

**THE EFFECTIVENESS OF ICE BREAKING TECHNIQUE TO IMPROVE
STUDENTS' SPEAKING SKILL AT MTsN 8 MAGETAN**

THESIS



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ABSTRACT

Lestari, Febriani Puji. 2020. *The Effectiveness of Ice breaking Technique to Improve Students' Speaking Skill at MTsN 8 Magetan.* Thesis, English Education Department, Faculty of Tarbiyah and Teachers Training, State Institute of Islamic Studies of Ponorogo. Advisor Winantu K. S. A., S. S., M. Hum.

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Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. In English class, speaking is the important to communicate with others. But in fact, students are still lacking in their speaking skill. They have their own problems. In teaching speaking, teacher should apply technique for teaching speaking. One of the technique is ice breaking technique. This technique was used to help students to clear the way for successful exchange of ideas by making the participants more comfortable and engaging them in conversation.

The purpose of this research is to know whether there is significant difference score between students who were taught by ice breaking technique and students who were not taught by ice breaking technique of the seventh grade students at MTsN 8 Magetan.

In this research, the researcher used quasi-experiment design. The researcher conducted a research at MTsN 8 Magetan of the seventh grade. The researcher took two classes with random sampling. These classes were 7A as a experimental class and 7B as a control class. Experimental class consists of 25 students, while control class consists of 25 students. This research was conducted by following procedures, such as pre-test in first meeting in experimental class and control class., in the second meeting and third meeting the researcher gave the treatment in experimental class, while in control class were taught by teacher's lecturing. The last was giving post-test in both class. The technique of data collections were documentation and test. The data was analyzed by using SPSS 23 version.

The result of the research showed that the t_{test} was 2.277 and value of t_{table} of $db=48$ was 2.01063. It means that the value of t_{test} was higher than t_{table} ($2.277 > 2.01063$). So, the hypothesis was accepted. It can be concluded that there was significant difference score in speaking skill for the students who were taught by ice breaking technique and who were not taught by ice breaking technique. Based on the explanation above, the researcher concluded that ice breaking technique is effective for teaching speaking of the seventh grade students at MTsN 8 Magetan. The teacher should use an innovative and creative technique for teaching English. So, the students do not feel bored when teaching learning English. Teachers can provide ice breaking technique to teach their students. So, the students feel more relaxed and get them prepared for materials.

APPROVAL SHEET

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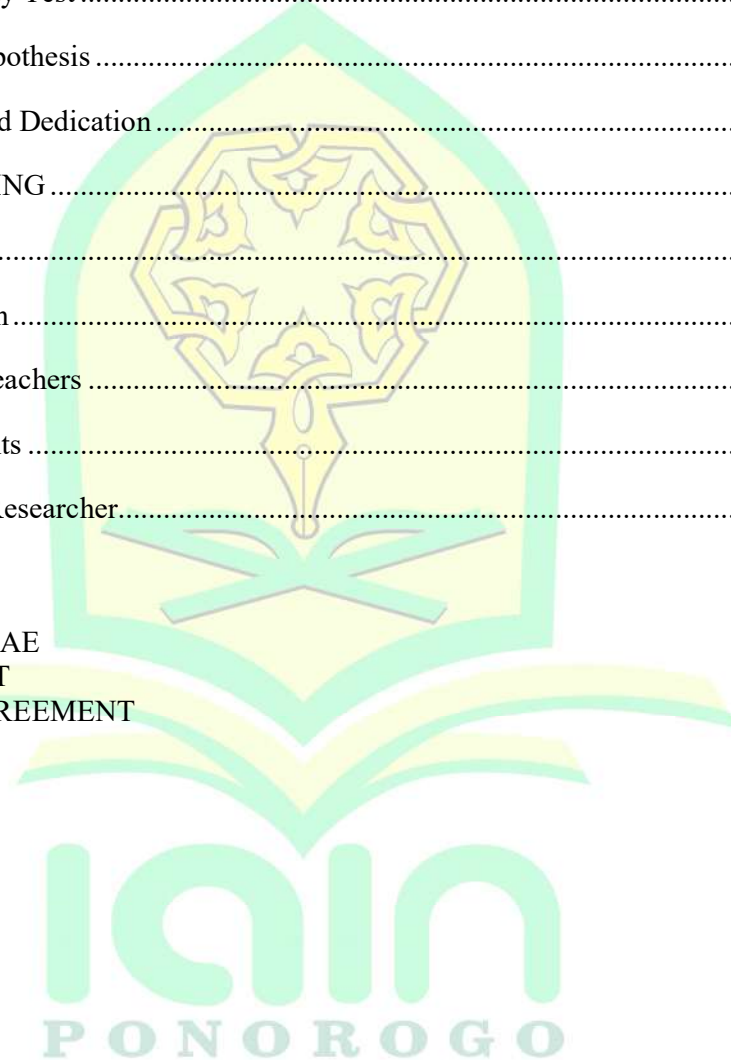
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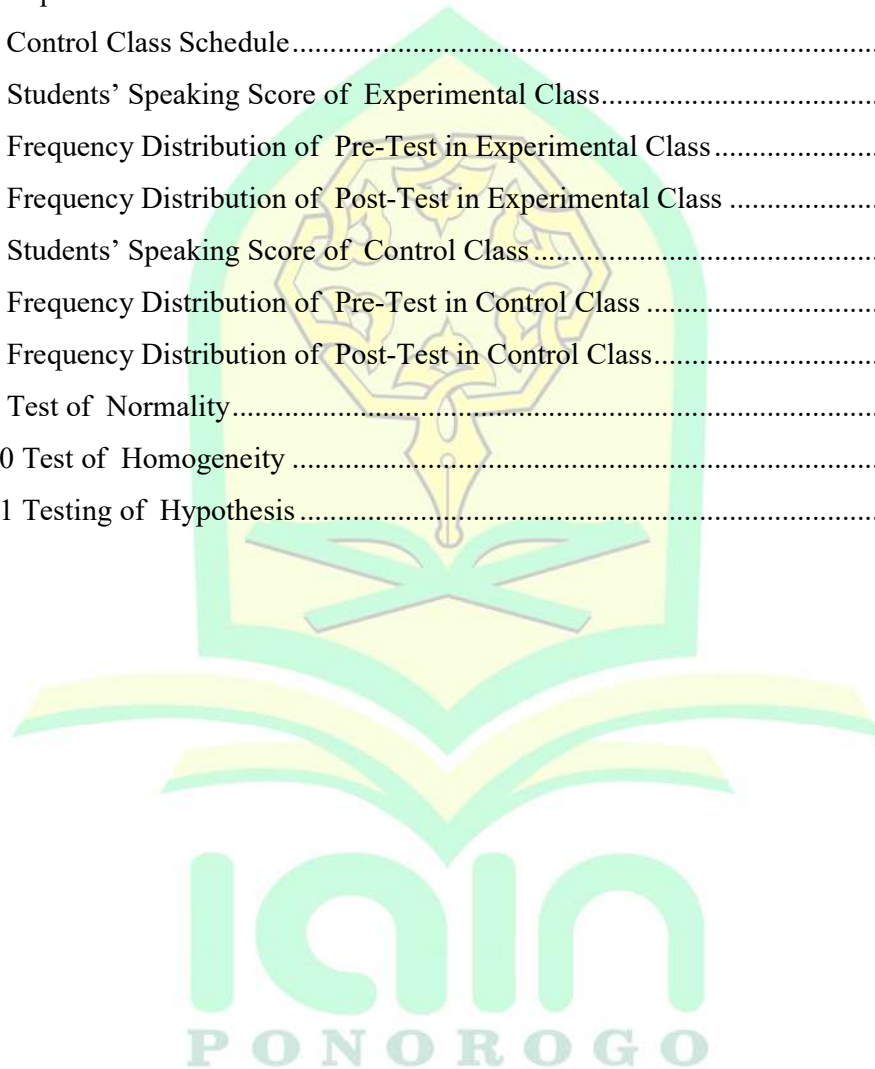


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CHAPTER I

INTRODUCTION

This chapter contains the background of the study, scope and limitation of the study, research question, research objectives, and significances of the study and organization of the thesis.

A. Background of the Study

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.¹From 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.

Because of the importance of speaking, learners want to master speaking skill than other skill. Nunan argued that to most people mastering the art of speaking is the single most important aspects.of learning a second language, and success is measured in term of the ability to carry out a conversation in the language.²

Based on the pre-research, the researcher identified that the seventh grade students at MTsN 8 Magetan faced some problems in speaking. They still have lack vocabulary, lack of ideas to speak and also afraid to speak. Therefore, they still find difficulties to speak up in speaking class. The students' achievement in speaking class

¹Kathleen Bailey and David Nunan, *Practical English Language Teaching First edition*, (New York: Mc-Graw Hill Companies, Inc., 2003),2.

²David Nunan, *Language Teaching Methodology: A Textbook for Teachers*, (New York: Prentice Hall, 1991), 39.

is not good enough. The students did not have the self-confidence to speak out because they were worried about the mistakes. Most of them could not speak English fluently. They were just passive in the class. They had low ability in expressing their ideas and thoughts. Actually, their lack of speaking ability at the school to a certain extent is influenced by the ways of teaching.³ Another fact, that the teacher used an old strategy to teach speaking and the teacher usually asked the students to memorize the material before it is practiced in front of the class. As a result, the memorization technique seems to be not efficient and effective for the students to increase their speaking ability. They still cannot develop their ideas or opinions.⁴

By seeing the problem, the English teachers are expected to develop signs many communication activities in the classroom and motivate students to use English actively and productively, one of the ways to help students is applying an appropriate technique in the classroom which can make the students interested in speaking English. There are many techniques that can be used in teaching speaking, for examples ice breaking, role-play, storytelling, number head together, jigsaw, talking stick, etc. One of the alternative techniques that can be conducted in the classroom is ice breaking.

Ice-Breaking activity helps the students to interact with one another and also to exchange learning through series of games and activities and teamwork. Ice-Breaking helps to clear the way for successful exchange of ideas by making the participants more comfortable and engaging them in conversation. Ice-Breaking are a part of creative thinking, strategic thinking, positive thinking, problem solving and learning strategies, not only in business organizations but also for students of all age groups. The reason is classroom Ice-Breaking activities help to develop various soft

³Observation on January 31, 2020.

⁴Observation on March 16, 2020.

skills such as interpersonal skill, communication skills that include written, verbal and non-verbal and team building skills.⁵ Flanigan argued that performing ice breaking activities in English class will direct students to the good mood of learning. Teacher might be able to make the class fun by doing several activities such as game. Game is one kind of ice breaking. Wright, Betteridge and Bucky stated that game makes active and usually interact with others. It can keep the students' anxiety and stress away.⁶

A research that was conducted by Rotua Hutasoit and Bonari Tambunan showed that the application of ice breaking technique significantly affected in teaching speaking, since the $t\text{-test} > t\text{ table}$ ($p = 0,5$) df (54), or $7,70 > 2,005$. It means that null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted.⁷ Based on previous study above, ice breaking is useful technique. So, the researcher wanted to implement a new way to improve students' speaking skill by using ice breaking technique. The aim is to increase the students' speaking skill in learning English especially at MTsN 8 Magetan.

B. Scope and Limitation of the Study

As explained in the identification of the problem, this study is limited on using ice breaking in teaching speaking at seventh grade. There are nine kinds of ice breaking techniques namely: motivation words, clap hands, body movement/gymnastic, song, games, humor/joke, storytelling, guessing, and brain gym. But the researcher focus to ice breaking games.

⁵Nila Arum Damayanti, *The Use of Ice Breaker to Improve Student' Speaking Skills (Experimental Research of the Eleventh Grade Students of SMKN 1 Tenganan in The Academic Year of 2018/2019)*, Thesis: IAIN Salatiga, 2019. e-repository.perpus.iainsalatiga.ac.id/5261/SKRIPSIPDF.pdf

⁶Andrew Wright, et, al. *Games for Language Learning*, (New York: Cambridge University Press, 2006), 2.

