically still in their original seats. Conversely, if students feel happy when participating in learning, students will have the ability to focus their minds, will be very involved, focus longer and be more active in the learning process.¹³

5. Techniques for applying Ice Breaking In learning

Good ice Breaking in learning is useful Ice Breaking for groups. There are two techniques of ice breaking, the first is spontaneous Ice Breaking and the second is ice-breaking in learning and planned situations. Ice Breaking that are used spontaneously in learning situations usually do not use scenarios but are widely used during the learning process because of learning situations that require energy or are quiet so that students are no longer focused on learning. This icebreaking can be used in learning at any time to see situations and conditions during the learning process.¹⁴

Next, is the planning Ice Breaking referred to in the plan here already in the learning scenario. The planned ice breaking is very good and effective in the learning process and can be appropriate in the planned learning process. This Ice Breaking

¹³AdiSoenarno, *Ice-breaking permainantraktif-edukatif*, (Yogyakarta : Andioffesr, 2005), hlm.1

¹⁴Syah Nanda Hidayatullah *penerapan Ice Breaking pada proses Belajarmengajarsiswakelaas X tpm*

can be done at the beginning of the lesson or in the middle of the lesson and after the lesson ends.

6. Spontaneous Ice Breaking application in the learning process

This Ice Breaking was carried out spontaneously without any preparation and without being planned by the teacher who was teaching. A teacher who can read the state of students in the classroom, for example, students are not ready to learn, the teacher must quickly take action on the situation, then the teacher uses the yelling method. yells to change the atmosphere, the yells that must be used are the ones that have been used by students. Ice absorbers used spontaneously must be for the following purposes:¹⁵

- a. Refocus students' attention.
- b. Give new enthusiasm to students who are already at a saturation point.
- c. Divert attention to the focus of a different subject matter.

Although the ice absorber is used spontaneously, it must have a positive value in the learning process. Thus, spontaneously used ice absorbers have the following advantages:¹⁶

- a. Associated with learning situations and conditions.
- b. Teachers should be more creative in using ice breakers in situations that are not conducive.
- c. Students who are not focused can be directly confronted

7. Ice Breaking at the beginning of learning activities

The ice-breaking that is planned in the Lesson Plan (RPP) has advantages that the spontaneous Ice Breaking does not have, including, Ice Breaking can be chosen more precisely, meaning that it is more precise here, can adapt to the material that has been prepared, and can fulfill the Ice Breaking technique in learning ¹⁷:

- a. The teacher can first learn about ice-breaking that he has not mastered. Can adapt Ice Breaking for learning.

¹⁵Sunarto. 2017. *Ice Breakinng dalam Pembelajaran Aktif*, hlm.3

¹⁶Sunarto. 2017. *Ice Breaking dalam pembelajaran aktif*, hlm.34

¹⁷Sunarto. 2011. *Ice Breaking dalam pembelajaran aktif*, P. 120

- b. Ice Breaking is more integrated with the learning process that is happening.

8. Ice Breaking is the essence of learning

Several provisions will be made in using the Ice Breaking:

- a. Ice Breaking is used when changing an activity.
- b. Ice Breaking is used when the children in the class are bored.
- c. Ice Breaking can be combined in learning, for example Ice Breaking songs.

9. Ice Breaking at the end of the lesson

Even after the lesson, the ice breaker can be used at the end of the lesson, its function is as follows:¹⁸

- a. Can remember and better understand the lessons that have just been implemented.
- b. Make atmosphere happy ending.
- c. Motivate students to always follow the learning process.

10. Ice Breaking type

Several types of Ice Breaking can be developed by teachers in the learning process in the classroom. There are several types of ice breaking. Teachers will only use one type of ice breaking in the classroom to optimize the learning process. This Ice Breaking is expected to provide good learning outcomes. and maximum. As Hutasoit and Tambunan classify in their study there are nine types of Ice Breaking activities¹⁹:

- a. Yell, yell
- b. Clap
- c. Body movement
- d. Song
- e. Game type Joke
- f. Audiovisual
- g. magic type
- h. kind of story
- i. continue word (paper)

¹⁸Sunarto. 2017. *Ice Breaker dalam pembelajaran* Aktif, hl. 110-112

¹⁹Sunarto, 2017. *Ice breaker dalam pembelajaran aktif* hl. 109

11. Things to watch out for in an Ice Breaking

Games or games are a type of Ice Breaking that will be used because this ice-breaking will make the atmosphere more enthusiastic and make children very enthusiastic and can melt the learning atmosphere that becomes more conducive. Things that must be considered by teachers or teachers in choosing games to be used in the learning process include:

- a. The safety factor must be a top priority when determining the type of game to choose.
- b. Time Factor The purpose of the game is to break the Ice Breaking the learning process, choose games that don't take long stay focused during learning, and don't turn into play lessons.
- c. Equipment factor when the game or games are chosen, it should require simple equipment available in the classroom or school.
- d. Educational Factors Games that will be implemented in the classroom must still have educational values that can be instilled into the child's soul. The educational values that will be obtained from the implementation of the game are cohesiveness, concentration, independence, cooperation, creativity, and others.

12. Type of Ice Breaking that will be used In Learning English (continue word)

How to play :

1. Students are formed into 6 groups In 1 group consisting of 4 students.
2. Each group is given 6 minutes of which 3 minutes to write and 3 minutes to talk back what has been written
3. Then all students line up in front of the class
4. Next, the researcher will mention 1 English vocabulary and the researcher asks all groups to rewrite the city of that word
5. The vocabulary that will be mentioned by the researcher is 4 vocabularies where the vocabulary will end in sentences.

6. And will continue until the last student. The vocabulary that the researcher will mention only relates to a few words in the material and in the classroom.
7. Then the researcher will only repeat the word 1 time, students who cannot finish will be given a penalty and complete and write correctly will get a prize.
8. Each word is given 5 points and those who cannot answer will be given a score of 0.

13. Benefits of Ice Breaking

The benefits that can be obtained from the use of ice breaking techniques according to (Fanani,) are:

- a. Eliminate boredom, boredom, anxiety.
- b. Train students to think creatively
- c. Developing students' creativity
- d. Train students' thinking and be creative to solve student problems
- e. Can increase students' self-confidence
- f. Train so that students can determine strategies
- g. Train creativity, concentration, and train to respect people.

14. Advantages and disadvantages of ice breaking

In various learning models or learning techniques, each has advantages and disadvantages, including ice breaking, which are as follows²⁰:

- a. The advantages of ice breaking
- b. Make a long time feel fast.
- c. Bringing fun impact in learning
- d. Can be used spontaneously or conceptually
- e. Create a compact atmosphere
- f. More related to the situation and learning conditions faced at that time
- g. Teachers are more creative in using students' conditions to do Ice breaking interactively.
- h. The boredom experienced by students is quickly overcome. The disadvantage of ice breaking is that the application is adapted to the conditions of students in their respective places.

²⁰Sunarto, ice breaker Dalam Pembelajaran Aktif.

B. Motivation

1. Concept of motivation

According to Mc. Donald is syaiful was a change the energy within a person is marked by a mood disorder (fellings) and reactions to achieving goals :²¹

Learning motivation is the inner psychic driving force the students inducing learning activities, ensuring the continuation of activities study, and giving direction to learning in order to achieve the goal. Mulyasa claims that motivation is a driving force or traction that causes conduct in a particular direction. students will be learning earnestly when they are highly motivated. In this ability to arouse the motivation of students so that can achieve the purpose of learning.

As for motivation, it is " an impulse that is within a person to try to conduct changes in better behavior in meeting his necessity"²²

2. Language Learning Motivation

There are two types of motivation. They are extrinsic and intrinsic motivation.

1. Extrinsic Motivation

Extrinsic motivation is a learning activity that occurs from the encouragement and someone's need that are not related to the activities of their learning.²³

2. Intrinsic Motivation

Intrinsic motivation in students (intrinsic) is particularly important capital in carrying out learning skills, students will be less successful at learning when having low motivation. students who have good learning motivation can be observed from some indicators, that is²⁴:

- a. Diligent in the face of duty (can labor continually in a long time never stops before it is finished
- b. Preserve in the face adversity (not quick despairing) not it requires an outside urge to do well perhaps was not quickly satisfied with its achievements already overtake it.

²¹Ahmad Baharudin, *Peningkatan Motivasi Belajar siswa melalui konseling kelas*, hl. 12

²²Hamzah B. Uno, *Teori Motivasi & Pengukurannya*, (Jakarta: PT Bumi Aksara, 2007), h. 3

²³Martinis Yamin, *Profesionalisme Guru dan Implementasi KTSP*,(Jakarta Gaung Persada Pres,2008)

²⁴Sadirman A.M *Interaksi dan motivasi* page. 83

- c. Directing means that motivation is directed or distributed by someone's behavior to aim at something.

3. The Importance of Motivation in Second Language Learning

The importance of motivation since globalization has started it has become more important to learning another language. researcher have been learning English for almost eight years realize how difficult it is to acquire a new language unless the language has very similar features to a person's first language.

Tileston W.D argues insists there is a close interaction between motivation and language learning success. To establish language. Learners need to understand what types of motivation they have because certain motivation brings them greater success. To acquire a foreign language successfully, the learner needs motivation and teachers who support their learning.²⁵

The masters of educational psychology emphasize the importance of motivation in the learning and teaching process. Motivation is related to the need for satisfaction. About the expanding modern educational system. The master gives that in learning and teaching process can use need approach and the student can just study with full attention if there are needs, interest, and expectation or ambition to get.

Motivation in learning is so crucial to the students and teacher. The importance of motivation in learning to the students namely:²⁶

- a. Giving motivation about the strength of the students' effort.
- b. Setting up class position to begin learning process to find the better result.
- c. Giving direction to study activity.
- d. Expanding the spirit in learning.
- e. Spending time to study to get a better job in the future.

At this point, the entire find the importance of motivation and beware by his individuals. The importance of motivation must be known by teachers' knowledge

²⁵Tileston W.D *what every teacher should know about students motivation California*: Corwin press (2010)

²⁶ Ismail, Syahriza, & Basuki *Improving the students' Reading Skill through Transation Method* .Journal English Education Desember 2017

and understanding about motivation in learning to the students. The benefit to the teachers are as follows:

- a. Arousing and keeping the students' spirit to learn to succeed.
- b. Knowing and understanding the students' motivation to learn in different classes.
- c. and encouraging the teachers to play one of the following roles: counselor, facilitator, and instructor.

4. The Function of motivation

The function of motivating includes the following²⁷

- a. Encourage the emergence of behavior or act.
Without motivation, there will not be an act as learning
- b. Motivation serves as a director. It means that motivation drives a car. The size of motivation will determine the speed of a job.
- c. The theory of motivation is closely linked to the concept of learning. A lot of need is obtained from culture: the need for achievement, the need for affiliation, and the need for power. When someone's need is very urgent then they will try to motivate themselves. Motivation is a crucial aspect of the teaching-learning process. Without motivation, students cannot do their best.

5. Measure of Motivation

According to Hanafiah some measurements can be used to know the motivation that is:

- a. The performance test is the measurement to get information about loyalty, sincerity, targeting, awareness, duration, and frequency of activist.
- b. An achievement test is to get the information about the achievement of the students academically.
- c. Scale is to understand information about attitude.

²⁷Sadirman *Interaksi dan motivasi belajar mengajar*. PT. Raja grafindo Persada, Jakarta 2014 .page 22

6. Indicators of Learning Motivation

There are two supporting aspects of learning motivation, namely internal and external aspects, Hanzah B. Uno explained that there are several indicators of motivation:

- a. Desire and desire
- b. There is a drive and a need for learning
- c. There are hopes and dreams
- d. There is an appreciation in learning
- e. Interesting activities while studying
- f. Conducive learning environment so that students learn well.

Based on the above understanding, the researcher argues that the use of Icebreaking for learning motivation is very important because learning English in the schools that I researched lacks motivation in learning. The encouragement of students in improving English learning outcomes is very lacking. There are many obstacles faced by students in the learning process.

When a teacher wants effective learning by what is already in the student learning plan, the teacher must first motivate before the learning process will be implemented and the teacher must have a strategy in increasing student learning motivation, example in In this study, researchers made a strategy to increase students' learning motivation by using the ice breaking method to overcome the process of student boredom. It is very good to connect ice breaking and student learning motivation because not many teachers use this technique in the learning system, teachers usually only use the lecture system. which will make students more bored in the learning process what else in learning a foreign language.

