



The Effectiveness Of Using Ice Breaking In Teaching Speaking At Students Of Junior High School

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Abstract: This study aims to determine the effect of using ice breaking method on speaking skills of SMP Negeri 5 Pontianak students in English learning. The research design used is Dependent sample t-test, while the research method is quantitative with ice breaking method as the independent variable (X), while teaching speaking as the dependent variable (Y). The participants in this study were all 30 students of SMP Negeri 5 Pontianak, 16 female students and 14 male students, the data in the study were collected using an instrument (oral test), then normality test, homogeneity test and descriptive statistics were used to evaluate the requirements of data analysis. While the dependent t test analysis was used to test the hypothesis using computer software assistance through the SPSS (Statistical Package For the Social Sciences) version 22 for windows program. Based on the research findings and discussion, the following conclusions can be drawn: There is an effect of using ice breaking method on students' speaking skill at SMP Negeri 5 Pontianak. This is indicated by the t-test result, which is $t_{count} (-9.421) > t_{table} (1.699)$ with a significance level of 0.05. This shows that there is a positive effect of using ice breaking method on speaking skills in English learning, this means H_a is accepted and H_o is rejected.

Keywords: Ice Breaking, Teaching Speaking

Abstrak: Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan metode ice breaking terhadap kemampuan berbicara siswa SMP Negeri 5 Pontianak dalam pembelajaran bahasa Inggris. Desain penelitian yang digunakan adalah Dependent sample t-test, sedangkan metode penelitiannya adalah kuantitatif dengan metode ice breaking sebagai variabel bebas (X), sedangkan pengajaran speaking sebagai variabel terikat (Y). Partisipan dalam penelitian ini adalah seluruh siswa SMP Negeri 5 Pontianak yang berjumlah 30 orang, 16 siswa perempuan dan 14 siswa laki-laki, data dalam penelitian ini dikumpulkan dengan menggunakan instrumen (tes lisan), kemudian dilakukan uji normalitas, uji homogenitas dan statistik deskriptif untuk mengevaluasi persyaratan analisis data. Sedangkan analisis uji t dependen digunakan untuk menguji hipotesis dengan menggunakan bantuan perangkat lunak komputer melalui program SPSS (Statistical Package For the Social Sciences) versi 22 for windows. Berdasarkan hasil penelitian dan pembahasan, maka dapat ditarik kesimpulan sebagai berikut. Terdapat pengaruh penggunaan metode ice breaking terhadap keterampilan berbicara siswa di SMP Negeri 5 Pontianak. Hal ini ditunjukkan dengan hasil uji-t, yaitu $t_{hitung} (-9,421) > t_{tabel} (1,699)$ dengan taraf signifikansi 0,05. Hal ini menunjukkan bahwa terdapat pengaruh positif penggunaan metode ice breaking terhadap keterampilan berbicara dalam pembelajaran bahasa Inggris, hal ini berarti H_a diterima dan H_o ditolak.

Kata kunci: Ice Breaking, Pengajaran Berbicara

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BACKGROUND OF STUDY

Language is a means to communicate. Language is also a means to convey, opinions, and arguments to other parties. Therefore, language has an important social role in communicating with the wider community Adolf Hualai and Gorys Keraf in Mailani (2022). English is an international language used for communication in many countries. According to Luhmann (2011) in Kurniati (2016) "Communication consists of some different components: message, information and understanding. Communication happens when its understood of an information is given." Then, According to Luhmann in Kurniati (2016) "language is a transferring information orally to the global community and it is a foundation of communication". Based on this definition, they emphasize that language is a communication system that contains many elements to convey information. Language has two forms: spoken and written. Spoken language refers to the sounds produced by our speech system, while written language is language in written form. Speaking and writing are used to communicate and exchange information between speakers and listeners.

Speaking is a way to communicate which is an inseparable unity in the English teaching and learning process. According to Brown (2010 p.140) "speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test-taker's skill, which necessarily compromises the reliability and validity of an oral production test". Speaking can affect students' ability to learn English. In addition, by mastering speaking, one can communicate with others, express ideas, and exchange information with others. In this case, students must be able to speak English to communicate with foreigners. Therefore, students should be able to speak English because they will need English in the future. By speaking, students will learn the elements of spoken language, such as grammar, vocabulary, pronunciation, fluency and comprehension.