⁷Rotua Hutasoit and Bonari Tambunan, The Effect of Ice Breaking Technique in Teaching Speaking at the Tenth Grade Students of SMK Dharma Bhakti Siborongborong in Academic Year 2018/2019, *Journal of English Literature and Social Sciences*, Vol. 3, Issue 5, 2018. <https://media.neliti.com/media/publications/264455-the-effect-of-ice-breaking-technique-in-96061fbf.pdf>

C. Statement of the Problem

In line with the background of the study, the problem at this research is formulated as follows:

Do the students who are taught by using ice breaking technique have better speaking skill than the students who are not taught by using ice breaking technique?

D. Objective of the Study

Based on the problem above, the objective of this research was to find out the effectiveness of students' speaking skill who are taught by using ice breaking technique and who are not taught by using ice breaking technique at MTsN 8 Magetan.

E. Significances of the Study

The results of this research are expected to give useful information and contributions for educational environment, theoretically and practically.

1. Theoretically

The result of this research will give additional contribution in case education and it may support or verify the previous research or theory through ice breaking technique. It is also expected to be beneficial for teacher's information and reference for the readers.

2. Practically

- a. For teachers, this study is expected to give teachers variations for teaching and to help students easy to study.
- b. For students, the researcher hopes that it will be enhance their speaking skill. And it will make them to become, more active and more interest in English learning process.

F. Organization of the Thesis

To make this thesis easier to be understood, the thesis will be divided into five chapters as follow:

The first chapter explaining about introduction of the research. It contains of background of study, limitation of the problem, statement of problem, objective of the study, and significances of study.

The second chapter is literature review, previous related study, conceptual framework and hypothesis. The literature review presents some materials related to definition of speaking skill, types of speaking, teaching and learning speaking, speaking teaching technique, function of speaking, difficult in speaking, assessment of speaking, definition, types of ice breaking, advantages of ice breaking technique. In previous related study, researcher concludes the results of previous related study that have similar cases with this research. In conceptual framework present a concept of this research and also the hypothesis of this research.

The third chapter gives the explanation about research method. It consists of research design, population and sample, validity and reliability, instrument of data collection, technique of data collection and technique of data analysis.

The fourth chapter is result of this study. This chapter presents general description of research location, data analysis and discussion about the effectiveness of ice breaking technique on teaching speaking skill of seventh grade of MTsN 8 Magetan.

The last chapter is closing. It tells about conclusion of study and also the recommendation about result of research.

CHAPTER II

PREVIOUS RESEARCH FINDINGS, THEORITICAL BACKGROUND, THEORETICAL FRAMEWORK AND HYPOTHESIS

A. Previous Research Findings

There are some previous research findings in this research. The first is previous research finding that is conducted by Rotua Hutasoit and Ponari Tambunan entitled *The Effect of Ice Breaking Technique in Teaching Speaking at The Tenth Grade Students of SMK Dharma Bhakti Siborongborong in Academic Year 2018/2019*. This study was to find out whether Ice Breaking Technique significantly affects in teaching speaking. The results of their study showed that Ice Breaking Technique significantly affect in teaching speaking. Moreover, the results indicated that the students who were taught speaking by using ice breaking technique got a better result than who were taught speaking without ice breaking technique.¹

The second is previous research finding that is conducted by Sinta entitled *Improving Students' Ability In Speaking Skill By Using Ice Breaker Strategy At Eight Grade Students Of MTS. TPI Sawit Seberang in Academic Year 2017-2018*. This study applied classroom action research which consisted of two cycles. The result showed that there was improvement on students' speaking skill. It can be seen from the mean of Post-Test I was 70.5 and Post-Test II was 80.3. In other words, students' speaking

¹Rotua Hutasoitand Bonari Tambunan , The Effect of Ice Breaking Technique in Teaching Speaking at the Tenth Grade Students of SMK Dharma Bhakti Siborongborong in Academic Year 2018/2019, *Journal of English Literature and Social Sciences*, Vol. 3, Issue 5, 2018.
<https://media.neliti.com/media/publications/264455-the-effect-of-ice-breaking-technique-in-96061fbf.pdf>

skill has improved. The students gave good responses and showed enthusiasm after the use of Ice Breaking strategy in speaking skill.²

The third is previous research finding that is conducted by Benti uliatul Amroti entitled *The Effectiveness of Using Ice Breaker in Teaching Speaking at Eighth Grade Students of SMPN 24 Purworejo in The Academic Year 2013/2014*. The result of the study indicates that ice breaker is effective in teaching speaking. The computation shows that t-value is higher than t-table that is $3.164 > 2.009$. It means that, there is effectiveness of using ice breaker in teaching speaking at eighth grade students of SMPN 24 Purworejo in the academic year 2013/2014.³

The researcher above discusses about ice breaking technique, according to the result of their research that ice breaking can improve the students speaking skill. The previous researchers have similarities with the present researcher they involve ice breaking technique in teaching English. So, this present research still has difference. The first researcher uses ice breaking technique to teach speaking skill and the research design is experimental design. Then, the second researcher, even though has a similarity to the present researcher in term of using ice breaking technique. The second researcher used classroom action research. The data were collected and analyzed qualitatively and quantitatively. The third researcher used ice breaking technique in teaching English. The difference with the present research is present researcher uses ice breaking technique to improve speaking skill in recount text. The third researcher used quantitative research.

²Sinta, *Improving Students' Ability in Speaking Skill By Using Ice Breaker Strategy at Second Grade of MTS TPI Sawit Seberang in Academic Year 2017-2018*, Thesis, Islamic University of North Sumatra, 2018. <http://repository.uinsu.ac.id/4050/1/skripsi%20sintaaA.pdf>

³Benti Uliatil Amroti, *The Effectiveness of Using Ice Breaker in Teaching Speaking at Eighth Grade Students of SMP N 24 Purworejo in the Academic Year 2013/2014*, Thesis, Muhammadiyah University of Purworejo, 2014. <http://repository umpwr.ac.id>

B. Theoretical Background

1. Speaking

a. Definition of Speaking

Speaking is an interactive process of constructing, meaning that involves producing and receiving and processing information. It is often spontaneous, open ended, and involving, but it is not completely unpredictable.⁴

Speaking is an important means of expressing meaning.⁵ Speaking ability is described as the ability to express oneself in life situations, or the ability to report acts or situations in precise words, or the ability to converse, or to express a sequence of ideas fluently.⁶

Bailey stated that speaking is such a fundamental human behavior that we don't stop to analyze in unless there is something noticeable about it.⁷ It means that speaking is a process of producing, receiving, and processing information to deliver the meaning directly and can be observed by the accuracy and fluency.

b. Types of Speaking

According to Douglas H. Brown, there are five types of speaking performance, those are:

1) Imitative

⁴Kathleen Bailey and David Nunan, *Practical English Language Teaching First edition*, (New York: MC Graw-Hill, 2003). <https://www.asian-efl-journal.com/practical-english-language-teaching-speaking/>

⁵Jack C. Richards and Willy A. Renandya, *Methodology in Learning Teaching: An Anthology of Current Practice*, (New York: Cambridge University Press, 2002), 68.

⁶Safitzal Fajar Rahmawati, *The Effectiveness of Corrective Feedback Strategy to Students' Speaking Skill of the Eight Grade Students at SMPN 2 Jetis Ponorogo in Academic Year 2018/2019*, Thesis, IAIN Ponorogo, 2019. <http://etheses.iaiponorogo.ac.id/7063/>

⁷Kathleen Bailey and David Nunan, *Practical English Language Teaching First edition*, (New York: MC Graw-Hill, 2003). <https://www.asian-efl-journal.com/practical-english-language-teaching-speaking/>

A tone end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly sentence. While this is a purely phonetic level of oral production, a number prosodic, lexical, and grammatical properties of language maybe included, in the criterion performance. We are interested only in what is traditionally labeled pronunciation; no inferences are made about the test-taker's ability to understand or convey meaning or to participate in an interactive conversation. The only role of listening here is in the short-term storage of prompt, just long enough to allow the speaker to retain, the short stretch of language that must be imitate.⁸

It means that learners learn about how to imitate a word or phrase. The kind of imitative task is word repetition. For example, the teacher asks to their students to repeat some words or phrase in a task that is given by the teacher.

2) Intensive

A second type of speaking frequently employed in assessment context is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationship (such as prosodic element-intonation, stress, rhythm, juncture). The speaker must be aware of semantic properties in order to be able to respond, but interaction with an interlocutor or test administrator is minimal at best.⁹

It means that Intensive speaking is designed to practice some phonological or grammatical aspect of language. For example, it can be

⁸H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, (United State of America: Pearson Education Inc., 2004), 141-142.

⁹*Ibid*, 141-142.

self-initiated or even form part or some pair work activity where learners are going over certain forms of language.

3) Responsive

Responsive assessment text includes interaction and text comprehension but at the somewhat limited level of very short conversation, standard greetings and small talk, simple request and comment, and the like. The stimulus is almost always a spoken prompt (in order to preserve authenticity).¹⁰

The example of responsive task is responsive short replies to teacher or students initiated question or comment. These replies are usually in short form.

4) Interactive

The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants. Interaction can take the two forms of transactional language, which has the purposes of exchanging specific information or interpersonal exchanges, which have the purpose of maintaining social relationships.¹¹

It means that in interactive task teacher can ask the students to make dialogue about (for example) conveying information or facts.

5) Extensive

Extensive oral production tasks include speeches, oral presentations, and story-telling, during which the opportunity for oral interaction from

¹⁰*Ibid*, 141-142.

¹¹*Ibid*, 141-142.

listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether.¹²

It means that extensive speaking is used by students at intermediate or advance level, because the task is monologue task such as speeches, oral presentations, and story-telling.

c. Teaching Speaking

Teaching speaking is the way for the students to express their emotions, communicative needs, interact to other person in every situation and influence the others. For the reason, in teaching speaking skill it is necessary to have clear understanding involved in speech. Teaching speaking means teaching how to use the language for communication, for transferring ideas and thought or even feeling to other people.¹³

Teachingspeaking is to teach English Second Language (ESL) and English Foreign Language (EFL) students to produce English speech sounds and sound pattern and use words and sentence stress, intonation patterns and rhythm of the second language. Teaching speaking also directsthe students to select appropriate words and sentences according to the proper social setting audience, situation and subject matter, to organize their thoughts in a meaningful and logical sequence to use language as a mean of expressing values and judgments, and to use language quickly and confidentlywith few unnatural pauses.¹⁴

While Bailey argued that speaking skill is somethingimportant for our daily life, but there is no special training to teach someone to have a

¹²*Ibid.*, 141-142.

¹³ Bukart, Grace Stovall, *Spoken Language: What It Is and How to Teach It*, (Washington DC: Center For International Education (ED), 1998), 240. <https://files.eric.ed.gov/fulltext/ED433722.pdf>

¹⁴Caroline T. Linse, *Practical English Language Teaching: Young Learners*, (New York: Mc-Graw Hill Companies Inc., 2005).32

conversation. It is a simple way to express our feelings, ideas, so that the students can have grammar, pronunciation, vocabulary, and fluency in good communication. In other words, speaking skill is a natural behavior and skill human acquire from nature.¹⁵

There are five principles of teaching speaking:

- 1) Be aware of the differences between second language and foreign language learning contexts.
- 2) Give students practice with both fluency and accuracy.
- 3) Provide opportunity for students to talk by using group work, an limiting teacher talk.
- 4) Plan speaking tasks that involved guidance and practice in both transactional and interactional speaking.¹⁶

Speaking is considered a difficult thing to be mastered by language learner. Speaking needs much complex stuff that has to be integrated. Language learners, especially EFL learners, need more intentions in learning speaking since speaking is the only oral communication used. Therefore, there are many strategies that are needed to provide the language learners' learning.¹⁷ To make it clearer, Nunan stated that there are four, principles in teaching speaking. The descriptions are as follows:

- 1) Give students practice with both fluency and accuracy.

Accuracy is the extent to which students' speech matches what people actually say when they use the target language. Fluency is the extent to which speakers use the language quickly and confidently, with few

¹⁵Kathleen Bailey and David Nunan, *Practical English Language Teaching First edition*, (New York: MC Graw-Hill, 2003). <https://www.asian-efl-journal.com/practical-english-language-teaching-speaking/>

¹⁶*Ibid*, 54.