C. Definition of speaking

According to Malayanti, speaking is a communication process that involves two people so that they can build meaning for the recipient, and can obtain information from other people.²⁸

²⁸Malayanti“ *The Comparison between Students’ English speaking achievement living at and out of dormitory as As’adiyah Islamic boarding school Sengkang Wajo Regency Thesis Of UIN.* Page . 23

Speaking is one of the materials for interaction involving other people or receiving and processing information, in this case depending on the atmosphere in which the conversation takes place, including the people involved in the conversation. A person is said to be able to speak when he is able to anticipate and produce speech patterns that are expected by certain situations.²⁹

1. Function of Speaking

According to brown and Yule in Richard's book, there are several function of speaking, including : Interaction in speaking as performance and speaking as Transaction.³⁰

a. Talk as Interaction

This interaction is more aimed at everyday conversation or more formal depending on the situation and circumstances. This conversation occurs when two people greet each other and want to build a comfort zone. The purpose of this interaction is a good social function or relationship.

b. Talk as Transaction

The function of the transaction is to be able to focus on conveying information by someone and the person receiving the information can understand the conversation that is being said.

c. Talk performance

This talk is more focused on speeches, story telling and presentations in class.

2. Aspect of speaking

In speaking there are several aspects that must be understood to know whether or not our speech is good. Namely there are aspects of fluency, grammar, vocabulary, and pronunciation.³¹

a. Fluency

Fluency is the ability to speak without sttering while speaking and fluency refers to someone speaking easily and fluently.

²⁹Didik santoso " *keterampilan berbicara bahasa inggris* " Duta Azhar, Medan 2017 page14

³⁰ Jack C. Richards, *Teacing Listening and Speaking : From Theory to practice*, (New York : Cambridge Univerity press, 2008) page 19

³¹ Brown H.D. *Teaching by principles: An active approach to language pedagogy*. (Addison Wesley Longman Inc, San franciso, 2001)

b. Grammar

Grammar is an important thing to be able to arrange the correct sentences. This is very good for beginners who want to learn to compose written sentences and speak English well.

c. Vocabulary

Mastery of vocabulary is very important in speaking if we can master a lot of vocabulary, when we speak it will be easy to express ideas orally or in writing.

d. Pronunciation

Pronunciation is an important part of language. Therefore, students must be clearer when speaking. When the student's pronunciation is good or clear, their speaking partner can understand what is being said.

3. Types of speaking

According to Brown there are 5 types of speaking categories

a. Imitative

Imitative is the ability to imitate a word phrase or perhaps a sentence and focus on certain language.

b. Intensive

Intensive practice of some of the phonological and grammatical aspects of language.

c. Responsive

Responsiveness is an understanding test, in long conversations and questions and answers and usual greetings and directions as a responsive speaking task.

d. Interpersonal (dialogue)

Interpersonal is discussing information or facts that are discussed by two or more people.

e. Extensive (monologue)

Monologues are given by the teacher to students so that they can explore their abilities in the form of speech, oral reports and story telling.

4. Speaking assessment

There are quite lot of challenges in assessing oral skills in English or a second language especially in their everyday language. ³²The technique used by the teacher to educate students in the classroom greatly affects the assessments, the success of a general learning plan is determined by the results of the assessment.³³

The researcher uses Penny Mckay speaking assessment which uses five components namely, fluency, vocabulary, pronunciation and grammar.³⁴

³²Fulcer, G. *Testing second language speaking*, logman/person education (London, 2003)

³³Yenny rahmawati & erin, *Developing assessment for speaking*, hidayahtulah state Islamic university of Jakarta, Vol 1, No, 2, 2014

³⁴ Penny Mckay, *Assessing young language learners*(New York, Cambridge University Press, 2006), Page,. 290-292

Tabel 2.1
The Assessment of speaking skills

Aspect	Indicators	Score
Grammar	Errors in grammar and word order so severe as to make Speech virtually unintelligible.	1
	Grammar and word order error Make comprehension difficult. Must often rephrase or restrict what is said to basic patterns	2
	Makes frequent errors of grammar and word order which occasionally obscure meaning.	3
	Occasionally make grammatical word order errors which do not obscure meaning.	4
Pronunciation	Pronunciation problem so severe as to make speech virtually unintelligible.	1
	Very hard to understand because pronunciation problem, must frequently be asked to repeat in order to be understood.	2
	Pronunciation problem scocentration on the part occasionally lead to misunderstanding.	3
	Always intelligible though one is conscious of a definite accent and occasional inappropriate Intonation patterns.	4
Vocabulary	Vocabulary limitations so extreme as to make conversation virtually impossible	1
	Misuse of words and very limited vocabulary make comprehension quite difficult.	2
	Frequently uses the wrong conversation somewhat limited Because of inadequate Vocabulary.	3
	Occasionally uses inappropriate terms or must rephrase ideas Because of inadequate Vocabulary.	4
Fluency	Speech is so halting and Fragmentary as to make Conversation virtually Impossible.	1
	Usually hesitant; often forced Into silence by language Limitations.	2
	Speech in everyday communication and classroom Classroom Discussion is frequently Disrupted by the student's search for the correct manner of expression.	3
	Speech in everday communication and classroom Discussion in generally fluent, With occasional lapses while the students searches for the correct	4

D. Previous Study

Researchers have tried to trace previous research to find out how the research was carried out and the results that have similar discussions. Of course, researchers will also know the similarities and differences of this study with other studies. Relevant previous research will be compared with this study to avoid repeating the discussion and results and to show the originality of this study.

The first research was Miftahur Reza entitled "Increasing students' attention to the third-grade learning program through an ice-breaking game at SD Negri Gembongan, Sentolo District, Kulon Progo Regency". This is classroom action research (CAR). This research uses a Kurt Lewin design which consists of planning, action, observation, and reflection. The subject of this research is grade III SD Negri Gembongan. The data analysis technique used quantitative descriptive statistics to analyze the students' attention scale data and qualitative descriptive to analyze the observation results.³⁵

The second study was from Santi Kumala who conducted a study entitled "Improving Student Motivation in Learning English Through the Application of Ice Breakers in Class VIII MTs Pembangunan Mandirancan". This study uses the CAR method. Based on these results, the ice breaker technique makes students feel happy, more active, interested and makes students feel motivated to learn English.³⁶

The third is NA Damayanti in his research on "Using Ice Breakers to Improve Motivation to Learn English for Class IV Students at SDN Randuagung IV Gresik". The results of this study found an increase in motivation in the control class by using an ice breaker in the conventional learning model. Learning English is more fun and less boring, which can foster enthusiasm and attract students' attention. Researchers use ice breakers when starting and closing the lesson and this has an impact on increasing student achievement.³⁷

Fourth, ReniAnggraini entitled "The effect of ice breaking learning techniques on learning motivation in science subjects for third-grade students at MI Masyariqul

³⁵Miftahur Reza “ *peningkatan perhatian siswa pada program pembelajara nkelas III melalui permainan Ice breaking di SD Negri Gembongan kecamatan setolo kabupaten ponogoro* “(skripsi Universitas Yogyakarta, 2015

³⁶Santi Kumala “ *meningkatkan motivasi belajar bahasa inggris siswa melalui penerapan Ice breaking di kelas delapan MTs Pembangunan Mandirancan*” (Skripsi, IAIN SyekhNurjati Cirebon.2015)

³⁷NA Damayanti, “*Penggunaan ice breaker untuk meningkatkan motivasi belajar bahasa Inggris siswa kelas IV SDN Randuagung IV Gresik*” (Skripsi, IAIN Salatiga. 2019)

Anwar 4 Sukabumi Bandar Lampung." This research was conducted on all third-grade students at MI Masyariqul Anwar. because to measure how the level of student motivation in learning whether there is an influence or not by using ice breaker at the time of learning.³⁸

And the last research is Zuhulfaefah Burhan. Improving Student Motivation Using Ice Breaking in Class I English Learning at MTs MadameAlauddinPao-Pao. This study generally aims to determine the increase in students' motivation to use ice breakers in learning English in class I MTs Madani Alauddin Pao-Pao. To find out whether the icebreaking is effective on not, the researchers used a pre-experimental study that was applied to class VIIB.³⁹

Although the research found similarities with the previous research mentioned above, the originality of my research was focused on the use of Ice breaking Techniques in the teaching and learning process.

³⁸Reni Anggraini “*Pengaruh Teknik Pembelajaran Ice-Breaking Terhadap Motivasi Belajar Pada Mata Pelajaran IPA Siswa kelas III MI Masyariqul Anwar 4 sukabumi Bandar Lampung*”(Skripsi S1 Tarbiyah ilmu keguruan Universitas Islam Negeri Raden Intan Lampung,2018)

³⁹Zuhulfaefa hBurhan, “Efektivitas Penerapan ice breaker terhadap peningkatan motivasi belajar bahasa Inggris siswa kelas I MTs Madani Alauddin Paopao” (Skripsi, Universitas Islam Negeri Alauddin Makassar. 2017)

CHAPTER III

RESEARCH METHODOLOGY

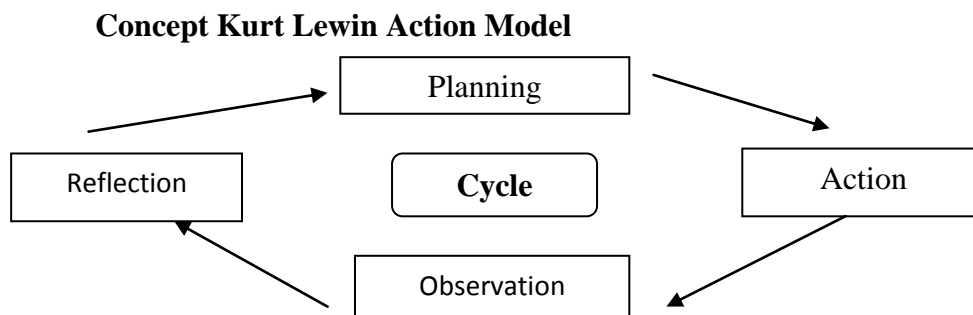
A. Research Design

The design used in this research is Classroom Action Research (CAR). Action research is any systematic investigation carried out by researchers of teachers and other students' interests in a teaching and learning environment to gather information about how certain schools operate, how they teach, and how well their students learn.⁴⁰

Classroom Action Research in this study is done with participants and collaborations, participants that are researchers engage directly and continuously in the learning process from beginning to end. Researchers require the beginning to the end of the study.⁴¹

The study is carried out in two cycles, each cycle consists of four steps of action research, which are: (planning, actuating, observation, reflection). The first cycle is done in two meetings or pre-test and post-test I, and the second cycle is also done in two meetings including post-test.

The research model used in the Classroom Action Research refers to the model a chemical is composed of four components of planning, action, observation, and reflection. here is a class Kurt sewing class action model.



⁴⁰ Geoffrey E. Mills, *Action Research: A Guide for the Teacher Researcher*, (Ohio: Merrill Prentice Hall, 2003),

⁴¹Manur Muslich, *Melaksanakan PTK (Penelitian Tindakan Kelas)itu mudah* (Jakarta Bumi Aksara, 2009). hl.10

In this concept, the researcher conducted data retrieval in the first two ways instead of using the Icebreaking technique and the second using the Icebreaking technique. Each cycle consists of four steps that must sequential. the measures researchers take are as follows :

a. Cycle

Planning the plan here is to use the Icebreaking method to the student's motivation for learning English, the English teacher and giving the pre-test to the students is at this stage.⁴²

1. Planning

Researchers prepare a learning lesson plan.

2. Action

This researcher was implemented in English subject in class VIII B at MTs Muhammadiyah Tanamon.

3. Observation

Observation is made at the same time during the learning process. Researchers observe all activities the researchers observe is the activities students perform during the learning process such as group discussion, the activity of students during the learning process(both ask and answer, and their success in exercises).

4. Reflection

Reflection is made by reviewing and summarizing the observations, analyzing the action and notes the researchers have taken over the year's process research.

b. Cycle

1. Planning

the activity planning on cycle is similar to planning the stage on cycles based on cycle I result, planning is done to avoid flaws and barriers that occur in the I cycle both for the student and in the learning. The process for increasing students learning motivation in English studied on this cycle consists of two

⁴²E Mulyani, *Praktik tindakan kelas*, (Bandung, PT remaja Rosdakarya, 2012) hl.89

meetings, the first and second meetings are presented in daily routine materials following planning specifications on cycle is :

- a. The Ice breaking technique is implemented by researchers in the process of teaching
 - b. Teachers prepare assessments sheet action
2. Action

The action carried out in this phase is the implementation of the planned and development of the cycle of learning processes according to the RPP already designed to tell whether students are already motivated to learn English after using an Icebreaking technique.

3. Observation

As in the cycle, observation activities are carried out to identify changes in student skills already giving an out of response in learning,

4. Reflection

As in the cycle, observation activities are carried out to identify changes in student skills already giving a lot of response in learning.

B. Research Setting

This research was conducted at MTs Muhammadiyah Tanamon, which is located in Sinonsayang sub district, Tanamon Village, Data collection was carried out by school research on September 21th 2021 to 13th October 2021.