English is not an easy thing for some students, there are still many students who experience difficulties. Based on research conducted by Haidara (2016) entitled "*Psychological Factor Affecting English Speaking Performance for the English Learners in Indonesia*". This study belonged to descriptive qualitative research which aimed to describe the psychological factor that affected negatively the English speaking performance for the English learners in Indonesia. The result showed that students were fear of making mistakes, feeling shy, feeling hesitated, and lack of confidence.

Some findings have also revealed the problems and factors that students face when learning English. According to Agung in Hajar & Buru (2022), this study looked on the issues of teaching English in underdeveloped areas; He reported that challenges faced by students are that they have low language understanding proficiency, insufficient resources, and a communication gap between teachers and students, Students lack of interest and engagement in learning, as well as social-environmental support. Similar findings from Hen & Goh in Hajar & Buru (2022), they found that only learners experienced difficulties, but results also indicated that teachers faced challenges in building student motivation, experienced lack ideas in designing and implementing successful oral activities. The other challenges faced by teachers were that they experienced lack of strategies. to manage the student demands, low student independence (inactive participation) less conducive environment, large class sizes, inadequate teaching resources limited, and insufficient teaching time.

Another finding by Hadijah in Hajar & Buru (2022), she stated that Students have limited knowledge of pronunciation, grammar, vocabulary, and fluency. They are also shy to speak, lack of self-assurance, lack of speaking experience, This phenomena iare generally found from students who are learning a foreign language, in addition, the difficulties faced in learning English are: because learning is too theoretical, less student-centered, Solak & Bayar in Hajar & Buru (2022).

With the many difficulties of students in learning English, Ice Breaker is one of the techniques that can reduce students' difficulties in speaking due to nervousness, fear, embarrassment and lack of confidence. Learning that uses ice breakers can make the atmosphere more fun. According to Suryoharjuno (2011) in Ice Breaker is a situation transition from boring, making sleepy, saturating and tense to be relaxed, excited, not making sleepy, and there are relaxed, excited, not making you sleepy, and there is a sense of attention and there is a sense of pleasure to listen to or see people who speak in front of the class or meeting room. According to him, children carry out the learning process through their life experiences. Good and pleasant experiences have a positive impact on the development of development of the child. Good and fun experiences have a positive impact on children's development. Ice breaker activities also help create a connection between students and teachers. Classroom ice breaker activities in a new classroom or school can help newcomers integrate with current students and also help them feel comfortable and calm.

However, teachers rarely provide ice breaking activities. According to Paul (2003) in Alamsyah (2017) stated that most of young learners' teachers found difficulties in finding a good technique designed to get students' attention, to help students to put aside distracting thoughts, and to get them ready to focus individually and as group on activities follow. For a teacher who is good at joking with his students, it may be easier to attract their attention, but for others it may be the opposite. For this reason, it is necessary to have an activity that can maintain students' attention and focus in the learning process.

A research that was conducted by Sylvania Teja (2023) entitled *The Effectiveness of Ice Breaker activity to Improve Speaking Skill of The Eighth-Grade Students at MTS An-Nur Buts Palu* showed that the application of ice breaking technique significantly effected in teaching speaking. The results of the data analysis show that the value of t-counted (21.8) was higher than the value of t- table (1.725) by using a significance level of 0.05 with a degree of freedom (df) 20(n-1). It means that the hypothesis is accepted. It means the use of the Ice- Breaker activity can improve the speaking skill of eighth-grade students at MTs An-Nur Buts Palu.

Basically, the icebreaker method is indispensable for teachers in presenting material in class. During the learning process, students quickly get tired, bored, and do not understand the material clearly. This proves that students' memory ability decreases and they feel bored with the lessons taught by the teacher. The use of icebreakers has a positive influence on students' academic success because it provides several types of fun games. This is what makes the author want to conduct this research, because the author wants to pay attention to how to learn so that students become more fun so that students become excited and relaxed in receiving learning and inspire and motivate teachers to be fun so that students are comfortable, excited, and do not feel stressed in learning to achieve their learning goals. Therefore, by creating these students, student learning outcomes will increase and create effectiveness in learning.

METODOHOLOGY

In this study, the authors used Quantitative research with a Pre-Experimental design. According to Latief (2011) In Pre-experimental experimental research is conducted without a control group. In this research, the group is given a pre-test before the experimental treatment. After the treatment is finished, the post test is administered to see the achievement. The effectiveness of the instructional treat ment is measured by comparing the average score of the pretest and the post test. When it turns out that the post test average score is significantly higher than the average score of the pretest, then it is concluded that the instructional treatment is effective. The selected group will be given a pre-test, treatment, and post-test.