¹⁷Caroline T. Linse, *Practical English Language Teaching: Young Learners*, (New York: Mc-Graw Hill Companies, Inc., 2005). 64.

hesitations or unnatural pauses, false starts, word searches, etc. Teacher must provide students with fluency-building practice and realize that making mistakes is a natural part of learning a new language.¹⁸

- 2) Provide opportunities for students to talk by using group work or pair work, and limiting teacher talk.

It is important for us as language teachers to be aware of how much we are talking in class so we don't take up all the time the students could be talking. Pair work and group work activities can be used to increase the amount of time that learners get to speak in the target language during lessons.¹⁹

- 3) Plan speaking tasks that involve negotiation for meaning.

Learners make progress by communicating in the target language because interaction necessarily involves trying to understand and make teacher understood. This process is called negotiating for meaning. It involves checking to see if you've understood what someone has said, clarifying your understanding, and confirming that someone has understood your meaning.²⁰

- 4) Design classroom activities that involve guidance and practice in both transactional and interactional speaking.

When we talk with someone outside the classroom, we usually do so for interactional or transactional purposes. Interactional speech is communicating with someone for social purposes. Transactional speech

¹⁸*Ibid*, 64.

¹⁹*Ibid*, 64.

²⁰*Ibid*, 64.

involves communicating to get something done, including the exchange of goods and/or services.²¹

Based on description above, teaching speaking is a process which the way of students can express their emotions, communicative needs, interact to other person in any situation, and influence the others. For this reason in teaching speaking skill, it is needed or necessary to have easy understanding in speech.²²

d. Technique of Teaching Speaking Skill

Teaching technique is very important in teaching English. A teacher who masters a lot of particular teaching technique can teach well. Brown argued that variety of technique in teaching will at least partially ensure that a maximum of student will be reach. A good teaching technique can motivate the students' interest in learning English language and also can facilitate the students to understand the material.²³

Technique is the implementation of learning method in teaching and learning process in classes. Technique has specific meaning. The correlation of method and technique is same as the correlation of strategy and tactic.²⁴

Harmer says that there are three stages in teaching speaking. Those are introducing new language, practice and communicative activities. When introducing new language, the teacher should find out the text, which is

²¹*Ibid*, 64.

²²*Ibid*, 55-56.

²³H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, (United State of America: Pearson Education Inc., 2004), 21.

²⁴Muhammad Andi Setiawan, *Belajar dan Pembelajaran*, (Palang Karaya: Uwais Inspirasi Indonesia, 2017), 20.

meaningful. In this stage teacher can ask students to pronounce the unfamiliar words, find out the meaning of the expression used in the text.²⁵

e. Function of Speaking

The mastery of speaking skills in English is a priority for many second and foreign language learners. Several language experts have attempted to categorize the functions of speaking in human interaction. Brown and Yule argued that there are three functions of speaking. "...three parts of Brown and Yule's framework: talk as interaction, talk as transaction and talk as performance. Each of these speech activities is quite distinct in term of form function and requires different teaching approaches."²⁶

1) Talk as interaction

Speaking as interaction refers to the interaction which serves a primarily social function. When people meet, they exchange greetings, engage in small speaking and chit chat, recount recent experiences because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speaker and how they wish to presents themselves to each other.²⁷

2) Talk as performance

Speaking as performance refers to public speaking, it is talk which transmits information before and audience such as public announcements and speeches. Speaking as performance tends to be in form of monolog

²⁵Sinta, *Improving Students' Ability In Speaking Skill By Using Ice Breaker Strategy at The Second Grade of MTSTPI Sawit Seberang In Academic Year 2017-2018*. Thesis, Islamic University of North Sumatra, 2018). <http://repository.uinsu.ac.id/4050/1/skripsi%20sintaaA.pdf>

²⁶Jack C. Richards, *Teaching Listening and Speaking; From Theory to Practice*, (NewYork: Cambridge University Press,2008), 21.

²⁷*Ibid*, 21.

rather than dialogue, often follow a recognizable format and it is closer to written language than conversational language.²⁸

3) Speaking as interaction

Speaking as transaction refers to situation where the focus is on the message about what is said or achieved in order to make people understood clearly and accurately.²⁹

So, speaking English can be interpreted as a skill to express ideas, ideas, thoughts and feelings through oral speech by paying attention to the functions of English which includes mastery of pronunciation, vocabulary, grammar, fluency, and understanding.

f. Difficulty in Speaking

According to H. Douglas Brown, there are eight factors in speaking that could make learners difficult to produce good English or oral communication as follows:³⁰

1) Clustering.

Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically (in breath groups) through such clustering.³¹

2) Redundancy.

The speaker has an opportunity to make meaning clearer through redundancy of language. Learners can capitalize on this feature of spoken language.³²

²⁸*Ibid*, 21.

²⁹Jack C. Richards, *Communicative Language Teaching Today*, (New York: Cambridge University Press, 2006) 19-23.

³⁰H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy Second Edition*, (New York: Logman, 2001), 270-271.

³¹*Ibid*, 270.

3) Reduced forms.

Contractions, elisions, reduced, vowels, etc, create special problems in teaching spoken English. Students who do not learn colloquial contractions can sometimes develop of stilted, bookish quality of speaking that in turn stigmatize them.³³

4) Performance variable.

In spoken language, the process of thinking as the speaker speaks allows the speaker to manifest a certain number of performance hesitations, pauses, backtracking, and corrections. In English, the thinking time is not silent, rather fillers such as *uh, um, well, you know, I mean, like,* etc.³⁴

5) Colloquial language.

This factor could make the students difficult to speak. It is often found that the students are not well acquainted with the words, idioms, and phrases of colloquial language so they often make mistakes in producing these forms.³⁵

6) Rate of deliver.

In this factor the teacher needs to help the students to achieve an acceptable speed along with other attributes of fluency.³⁶

7) Stress, rhythm, and intonation.

They are the most important characteristic of English pronunciation.

Different stress, rhythm, and intonation could convey different meaning.

³²*Ibid*, 270.

³³*Ibid*, 270.

³⁴*Ibid*, 270.

³⁵*Ibid*, 270.

³⁶*Ibid*, 271.

Those characteristic also the factor that make speaking difficult for the students.³⁷

8) Interaction.

Interaction needs thecreativity of conversational negotiation. Learning to produce waves of language in a vacuum, without interlocutors, could rob the creativity of conversational negotiation in speaking.³⁸

g. Speaking Assessment

In this thesis the researcher uses rating scale. There are four types of rating scales: *numerical scale, descriptive graphic scale, ranking method rating scale, and paired comparison rating scale*. From the types of rating scale above the researcher especially use numerical rating scale. Numerical rating scale is the simple strating scale.

Table 2.1
Numerical rating scale³⁹

Aspect	Score	Criteria
Pronunciation	5	Excellen: Has few traces of foreign accent
	4	Good: Always intelligible though one is conscious of a definite accent
	3	Sufficient: Pronunciation problems necessitate concentrated listening and occasionally lead to miss understanding
	2	Fairly sufficient: Very hard to understand

³⁷*Ibid*, 271.

³⁸*Ibid*, 271.

³⁹H Douglas Brown, *Language Assessment: Principles and Classroom Practices*. (United States of America: Pearson Education Inc., 2004). 172

Aspect	Score	Criteria
		because of pronunciation problems must frequently be asked to repeat
	1	Poor: Pronunciation problems too severe as to make speech virtually unintelligible
Grammar	5	Excellent : Make few (if any) noticeable errors of grammar of word order
	4	Good: Occasionally make grammatical word order errors which do not affect, however obscure meaning
	3	Sufficient: Make frequent errors of grammar and word order, which obscure meaning
	2	Fairly sufficient: Grammar and word orders make comprehension difficult must often rephrase sentence and or restrict him to basic pattern
	1	Poor: Error in grammar and word order too severe as to make speech virtually unintelligible
Vocabulary	5	Excellent: Uses of vocabularies and idioms is virtually that of native speaker
	4	Good: Sometimes uses in appropriate terms or must rephrase ideas because of lexical inadequacies
	3	Sufficient: Frequently uses the wrong words, conversation somewhat limited because of

Aspect	Score	Criteria
		inadequate vocabulary
	2	Fairly sufficient: Misuses of words and very limited vocabulary make comprehension quite difficult
	1	Poor: Vocabulary limitation to extreme as to make conversation virtually impossible
Fluency	5	Excellent: Speech as fluent and effortless as that of native speaker problems
	4	Good: Speed of speech seems to be slightly affected by language problems
	3	Sufficient: Speed and fluency are rather strongly affected by language problems
	2	Fairly sufficient: Usually hesitant often proceed into silence by language problems
	1	Poor: Speech is as halting and fragmentary as to make conversation virtually impossible

Brown stated that there are four modified forms of a scale for evaluating speaking activity, as follows:⁴⁰

1) Grammar

Grammar is one of the elements that will measure in teaching speaking. The teacher corrects the student's grammar when they speak and

⁴⁰H Douglas Brown, *Language Assessment: Principles and Classroom Practices*. (United States of America: Pearson Education Inc., 2004). 172

also explaining all of the kind of grammar that may use in the conversation in the certain situation.

Thornburry stated, in order to generate a much moresophisticated range of meanings, the resources of the language's grammar need to be enlisted. Then, he said, this doesn't mean, however, that grammar of speech is identical to grammar of written texts. In brief, both first and second language learner's progress is often tracked according to grammatical forms that they can produce accurately. Learner grammar is handy for judging proficiency because it is easy to detect in speech and writing, and because the fully fledged grammars of most languages are well known and available for use as performance standards. However, the grammar that is evaluated in assessing speaking should be specifically to the grammar of speech.⁴¹

2) Vocabulary

Vocabulary is important component in language because people need to know many words if they want to make communication effectively. Thornburry argued that spoken language also has relative high proportion of words and expressions that express the speaker's attitude (stance) to what is being said.⁴²

Moreover, Thornburry states that speaker also employ a lot of words and express positive or negative appraisal. Vocabulary is needed by students if they want to be able to speak. It will be measured in teaching speaking because it takes a part in the speaking. Use a transcript of

⁴¹Scott Thornburry, *How to Teach Speaking*, (England: Longman, 2005), 20.

⁴²*Ibid*, 22.

naturally occurring talk, preferably by proficient learners, to demonstrate the high proportion of high-frequency that is characteristic of spoken language.⁴³

3) Fluency

Fluency is about the students' ability to use English as a language communication in the students' conversation class. Thornburry argued, the features of fluency can now be summarized:⁴⁴

- a) Pauses may be long but not frequent.
- b) Pauses are usually filled.
- c) Pauses occur at meaningful transition points.
- d) There are long runs of syllables and words between pauses.

Based on the statement above, fluency is used to make natural speaking and the ability of students to speak without hesitation. It focuses on the information they convey through the language. To be able to speak fluently, a speaker uses pause, rhythm, intonation, stress, rate of speaking and use of interjection and interruption.

4) Pronunciation

Pronunciation is about the accuracy of the students in saying words in another language. We can see that, pronunciation is the way how to say the words with correct articulation. Fulcher argued when we design speaking tests we must decide whether assessing pronunciation at this level is relevant at all to the situation.⁴⁵

Moreover, Fulcher says that pronouncing words in the way they would be pronounced in the standard variety of a language may be important to a

⁴³*Ibid*, 23.

⁴⁴*Ibid*, 8.

⁴⁵Glenn Fulcher, *Testing Second Language Speaking*, (New York: Routledge, 2014), 25.

news reader, but for most learners testing pronunciation may only be a matter of general intelligibility.⁴⁶

2. Ice Breaking

a. Definition Ice Breaking

One of kinds ice breaking is games. The other name of ice breaking is energizer. Ice breaking is the way to make the audience in the workshop, meeting, or teaching learning process to be concentrated. If the participants are concentrated to the speaker hopefully they can aware to the subject that the speaker conveys.⁴⁷ So, that the participants understand the subject easily. Ice breaking is the changes situations from boring and sleepy into relax and enthusiastic and there are attention and interest to listen the speaker.⁴⁸

Ice-Breakers are interactive activities that can be used in the first class to relax adult students and create an atmosphere of fun in what is usually a formal environment. Additionally, many Ice-Breakers allow adult students to get to know each other and can enable the teacher to acquire a better understanding of the background of his-her adult students.