C. Data and the Source of Data

According to Sugiyono that population is a generational area consisting of objects/subjects that have certain qualities and characteristics that are determined by researchers to be studied and then drawn conclusions. The population used in this study were all students of class VIII B, at MTs Muhammadiyah Tanamon school who totaled 24 people the population is a generation area consisting of objects/subjects that have certain qualities and characteristics that are determined by researchers to be studied and then drawn conclusions.⁴³

D. Research Instruments

In efforts answer the research question, the data was collected :

⁴³Sugiyono, *Quantitative & Qualitative Research Methods & R&D* (Bandung 2017).

1. Observation

Observation is used to collect data by observing phenomena occurring happened during the research process. In carrying out observation, researchers follow the learning process: and make sure that his learning process of Ice-breaking follows the steps.

2. Test

The test instruments used in this study were pre-test and post-test about giving instruction and asking for permission material. Pre-test has been given at the beginning of the study to determine student's responses about the learning process before get the treatment. The kind of test that the researcher used was the process before get the treatment. The kind of test that the researcher used was the placement test. The purpose of this test was to measure students' understading about asking opinion material and help the researcher in forming the students into teams. While post test had given at the end of the study to determine the students' responses about the learning process after receiving the treatment. This test will help the researcher in measuring the students' improvement.

a. Pre-test

Pre-test is an initial test conducted by the teacher in the form of agriculture before starting the lesson. The question asked by the teacher is the material that has just been taught during the learning process. The pre test is an initial test carried out by the teacher in the form of agriculture before starting the lesson. The questions asked by the teacher are the material that has just been taught at the beginning of learning. In this study, the pre-test was given to class VIII B students. This pre-test was conducted in the first meeting before they received treatment

b. The post-test

Procedure is a from of question that is given after the subject matter has been delivered. In other words, the post-test is the final evaluation when the material taught on that day has been given where a teacher gives a post-test with the intention of whether the students have understood the material that was just given that day. The post test in this study was given to class VIII B students, the post test is given in the form of an oral test.

3. Field notes

Field notes were written by the researcher at each meeting during the research process. Field notes are used to describe the writer's thoughts and feelings about the teaching and learning process. The researcher recorded everything that happened during the teaching and learning process including reflection and evaluation of the application of the ice-breaking technique in learning English.

4. Interview

The interview was a conversation between two parties with a specific purpose. In this research was done a guild interview to be students and the English teacher.⁴⁴

5. Documentation

Documentation is recorded (It could be a notebook, picture, video voice, recording, etc) of an even. I'm this researcher the researcher used data off the school (including the teacher and the student's name) interviews, transcript, and pictures as evidence of the researcher)⁴⁵

6. Data analysis technique

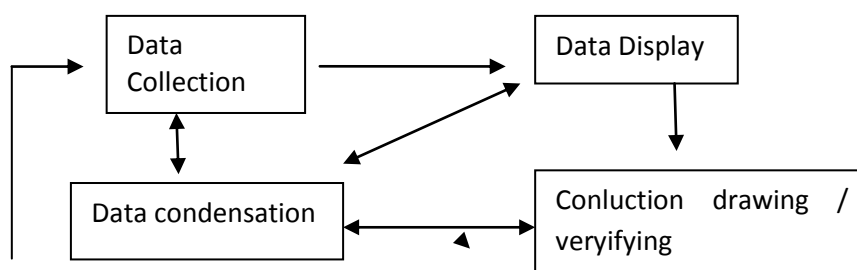
Data analysis is a process to find out and systematically compile research results. In this study, the researcher used a flow model tp analyze qualitative data used and presentage correlation to analyze qualitative data and used percentage correlation to analyze quantitative.⁴⁶

7. Qualitative data analysis

1. Qualitative

The researcher used the flow model to analyze the data. The flow model proposed by Miles and Huberman consists of 3 part

Figure 3.2 Component of Data analysis



⁴⁴Lexi j Moleong, metode penelitian kultatif (Bandung Pt. RemajaRosdakarya)

⁴⁵Lexi J , Moleong, metode penelitian kultatif (Bandung Pt. Remaja Rosdakarya hl. 186

⁴⁶ Miles, Marrhew B, Qualitative Data Analysis Edition 3 (United States Of Amerika, 2014)

a. Data, Reduction

According to Miles and Huberman, data reduction refers to the process of selecting, focusing, simplifying, abstracting, and changing data that appears in written field notes and interview transcripts.

b. Data Display

Miles and Huberman, state The data display is an organized and condensed collection of information from which conclusions can be drawn. The analyzed data is described and then presented formally in the form of a narrative. The description includes the presentation of the data that the researcher obtained from the results of observations of student activities in class and the results of student and teacher interviews

c. Conclusion drawing/verification

In this last step, the results of the analysis are concluded after compiling the concepts related to the research objectives.

2. Quantitative data analysis

Quantitative data analysis is an activity after all of the data Respondents or other sources gathered. quantitative data analysis is done to quantify student study scores. the test that the researcher did in this researcher was pre-test and post-test. According to the school curriculum, a student is called to succeed in passing the test if that student reached the minimum completeness criteria (KKM) value of 75. The score of students' performance was conducted by using the formula :

$$x = \frac{\text{obtainscore}}{\text{maximumscore}} \times 100$$

Note X = the students score

Other that the result of the test was calculated by finding the average value the formulation is as allow : $x \frac{\sum x}{\sum N}$

Notes

X=Mean/Average

$\sum x$ = the sum of student's score

$\sum N$ = total student

The data were analyzed percentage as follows :

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

Notes

P = percentage

$\sum x$ = the sum of student' that succeed

$\sum N$ = total student

Suggestions from the class VIII English subject teacher, the minimum competency criteria (KKM) in English subjects is 75% oil. Therefore, classroom action research is said to be successful if it reaches 75% or reaching a minimum score of 78 in teaching using the Ice-breaking technique, meaning that if the student has reached the success criteria, the student has passed the test, the action in this subject is finally stopped.

E. Research Stage

The research stage is carried out as follows:

1. Pre-cycle, at this stage the researcher conducted a pre-test to measure the students' speaking ability before the treatment and had conducted interviews with students and teachers.
2. Treatment, to increase students' motivation in speaking. There are two cycle steps
 - a. Cycle 1
 1. Planning: prepare lesson plans (RPP), learning media, and research instruments.
 2. Action, applying Ice breaking techniques in the learning process and then evaluating speaking skills.
 3. Observation: Observe the situation and conditions during the action using the observation sheet.
 4. Reflection: analyze the effect of action and improve planning for the next cycle.

b. Cycle II

The steps in cycle II are similar to the steps in cycle I. In addition to this cycle, it is an improvement from cycle 1 by using the results of reflection in cycle 1.

3. Post-test was conducted to determine the final result of the Ice-breaking technique motivating students' learning activities.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The findings data was taken in class VIII B MTs Muhammadiyah Tanamon totaling 24 students who used classroom action research. Furthermore, the data were analyzed using qualitative and quantitative data. Qualitative data were collected from observation, interviews, and documentation while quantitative data were taken from Pre-test and Post-test.

This research was conducted In collaboration with an English teacher at MTs Muhammadiyah Tanamon, Mrs.Amy RajoS.Pd. This research can occur because the researchers found problems that occurred during the initial observation, namely, students did not focus on the learning process taking place and students felt bored with the learning process. This was proven when the researchers asked what was just explained students could not answer.

The technique used in the learning process takes place still using traditional technique, namely, teacher only writes in front of the class, and students record what has been written by the teacher, students are also explained but when students are explained by the teacher if students do not understand they do not ask again the reason they are afraid and want the learning process to be completed quickly is that is too boring in the classroom.

When the researcher found that the students' ability In learning English was not very good and students' knowledge of the previous material that had been taught by their teacher could not understand and they do not remember what was been taught, In this pre-test the students' score is still low, namely 56.45.

Based on the students' weaknesses in the knowledge of English which include vocabulary, reading, listening, writing, the researchers decided to use the learning process with Ice Breaking technique where this technique is expected so that students can be more focused and can increase their motivation to learning English

1. Qualitative data

Observation

Based on the observations made by the researchers, they wrote down all the developments in the activities of class VIII B students during the learning process in field notes. The number of students in class VIII B was 24 students. The learning process consists of 2 cycles, each cycle consists of 2 meetings.

22 September 2021 while the second meeting was on 23 September 2021. At the first meeting, the researchers explained the Ice breaking technique, They are curious and enjoy learning. the researcher found that students had problems in the learning process such as not all students focused during the learning process, some students were afraid to speak during the learning activities; they are afraid to ask and answer questions even in using Indonesian and not all students are active in the group world. September 28, 2021, at the second meeting the researchers got an increase in student activity during the learning process that was quite active in asking and answering. Although they still answered using Indonesian, the researchers found several problems where students were afraid to practice speaking in front of the class.

In cycle II, the observation process took place in the first two meetings on October 5, 2021, and the second meeting on October 6, 2021. At the first meeting, the results of observations showed that students' speaking activity increased. Students are active in asking and answering questions as well as in group collaboration. The increase in students' speaking activities also increased their confidence to speak in English. Next in the second meeting, students showed a significant improvement in their speaking skills, especially in the aspects of vocabulary, pronunciation, and fluency.

2. Interview

Interviews were conducted before and after treatment, the first interview was conducted on September 21september 2021. From a total of 24 students in class VIIIB MTs Muhammadiyah Tanamon, the researchers interviewed 12 students and 1 English teacher. Based on the result of researchers' hed interviews with several participants before the pre-test the following interview as :

The teacher's attention that "students are passive during the learning process, they speak a little during the learning process once they speak the students use Indonesian but in English they do not want or are afraid to speak

1. The main problem in the classroom is . The teachers' attention that 'students are passive the learning process, they speak a little during the learning process once they speak students use Indonesian but in English they do not want or are afraid to speak⁴⁷'. (I am afraid to speak wrong) "saya takut salah dalam berbicara"⁴⁸ saya tidak memahami bahasa inggris"⁴⁹ (I don not understand), and 'saya takut di tertawakan teman'⁵⁰ and (I am afraid of being laughed at by friend.)
2. The learning process carried out or delivered by the teacher only writes in front of the blackboard and explains to students. This is evidenced by the student's statement saying "we haven't studied in groups until now" when the researcher asked again, it was confirmed by Miss Amy Rajo S.Pd when she said why I didn't use groups because learning would be noisy. That is why I use teacher-centered learning in the learning process.⁵¹

As the result of the situation above, it could be caused of the students become passive and unmotivated in learning (especially speaking) English Therefore, the researcher tried to solve the problem by using students Ice breaking technique in teaching English.

The second interview was conducted on 13 Oktober2021, the researcher interviewed the English teacher after using the Icebreaking technique, the results of the interview were as follows:

1. Students are very active in the learning process, the teacher says that he wants to improve. "It's great that students are starting to be active in the learning process." Previously, students were not active in the learning process and students were

⁴⁸ Interview result with the students at eight grade at MTs Muhammadiyah tanamon, Aryan Afgiansyah Mokoginta Tanamon, 20rd September 2021 at Teacher room of MTs Muhammadiyah tanamon.

⁴⁹ Interview result with the students at eight grade at MTs Muhammadiyah tanamon, Alda Regar Tanamon, 20rd September 2021 at Teacher room of MTs Muhammadiyah tanamon.

⁵⁰ Interview result with the students at eight grade at MTs Muhammadiyah tanamon, Aryan Afgiansyah Mokoginta Tanamon, 20rd September 2021 at Teacher room of MTs Muhammadiyah tanamon.

⁵¹ Interview result with the students at eight grade at MTs Muhammadiyah tanamon, Aryan Afgiansyah Mokoginta Tanamon, 20rd September 2021 at Classrom of MTs Muhammadiyah tanamon.

quite afraid when they wanted to speak. However, now they are more confident to speak during the learning process.⁵²

Interview result with the English teacher at eighth grade of MTs Muhammadiyah Tanamon, Mrs. Amy Rajo, S.Pd. Tanamon 21 september 2021 at teacher room of MTs Muhammadiyah Tanamon.

The students' skills were greatly improved compared to the beginning, this was supported by the teacher's statement which said "now students can speak with confidence and" based on the test, test they can speak with confidence and based on the test, they get good grades. This statement is supported by students' scores on each test after the cycle.

Interview result with the English teacher at eighth grade of MTs Muhammadiyah Tanamon, Mrs, Amy Rajo,S,Pd.Tanamon 21 september 2021 at teacher room of MTs Muhammadiyah Tanamon.