Data analysis is the last step. The purpose of this stage is to synthesize and interpret data related to speaking skills with the Ice Breaking method of class VII students of SMP Negeri 5 Pontianak. In this case the researcher calculates the data to answer the problem formulation and tries to test the hypothesis of this study. Before testing the hypothesis, the data must meet the hypothesis criteria where the data must be normally distributed. The normality test helps determine whether the data of two groups are normal or not, whether the research being studied comes from the population or its distribution. In analyzing this data, researchers used SPSS 22. In processing the data, researchers used the dependent sample t-test. According to Ulum & Hasyim (2017) Dependent sample t-test is a type of test statistics aimed at comparing the means of two groups who are paired with each other. This hypothesis test analysis aims to prove whether or not there is an effect of the Ice Breaking method on students' speaking skills in English language learning with a significant level of 0.05.

RESULTS

In this study, it is described based on the research question, namely "is there a statistically significant influence between the use of ice breaking in teaching speaking to junior high school students?". In this study, the researcher only focused on researching the effect of the use of ice breaking as variable X on teaching speaking as variable Y. The testing process was carried out for three days in May 2024. Before continuing with further analysis, a normality test was carried out to ensure the data distribution was normal, followed by a homogeneity test to ensure the data was normally distributed or not. Descriptive statistics are used to provide a comprehensive understanding of the data. To measure the effectiveness of ice breaking in teaching speaking, the dependent sample t-test was used, which compared the results of the pretest and posttest. The table below presents the performance results of all participants in this study:

Table 1. Descriptive Statistic

	N	Range	Min	Max	Sum	Mean	Descriptive Statistic		Variance
							Std. Mean	Std. Deviation	
Pre-Test	30	45	25	70	1450	48.33	2.341	12.821	164.368
Post-Test	30	60	30	90	1760	58.67	2.876	15.753	248.161
Valid N (listwise)	30								

From the descriptive table above, the number of pretest and posttest with samples (N) is known. The instrument given is in the form of a dialog with 4 assessment indicators namely Grammar, Pronunciation, Vocabulary, and Fluency. Each indicator with the lowest score is 1 and the highest score is 5.

The descriptive table above shows the results of male and female pretest obtained with a minimum score of 25 and a maximum of 70 with a mean of 48.33 and a range of 45. Thus, the standard mean of the pretest is 2.341 and the standard deviation is 12.821 which results in a variance of 164.368. While the results of the male and female posttest were obtained with a minimum score of 30 and a maximum of 90 with a mean of 58.67 and a range of 60. So that the standard mean of the posttest is 2,876 and a standard deviation of 15,753 which results in a variance of 248,161.

Table 2. Test of Normality

Class	Test of Normality					
	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-Test	.132	30	.194	.951	30	.176
Post-Test	.123	30	.200	.966	30	.430

From the table above, there are 30 data obtained from pretest and posttest. The 30 data are seen from the df value. Based on calculations using Kolmogrov-Smirnow, it was stated that the pretest score had a difference of 0.194 and the posttest score was 0.200. This is supported by the Shapiro-Wilk results that there is a significant score on the pretest score of 0.176 while the posttest score is 0.430. It can be concluded that the 30 data are normally distributed. So, this study uses Shapiro wilk because it is more recommended in detecting deviations from normality in small to medium sample sizes (less than 50 or around 30). To ensure the test of normality compare the sig with 0.05. if the sig is greater than 0.05 then the data is normally distributed.

Table 3. Test of Homogeneity of Variance

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Score	Based on mean	1.440	1	58	.235
	Based on the median	1.178	1	58	.282
	Based on the median adjusted df	1.178	1	55.505	.282
	Based on trimmed mean	1.468	1	58	.231

From the homogeneity test table data above, the results show that the significant value is greater than 0.05, with the value of based on mean is 0.235, based on median 0.282, based on median and with adjusted df 0.282 and based on trimmed mean 0.231. So, that the overall significant value greater than 0.05, it can be concluded that the data distributed normally in the homogeneity test.