Dixon et al exposes that an Ice-Breaker is an ungraded activity designed to allow the teacher to get to know the students and for them to know each other. It is clear enough that Ice-Breakers are well designed to make the students get to know with the each other, feel more relaxed and get them prepared for materials.⁴⁹

⁴⁶ *Ibid*, 34.

⁴⁷ Benti Uliatil Amroti, *The Effectiveness of Using Ice Breaker in Teaching Speaking at Eighth Grade Students of SMP N 24 Purworejo in the Academic Year 2013/2014*, Thesis, Muhammadiyah University of Purworejo, 2014. <http://repository umpwr.ac.id>

⁴⁸ *Ibid*, 37.

⁴⁹ Julie S. Dixon, et.al, *Breaking the Ice: Supporting Collaboration and Development of Community*, *Canadian Journal of Learning and Technology*, Vol. 32, No. 2, (2006), 15. <https://files.eric.ed.gov/fulltext/EJ1073672.pdf>

It is important for students to feel comfortable with each other, confident in themselves and focus on the English lesson rather than on other distractions. Teachers are demanded to be creative, risk-taking, thoughtful, communicative and happy to work with students.⁵⁰

Similarly, Ice-Breaker activity helps the students to interact with one another and also to exchange learning through series of games and activities and teamwork. Ice-Breaker helps to clear the way for successful exchange of ideas by making the participants more comfortable and engaging them in conversation.⁵¹

From explanation above we can conclude that Ice-Breaking activities can help in creating a bond between students and teachers. Ice-Breaking activity also helps the students to interact with others and makes them to feel comfortable and settle in.

b. Kind of Ice Breaking

1. Games: Games ice breaker is the simulation engaging students.
2. Singing: Sing ice breaker is easy and fun activity. The teacher seldom uses it except vocal teacher.
3. Gymnastic: Gymnastic ice breaker is the simple moval.
4. Motivation words: Motivation word ice breaker has purpose to influence the student to be motivated.
5. Story telling: Story telling ice breaker is telling story which is has moral value.

⁵⁰S. Thornbury, *How to Teach Speaking*, (England: Longman, 2005), 21.

⁵¹Selvi Pangua, The Effectiveness of Ice-Breaker Activity to Improve Students' Speaking Skill of the Third Semester Students of English Department Students of FKIP UKI Toraja. *TEFL Overseas Journal*. Vol 2, 2016.

6. Clap your Hand: Clap your hand ice breaker is effective to make students concentration.
7. Brain Gym: Brain gym ice breaking is effective to prepare students' mind before teaching and learning process.
8. Humor: Humor ice breaker has purpose to entertain students.
9. Guessing: It has purpose to increase students' curious.⁵²

Ice breaker as the technique has advantages and disadvantages. The advantages are more contextual with the situation and condition of learning faced that moment.

Teachers are more creative utilizing the student's condition for ice breaking interactively. The saturation experienced by the students quickly can soon be overcome.⁵³

There are examples of kinds of ice breaking:

- 1) Are you ready?

Simulation ice breaking that has purpose to build students characters especially confident.

- 2) Zig Zag

It is including guessing ice breaker.

- 3) It's me!

It's me is humor ice breaking. The students introduce their self with different expressions.

- 4) My History

⁵²Benti Uliatil Amroti, *The Effectiveness of Using Ice Breaker in Teaching Speaking at Eight Grade Students of SMPN 24 Purworejo in The Academic Year 2013/2014*, Thesis, Muhammadiyah University of Purworejo, 2014. <http://repository umpwr.ac.id>

⁵³Sinta, *Improving Students' Ability In Speaking Skill By Using Ice Breaker Strategy at the Second Grade of MTSTPI Sawit Seberang In Academic Year 2017-2018*, Thesis, Islamic University of North Sumatra, 2018. <http://repository.uinsu.ac.id/4050/1/skripsi%20sintaaA.pdf>

It is including story telling. Student tells the story with different way.⁵⁴

c. Ice Breaking in Speaking Class

In this research the researcher using zig zag as the ice breaking technique in speaking class. Zig zag is one of ice breaking games. Games is used as a tactic in implementing ice breaking. Wright, Betteridge, and Bucky argued that the word ‘game’ means an activity which is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with others.⁵⁵ Games can be played in the classroom individually, in pairs, or in small groups or teams. A teacher can choose how he or she does the games, depending on the size of the class and the type of activities. It has purpose to train students to be calm, concentration, confident and control their emotions.⁵⁶ Procedure of zig zag are researcher divided the students into some groups. Each groups consists of two students. Then ask the students to standing line. Each student should touch the friend shoulder in front of. Researcher explain the way how to played the ice breaking game:

- a. When the teacher said “Zig” all the students should jump to in front.
- b. Then, the teacher said “zag” the students should jump to the back.
- c. Next, the teacher said “Zig 3x” all the students should jump to the left.
- d. And when the teacher said “Zag 3x” all the students should jump to the right.

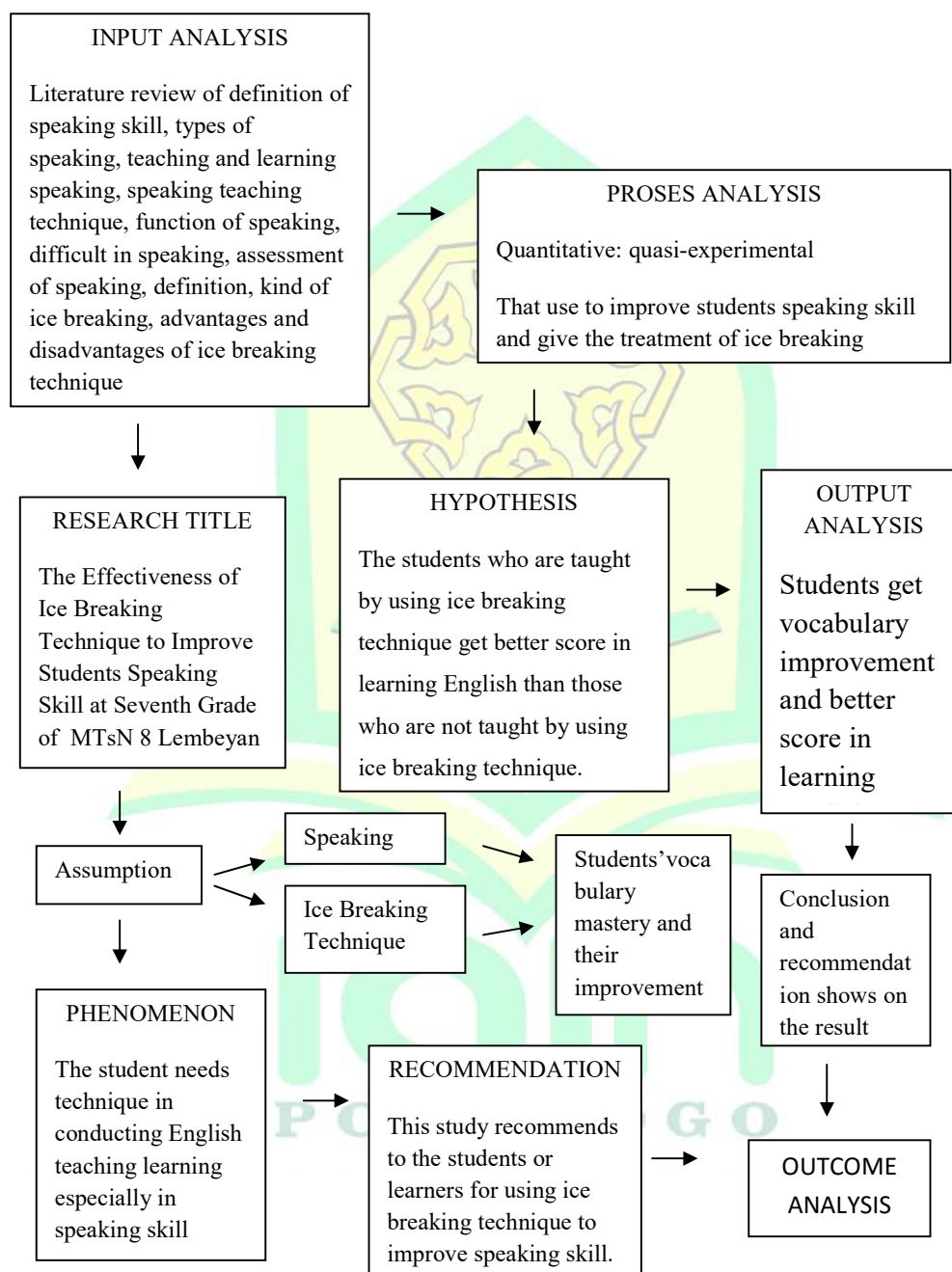
⁵⁴Benti Uliatil Amroti, *The Effectiveness of Using Ice Breaker in Teaching Speaking at Eighth Grade Students of SMPN 24 Purworejo in The Academic Year 2013/2014*, Thesis, Muhammadiyah University of Purworejo, 2014. <http://repository umpwr.ac.id>

⁵⁵ Andrew Wright, et al, *Games for Language Learning*, (New York: Cambridge University Press, 2006), 2. <http://cdn.tridz.in/s3fs-public/Games%20for%20Language%20Learning.pdf>

⁵⁶Benti Uliatil Amroti, *The Effectiveness of Using Ice Breaker in Teaching Speaking at Eighth Grade Students of SMP N 24 Purworejo in The Academic Year 2013/2014*, Thesis, Muhammadiyah University of Purworejo, 2014. <http://repository umpwr.ac.id>

e. and for the group who wrong they will be lost.⁵⁷

C. Theoretical Framework



⁵⁷Sinta, *Improving Students' Ability In Speaking Skill By Using Ice Breaker Strategy at the Second Grade of MTS TPI Sawit Seberang In Academic Year 2017-2018*, Thesis, Islamic University of North Sumatra, 2018. 49. <http://repository.uinsu.ac.id/4050/1/skripsi%20sintaa.pdf>

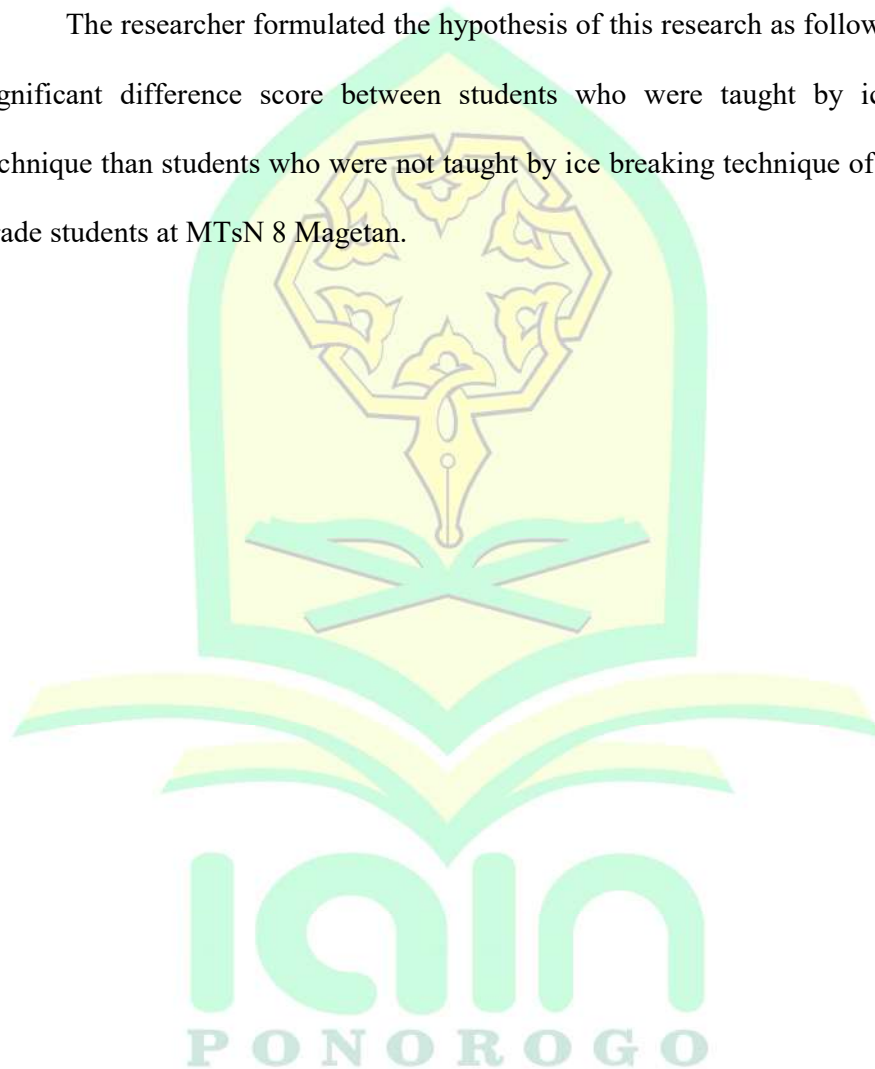
First the researcher found the phenomenon that the students of seventh grade in MTsN 8 Magetan have some problems in speaking. They still find difficulties to speak up in speaking class. The students did not have the self-confidence to speak out because they were worried about the mistakes. So, the researcher needs the technique in teaching learning process especially in speaking to solve the problem above.