3. Quantitative Data

In this classroom action research the researcher uses actions consisting of pre-cycle, cycle 1, and cycle 2 briefly, the data in each cycle will be stated as follows:

a. Pre-cycle

In class action research, the first step is to do a pre-cycle or initial reflection on the research subject to obtain pre-existing speaking skills before treatment. In this pre-cycle, the researcher has taken several steps to obtain student data.

1. The English teacher and researcher are in the same class.
2. The teacher presents the material while the researcher observes the learning process; The researcher observed the teacher using the teacher center method which caused a lack of speaking intensity and students' learning motivation.
3. At the end of the learning process, researchers and teachers evaluate students to find out the results of the pre-cycle student evaluation.

⁵² Interview result with the students at eight grade at MTs Muhammadiyah tanamon, Amy Rajo S.Pd Tanamon, 13rd October 2021at Teacher room of MTs Muhammadiyah tanamon.

Based on the results of observations of the initial and pre-cycle conditions, it is known that the pre-cycle learning outcomes can be seen in the table :

Table 4.1
Pre-cycle Student Learning Values

No	Name	Pre-cycle score	Explanation	
			Passed	Failed
1	AFM	37.5		✓
2	AR	37.5		✓
3	APT	56.26		✓
4	AL	68.75		✓
5	AK	25		✓
6	AI	75	✓	
7	AK	50		✓
8	DBT	56.26		✓
9	DCM	75	✓	
10	DS	25		✓
11	FAI	81.25	✓	
12	FFM	75	✓	
13	FNM	50		✓
14	GRB	37.5		✓
15	MAB	43.75		✓
16	MAPP	75	✓	
17	MAB	50		✓
18	MSI	50		✓
19	NSZS	75	✓	
20	NJM	81.25	✓	
21	QQR	50		✓
22	RAG	62.5		✓
23	SAFT	81.25	✓	
24	RD		✓	
Total		1350		
The Highest Score		81.25		
The Lowest Score		25		
Average		56.25		
The Completeness Precentage		37.5		

(Table 4.1 pra-cycle results, class VIIIB students)

Table 4.1 above shows that the student's score in speaking is very low. and lack of motivation in learning English, from 24 students who scored above the KKM only 9 students

and 15 other students had scores below 68.75. of all 24 students, they have an average score of 56.25, which can be seen in the formula below:

The average value is obtained by the formula:

$$x = \frac{\sum x}{\sum N} = \frac{1350}{24} = 56.25\%$$

Notes

X=Mean/Average

$\sum x$ = the sum of student's score

$\sum N$ = total student

The explanation of the average value is the total value ($\sum x$) is 1.350 divided by the number of students 24 so the result is 56.25 to find out the percentage of students' completeness or the number of students who get

To find out the percentage of students' completeness or total the students that passed the minimum completeness criteria (KKM) score which is 75, the researcher obtained by formula :

$$P = \frac{\sum x}{\sum N} \times 100\% = \frac{9}{24} = 37.5 \%$$

obtained by dividing sigma X (Ex), namely by dividing the number of students who got a score of 75 or by test, namely students with Sigma (EN), the number of students was 24 then multiplied by 100% the result was 37.5%.

The main pre-cycle figure is declared low because the percentage of completeness has not reached 75%, this can be seen from the average value of 56.25 and the percentage of completeness obtained by students is only 37.5%.

b. Cycle I

1) Planning

The first stage is to introduce the Icebreaking technique to the teacher, then the teacher and researchers arrange the learning steps for the learning. Furthermore, researchers and teachers to prepare Lesson Plan, media and tools used as guidelines; and tools in doing cycles.

2) Action

The researcher carried out the first cycle in two cycles starting from 28 and 29 September 2021, the actions researchers took were as follows:

a. First meeting(Tuesday, September 28th 2021)

1) Opening

The First meeting of cycle 1 was held on Tuesday, September 28th 2021. The researcher greeted and checked the students' attendance at the start of the first meeting. The researcher started the class with the first few activities, such as giving the students a brief explanation about ice breaking games.

2) Main Activity

In this meeting the researcher tried to introduce the ice breaking technique in learning activities. In teaching and learning activities using theme that has been determined Then the researcher wrote in front of the class about how to introduce himself and after that the researcher asked one of the students to stand in front of the class to introduce your self.

My Name Is...

I am years old

I Live In

My Hobbi Is ...

My Favorite Calorare...

My Favorite Food....

But when the researcher showed 1 student to come to the front of the class, the other students did not pay attention to the friend in front of the class who was introducing the name, then the researcher decided to use the ice breaking technique in order to make students more focused. The researcher asked the students to all stand up then the researcher asked the students to make groups of 1 in groups of 4 students. The researcher asked all students to stand up then the researcher asked the students to make groups consisting of 1 group consisting of 4 students. and

each group must bring a pen and paper because this game has to write, when the researcher reads 1 word where students will take turns writing until the last student.

- Teacher
- Write
- In
- Table

When the game started, the students were very enthusiastic while playing the game because they were happy that this was their first time playing. While playing the game the researcher began to see that there were some students who were less interested. So the researcher asked the students who were not very interested in their opinion that their group was not suitable because the other group was good at English.

After finishing playing ice breaking, the researcher continued to continue the learning process, where the researcher asked 2 students to come to the front of the class to start introducing each other's names. and when students introduced the names of the researchers, they saw progress when using these games where students were more focused ahead paying attention to friends who were in front of the class, then there were some students who ventured to the front of the class to introduce names without being asked by the researcher.

3) Before closing the class, the researcher gave a general conclusion and asked the students if they had any difficulties with the material. Finally, the researcher closed the class by greeting.

b. The second meeting is Wednesday, September 29th 2021

1). Opening

The researcher started class by greetings the students and asked the students condition Next, the researcher checked the attendance list of the second meeting and asked student readiness to learn.

2). Main Activity

Still with the same material, the researcher first asked students about the material that had been taught yesterday and explained it again so that students could remember it again. After that, the researcher gave post-test 1 to the students. Post-test 1 was conducted to measure how well the students' speaking achievement in speaking improved.

First the researcher asked the students to make groups like yesterday with 4 students, then the researcher asked the students to stand in front of the class and the researcher changed the group. then the researcher explained that the games were related to the names in the classroom.

- Wallpaper
- That
- Color
- Green

The games went well, but because the games were so fast, according to them, they complained that it was difficult for them to write because the researcher only read out one word. After that, the researcher asked the group leader to come to the front of the class to read what had been written by each group before continuing the learning process. after finishing the researcher continued learning and then the researcher explained a little about the material that will be taught next week, the researcher asked the students if there was anything they wanted to ask before the researcher closed today's lesson and one of the students asked whether the following meeting still had games like this, The researcher explains that this will still exist but it will not take long to play games because you have to focus more on learning material.

3). Closing

Because there has been a notification from the teacher to change the hours the researcher closed the class by saying salam.

3). Observing

Observations were made to collect data about student activities, student responses and student participation during the teaching and learning process. Observing observations is an important aspect of classroom action research, because observations are carried out to collect data about student activities, student responses and student participation during the teaching and learning process using the Ice breaking technique. Observations are carried out simultaneously with the teaching and learning process.

Students look enthusiastic in learning with researchers using the Ice breaking technique even though there are some students who do not pay attention when researchers explain the material, so they look confused when researchers ask questions. And there are some students who are still confused in speaking and writing words, then after completing the post test, the researcher wrote again in front of the whiteboard. The researcher gave a post test for two meetings to see if the students' motivation to learn English had increased after they received treatment.

4) Reflecting

According to the researcher's observations, the application of the ice breaking technique in cycle 1 still has weaknesses that need to be improved by researchers because in cycle 1 some students have not met the minimum completeness criteria (KKM).based on the data that has been obtained by researchers from 24 students only 9 students who passed the minimum criteria. there are still many things that need to be improved in cycle 1 such as, students' self-confidence, vocabulary, pronunciation and class conditions which are still not fully controlled. however, students can easily accept the material easily by using the ice breaking technique.

Table 4.2
Cycle 1 evaluation results

No	Name	Cycle 1	Explanation	
			Passed	Failed
1	AAM	50		
2	AR	56.25		
3	APT	75	✓	
4	AL	75		
5	AK	43.75		
6	AI	75	✓	
7	ANK	68.75		
8	DBT	75	✓	
9	DCM	75	✓	
10	DS	43.75		
11	FAI	81.25	✓	
12	FFM	75	✓	
13	FNM	68.75		
14	GRB	50		
15	MAB	75	✓	
16	MAPP	81.25	✓	
17	MAB	75	✓	
18	MSI	75	✓	
19	NSZS	87.5	✓	
20	NJM	81.25	✓	
21	QQR	68.75		
22	RAG	75	✓	
23	SFAT	87.25	✓	
24	RRD	81.13	✓	
Total		1699.63		
The Highest Score		87.25		
The Lowest Score		50		
Average		70.81		
The Completeness Percentage		62.5		

(table 4.2 post-test cycle 1 results, class VIIIB students)

From the table above, the researcher explained that in cycle 1 students had an increase such as the average value of students in cycle 1 was 70.81%. although the minimum criteria are not sufficient, but this has greatly increased during the pre cycle the average value of students was only 56.25%, the value from pre cycle to cycle 1

had an increase of 14.56%, from students who passed only 9 increased to 15 students who passed in cycle 1 because it used the ice breaking technique.

The Researchers found the average value with the formula:

$$x = \frac{\sum x}{\sum N} = \frac{1699.63}{24} = 70.81 \%$$

Notes

X=Mean/Average

$\sum x$ = the sum of student's score

$\sum N$ = total student

The average value is the total score of students ($\sum x$) is 1699.63 divided by the number ($\sum N$) which is 24, so the result is 70.81 Researchers calculate the percentage of students' completeness obtained as follows with the formula:

$$p = \frac{\sum x}{\sum N} \times 100\% = \frac{15}{24} \times 100\% = 62.5\%$$

Notes

P=percentage

$\sum x$ = the sum of student's score

$\sum N$ = total student

Explanation of the percentage of students' completeness scores obtained by dividing the value of sigma X($\sum x$), i.e. the number of students who scored 75 or more, the remaining 15 were then multiplied by 100% and the result was 62.5%

C. Cycle II

1. Planning

In cycle II, it was compiled based on the results of analysis and reflection in cycle 1. It is known that the obstacles that occurred in cycle I were caused by students who were not accustomed to using the Ice breaking technique and also students were still not confident, there were still errors in pronunciation and writing. This technique

was applied by researchers in class VIII B so that there were still many students who had not reached the minimum completeness criteria (KKM). Thus, in cycle II, researchers are expected to be able to overcome the obstacles that occur in cycle I.

2. Action

a. Opening

1) The first meeting (Tuesday, October 05th 2021)

It can be seen from cycle 1 that students' speaking ability is still low due to lack of motivation in learning English. Therefore, the researcher decided to do cycle 2 with the aim of correcting the failure in cycle 1. The researcher made some changes in cycle 2 such as group changes and activities that could motivate students in learning English. The researcher also prepared lesson plan to help him carry out the teaching and learning process and cards for the post test.

2) Main Activity

The researcher opened the teaching and learning process by greeting students, asking how they were and not forgetting to attend to students. the researcher explained the material about the expression of request, after the researcher explained about the new material. The researcher asked two students to come to the front of the class and read the dialogue in the textbook.

Atiqah : Excuse me, miss.

Libarian : Yes? Can I help you?

Atiqah : What time does the library close ?

Libarian : At 1 p.m Do you want to borrow some books?

Atiqah : Yes, and I want to return these novels.

Libarian : I see. May I see your library card?

Atiqah : Here you are

When the researcher asked other students to come to the front of the class there were still students who were not confident and did not want to come forward to read the

dialogue, so the researcher explained that they should not be afraid to be in front of the class. Not yet 15 minutes the researcher explained the material and motivated students for the importance of learning English, the students had started to not focus on the various things they were doing such as starting their own discussions and always asking permission to leave the class because there was still time to take turns in class with the teacher, other researchers decided to use the ice breaking technique in the middle of the lesson to be able to make students a little more enthusiastic about learning.

After that the researcher divided the students into a group to apply the ice breaking technique, the researcher explained that this game was still the same as before, and the researcher asked the students to bring paper and pens to each group where the students would write down what the researcher would say.

- What
- Time
- Does
- the
- Library
- Close

After the game progressed quite well according to the researchers' expectations. The researcher then continued the material that was hampered by the researcher explaining the material again and didn't forget to motivate the students, then the researcher asked again 2 students who did not dare to come forward to the front of the class to be able to read the dialogue with friends and were starting to be confident even though it took a few minutes to make he is sure that students can read the dialogue material that students have written.

3). Closing

After the bell rang, the researchers closed the class by saying hamdalah and salam.

2). Second meeting (Wednesday, October 06th 2021)

1). Opening

The researcher continued the second post test. The researcher entered the class by greeting, after that the researcher asked how the students were and checked the students' attendance.