Table 4. Dependent Sample Test

Dependent Sample Test								
Paired Differences								
95% Confidence Interval of the Difference								
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2 tailed)
Pretest- Posttest	-10.333	6.008	1.097	-12.577	-8.090	-9.421	29	.000

Based on the table above, the pretest and posttest have a mean difference of -10.333. The dependent t-test section shows that the difference between the pretest and posttest means is $48.33 - 58.67 = -10.333$. Furthermore, there is a difference in the 95% confidence interval of the difference between the lower and upper parts which ranges from -8.090 to -12.577. In addition, the significance value (2-tailed) of $0.000 < 0.05$ indicates a significant difference between the pretest and posttest and the significance of Levene's test for equality of variances of $0.235 > 0.05$ means that the data is homogeneous.

The conclusion from the dependent sample test which shows a significance value of $0.000 < 0.005$. It is known that the t-count score must be greater than ttable in the

dependent t test. So if each group consists of 30 students then t count (-9.421) > t table (1.699). So, this means that H_0 is rejected and H_A is accepted. This shows that there is an effect of treatment before and after using the ice breaking method on speaking skills in English learning.

DISCUSSION

This research aims to find out whether there is an effective of the ice breaking method on the speaking skills of class VII students at SMP Negeri 5 Pontianak. According to Hadijah in Hajar & Buru (2022), students have limited knowledge in pronunciation, grammar, vocabulary and fluency. They are also embarrassed to speak, lack self-confidence, lack speaking experience. This phenomenon is generally found in students who are learning a foreign language. Apart from that, the difficulties faced in learning English are: because learning is too theoretical, not student-centered, (Reject & Pay in Hajar & Buru 2022).

This is also in line with Hen & Goh's statement in Hajar & Buru (2022), they say that only students experience difficulties, but the results also show that teachers face challenges in building student motivation, experiencing a lack of ideas in designing and implementing appropriate oral activities. succeed. Another challenge teachers face is a lack of strategies. to manage student demands, low student independence (inactive participation), less conducive environment, large class sizes, limited teaching resources, and insufficient teaching time.

The findings of this research show that the use of the ice breaking method affects English speaking skills. According to Suryoharjuno (2011) in Ice Breaker, the situation is a transition from boring, making you sleepy, tedious and stressful to being relaxed, enthusiastic, not making you sleepy, and some are relaxed, excited, not making you sleepy, and there is a feeling of sleepiness. attention and enjoyment of listening to or seeing people speaking in front of the class or meeting room. According to him, children carry out the learning process through their life experiences. Good and enjoyable experiences have a positive impact on children's growth and development. Good and enjoyable experiences have a positive impact on children's growth and development. Ice breaker activities also help create relationships between students and teachers. Classroom icebreaker activities in a new classroom or school can help newcomers integrate with current students and also help them feel comfortable and at ease.

This statement is also supported by the results of research conducted by Sylvania Teja (2023) entitled The Effectiveness of Ice Breaker Activities to Improve the Speaking Skills of Grade Eight Students at MTS An-Nur Buts Palu, showing that the application of the icebreaking technique has a significant effect on teaching speaking. The results of data analysis show that the t count value (21.8) is greater than the t table value (1.725) using a significance level of 0.05 with degrees of freedom (df) 20(n-1). This means that the hypothesis is accepted. This means that using the Ice-Breaker activity can improve the speaking skills of class VIII students at MTs An-Nur Buts Palu.

The results of the pre-test and post-test are known where there is a difference in the average value of students' speaking, where the average value of students' pre-test is 48.33 while the average value of students' post-test is 58.67. The dependent sample test showed a significance value of $0.000 < 0.005$ and t count (-9.421) > t table (1.699). With a significant difference between the students' pre-test and post-test scores, the author confirms that there is an effect of the treatment before and after using the ice

breaking method on speaking skills in learning English, which means HO is rejected and HA is accepted.

Thus, ice breakers are an important part of social learning that aims to build relationships, break the ice, increase engagement, and introduce learning topics in an interesting and interactive way.

CONCLUSION

Based on the results of the research that the author conducted, after discussing and analyzing the data, the researcher concluded that the use of the Ice-breaker method had an effect on students' speaking skills. This is evidenced by the findings of research conducted at SMP Negeri 5 Pontianak through the Dependent Sample T-test with the results of this study proving that the average value of students' pre-test is 48.33 and post-test is 58.67 with a significance result of $0.000 < 0.005$. The results of the percentage in the form of the t value of $-9.421 > 1.699$ with a significant level of 0.05. This proves that the hypothesis is accepted, which means that there is an effect of using the ice breaking method on students' speaking skills. Therefore, the use of ice breakers in teaching speaking to students of class VIII SMP Negeri 5 Pontianak is effective.

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BRIEF PROFILE

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