Second, the researcher assumed that she would conduct ice breaking technique to students' speaking skill that produced their improvement in speaking. Therefore, the researcher compiled the research title The Effectiveness of Ice Breaking Technique to Improve Students' Speaking Skill in Seventh Grade Students of MTsN 8 Magetan. Then, the researcher explained about speaking and ice breaking technique in review of related literature. After that, the researcher explained the method that was quantitative quasi-experiment that was used to measure the students' speaking skill. So, the researcher made hypothesis: Ho: there is a significant difference score between students who were taught by ice breaking technique than students who were not taught by ice breaking technique at seventh grade students of MTsN 8 Magetan. Ha: there is no significant difference score between students who were taught by ice breaking technique than students who were not taught by ice breaking technique at seventh grade students of MTsN 8 Magetan. From this research, the output of this study was students' speaking skill improvement. The researcher could make the conclusion of it, and the recommendation to the teacher who was using ice breaking technique in teaching speaking.

D. Hypothesis

Hypothesis is the alternative of guess answer which was made by the researcher for the problem which has presented in this research. The guess answer is the truth which will be tested the truth by collecting data which is collected by the researcher.⁵⁸

The researcher formulated the hypothesis of this research as follow: There is a significant difference score between students who were taught by ice breaking technique than students who were not taught by ice breaking technique of the seventh grade students at MTsN 8 Magetan.



⁵⁸Sugiyono, *Statistika Untuk Penelitian*, (Bandung: ALFABETA, 2015), 45.

CHAPTER III

RESEARCH METHOD

This chapter describe about the research design, population and sample, instrument of data collection, technique of data collection, data analysis technique.

A. Research Design

The researcher applied a quantitative research design. Quantitative is a method that uses a statistical analyses to calculate the findings that include systematic and statistics measurement.¹

Creswell stated that there are three designs in quantitative research. These designs are experimental designs, correlation designs, and survey designs.² This research, the researcher used experimental design that was Quasi-Experimental. Quasi- experimental is a type of quantitative method that is made to explain the relationship or explain why this phenomenon occur.³ The researcher examined and explained the problem that existed in MTsN 8 Magetan using this technique. This research aimed to examine whether there is a significant difference score between students' who were taught by ice breaking technique and the students who were not taught by ice breaking technique of the seventh grade students at MTsN 8 Magetan.

Quasi-experimental involves some types: nonequivalent (pre-test and post-test) control group design, single group interrupted time series design, and control group interrupted time series design.⁴

¹Geoffrey Marczyk, et al., *Essentials of Research Design and Methodology (A Practical overview of Proven Methods for Research Design, Expert Advice Case Examples, Callout Boxes, and Test Yourself Questions, Conveniently Formatted for Rapid Reference)* (New Jersey: John Willey and Sons Inc., 2005), 17.

²John W. Creswell, *Educational Research; Planning, Conducting, and Evaluating Quantitative and Qualitative Research Fourth Edition*, (Boston: Pearson Education, Inc, 2012), 20.

³Kultar Singh, *Quantitative Social Research Methods*, (New Delhi: Sage Publications India Pvt Ltd., 2007), 67.

⁴John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Approaches Third Edition*, (California: Sage Publication Inc, 2009), 160

In this research, the researcher used nonequivalent (pre-test and post-test). This design used two groups of participants from the same population. The first group was experimental group and the second group was control group. Both of groups were given pre-test and post-test. Pre-test was administered to each group before giving treatment. The variable consisted of two variables. The first variable was *Ice Breaking* technique and the second variable was speaking skill.

The first class was experimental group. It means that the students were taught using *Ice Breaking* technique and the second group was as control group. It means that the students were taught without using *Ice Breaking* technique.

Based on John, the design of the researcher is as follows:

Experimental 1 X 2

Control 3 X 4

Experiment : The class who is teaching with using ice breaking technique

Control : The class who is teaching without using ice breaking technique

1 : Pre-test for experimental class

2 : Post-test for experimental class

3 : pre-test for control class

4 : post-test for control class

X : Treatment.⁵

The aims of this study is to find out whether students who were taught by using ice breaking technique had better speak skill than the students who were not taught by using ice breaking technique.

⁵*Ibid*, 161.

B. Population and Sample

1. Population

A population is defined as all members of any well-defined class of people, event, or objects.⁶ The population in this research was the seventh grade students at MTsN 8 Magetan in academic year 2020/2021. There were 6 classes of the seventh grade, the classes were 7A, 7B, 7C, 7D, 7E, 7F. Class 7A consists of 25 students, 7B consists of 25 students, 7C consists of 32 students, 7D consists of 32 students, 7E consists of 30 students, 7F consists of 30 students. So, the total population was 174 students.

2. Sample

The smaller group or subject of the population is the sample.⁷ In this research, the researcher will use cluster random sampling as the sampling technique because cluster random sampling is determined based on the sampling groups such as class and cluster random sampling was easier in the implementation at school. The sample was chosen two classes, the classes are 7A as experimental class and 7B as control class. The experimental class consists of 25 students, while the control class consists of 25 students. So, the total sample was 50 students.

C. Instrument of Data Collection

The use of instruments of the researcher should be made as appropriate as possible in order to get correct data. This research used experimental research that consists of both experimental and control classes as the subject. For the instrument, this

⁶Donald Ary, et al, *Introduction to Research in Education 8th edition*, (California: Wadsworth Cengage Learning, 2010), 148.

⁷*Ibid*, 100.

research used test those pre-test and post-test to both classes to collect data⁸. The instrument of data collection was showed as the table below.

Table 3.1
Instrument of data collection

Title	Variable	Indicators	Subject	Technique
The Effectiveness of Ice Breaking Technique to Improve Students' Speaking skill at Seventh Grade of MTsN 8 Magetan	Variable X: Ice Breaking Technique	<p>1. Researcher determine the game</p> <p>2. Researcher divided the students into some groups. Then ask the students to stand in line. Each student touches the friend shoulder in front of.</p> <p>3. Researcher explain the</p>	The seventh grade students of MTsN 8 Magetan	1. Pre-test 2. Post-test

⁸Louis Cohen, et al, *Research Methods in Education Seventh Edition*,(Canada: Taylor & Francis e-Library, 2007),276

		<p>way how to played the game:</p> <p>a. When the teacher said “Zig” all the students should jump to in front of.</p> <p>b. Then the teacher said “Zag” the students should jump to the back.</p>	
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		<p>c. Next the teacher said “Zig 3x” all the students should jump to the left.</p> <p>d. And when teacher said “Zag 3x” all the students should jump to the right.</p> <p>e. And for the group</p>		
--	--	--	--	--

		<p>who wrong in 3 times they will be lost.</p>	
Variable	<p>1. Students can speak fluently</p> <p>2. Students can deliver the purpose of the text</p> <p>3. Students can inform the information what are they speak</p>	<p>1. 7A students (Control Class)</p> <p>2. 7B students (Experimental Class)</p>	

In this research, the instrument of data collection was test. The data in this research was the result of oral test.

The researcher examined the instrument of data collection to get validity and reliability.

1. Validity Test

Validity is the important aspect of the design of any measurement instrument in educational research. The researcher used SPSS 23 version to calculate the validity of data. There are steps to calculate the validity as follow:

- 1) First, make the table of item analysis of students' speaking result.
- 2) Open SPSS 23 version.
- 3) Click variable view – write down number of all questions – change the decimal to 0.
- 4) Click data view – copy item analysis all of questions.
- 5) Click analyze – Correlate – Bivariate – Click Ok.
- 6) Make an interpretation of r_{xy} or the correlation result.

However good our research design or sophisticated our statistical analyses, the result will be meaningless if we aren't actually ensuring what we are purporting to measure.⁹ Heaton stated that validity is very important thing that must be tested in conducting a research.¹⁰ The valid instrument was used to make sure that research really measures what should be measured. In this research, the researcher used content validity. Content validity is used in the students' test. The researcher was sure that the instrument used in this research was valid by making the relevance of the test objective, the instruction of the test, and the indicator with SKKD (*Standart Kompetensi Kemampuan Dasar*) Based on MTsN 8 Magetan.

⁹Donald Ary, *Introduction to Research in Education Seventh Edition* (Canada: Wadsworth Cengage Learning), 2010.

¹⁰J. B. Heaton, *Writing English Language Test*, (New York: Longman handbooks for language teachers, 1990), 159

The researcher used 20 responses for testing validity. To know the value of r_{table} with the formula is $n - r = 20 - 2 = 18$. After that, see the value of r_{table} 18 in table of db. The r_{table} of 18 is 0.413. If the value of $r_{value} > r_{table}$, it can be concluded that the data is valid. If the value of $r_{value} < r_{table}$, it can be concluded that the item is invalid. The result of the test validity as follows:

Table 3.2
The result validity test of speaking

Item Number	r_{table}	R_{value}	Criteria
1	0,413	0,817	Valid
2	0,413	0,646	Valid
3	0,413	0,626	Valid
4	0,413	0,821	Valid

Based on the table above, all of item number are valid because the value of $r_{value} > r_{table}$. So, the researcher used it to collect data.

2. Reliability

A reliable test is the same test that given to the same students on different meeting which is consistent and dependable. The test should have similar result.¹¹

The researcher used SPSS 23 version to calculate the reliability test. The reliability of test is a comparison of the score of product moment with r_{table} . If the product moment score is higher than r_{table} , it meant that the test is reliable. The result of the reliability test as follow:

Table 3.3
Reliability Statistics

¹¹H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, (United State of America: Pearson Education Inc., 2004), 20-21.

• Cronbach's Alpha	• N of Items
• .786	• 5

The calculation result of product moment score was 0.786. The value of r table was 0.413. So, it can be concluded that the test is reliable. Because $0.786 > 0.413$.¹²

D. Technique of Data Collection

1. Test

Test is a method of measuring someone's ability, performance, or knowledge. It is required performance that a set of procedures, techniques, or items. To qualify the test, the method that was used must be explicit and structured.¹³

The researcher used some activities in teaching learning process in this research as follow:

1. Pre-Test is the first activity before the teacher did the teaching learning activities. Pre-test was given before the students were given a treatment. It was used to examine the ability of the student before they got a treatment. In this test the students performed about introducing themselves in front of the class. The teacher assessed the students' speaking performance.

2. Post-Test

Post-test is used to examine what extent the students had understood the lesson after studying certain program. Usually post-test is given in the last step of program. In this study, the researcher used post-test to examine the result of students' speaking ability. So the researcher could see the

¹²Sugiyono, *Statistika Untuk Penelitian*, (Bandung: ALFABETA, 2015), 365.

¹³H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, (United State of America: Pearson Education Inc., 2004), 3.

difference of students' speaking ability before and after using the ice breaking. In this test the students performed about introducing him or her to others. The teacher assessed their speaking performance.