2). Main Activity

Researchers as before explained further material about asking for attention. Then as usual the researcher asked to make groups as before and asked the students to come forward in front of the class. The researcher made a short conversation about the expression of the request then the researcher explained that the students had to listen carefully to what was being explained and what the researcher had written because each sentence would be made into a game like before.

Johan : Excuse me, atiqah

Atiqah : Yes, Johan

Johan : Pass me the pencil, please.

Atiqah : Sure. Here you are.

The researcher has not finished explaining that several students have gone out asking for permission to leave and the class is already quite noisy because there are students who start the discussion before the researcher asks the students to discuss, the researcher tells slowly for students to pay more attention to the material but it doesn't last long because students start small discussions again.

After the researcher finished making the dialogue, the researcher asked the students to get ready to start this game, then the researcher erased the dialogue that had been written in front of the

class and collected the student books. and the researcher started the game by mentioning 4 vocabularies in English, the researcher told him that he would only repeat the next 2 times after finishing the researcher would collect the paper that had been written to check what the students had written then the researcher asked each group to send 2 students forward to ahead and read what is written.

- Sure
- Here
- You
- Are

Then after the game ends the researcher continues the next dialogue material, this material is quite different because this is true or flash material students must answer in the dialogue that students write whether it is true or false and students if they have filled in then the researcher asks students to listen to what the researcher says whether student's answer is right or wrong.

3). Closing

The researcher closed the lesson by notifying the winning group based on the points obtained from the first using the ice breaking technique to this day. and the winning group will get a prize and the loser will be given a punishment that is singing.

3 Observing

in cycle II were carried out directly during the learning process. The researcher applies the Icebreaking technique in the learning process and pays attention to the student's development in cycle II. Based on the researcher's observations in cycle II, the students were interested in the learning process, actively asked and answered questions during the lesson, and were active in group discussions.

4. Reflecting

Based on the application of the Icebreaking technique in the second cycle, an average score of 81 was obtained in the overall evaluation, the second cycle and the overall

student learning mastery percentage in the second cycle have obtained a score of 87% based on these data, student learning mastery was categorized as very high.

Based on the data above, the researcher stated that the second cycle of student success rates had a very good increase. This is evidenced by the encouragement of students who get satisfactory grades, while of students who get staisfactoy grades, while improvements occur in students as follows :

- a. When using the Icebreaking technique in the learning process, can increase the remaining cooperation in the group.
- b. And also increase student learning activity which can be proven by the activeness of students in asking and answering questions in English.
- c. Increasing students' self-confidence is good from the evaluation that has been given based on the results of the study, and it can be said that learning English using the Icebreaking technique has been successful, The researcher and the teacher agreed not to continue to the next cycle.

Tabel 4.3**Cycle II**

No	Name	Score cycle II	Explanation	
			Passed	Failed
1	AFM	62.5		
2	AR	56.25		
3	APT	75	✓	
4	AL	81.25	✓	
5	AK	62.5		
6	AI	93.75	✓	
7	ANMK	87.5	✓	
8	DBT	87.5	✓	
9	DCM	81.25	✓	
10	DS	75	✓	
11	FAI	81.25	✓	
12	FFM	75	✓	
13	FNM	81.25	✓	
14	GRRB	87.5	✓	
15	MAB	75	✓	
16	MAPP	93.75	✓	
17	MAB	81.25	✓	
18	MSI	81.25	✓	
19	NSZS	87.5	✓	
20	NJM	81.25	✓	
21	QQR	75	✓	
22	RAM	81.25	✓	
23	SFAT	87.25	✓	
24	RRD	93.75	✓	
Total		2012.5		
The highest score		93.75		
The lowest score		56.25		
Average		83.85		
The completeness presentage		87.5		

(table 4.2 pre test cycle 2 results, class VIIIB students)

From the table above, the researcher could calculate the mean of students score, the percentage of the students who pass the minimal mastery level criterion (KKM), and the improvement students score in speaking from the pre test to the post test 2.

Researchers found the average value with the formula

$$x = \frac{\sum x}{\sum N} = \frac{2012.5}{24} = 83.85$$

Notes

X=Mean/Average

$\sum x$ = the sum of student's score

$\sum N$ = total student

Explanation: the average value is the number of students' scores ($\sum x$) which is 2012.5 divided by the number of students ($\sum N$), that is, the result is 83.85.

To find out the percentage of students' completeness according to the minimum completeness criteria (KKM) is 75, the researchers obtained the formula:

$$p = \frac{\sum x}{\sum N} \times 100\% = \frac{21}{24} \times 100\% = 87.5\%$$

Notes

P=percentage

$\sum x$ = the sum of student's that succeed

$\sum N$ = total student

Explanation: the value of the student's completeness percentage is obtained by dividing the sigma X ($\sum x$), namely the number of students who meet the KKM on the test, namely 21 students with sigma N ($\sum N$), the number of students is 24, multiplied by 100, the result is 87%

B. Discussion

Based on the results that have been obtained from the pre-test and post-test. The researcher got the conclusion according to the problem formulation in Chapter 1, especially In increasing students' motivation In the process of learning English. In this study, the researcher identified several factors that caused the motivation and learning

Outcomes VIII B students to be not too good. The cause it self between students and teachers them selves. Boredom and no change in conveying the material it self which makes students not want to learning English because there are so many difficulties experienced by students, namely vocabulary, listening to what the teacher explains, writing, and what they avoid the most is speaking in front of the class.

The learning process will be successful when students have motivation in learning study. Therefore, teachers need to foster student learning motivation optimal learning outcomes teachers are required to be creative In generating student learning motivation, so that effective student learning behavior is formed. From a menagement and pychological perspective, we can find several theory about motivation (motivate) and motivation (motivating) which is expeced to help managers teachers to develop their skill in motivate students to show superior learning achievment or performance. However, in practice it must be acknowledged that efforts to implement these theories or in other words to be a great motivator is not a simple thing, considering the complexity of the problems that related to individual behavior (students), both related to internal factors of the individual himself and the external circumstances the influence him.⁵³

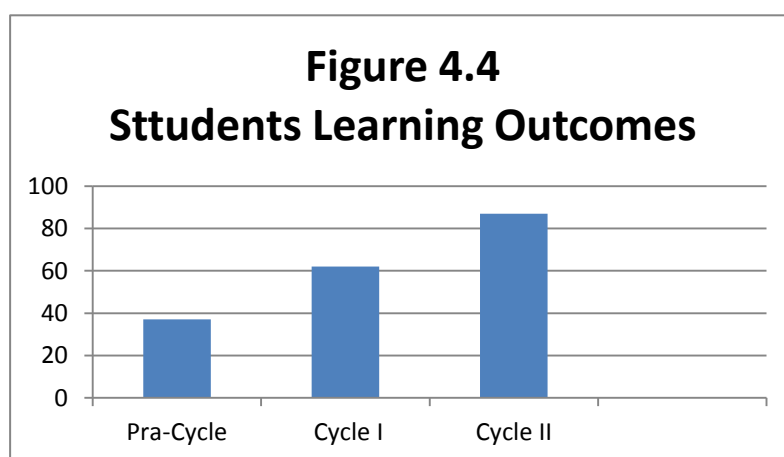
As a teacher should think about what techniques can make students understand and motivate students so that they are more focused on Learning, one of the good technique used for students is the Ice Breaking technique where this Ice Breaking technique there are various kinds of games that can be spontaneously or maybe before entering class, they have already thought about what games to play, whether they will be playe early or mid last depending on the situation that occurs.

The purpose of the study is to Upgrade the motivation of students in the process of learning language English with the use of the Icebreaking technique. Giving Ice breaking before staring the process teaching and learning can also be categorized as one of creativity owned by an educator. This Ice Breaking works for change the order of the freeze, rigidity, boredom or drowsiness In Learning. This Ice Breaking activity aims to create dynamic learning atmosphere, full of enthusiasms. Ice

⁵³Arianti, ‘*peran guru dalam meningkatkan motivasi siswa*’, jurnal pendidikan, Vol No 2, desember 2018, hl 120.

Breaking creates a fun but still learning atmosphere are you seriou. Because by giving Ice Breaking, students who tent to be daydreaming, sleepy and not enthusiastic he will get up and the spirit is back with the provision of Ice Breaking before start teaching and learning activites, giving Ice Breaking before start teaching and learning activities. Giving Ice Breaking can be in the form of : cheers, sing along and much more⁵⁴.

In results interview conducted by researcher there are several benefits in the process of learning use Ice breaking technique: yes make the student braver and believe self and more student can come on stage in front class moment researcher give Duty creates a dialogue on the moment not yet use This Ice breaking technique student no brave come on stage in front class or read use language English.Can look at the following diagram results :



Results Pre which cycle _ student only got the average value of 63% and Mark percentage 37%. Moment researcher finished doing pre-cycle then researcher interviewed 12 students and answer they all almost the same where the moment they study they blocked with language and pronunciation where part student no like and very boring moment study language English. and there is several opinion student moment interview they tell to bring the moment to learning teacher only explain and make student no understand and make student no concentrate.

⁵⁴Efiika feabriandar, ‘‘ Pengaruh Kreativitas guru dalam menerapkan Ice Breaking dan Memotivasi belajar terhadap hasil belajar siswa sekolah dasar’’, brilian Jurnal Riset dan Konsep tual jilid 3 Nomor 4, november 2018.hl, 504

Moment researcher knowing this researcher continue with cycle 1 where researcher use Ice breaking technique when use Ice breaking technique improvement student reasonable experience enhancement but permanent still there is several problems because caused student still not yet used to with use Technique because used to with explain moment researcher use Ice breaking technique.

Based on cycle I, that is researcher did several changes in the process of learning on cycle II. The changes in cycle is as follows:

- a. The researcher gives motivation and supports students in asking and answering the question.
- b. Students focus in the group

In cycle II the researcher found that students were more enthusiastic and motivated to learning because the technique used made them understand what was being explained faster. Students can find better knowledge about how to work in groups and they can understand the material faster and their grades improve quite well although there are some students shoes grades are not very good. While the average value obtained by students In the second cycle Is an average valuae obtained by students In the second cycle Is an average above the KKM 81,35 this is much better and higher that the post-test score.

CHAPTER V

CONCLUSION

Based on the results of the discussion and conducting research directly the researchers concluded as follows:

A. Conclusion

The application of the Icebreaking technique in class VIII B of MTS Muhammadiyah Tanamon was able to increase students' motivation in the learning process, especially in speaking activities in English. This is evidenced by the learning outcomes of students who have increased students' speaking activities in the learning process, for example, students are more active in answering and asking questions, and are very enthusiastic in group activities.

The application of the Ice Breaking technique at MTS Muhammadiyah Tanamon in learning English is divided into two cycles. The application of Ice Breaking learning techniques in addition to increasing student learning activities also motivates students to improve student learning outcomes. In the pre-test, the percentage of completeness only got 37.5% of students who passed, there were only 9 students while 15 other students did not pass. This result is very less because the minimum KKM is 75%. In the first cycle, the students' completeness percentage increased significantly, namely 62.5% and around 15 students who passed the test passed the test while the others did not achieve the completeness percentage score. In the second cycle, the students' mastery results improved very well, namely 87.9%, and the students who passed were spread out by 21 students.

B. Suggestion

The Referring conclusion above, there are some suggestions that the researcher would be like to give :

1. For teachers

Researchers suggest being more creative in managing the class so that students are more active in the learning process and in the process of learning to speak the

teacher is expected to use techniques or methods that can attract and motivate students to be more confident in English.

2. For students

When learning takes place, it is hoped that students will be more confident in expressing their opinions and must get used to speaking English.

3. For the next research

to other researchers, try to explore how to overcome students who are bored with the use of ice breaking techniques in other skills such as: writing, reading and listening.