2. Documentation

Document is an instrument for measuring the quantitative data. Documentary is a type of technique to get the data about thing or variable which are book, notes, and transcript.¹⁴In this research, the researcher used documentation to support the data about students, and the profile of the school.

E. Technique of Data Analysis

Data analysis technique is the last step. The purpose of this step is to arrange and interpret data related to the students' speaking skill of 7th grade at MTsN 8 Magetan. In this case, researcher counted the data to answer statement of the problem and tried to test the hypothesis of this research.

Before testing the hypothesis, the data must fulfill the assumption in which the data must be normally distributed and homogenous.

1. Normality

Normality test is used to know the data from both group is normal or not, which examined comes from the population or distribution.¹⁵

The researcher used SPSS 23 version to calculate the normality test. Steps to find out the normality test such as:

- 1) First, open the SPSS 23 version program.
- 2) Second, input the data to the data view. Then, change the variable view with the class name.

¹⁴*Ibid*, 33.

¹⁵James Dean Brown, *Testing in Language Programs*, (New Jersey: Prentice Hall Regents, 1996), 16.

- 3) Third, click analyze, after that click non-parametric, and then click sample K-S.
- 4) Fourth, drag the data to test variable.
- 5) After that, click OK.

After calculate the data above, to determine the data is normal or not can be seen in the following criteria:

- a) If the t-value was lower than t-table ($t_{\text{value}} < t_{\text{table}}$), the data is normal.
- b) If the t-value was higher than t-table ($t_{\text{value}} > t_{\text{table}}$), the data is not normal.

2. Homogeneity

Homogeneity test is used to know the equality of the population with compare between two or more groups.¹⁶The research was used SPSS version 23 program for windows to calculate the homogeneity test. These are the steps of homogeneity test:

- a) First, open SPSS 23 version program.
- b) Second, input the data to data view. After that, change the variable vie with X as the pre-test score, and Y as post-test score.
- c) Third, click analyze, after that click compare means, and then click one way Annova.
- d) Click options, after that check list Homogeneity of variance, and then click OK.

After calculate the data above, to determine the data is homogeny or not it can be seen in the following criteria

- a) If the t-value was lower than t-table ($t_{\text{value}} < t_{\text{table}}$), the data is homogeny.

¹⁶Sutrisno Hadi, *Statistik*, (Yogyakarta: Pustaka Pelajar, 2015), 212.

- b) If the t-value was higher than t-table ($t_{\text{value}} > t_{\text{table}}$), the data is not homogeny.

3. T-test

After the researcher calculated normality and homogeneity, the researcher continued to test the hypothesis. The researcher used T-test. To examine whether there is difference score between post-test and post-test of the research. The researcher used SPSS 23 version to analyze the T-test.

This are steps in calculating T-test:

- 1) First, open SPSS 23 version program.
- 2) Second, input the data to data view. Then, change the value in variable view, after that change the measure, name, decimals, and value.
- 3) Third, click analyze, after that click compare means, and then Independent Sample T-Test.
- 4) After that, on the Independent Sample T-Test box dialogue, input the variable X for test variable and variable Y for grouping variable.
- 5) Then, click define groups, and then in the group 1 write down 1, and 2 in the group 2, then click continue and OK.

CHAPTER IV

RESEARCH RESULT

A. General Description of Location of the Study

In this research, the researcher did the research at MTsN 8 Magetan in seventh grade. It consisted of 7A, 7B, 7C, 7D, 7E and 7F. 7A and 7B were taken as an experimental and control class.

Based on the observation on 16th March 2020 in MTsN 8 Magetan at 7A class, the researcher got some information. The teacher started by entering the class, greeting the students and checking the attendance list of the students.

The teaching and learning process started by reminding the students about the previous material had been discussed before. After that, the teacher connected the last material with descriptive text that will be taught. The teacher explained the material of descriptive text slowly by using English and Indonesian.

The source book used by the teacher was *When English Rings a Bell* and some examples from surrounding as the additional source. By using those sources, it made the students were easier and interested in understanding the material being explained in teaching and learning process.

After having some explanations, the teacher made question and answer session to make sure the understanding of the students. If there were some students who had any question related to the material, the teacher would give extra explanation. As the students had understood the material, the teacher would continue the teaching and learning process. The next step was exercise. The students were asked to do some tasks in *When English Rings a Bell* to be discussed.

At the end of the teaching and learning process, the teacher gave a conclusion of the material and gave some questions to make sure the understanding of the students. The teacher also asked the students the difficulties they faced during the teaching and learning process. Before closing the class, the teacher gave students homework and little explanation about the activity to be done in the next meeting.

B. Data Description

The research design used in this research was quasi-experimental design. The population used in this research was seventh grade students of MTsN 8 Magetan and took two classes out of six classes to be the sample. The experimental class was 7A and 7B as the control class by using random sampling technique. There were 25 students in each class, and the total students were 50 students.

In this research, the researcher used *ice breaking* treatment to teach in experimental class. The score used in this research was taken from pre-test and post-test done by the students in the first meeting.

While in the control class, the researcher taught the students with no treatment and the score taken by the researcher was from pre-test and post-test in the first meeting.

1. The schedules of the research

There were four meetings required in experimental and control class.

The schedule could be seen in the table below

Table 4.1
Experimental Class schedules

Date	Activities
November 17 th , 2020	Pre-test
November 20 th , 2020	First treatment

November 24 th , 2020	Second treatment
November 27 th , 2020	Post-test

In the first meeting, the researcher took pre-test in experimental class. The first step was giving instruction. The students were asked to tell about themselves coherently. They were also hoped to use appropriate pronunciation, language feature and be able to present it in front of the class. The next step was checking students' comprehension by giving some questions to the student who present their story.

In the second meeting the researcher explained the explanation, goals, and rules of ice breaking technique to the students before gave the first treatment. After that, the researcher began the material. The researcher gave the example of conversation about introduction and explained the language feature of it. Then, the researcher asked to the students to listen recording about introducing themselves and to observe the expressions that can be used in asking and responding to self-introductions from the recordings that have been heard. After that, the researcher did the ice breaking. After ice breaking, researcher gave questions about the conversation. If the students does not understand, it can be asked.

In the third meeting, the researcher asked to open text book page 20 and required all to practice the dialogue on that page. After that, the researcher did the ice breaking. After ice breaking, researcher divided the students into groups each group consists of 2 or 3 students and the researcher gave homework. The students asked to make a dialogue

(introduce yourself). In the end, the researcher reminded them to prepare for post-test in the next meeting.

In the last meeting, the researcher took the score of post-test with same instructions in pre-test.

Table 4.2
Control Class Schedule

Date	Activities
November 16 th , 2020	Pre- Test
November 19 th , 2020	Second Meeting
November 23 th , 2020	Third Meeting
November 26 th , 2020	Post-Test

Further more, the schedule of control class was as same as experimental class. But, the researcher did not give the treatments like in experimental class. In the first meeting, the researcher took pre-test. The instruction was as same as pre-test in experimental class.

In the second meeting, the researcher did not explain ice breaking technique. After that, the researcher began the material. The researcher gave the example conversation of introduction expressions and explained the language feature of it. Then the researcher asked to the students to listen recording about introducing someone self and observed the expressions that can be used in asking and responding to self-introductions from the recordings that have been heard. After that, researcher gave questions about the conversation. If the students did not understand, it can be asked.

In the third meeting, the researcher asked to open text book page 20 and required all to practice the dialogue on that page. After that, researcher divided the students into groups. Each group consists of 2 or 3 students and the researcher gave homework. The students asked to make a dialogue (introduce yourself). In the end, the researcher reminded them to prepare for post-test in the next meeting. In the last meeting, the researcher took the score of post-test with same instructions in pre-test.

2. Students' Speaking Score of Experimental Class

In this research, the researcher taught in experimental class with ice breaking technique. In this class, the researcher took the score of pre-test from the students in the first meeting. Then, in second meeting and third meeting the researcher gave the treatment. In the last meeting the researcher took the score of post-test.

So, the researcher got the results of pre-test and post-test from the students of experimental class. It showed in the table below:

Table 4.3
Students' speaking score of experimental class

No	Name	Score	
		Pre-Test	Post-Test
1	Aditya Agus Setiawan	46	66
2	Afinda Dwi Lestari	63	76
3	Aisyah Fatma Maulana	56	73
4	Aldian Surya Pratama	73	76
5	Anik Wijayanti	59	66
6	Anisa Puspita Indah Lestari	63	69

No	Name	Score	
		Pre-Test	Post-Test
7	Artha Desyva Yusmarini	66	59
8	Berlian Hilma Pawening Galih	59	76
9	David Kurniawan	69	79
10	Dhiva Putri Andini	73	69
11	Dwi Putri Ramadanani	73	83
12	Fadillah Rahmawati	79	69
13	Fadiatul Adawiyah	59	79
14	Farel Ega Pratama	49	63
15	Ilham Nur Rahmad Dani	63	69
16	Karisma Aprillia Ariyani	76	76
17	Lisda Zakiyatu Zahro	69	73
18	Luqmanul Hakiem	73	83
19	Lusita Septiana Febrianti	86	86
20	Mauzakky Nouriel Firdauz	66	76
21	Miftahul Rohmah	66	73
22	Nazwa Maharani	69	76
23	Rasyid Sakha Adamhar	63	73
24	Septiya Ramadhani	79	76
25	Tifani Ira Sayuri	86	86
	Total	1683	1850
	Mean	67.32	74

From the table above, it could be seen that the highest pre-test score in experimental class was 86, while the lowest pre-test score was 46. The highest post-test of experimental class was 86, while the lowest post-test score was 59. Then, the mean score of pre-test was 67,32, and post-test was 74. Even though, speaking minimum standard score that was determined from the school was 72. So, the students need the treatments to improve their speaking skill. The result of students' score in experimental class could be seen in table below:

Table 4.4
Frequency Distributions of pre-test in experimental class
Pre-Test Experimental Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	46	1	4.0	4.0	4.0
	49	1	4.0	4.0	8.0
	56	1	4.0	4.0	12.0
	59	3	12.0	12.0	24.0
	63	4	16.0	16.0	40.0
	66	3	12.0	12.0	52.0
	69	3	12.0	12.0	64.0
	73	4	16.0	16.0	80.0
	76	1	4.0	4.0	84.0
	79	2	8.0	8.0	92.0
	86	2	8.0	8.0	100.0
	Total	25	100.0	100.0	

Based on the table above, it can be seen that there were various kind of students' pre-test speaking score in experimental class. There were 4% or 1 student who got score 46, 4% or 1 student who got score 49, 4% or 1 student who got score 56, 12% or 3 students who got score 59, 16% or 4 students who got score 63, 12% or 3 students who got score 66, 12% or 3 students who got score 69, 16% or 4 students who got score 73, 4% or 1 students who got scores 76, 8% or 2 students who got score 79, 8% or 2 students who got score 86. It was clearly explained in the following histogram:

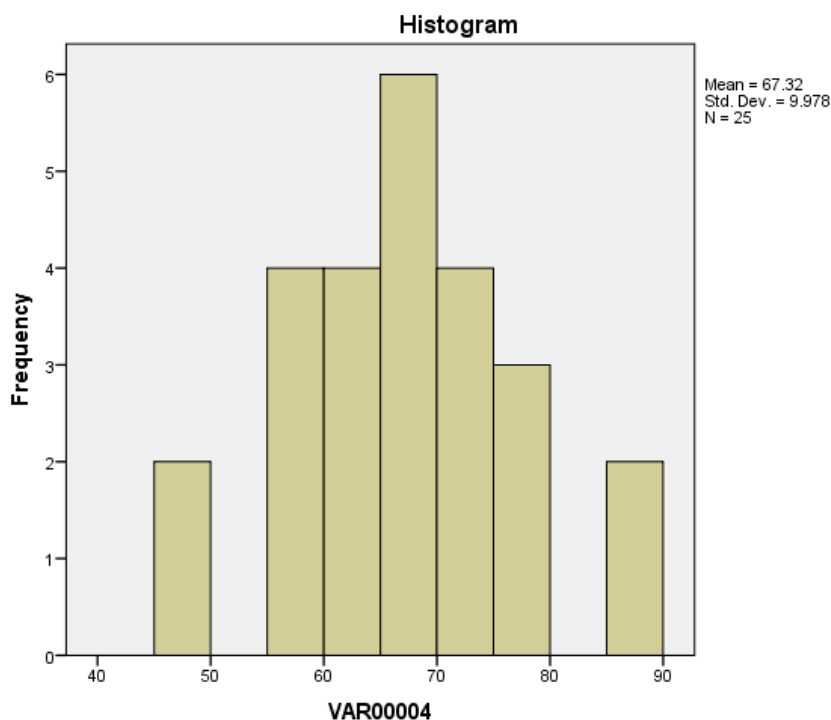


Figure 4.1
Histogram of pre-test in experimental class

Table 4.5
Frequency Distribution of post-test in experimental class
Post-Test Experimental Class

		Frequenc y	Percent	Valid Percent	Cumulative Percent
Valid	59	1	4.0	4.0	4.0
	63	1	4.0	4.0	8.0
	66	2	8.0	8.0	16.0
	69	4	16.0	16.0	32.0
	73	4	16.0	16.0	48.0
	76	7	28.0	28.0	76.0
	79	2	8.0	8.0	84.0
	83	2	8.0	8.0	92.0
	86	2	8.0	8.0	100.0
Total		25	100.0	100.0	

Based on the table above, it could be seen that there were various kind of students' post-test speaking score in experimental class. There were 4% or 1 student who got score 59, 4% or 1 student who got score 63, 8% or 2 students who got score 66, 16% or 4 students who got score 69, 16% or 4 students who got score 73, 28% or 7 students who got score 76, 8% or 2 students who got score 79, 8% or 2 students who got score 83, and 8% or 2 students who got score 86. It was clearly explained in the following histogram

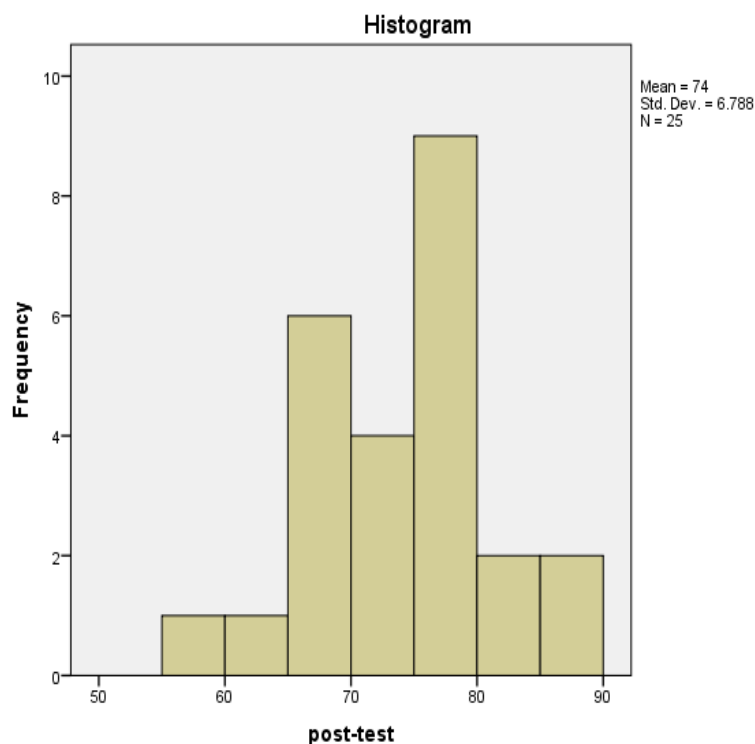


Figure 4.2
Histogram for post-test in experimental class

3. Students' Speaking Score of Control Class

In this research, the researcher taught in control class with teachers' lecturing. In this class, the researcher took the score of pre-test from the students in the first meeting. Then, in second meeting and third meeting the researcher taught them without treatment. In the last meeting the researcher took the score of post-test.

So, the researcher got the results of pre-test and post-test from the students of control class. It showed in the table below

Table 4.6
Students' Speaking Score of Control Class

No	Name	Score	
		Pre-Test	Post-Test

1	Ahmad Nur Kholis	66	73
2	Aini Zahro	63	69
3	Alya Nella Arlinda	49	53
4	Amelia Dwi Retno Anjani	73	76
5	Andika Dwi Saputra	59	63
6	Ardiyansyah Yusuf Pratama	63	63
7	Arlita Rindiyani	69	63
8	Cendy Kartika Anam	66	73
9	Dina Amelia Pratiwi	73	76
10	Dinda NurSoidah	59	59
11	Ely Salma Estianti	63	66
12	Fatma Ayundawati	63	59
13	Fitriyani Nur Janah	76	73
14	Hekma Atur Apreoni	73	69
15	Indah Dwi Agustin	63	66
16	Muhammad Taufik Afandi	73	79
17	Mutiara Bulan Cahya	66	63
18	Nabila Safitri	76	83
19	Nickma Habibah Ulya	69	63
20	Nisa Yuntamah	69	73
21	Selvi Dwi Paranita	83	76
22	Tiara Salsa Halima	56	73
23	Tika Dewi Rahmayanti	56	69
24	Zahra Tussyita	69	66

25	Zuhri Afriyanto Gustama	83	86
	Total	1678	1732
	Mean	67,12	69.28

a

s Based on the table above, it can be seen that the highest pre-test score of control class was 83, while the lowest pre-test score was 49. The highest post-test of control class was 86, while the lowest post-test score was 53. Then, the mean score of pre-test was 67,12, and post-test was 69,28. The result of students' score in experimental class could be seen in the following table

Table 4.7
Frequency Distribution of Pre-Test in Control Class
Pre-test control class

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 49	1	4.0	4.0	4.0
56	2	8.0	8.0	12.0
59	2	8.0	8.0	20.0
63	5	20.0	20.0	40.0
66	3	12.0	12.0	52.0
69	4	16.0	16.0	68.0
73	4	16.0	16.0	84.0
76	2	8.0	8.0	92.0
83	2	8.0	8.0	100.0
Total	25	100.0	100.0	

Based on the table above, it can be seen that there were various kind of students' pre-test speaking score in control class. There were 4% or 1 student who got score 49, 8% or 2 students who got score 56, 8% or 2 students who got score 59, 20% or 5 students who got score 63, 12% or 3 students who got score 66, 16% or 4 students who got score 69, 16% or 4 students who got score 73, 8% or 2 students who got score 76, and 8% or 2 students who got score 83. It was clearly explained in the following histogram

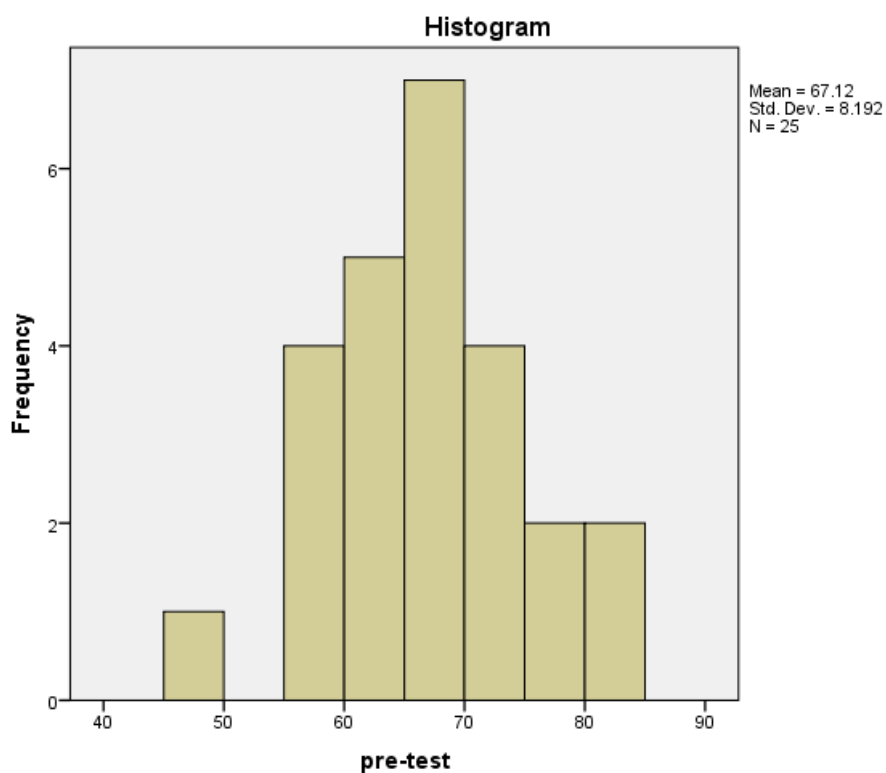


Figure 4.3
Histogram for Pre-Test in Control Class

Table 4.8
Frequency Distribution of Post-Test in Control Class
Post-test Control Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	53	1	4.0	4.0	4.0
	59	2	8.0	8.0	12.0
	63	5	20.0	20.0	32.0
	66	3	12.0	12.0	44.0
	69	3	12.0	12.0	56.0
	73	5	20.0	20.0	76.0
	76	3	12.0	12.0	88.0
	79	1	4.0	4.0	92.0
	83	1	4.0	4.0	96.0
	86	1	4.0	4.0	100.0
	Total	25	100.0	100.0	

Based on the table above, it could be seen that there were various kind of students' post-test speaking score in control class. There were 4% or 1 student who got score 53, 8% or 2 students who got score 59, 20% or 5 students who got score 63, 12% or 3 students who got score 66, 12% or 3 students who got score 69, 20% or 5 students who got score 73, 12% or 3 students who got score 76, 4% or 1 students who got score 79, 4% or 1 students who got score 83, and 4% or 1 student who got score 86. It was clearly explained in the following histogram

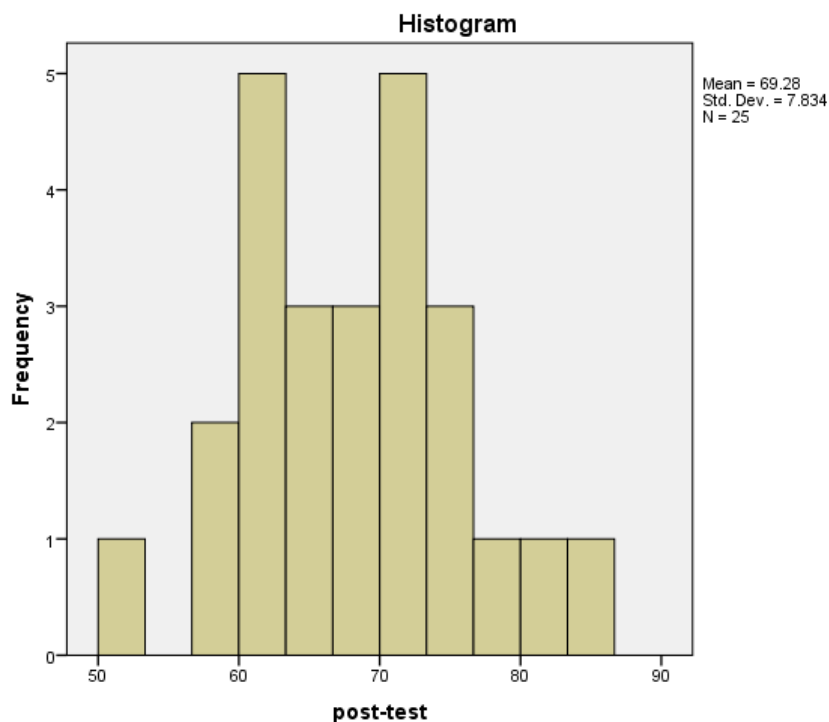


Figure 4.4
Histogram for Post-Test in Control Class

E. Data Analysis

1. Assumption Test

a. Normality Test

Normality test is used to know the data from both group is normal or not, which examined comes from the population or distribution.¹In this research, the researcher was used Kolmogorov-Smirnov by using SPSS 23 version program. To know the results of calculation is normal or not, it can be calculated with Kolmogorov Smirnov. If t-value was lower than t-table ($t\text{-value} < t\text{-table}$), the data is normal. The value of Kolmogorov Smirnov

¹Sutrisno Hadi, *Statistik*, (Yogyakarta: Pustaka Pelajar, 2015),126

table for $N = 25$ (for experimental class) and $N = 25$ (for control class) at 5% level significance is 0,192.²

The calculation of normality test by using Kolmogorov Smirnov can be seen in the following table

Table 4.9
Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Experimental	.144	25	.192	.965	25	.528
Control	.123	25	.200*	.976	25	.805

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the calculated of SPSS 23 version above, it can be seen that the test used one-sample Kolmogorov-Sminov test. The table above showed that the score of sign. In experimental class was higher than α (.192>0.05), it means that the data of experimental class was normal. And also in control class, the table showed that the score of sign. Was higher than α (.200>0.05). it means that the data of control class was normal.

b. Homogeneity Test

Homogeneity test is used to know the similarity of the populations. Homogeneity test used to know before comparing some of groups. In this research, the research used SPSS version 24 program for windows to calculate the homogeneity test as follow:

²*Ibid*, 204-208.

experi	Equal			2.						8.
mental	variances	.7	.39	2					.55	8
	assumed	24	9	7	48	.027	4.720	2.073	1	8
				7						9
	Equal			2.						8.
	variances			2	47.				.54	8
	not			7	04	.027	4.720	2.073	9	9
	assumed			7	7					1

After the researcher was testing the normality and homogeneity, then the researcher testing the hypothesis with compare the value of post-test experimental and post-test control class.