REFERENCE

- The Qur'an of the Ministry of Religion of the Republic of Indonesia:
<https://quran.kemenag.go.id>
- Abidin.2014.*Desain Sistem Pembelajaran dalam konteks kurikulum 2013*, Bandung Refika Aditama
- Uhbiyatidan Ahmadi.2003.*Ilmu Pendidikan*, Jakarta RinekaCipta
- Baharudin Ahmad.2015. *Peningkatan Motivasi belajar siswa melalui Klasikal*, page 12
- Alarfin ,NoviaAyu, Vol 3, 2015.“ *Penerapan Ice breaking, penyegarkebekuan*” Page, 28.
- Soenamo Adi 2005. *Ice breaking permainan traktif-edukatif*, Yogyakarta: Andi Offeser page 1-2.
- Zulhulaefah Burhan*The, effectiveness of the application of ice breaker on increasing the motivation to learn English in grade I students of MTs Madani Alauddin Paopao. Thesis, Alauddin State Islamic University Makassar. 2017*
- H.D, Brwon Teacing by principles :*An active approach to language pedagogy. Addison Wesley Logmaninc, San fransico, 2001*
- Yamin ,Martinis Profesionalisme Guru dan Implementasi KTSP, Jakarta Gaung Persada pres,2008. hl, 163
- Santoso, Didik “keterampilan berbicara bahasa inggris” Duta Azharmedan 2017 hl 17
- Damayanti, Na The use of ice breaker to increase the motivation to learn English for the fourth grade students of SDN Randuagung IV Gresik. Thesis.IAIN Salatiga. 2019
- Febriandar, Efiika “ pengaruh kreativitas guru dalam menerapkan Ice breaking dan memotivasi belajar terhadap hasil belajar siswa sekolah dasar”, brilian Jurnal riset dan konsep tual jilid 3 nomor 4, November 2018, hl, 504
- Mulyani, E Praktik tindakan kelas, (Bandung, PT remajarosdakatya, 2012 .hl 89
- Kisma, Fawzea The Effect of Ice Breaker Game on Cell Disclosure. Thesis, Syarif Hidayatullah State Islamic University Jakarta. 2012

Achamd, Fanani Ice Breaking dalam proses mengajar, Jurnal, Vol.1 No 11

G, Fulcer testing second language speaking, logman/person education (London 2003)

Husna et al, Belajardanpembelajaran , Malang : UMM pres, 2018. Hl. 20

Uno, Hamzah B Teori Motivasi & pengukuranya, Jakarta : PT Bumi Aksara, 2007, hl. 3

Ismail, Syahriza, Basuki. Improving Students' Reading Skills Through Translation Methods. Journal of English Education. December 2017

Jack C, Richards Teaching Listening and speaking : from theory to practice, New york : cambridge University press, 2008. Hl. 19

Nunan David, Bailey M Kathleen *Practical English language Teaching first edition*, (New York: Mcgraw Hill Companies, Inc.,2003), pg,2

Santi, Kumala Improving students' motivation to learn English through the application of ice breaker in the eighth grade of the second grade of MTs Pembangunan Mandirancan. (Thesis, IAIN Sheikh Nurjati Cirebon. 2015)

Moleong J Lexi , metode penelitian kualitatif, Bandung PT. RemajaRosdakarya

Harun Yusuf ,TafsirIbnuKatsir., (Bogor : Pustaka Imam Asy-Syai'I, 2004

Said M, Game PemecahEs- Kumpulan Permainan penggugah Semangat, Andi Offset, Yogyakarta

Syah, Muhibbin psikologi Belajar. Jakarta PT Raja Grafindo Persada,2006 hl. 1

Ilham Bakhtiar Muhammad, Jurnal Psikolog Pendidikan & konseling vol 1 no 2

Malyanti “The comprarsion between students’ english speaking achievement living at and out of dormitory as Asadiyah Islamic boarding school sengkangwajo regency thesis Of UIN. Hl.23

Reza Miftahur“ Peningkatan perhatian siswa pada program pembelajaran kelas III melalui permainan Ice Breaking di SD Negeri Gembongan Kec, sentolo, kab ponogoro” skripsi Universitas Yogyakarta 2015.

B Marhew, Miles Qualitative Data Analysis Edition 3. United statet of Amerika, 2014

- Manur, Muslichmelaksanakan PTK (penelitian tindakankels) itumudah, Jakarta BumiAksara, 2009 hl.10
- Rahmayanti, Previa ,Saraswati Ayuna, Putri, Bhuana Pandu Gartika The use of ice breaker to increase motivation to learn English in class X SMK YPKKP. IKIP Siliwangi. 2019
- Mckay, Penny assesing young language learners. New york, Cambridge University Press, 2006, hl. 290-292
- Yeganehpour, Parisa, “ Ice-breaking as a Useful Teaching Policy for Both Genders”. Journal of Education and Practice. Vol.8,No.22,2017
- Rahmatullah, Adi Putra. Ice Breaker Method in Learning.vol. 3, No. 3.Journal of the State University of Surabaya. 2014
- Agustina, Rina ‘‘English Language for Pakistani Learners’’. Journal International Journal of Humanities and Social Science., Vol. 4 No. 1; January 2014
- Anggriani, Reny“ pengaruh teknik pembelajaran ice breaking terhadap motivasi belajar bahasa inggris siswa kelas IV SDN Randuagung IV Gresik., skripsi, IAIN Salatiga 2019
- Asnawi Sahlan., “motivation theory (Jakarta : StudionPress, 2007)
- Soenarno, Adi. *Ice Breaker Attractive-Educational Game*.Yogyakarta.Publisher. 2005
- Sugiyono, Quantitative, Qualitative and R&D Research Methods. Print 25. Bandung. Alfabeta Publisher. 2017
- Sunarto.Ice Breaker in learning. Surakarta. Media Horizon. 2012
- Sardiman, Interaksi & Motivasi belajar mengajar (Jakarta PT. Raja GarindoPersada 2006)
- Syahnan dahidayatullah penerpan Ice breaking pada proses belajar mengajar siswa kelas X tpm smk negeri 7 surabaya pada mata pelajaran K3, volum 01 no 02, 2013. hl. 68
- Santi kumala “ meningkatkan motivasi belajar bahasa inggris siswa melalui penerapan Ice breaking dikelas delapan MTS pembangunan mandiracan” (skripsi, IAIN Syekh Nurjati Cirebon,2015
- W.D, Tileston what every teacher should know about students motivation. California : Corwin press, 2010

Rahmawati Yenny ,erin, Developing assesment for speaking hidayatullah state Islamic university of Jakarta, Vol. 1 No 2, 2014.

Burhan Zullhulaefah “Efektivitas penerapan ice breaking terhadap peningkatan motivasi siswa belajar bahasa inggris siswa kelas 1 MTS Madani Alaudinpaopao” skripsi ,Universitas Islam Negeri AlauddinMakasar, 2017

Arifin, Zainal Penelitian Pendidikan :Metode dan paradigm baru, Bandung, PT Remaja Rosdakarya 2014. Hl.98

APPENDICES

Letter of Interview

Name : Amy Rajo , S.Pd

Position : Teacher

I hereby that participants can be and interested In the Ice Breaking Technique “ The use of Ice Breaking To Motivate Students In English Learning AT MTS Muhammadiyah Tanamon, Sinonsayang District, Minahasa selatan Regency.

Informant

A handwritten signature in black ink, appearing to be 'Amy Rajo S.Pd', written in a cursive style.

Amy Rajo S.Pd

. The profile of MTs Muhammadiyah tanamon.

MTs Muhammadiyah Tanamon is the only junior high school in Tanamon village, more precisely in Tanamon village, Sinonsayang sub-district, South Minahasa district, North Sulawesi.

MTs Muhammadiyah Tanamon has 1473 students. This school has a total of 13 honorary teachers. The school is a private school. This MTs has 11 rooms which are divided into 8 rooms for teaching and learning activities, 1 office room, 1 computer lab room, and 1 room for storing sports equipment

NPSN	40105205
NSS	121271050001
Name	MTs Muhammadiyah Tanamon
Accreditation	Accreditation B
Adress	Students Street No.
Phone Number	085340000969
Fax Number	-
Email	Ansorisandi87@gmail.com
School status	Private
District/city	Minahasautara, sinonsayang district, Tanamon village
Province	North Sulawesi
Country	Indonesia
Postal code	95959

Letter of Interview

Name : Fadya Arsylah Ismail

Position : Student

In this letter, the researcher has interviewed students in connection with the research title "the use of ice breaking to motivate in learning English." This research uses classroom action research in class VIII MTS Muhammadiyah Tanamon, Sinonsayang, sub-district, Minahasa Selatan district.

Thus this letter was made to be used properly.

Informant,



Letter of Interview

Name : Amara Latampung

Position : Student

In this letter, the researcher has interviewed students In connection with the research title "the use of ice breaking to motivate In learning English." This research uses classroom action research in class VIII MTS Muhammadiyah Tanamon, Sinonsayang, sub-district, Minahasa Selatan district.

Thus this letter was made to be used properly.

Informant.



Letter of Interview

Name : Siti Aftika Az-Zahra Tompunu

Position : Student

In this letter, the researcher has interviewed students In connection with the research title "the use of ice breaking to motivate In learning English." This research uses classroom action research in class VIII MTS Muhammadiyah Tanamon. Sinonsayang, sub-district, Minahasa Selatan district.

Thus this letter was made to be used properly.

Informant,



Letter of Interview

Name : Nayla Sitti Zanirah Soleaman

Position : Student

In this letter, the researcher has interviewed students in connection with the research title "the use of ice breaking to motivate in learning English." This research uses classroom action research in class VIII MTS Muhammadiyah Tanamon, Sinonsayang, sub-district, Minahasa Selatan district.

Thus this letter was made to be used properly.

Informant.



Letter of Interview

Name : Dewi Cika Mamonto

Position : Student

In this letter, the researcher has interviewed students in connection with the research title "the use of ice breaking to motivate in learning English." This research uses classroom action research in class VIII MTS Muhammadiyah Tanamon, Sinonsayang, sub-district, Minahasa Selatan district.

Thus this letter was made to be used properly.

Informant,



Letter of Interview

Name : Ghalic Ramadhan Bengga

Position : Student

In this letter, the researcher has interviewed students in connection with the research title "the use of ice breaking to motivate in learning English." This research uses classroom action research in class VIII MTS Muhammadiyah Tanamon, Sinonsayang, sub-district, Minahasa Selatan district.

Thus this letter was made to be used properly.

Informant.



Letter of Interview

Name : Duwi Setiawan

Position : Student

In this letter, the researcher has interviewed students in connection with the research title "the use of ice breaking to motivate in learning English." This research uses classroom action research in class VIII MTS Muhammadiyah Tanamon, Sinonsayang, sub-district, Minahasa Selatan district.

Thus this letter was made to be used properly.

Informant.



SPEAKING TEST**Speaking Test (Pre-test)****Questions :**

1. Introduce the name in front of the class?
2. make a conversation asking name and place of residence?

Example Introduce Yourself**Speaking Test (Post-test)**

Exercise : Make a conversation asking name and place of residence?

Answer : Based on the student.

Observation

Field Notes of Observation 1

Place : MTs Muhammadiyah Tanamon

Date / Time : Monday , 20september 2021 / 07.00 – 10.00

Observer : The researcher

On Tuesday, September 20, 2021, the researcher came to the MTs Muhammadiyah Tamnon school to make initial observations and deliver the research letter, first the researcher to the principal's office asked for permission before making the initial observation, then the principal asked me to meet with the English subject teacher to be able to see the teaching and learning process. After I met the English teacher I asked the teacher for permission to see the teaching process.

Observation

Field Notes of Observation 2

Place : MTs Muhammadiyah Tanamon

Date / Time : Tuesday , 21 september 2021 / 07.30– 08.30

Observer : The researcher

On the second day, the researcher had a discussion with the English teacher about the research plan that the researcher would do at school. English teachers help researchers to do research. The teacher brings the researcher into the class and the teacher explains to the students what the researcher will do and during the English subject who will teach the researcher so that students are not confused when the subject teacher does not enter.

After returning to the teacher's room and asking for the subject teacher's time to be interviewed then after finishing the interview, I asked for permission to be able to interview class VIII B students after they finished studying.

Observation

Field Notes of Observation 3

Place : MTs Muhammadiyah Tanamon

Date / Time : Wednesday, 22 september 2021 / 09.30 – 11.30

Observer : The researcher

On the third day the researcher returned to the MTs Muhammadiyah Tanamon school to start research in the classroom, before entering the class, the researcher first had a discussion with the subject teacher to ask where the student's lessons had reached and asked whether they were continuing the lesson according to the lesson plans that had been set. the teacher makes or I have to start new material, and the teacher tells me to continue the material I have taught and follow it according to the subject book.

After finishing discussing with the teacher, the researcher headed to class VIII A to start by asking what material had been given and then reviewing whether the students still remembered the subjects taught by the teacher. then after the researcher started the lesson and the researcher found the problems experienced by the students when it was only 15 minutes the researcher explained explaining about the material the students began to not focus, some started telling stories with friends, some were getting bored and made the learning atmosphere no longer conducive, in the middle of the researcher's lesson stopped the lesson and started to explain about the ice breaking technique at that time they did not understand but the researcher explained slowly.

Observation

Field Notes of Observation 3

Place : MTs Muhammadiyah Tanamon

Date / Time : Thursday, 23 september 2021 / 07.30 – 09.30

Observer : The researcher

On the fourth day, the researcher then went to school as usual, when he arrived at the school, the researcher went straight to the teacher's room and waited for the lesson hours and the researcher prepared questions to do the pre-cycle.

After the changeover the researcher entered the class before starting the pre-cycle the researcher re-explained the material that had been explained and asked the students if they still remembered and like yesterday they were just silent and didn't ask, then after they finished explaining the researcher told each student to rewrite what what has been learned and then come forward in front of the class and read what has been written.

Observation 3

Field Notes

Place : MTs Muhammadiyah Tanamon

Date / Time : Tuesday , 28 september 2021 / 07.30 – 09.30

Observer : The researcher

Cycle : Cycle 1 (Ist Meeting)

On Tuesday, September 28, the researcher entered class VIII A, then the researcher started teaching but unlike usual today the researcher used the Ice-breaking technique in the middle of the subject. The researcher told students to make 6 groups containing 1 group of 4 students, after finishing making groups, the researcher explained what was done.

After finishing explaining, the researcher saw the progress of students using the Ice-breaking technique, some students still didn't understand and some students really enjoyed using this Ice-breaking Technique.

Observation 3

Field Notes

Place : MTs Muhammadiyah Tanamon

Date / Time : wenesday, 29september 2021 / 09.30 – 11..30

Observer : The researcher

Cycle : Cycle 1 (2st Meeting)

at the second meeting using the Ice breaking technique, students made progress, namely during the learning process there were some students who started asking questions about the material even though they were still mixing English and Indonesian and were more focused on understanding the subject matter.

Observation

Field Notes

Place : MTs Muhammadiyah Tanamon

Date / Time : wenesday, 06 october 2021 / 07.30 – 09.30

Observer : The researcher

Cycle : Cycle II (1st Meeting)

on this day as usual the researcher started teaching and learning activities where the researcher used the ice-breaking technique on this day the students were told by the researcher to be divided into 6 people in 1 group but this time the researcher chose which students were in group 1 when the learning took place a lot of students who improve their learning to speak by asking or answering questions that the researcher has given.

Observation

Field Notes

Place : MTs Muhammadiyah Tanamon

Date / Time : thursday , 07 october 2021 / 09.30 – 11.30

Observer : The researcher

Cycle : Cycle II (2st Meeting)

on this day the researchers carried out a learning process where students were active in the learning process they were very ready to accept the material given, students were active in asking and answering when given advanced assignments in front of the class making conversations with their friends really enjoying the learning process taking place.

Material Cycle 1

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Mata Pelajaran : Bahasa Inggris
Materi Pokok : Introduce Your self
Kelas/Semester : VIII B/Ganjil
Alokasi Waktu : 60 menit

N

A. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran peserta didik diharapkan dapat :

- Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dalam ungkapan perkenalan diri, serta tanggapannya sesuai dengan konteks penggunaannya.
- Menyusun teks lisan dan tulis sederhana untuk menyatakan, bertanya, dan menanggapi perkenalan diri secara sangat singkat dan sederhana, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.

Nilai karakter : disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah , tanggung jawab, rasa ingin tahu dan peduli lingkungan.

B. Langkah- Langkah Pembelajaran

a. Pendahuluan 10 menit

- Melakukan pembukaan dengan salam dan puji syukur kepada Allah SWT.
- Mengecek keaktifan peserta didik
- Mengaitkan materi/tema/kegiatan pembelajaran dengan pengalaman peserta didik dengan materi sebelumnya
- Menyampaikan tujuan pembelajaran.

b. Kegiatan inti (40 menit)

- Guru memberikan contoh kepada siswa tentang cara mengucapkan perkenalan diri misalnya :
- Hai teman-teman
- Biarkan saya memperkenalkan diri
- Izinkan saya memperkenalkan diri

- Siswa mengikuti dan menirukan pengucapan kalimat yang di contohkan guru
- Guru memberikan suatu games ice breaking
- Guru membentuk siswa dalam sebuah kelompok
- Guru memberikan contoh di mana siswa di kelompok lain menghafkan nama siswa
- Satu kelompok membuat dialog tentang perkenalan nama dengan menggunakan bahasa inggris

C. Penutup

- peserta didik harus memahami materi yang sudah di pelajari karena akan di tayakan kembali.
- Peserta didik dan guru menutup pembelajaran dengan doa bersama.

D. Penilaian

- sikap : observasi sikap selama proses pembelajaran terutama saat cek kehadiran lewat absensi siswa.
- pengetahuan : Kuis Lisan

E. Sumber Belajar

- Alat/media : Papan tulis, Buku siswa bahasa inggris "English On Sky kelas VIII SMP/MTS, kertas, alat tulis, spidol

Guru Mata Pelajaran



Amy Rajo S.Pd

Tanamon, Oktober 2021



Dwi Astisa Kader

Material Cycle 2

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Mata Pelajaran	: Bahasa Inggris
Materi Pokok	: Ungkapan Meminta Perhatian
Kelas/Semester	: VIII B/Ganjil
Alokasi Waktu	: 60 menit

A. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran peserta didik diharapkan dapat :

- Memahami ungkapan meminta perhatian
- Menyatakan ungkapan meminta perhatian
- Belajar memerankan tokoh setiap percakapan
- Membaca dan memahami instruksi di setiap kegiatan
- Mengetahui bagaimana cara membaca percakapan tersebut dengan intonasi dan tekanan kata yang baik dan benar.

Nilai karakter : disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah , tanggung jawab, rasa ingin tahu dan peduli lingkungan.

B. Langkah-langkah pembelajaran

a. Pendahuluan 10 menit

- Melakukan pembukaan dengan salam dan puji syukur kepada Allah SWT.
- Mengecek keaktifan peserta didik
- Mengaitkan materi/tema/kegiatan pembelajaran dengan pengalaman peserta didik dengan materi sebelumnya
- Menyampaikan tujuan pembelajaran

b. Kegiatan inti (40 menit)

- Guru membagi peserta didik menjadi 6 kelompok yang terdiri 1 kelompok berisi 4 peserta didik
- Peserta didik dalam memperhatikan dan mengamati penjelasan yang diberikan guru terkait dengan materi pembelajaran dan masalah peserta didik

- Guru menjelaskan materi pembelajaran dengan memberikan contoh
- Games ice breaking di berikan berupa games yang menggunakan kertas di mana siswa harus menuliskan percakapan singkat yang akan di mulai dari orang pertama
- Dalam setiap kelompok diberikan waktu 6 menit untuk membuat percakapan
- Setelah dalam waktu 6 menit percakapan belum selesai siswa tidak bisa lagi melanjutkan percakapan tersebut
- Dalam 1 kelompok harus mengutus 2 orang siswa tampil di depan untuk membacakan kembali percakapan
- Saat siswa membacakan percakapan peneliti akan menilai grammar,pronunciation,vocabulary,fluency.
- Saat siswa memiliki nilai rendah dia akan menerima hukuman dan kelompok memiliki nilai tertinggi mendapatkan hadiah

C. Penutup (10 menit)

- Peserta didik harus memahami materi yang sudah di pelajari
- peserta didik dan guru menutup pembelajaran dengan doa bersama

D. Penilaian

- Sikap : observasi sikap selama proses pembelajaran terutama saat cek kehadiran lewat absensi siswa
- Pengetahuan : Sambung kata (menggunakan kertas)

E. Sumber Belajar

- **Alat/media** : Papan tulis, kertas, polpen dan Buku Siswa Bahasa Inggris “ English On Sky kelas VIII SMP/MTs ,spidol.

Guru Mata Pelajaran

Tanamon Oktober 2021

Amy Rajo S.Pd

Dwi Astisa Kader

Informant : Rifki Ramadhan datunsolang
 Dates : 21 september 2021
 Time :
 Place : Class VIII B of MTs Muhammadiyah Tanamon

Researcher	Do you like learning English ?
Informant	Tidak (No)
Researcher	do you have difficulties in learning English ?
Informant	Iya saya sangat kesulitan kalau belajar bahasa inggris (Yes, I have a very difficult time learning English)
Researcher	Do you like to speak english ?
Informant	Tidak (No)
Researcher	whether to use techniques or learning models when teaching in the classroom ?
Informant	Tidak pernah miss biasanya hanya memberikan buku dan menjekasan setelah itu tulis . (Never miss usually just give a book and an explanation after it's written.)
Researcher	do you ask questions when you don't understand the english material no.
Informant	Tidak karena saya tidak tertarik sama sekali dalam bertanya atau meniyamak penjelasan guru (No because I'm not at all interested in asking or listening to the teacher's explanation)
Researcher	Do you use English when answering questions?
Informant	Tidak (No)
Researcher	Do you like group study ?
Informant	Iya saya suka karena kalau dalam kelompok saya bisa melihat teman saya. (Yes, I like it because in a group I can see my friends)

Informant : Nayla SittiZanirah Soleman
 Dates : 21 september 2021
 Time :
 Place : Class VIII B of MTs Muhammadiyah Tanamon

Researcher	Do you like learning English ?
Informant	Tidak . tapi Saya suka belajar walaupun saya tidak mengerti (No.. I like to learn even though I don't understand)
Researcher	do you have difficulties in learning English ?
Informant	Iya saya sangat sulit memahami pelajaran bahasa inggris (Yes, it is very difficult for me to understand English lessons)
Researcher	Do you like to speak english ?
Informant	Iya saya suka tapi saya tidak tau cara mulai berbicara bagaimana takutnya saya salah pengucapan (Yes, I like it but I don't know how to start speaking, I'm afraid I'll get it wrong)
Researcher	whether to use techniques or learning models when teaching in the classroom ?
Informant	Tidak. (No)
Researcher	do you ask questions when you don't understand the english material no.
Informant	Tidak (No)
Researcher	Do you use English when answering questions?
Informant	Tidak (No)
Researcher	Do you like group study ?
Informant	Ya. soalnya kalo buat kelompok saya bisa bertanya pada teman. (Yes. because if I make a group I can ask if I don't know)

Informant : Siti Fatika Az-Zahra Tompunu

Dates : 21 september 2021

Time :

Place : Class VIII B of MTs Muhammadiyah Tanamon

Researcher	Do you like learning English ?
Informant	Iya. Saya suka karena belajar bahasa inggris itu penting (I like it because learning English is important)
Researcher	do you have difficulties in learning English ?
Informant	Tidak. Karena saya suka walaupun saya tidak terlalu baik dalam bahasa inggris. (Because I like it even though I'm not very good at English)
Researcher	Do you like to speak english ?
Informant	Yes. Tapi saya hanya berbicara bahasa inggris dengan teman saya, saya tidak berani berbicara saat banyak orang. (Yes. But I only speak English with my friends, I don't dare to speak when there are many people.)
Researcher	whether to use techniques or learning models when teaching in the classroom ?
Informant	No. (tidak)
Researcher	do you ask questions when you don't understand the english material
Informant	no. (yes. Tapi saya menggunakan bahasa Indonesia jika saya menggunakan bahasa inggris saya tidak percaya diri) Yes. but I'm asking question using Indonesia, if I use English I'm not confident
Researcher	Do you use English when answering questions?
Informant	Yes. But I mix English with Indonesia (iya, dan saya mencampur ahasa inggris dan bahasa Indonesia)
Researcher	Do you like group study ?
Informant	No. I prefer to study alone, because we learn a lot of people I can't concentrate. (Bukan. Saya lebih suka belajar sendiri, karena kita belajar banyak orang saya tidak bisa kosentrasi)

Pre-Cycle Result
Minimum Competeness Criteria (KKM) 75

No	Name	Pronaunciation	Intonation	Fluency	Accuracy	Total ($\sum X$)	Value $\frac{\sum X}{16} \times 100$	Explanation	
								Passed	Not Passed
1	Abyan Afgiansyah Mokoginta	1	2	2	1	6	37,5		
2	Alda Regar	1	2	1	2	6	37,5		
3	Aldiansyah Pratama Tulutugon	2	3	2	2	9	56,26		
4	Amara Latampung	2	3	3	3	11	68,75		
5	Asraf Katili	1	1	1	1	4	25		
6	Assiva Ilolu	3	3	3	3	12	75	✓	
7	Astri Nurna'afi Konsa	2	2	2	2	8	50		
8	Dede Bagir Tabo	2	3	1	3	9	56,26		
9	Dewi Cika Manoso	2	3	4	3	12	75	✓	
10	Duwi setiawan	1	1	2	1	4	25		
11	Fadya Arsylah Ismail	3	3	4	3	13	81,25	✓	
12	Faiz Fazrin Manurat	3	4	3	2	12	75	✓	
13	Fauzan Nabil Musa	2	2	1	3	8	50		
14	Ghalie ramadhan Bengga	1	2	2	1	6	37,5		
15	Moh. Alsyakir Bahar	2	2	2	1	7	43,75		
16	Mohamad akma Putra Paputungan	3	3	3	3	12	75	✓	
17	Mohamad Alvarizhi Bayak	2	2	1	3	8	50		
18	Mohammad Saputra Ismail	3	2	1	2	8	50		
19	Nayla Sitti	3	3	3	3	12	75	✓	