Sofyan stated that H_0 was accepted if $t_{table} > t_{calcul}(t\text{-test})$.³ The researcher used T-test to analyze the data by using SPSS 23 program. The calculation results as follow

It means that $2.277 > 2.01063$ therefore, H_0 rejected and H_a accepted. It can be conducted that there was significance difference between the students who are taught by using ice breaking technique and students who are not teach by using ice breaking technique.

F. Interpretation and Dedication

English is supported by four major skills that should be mastered. They are listening, reading, speaking, and writing. As one kind of language skill, speaking is an interactive process of constructing meaning that involves producing and

³Sugiyono, *Statistika Untuk penelitian*, (Bandung: ALFABETA, 2015), 369.

receiving and processing information.⁴ 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 English class, speaking is the important skill to communicate with others. But, in fact, students are still lacking in their speaking ability. Every student has different skill to speak English. They have their own problems of it.

Likewise condition at MTsN 8 Magetan. Based on the observation condition which conducted by the researcher that the seventh grade students have some problems in speaking, they did not have the self-confidence to speak out because they were worried about the mistakes. Most of them could not speak English fluently. They were just passive in the class.⁵

To solve the problem based on the researcher found, the researcher attempt to use ice breaking technique to improve students' speaking skill. Ice breaking have positive and negative effects on students' learning. On the positive effect, more contextual with the situation and condition of learning faced that moment, teachers are more creative utilizing the student's condition for Ice breaker interactively, the saturation experienced by the students quickly can soon be overcome.⁶

In this discussion the researcher tries to answer the hypothesis that ice breaking technique is effective in teaching speaking of the seventh grade students at MTsN 8 Magetan. In this interpretation the researcher compared the result of t_{test} with t_{table} .

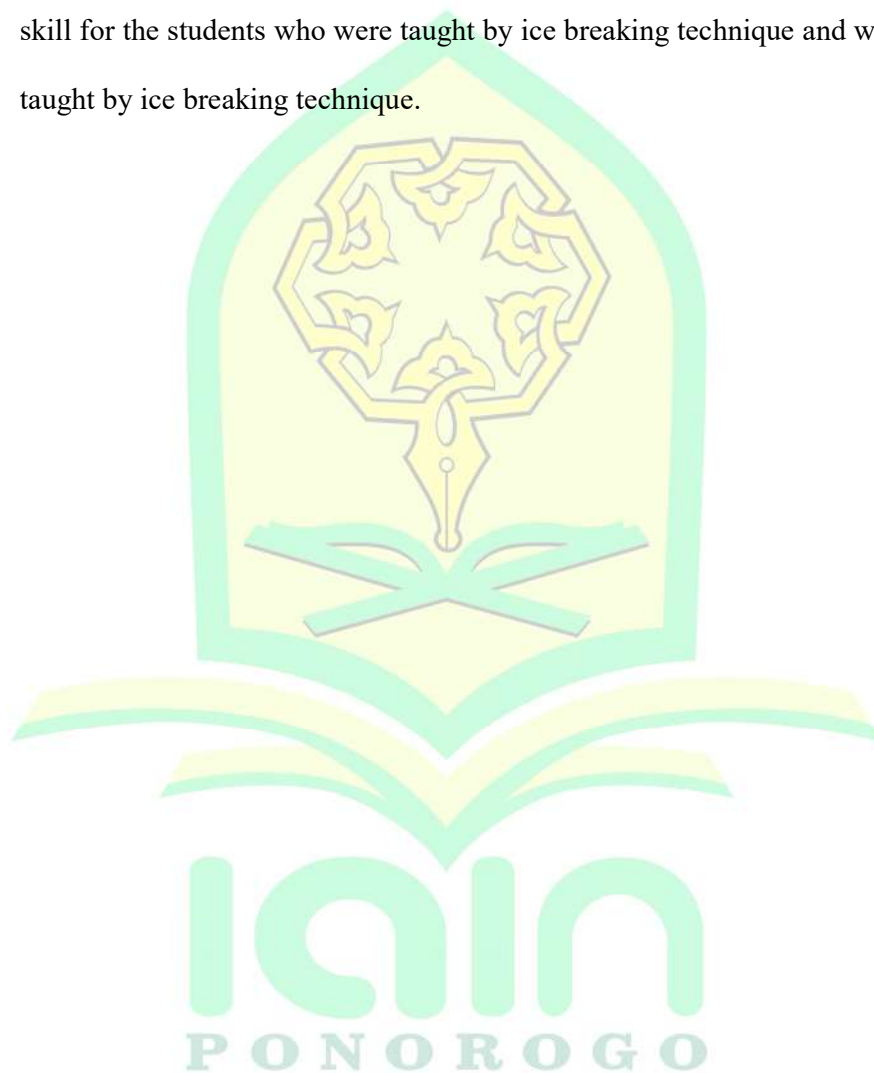
⁴Kathleen Bailey and David Nunan, *Practical English Language Teaching First edition*, (New York: MC Graw-Hill, 2003). <https://www.asian-efl-journal.com/practical-english-language-teaching-speaking/>

⁵Observation on January 31, 2020.

⁶Sinta, *Improving Students' Ability In Speaking Skill By Using Ice Breaker Strategy at the Second Grade of MTSTPI Sawit Seberang In Academic Year 2017-2018*, Thesis, Islamic University of North Sumatra, North Sumatra, 2018, 17. <http://repository.uinsu.ac.id/4050/1/skripsi%20sintaaA.pdf>

Syofian stated that H_0 was accepted if $t_{table} > t_{calculation}(t_{test})$.⁷ The researcher used t_{test} to analyze the data by using SPSS 23 program. The result of the research showed that t_{test} was 2.277 and value of t_{table} of $db = 48$ was 2.01063. It means that the value of t_{test} was higher than t_{table} ($2.277 > 2.01063$).⁸

It can be concluded that there was a significant difference score in speaking skill for the students who were taught by ice breaking technique and who were not taught by ice breaking technique.



⁷Sugiyono, *Statistika Untuk penelitian*, (Bandung: ALFABETA, 2015), 160.

⁸Sutrisno Hadi, *Statistik*, (Yogyakarta: Pustaka Pelajar, 2015), 200.

CHAPTER V

CLOSING

A. Conclusion

From the result of the data analysis, it can be concluded that ice breaking technique is effective in teaching speaking. There was significance score on students' speaking skill who were taught by using ice breaking technique of the seventh grade students at MTsN 8 Magetan. The result of this research was the mean of post-test in experimental class was 74, while the mean in control class was 69.28. It means that the mean score of post-test in experimental class was better than control class. By using t_{test} the result showed that value of t_{test} was 3.283. This score is higher than t_{table} ($2.277 > 2.01063$) in significant 5% with $db = 48$. So, it can be concluded students who were taught by using ice breaking technique have a higher score than students who were not taught by using ice breaking technique of the seventh grade students at MTsN 8 Magetan.

B. Recommendation

The researcher gives some recommendation based on the result above as follow:

1. For English Teachers

The teacher should use an innovative and creative technique for teaching English. So, the students do not feel bored when teaching learning English. Teachers can provide ice breaking technique to teach their students. So, the students feel more relaxed and get them prepared for materials.

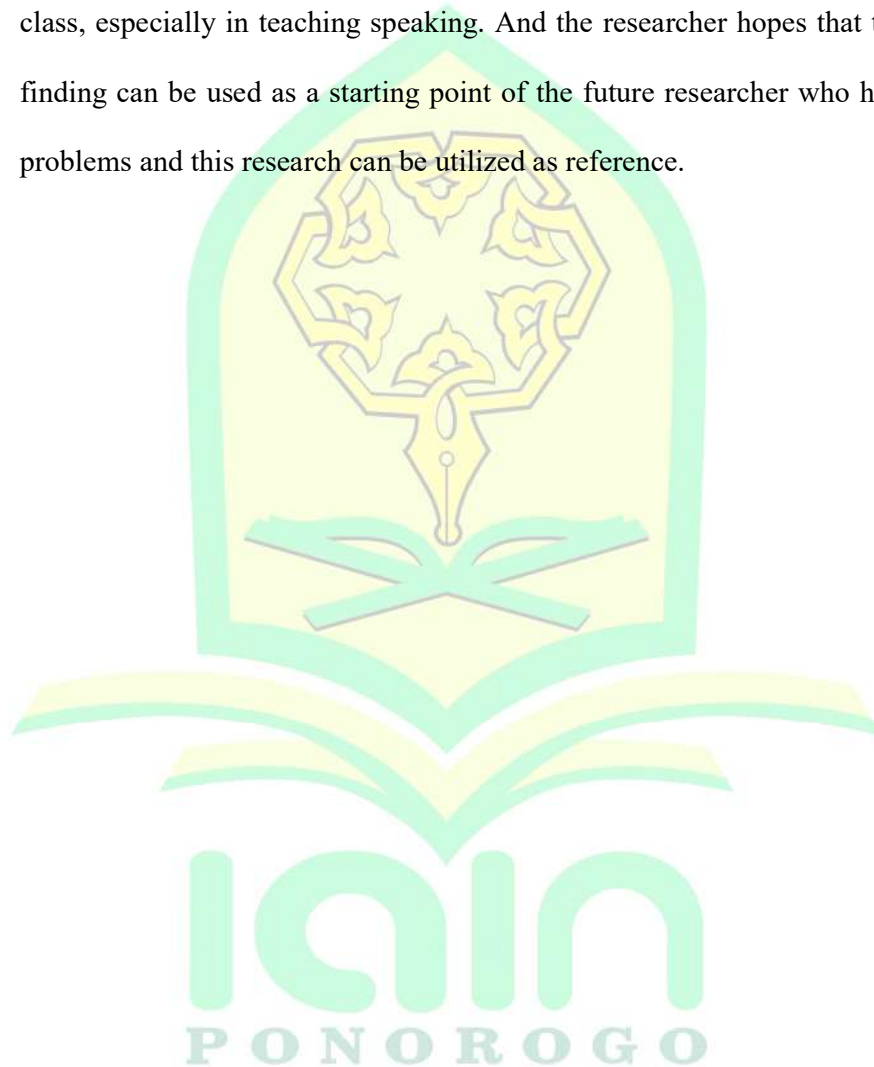
2. For the Students

The researcher hopes the students have a high motivation to improve their speaking skill. With apply ice breaking technique, the researcher hopes that after

they apply ice breaking, students feel comfortable with each other, confident in themselves and focus on the English lesson rather than on other distractions.

3. For the Next Researchers

The researcher hopes, the result of this study can be used as reference or basic information to do further investigation and more improve this technique in the class, especially in teaching speaking. And the researcher hopes that the research finding can be used as a starting point of the future researcher who has the same problems and this research can be utilized as reference.



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