	Zanirah Soleman								
20	Nurul Jannah Mokoagow	4	3	3	3	13	81,25	✓	
21	Qheyly Qumaira Rey	1	2	1	2	8	50		
22	Rizqa Amanda Gultom	2	3	3	2	10	62,5		
23	Siti Fatika Az-Zahra Tompunu	3	4	2	4	13	81,25	✓	
24	Rifki Ramadhan datunsolang	2	4	3	3	12	75	✓	
Total							1.350		
Average							56,25		
Completeness Presentage							37,3		

**The Results Of The Value Of Students In The
Cycle 1**

No	Name	Pronaunciation	Intonation	Fluency	Accuracy	Total ($\sum X$)	Value $\frac{\sum X}{16} \times 100$	Explanation	
								Passed	Not Passed
1	Abyan Afgiansyah Mokoginta	2	2	2	2	8	50		
2	Alda Regar	2	2	3	2	9	56,25		
3	Aldiansyah Pratama Tulutugon	3	3	3	3	12	75	✓	
4	Amara Latampung	3	3	3	3	11	75		
5	Asraf Katili	1	2	2	2	7	43,75		
6	Assiva Ilolu	3	3	3	3	12	75	✓	
7	Astri Nurna'afi Konsa	2	3	3	3	11	68,75		
8	Dede Bagir Tabo	3	3	12	3	12	75	✓	
9	Dewi Cika Manoso	2	3	4	3	12	75	✓	
10	Duwi setiawan	1	2	2	2	7	43,75		
11	Fadya Arsyilah Ismail	3	3	4	3	13	81,25	✓	
12	Faiz Fazrin Manurat	3	4	3	2	12	75	✓	
13	Fauzan Nabil Musa	2	3	3	3	11	68,75		
14	Ghalie ramadhan	2	2	2	2	8	50		

	bengga								
15	Moh. Alsyakir Bahar	3	3	3	3	12	75	✓	
16	Mohamad akma Putra Paputungan	3	4	3	3	13	81,25	✓	
17	Mohamad Alvarizhi Bayak	3	3	3	3	12	75	✓	
18	Mohammad Saputra Ismail	3	3	3	3	12	75	✓	
19	Nayla Sitti Zanirah Soleman	3	4	3	4	14	87,5	✓	
20	Nurul Jannah Mokoagow	4	3	3	3	13	81,25	✓	
21	Qheyla Qumaira Rey	2	2	2	2	8	68,75		
22	Rizqa Amanda Gultom	3	3	3	3	12	75	✓	
23	Siti Fatika Az-ZahraTompunu	3	4	3	4	14	87,25	✓	
24	Rifki Ramadhan datunsolang	2	4	3	3	12	81,13	✓	
Total							1699.63		
Mean							70.81		
Completeness Presentage							62.5		

**The Results Of The Value Of Students In The
Cycle 2**

No	Name	Pronauncatio n	Intonation	Fluency	Accuarc y	Total (ΣX)	Value $\frac{\Sigma X}{16} \times 100$	Explanation	
								Passed	Not Passed
1	Abyan Afgiansyah Mokoginta	3	2	2	3	10	62,5		
2	Alda Regar	2	2	3	2	9	56,25		
3	Aldiansyah Pratama Tulutugon	3	3	3	3	13	75	✓	
4	Amara Latampung	3	3	3	3	11	81,25	✓	
5	Asraf Katili	3	2	2	3	10	62,5		
6	Assiva Ilolu	4	3	4	4	15	93,75	✓	
7	Astri Nurna'afi Konsa	4	4	3	3	14	87,5	✓	
8	Dede Bagir Tabo	3	3	4	4	14	87,5	✓	
9	Dewi Cika Manoso	3	3	4	3	13	81,25	✓	
10	Duwi setiawan	3	3	3	3	12	75	✓	
11	Fadya Arsyiah Ismail	3	3	4	3	13	81,25	✓	
12	Faiz Fazrin Manurat	3	4	3	2	12	75	✓	
13	Fauzan Nabil Musa	4	3	3	3	12	81,25	✓	
14	Ghalie ramadhan bengga	3	3	3	4	13	87,5	✓	
15	Moh. Alsyakir Bahar	3	3	3	3	12	75	✓	

**The Results Of The Value Of Students In The
Cycle 1**

No	Name	Pronaunciation	Intonation	Fluency	Accuarcy	Total ($\sum X$)	Value $\frac{\sum X}{16} \times 100$	Explanation	
								Passed	Not Passed
1	Abyan Afgiansyah Mokoginta	2	2	2	2	8	50		
2	Alda Regar	2	2	3	2	9	56,25		
3	Aldiansyah Pratama Tulutugon	3	3	3	3	12	75	✓	
4	Amara Latampung	3	3	3	3	11	75		
5	Asraf Katili	1	2	2	2	7	43,75		
6	Assiva Ilolu	3	3	3	3	12	75	✓	
7	Astri Nurna'afi Konsa	2	3	3	3	11	68,75		
8	Dede Bagir Tabo	3	3	12	3	12	75	✓	
9	Dewi Cika Manoso	2	3	4	3	12	75	✓	
10	Duwi setiawan	1	2	2	2	7	43,75		
11	Fadya Arsyilah Ismail	3	3	4	3	13	81,25	✓	
12	Faiz Fazrin Manurat	3	4	3	2	12	75	✓	
13	Fauzan Nabil Musa	2	3	3	3	11	68,75		
14	Ghalie ramadhan bengga	2	2	2	2	8	50		
15	Moh. Alsyakir Bahar	3	3	3	3	12	75	✓	
16	Mohamad akma Putra Paputungan	3	4	3	3	13	81,25	✓	

**The Results Of The Value Of Students In The
Cycle 2**

No	Name	Pronauncatio n	Intonation	Fluency	Accuarc y	Total (ΣX)	Value $\frac{\Sigma X}{16} \times 100$	Explanation	
								Passed	Not Passed
1	Abyan Afgiansyah Mokoginta	3	2	2	3	10	62,5		
2	Alda Regar	2	2	3	2	9	56,25		
3	Aldiansyah Pratama Tulutugon	3	3	3	3	13	75	✓	
4	Amara Latampung	3	3	3	3	11	81,25	✓	
5	Asraf Katili	3	2	2	3	10	62,5		
6	Assiva Ilolu	4	3	4	4	15	93,75	✓	
7	Astri Nurna'afi Konsa	4	4	3	3	14	87,5	✓	
8	Dede Bagir Tabo	3	3	4	4	14	87,5	✓	
9	Dewi Cika Manoso	3	3	4	3	13	81,25	✓	
10	Duwi setiawan	3	3	3	3	12	75	✓	
11	Fadya Arsyilah Ismail	3	3	4	3	13	81,25	✓	
12	Faiz Fazrin Manurat	3	4	3	2	12	75	✓	
13	Fauzan Nabil Musa	4	3	3	3	12	81,25	✓	
14	Ghalie ramadhan bengga	3	3	3	4	13	87,5	✓	
15	Moh. Alsyakir Bahar	3	3	3	3	12	75	✓	

16	Mohamad akma Putra Papatungan	3	4	4	4	15	93,75	✓	
17	Mohamad Alvarizhi Bayak	3	3	3	4	13	81,25	✓	
18	Mohammad Saputra Ismail	4	3	3	3	13	81,25	✓	
19	Nayla Sitti Zanirah Soleman	3	4	3	4	14	87,5	✓	
20	Nurul Jannah Mokoagow	4	3	3	3	13	81,25	✓	
21	Qheyla Qumaira Rey	3	4	3	3	14	75	✓	
22	Rizqa Amanda Gultom	2	3	3	3	13	81,25	✓	
23	Siti Fatika Az- Zahra Tompunu	3	4	3	4	14	87,25	✓	
24	Rifki Ramadhan datunsolang	4	4	3	4	15	93,75	✓	
Total							2012.5		
Mean							83.85		
Completeness Presentage							87.5		

DOCUMENTATION

Interviewing the English teacher and the students



DOCUMENTATION

Teaching and learning activities using Ice breaking techniques

Researchers provide games to train students in speaking and group collaboration



The Researcher is Explain the material of the students

students make simple dialogues about learning materials and read in front of the class



EX
SOI

**KEMENTERIAN AGAMA
KABUPATEN MINAHASA SELATAN
MADRASAH TSANAWIYAH MUHAMMADIYAH TANAMON
N.S.M. 121271050001**



Jalan Siswa No. 378 Desa Tanamon Kec. Sinonsayang Kab. Minahasa Selatan 95959
email : mis.muhammadiyah.tanamon@yahoo.com

SURAT KETERANGAN

Nomor : Kd.23.17/PP.00/MTs.Muh/ 13 - IX/2021

Yang Bertanda Tangan dibawah Ini, Kepala Sekolah Madrasah Tsanawiyah Muhammadiyah tanamon kecamatan sinonsayang Kabupaten Minahasa Selatan menerangkan dengan sesungguhnya bahwa :

Nama : **SYARIFUDDIN, S.Ag**
Nrg : **112352124012**
Jabatan : **Kepala Sekolah MTs. Muhammadiyah Tanamon**

Menerangkan Dengan Sebenarnya bahwa :

Nama : **DWI ASTISA KADER**
NIM : **17.2.6.037**
Semester : **Sembilan (IX)**
Program Studi : **TARBIA DAN ILMU KEGURUAN**
No Surat Izin Survey : **B-2144/In.25/F.II/TL.00.1/9/2021**

Yang Bersangkutan benar telah melaksanakan penelitian di MTs Muhammadiyah Tanamon pada tanggal 21 September S/d 13 Oktober, dalam rangka melengkapi data untuk penyusunan skripsi sebagai tugas akhir penyelesaian studi pada jurusan tadaris Bahasa Inggris (TBI) fakultas Tarbiyah dan Ilmu keguruan dengan Penelitian skripsi yang berjudul **"The Use Ice Breaking to Motivate The Student"s in English Learning"**.

Demikian surat keterangan ini dibuat, untuk diketahui dan dipergunakan sebagaimana mestinya

Tanamon, 13 Oktober 2021

Kepala Madrasah



SYARIFUDDIN, S.Ag

NRG. 112352124012



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) MANADO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN

Jln. Dr S. H Sarundajang Kawasan Ring Road 1 Kota Manado Tlp /Fax (0431) 860616 Manado 95128

Nomor : B-2144 /In. 25 / F.II / TL.00.1 /9/ 2021 Manado, 15 September 2021
 Lamp : -
 Hal : Permohonan Izin Penelitian

Yth :
 Kepala/Pimpinan MTs Muhammadiyah Tanamon
 Di Tempat

Bismillahirrahmanirrahim.

Dengan hormat disampaikan bahwa Mahasiswa Institut Agama Islam Negeri (IAIN) Manado, yang tersebut dibawah ini :

Nama : **Dwi Astita Kader**
 N I M : 17.2.6.037
 Semester : IX (Sembilan)
 Fakultas : Tarbiyah dan Ilmu Keguruan
 Prodi : Tadris Bahasa Inggris (TBI)

Bermaksud melakukan penelitian di desa/lembaga/sekolah yang Bapak/Ibu pimpin dalam rangka penyusunan Skripsi yang berjudul : **"The Use Ice Breaking to Motivate The Student's in English Learning"**
 Penelitian ini dilakukan sebagai salah satu syarat untuk memperoleh Gelar Sarjana Pendidikan dengan Dosen Pembimbing :

1. **Ahmad Mustamir, M.Pd**
2. **Lies Kryati, M.Ed**

Untuk maksud tersebut kami mengharapkan kiranya kepada Mahasiswa yang bersangkutan dapat diberikan izin untuk melakukan penelitian dari bulan September s.d. November 2021.

Demikian atas perhatian dan kerjasamanya yang baik diucapkan terima kasih.

Mengetahui

Wakil Dekan
 Wakil Dekan Bid. Akademik dan
 Pengembangan Lembaga



Dr. Mutmainah, M.Pd
 NIP. 19810716 200604 2 002

Tembusan :
 - Rektor IAIN Manado sebagai Laporan

RESEARCHER BIOGRAPHY

Name : Dwi Astisa Kader

Place and Date Of Brith : Bolaang, 27 Agustus 1999

Adress : Bolaang 1, Kec. Bolaang Timur

Phone Number : 082194665461

e-mail : tissakader472@gmail.com

Parents' Name

Father : Salim Kader

Mother : Rosa Papuangan

Educational Background

Elementary School : SDN 2 BOLAANG (40100674)

Junior High School : SMP N 3 BOLAANG (40100288)

Senior High School : SMK TI COKROAMINOTO KOTAMOBAGU (40100327)

Manado 03 Juni 2022

The Researcher



Dwi Astisa Kader