

IMPLEMENTATION OF ICE BREAKING IN SPEAKING SKILL AT SMA KARTIKA XX-1 MAKASSAR

Tiwi Arisca Aguity Lowu¹, Rampeng², Andi Hamzah Fansury³

¹²³English Language Education Department, Bosowa University, Indonesia

ABSTRACT

Tiwi Arisca Aguity Lowu, 2023. Implementation of Ice Breaking in Speaking Skill at SMA Kartika XX-1 Makassar. Skripsi, English Language Education Study Program, Faculty of Education and Literature, Bosowa University (Supervised by Andi Hamzah Fansury and Rampeng). This study aimed to find out whether the implementation of Ice Breaking improve the student speaking skill. This study focused on pre-experimental research one group pre-test and post-test. The population in this study were students of class X MIPA 4 SMA Kartika XX-1 Makassar and it consist of 20 students as the population. Data obtained from writing test pre-test, treatment, post-test, and questionnaire. The results of this study used inferential analysis of the t-test by SPSS 25 version which showed a significant effect on the students' mean score speaking skill between the pretest and post-test. The mean score of the students' speaking enhanced from 40.60 in the pretest to 72.60 in the posttest. The significance value calculated 0.000 was smaller than 0.05 ($P\text{-value} = 0.000 < 0.05$). Thus, it can be concluded that there are significant influences of using Ice Breaking method on students' speaking skill.

Key Words : The Influence, Ice Breaking, Speaking Skill.

INTRODUCTION

English is the international language used by most of the world's population. The British Council (2013) argued that the spread of English provided unlimited access to the modern world of science, information and communications technology (ICT), money, power, international communication, and intercultural understanding as well as entertainment and many more fields.

Language skills are crucial and complement one another. Writing, reading, and speaking skills are necessary for effective listening. As well as talking abilities will be less significant without the three different abilities.

Rohmah (2015:26) states that the materials should be systematic, well-organized to support the teaching-learning process. They should provide coherent unit structure which will guide the students through various activities to maximize the chances to learn. A material must be clear and flexible without ignoring creativity and variety.

Kosdian (2016) argues that of all four simplex skills (listening, reading, speaking, writing) speaking seems to be the most important because people who know languages are referred to as 'speakers' of that language, as if speaking includes all other types know the language.

Moreover, ice breaker activities, as described in the Encyclopedia of the ice breaker, are valuable tools for group leaders to promote interaction, stimulate creative thinking, challenge fundamental assumptions, introduce new concepts,

and facilitate bonding among students and teachers. Ice breakers are particularly helpful in new classes or schools to assist new students in getting to know their classmates and feel more comfortable.

In addition, according to the Encyclopedia of the ice breaker, ice breakers are instruments that enable the group leader to foster interaction, encourage imaginative thinking, challenge fundamental assumptions, demonstrate new concepts, and introduce particular material. Activities that break the ice also help students and teachers bond. A classroom ice breaker activity for a new class or school can help new students get to know their old classmates and feel at ease..

The previous research also shows the use of ice breakers on the students outside Makassar, particularly in Pangkep District. The researcher also did not find yet the study of ice breaker mentioned it is limitation in the use of speaking process. Based on that reason, the researcher was interested to investigate the use of ice breaker on students at SMA Kartika XX-1 Makassar, whether this ice breaker was effective or not in improving the students speaking ability by carrying out the research under the title "Implementation Of Ice Breaking in Speaking Skill at SMA Kartika XX-1 Makassar".

METHOD

In this research, the researcher conducted experimental research. Experimental research is a quantitative approach designed to determine the effects of presumed causes. According to Zahriani (2018:23), experimental research is a quantitative approach designed to find out effect of presumed cause. This study conducted empirical research in the classroom by taking students as the population.

This researcher conducted the research at SMA Kartika XX-1 Makassar. It is located on Jl. Sungai Tangka No.13, Kec. Ujung Pandang, Kota Makassar, Prov. Sulawesi Selatan. The population of this research was the people of this research were students of the X grade MIPA 4 of SMA Kartika XX-1 Makassar and the sample was 20 students of the X grade MIPA 4 of SMA Kartika XX-1 Makassar. This research was held in March 2023. In this research, the researcher provided a pre-test to the students, then did treatment by used Ice Breaking. After treatment is given, the researcher provided a post-test to the students.

FINDINGS AND DISCUSSIONS

Findings

This research contains of the result of the research. The researcher analyze the data that achieved from the pre-test and post-test score of the students and also from the questionnaire that consists of 15 questions. The researcher provided a speaking test to students before and after treatment and then provided the questionnaire after did post-test to the students. The researcher conducted a pre-test and post-test to know students' skill, also to get students' speaking scores, and conducted a questionnaire to find out students' opinion about Ice Breaking method on their speaking skill. After analyzing the data obtained from the pre-

test and post-test, the next are the results of the data analysis. The results of students' speaking scores on the pre-test can be seen in the following table :

Table 1. The Percentage of Students' Pre-Test Score

Classification	Score	Frequency	Percentage
Excellent	86-100	-	-
Good	75-85	-	-
Average	60-74	3	15%
Fair	40-59	7	35%
Poor	10-39	10	50%
Total		20	100%

The table 1. presents that there is no students who are classified as excellent classification and good classification, there are 3 students (15%) who are classified as average classification, there are 7 students (35%) who are classified as fair classification, and there are 10 students (50%) who are classified as poor classification.

Table 2. The Percentage of Students' Pre-Test Score

Classification	Score	Frequency	Percentage
Excellent	86-100	3	15%
Good	75-85	2	10%
Average	60-74	15	75%
Fair	40-59	-	-
Poor	10-39	-	-
Total		20	100%

The table 4.4 presents that out of 20 student, there are 3 students (15%) who are classified as excellent classification, there are 2 students (10%) who are classified as good classification, and there are 15 students (75%) who are

classified as average classification, and there is no students who are classified as fair classification and poor classification. Findings showed that the students ability in speaking improved after conducted treatment. It can be showed on the table above.

The researcher concludes that in the pretest, most of the students had difficulty to speech well, but in the post-test, the students were able to speech well after the treatment was given.

Table 3. Descriptive Statics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pretest	20	24	72	812	40.60	12.800
Posttest	20	64	100	1452	72.60	10.802
Valid N (listwise)	20					

According to pre-test and post-test in this page, it shows that there is a significant influence of using Ice Breaking method on students' speaking skill in pre-test and post-test through the treatment of students by speaking in topic "An Interesting Experience". In the pre-test, the mean score was 40,60 and the standard of deviation was 12.800. While, in the post-test, the mean score was 72,60 and the standard of deviation was 10.802. Futhermore, this result shows that the average value of the post-test was higher that value of the pre-test.

Table 4. Paired Samples Text

Paired Samples Test		
T	df	Sig. (2-tailed)
-20.840	19	,000

The table above shows that Sig. (2-tailed) was 0.000. Based on the result above which provided that the Sig. (2-tailed) table was lower than the level of significance. It means that the alternative hypothesis (H1) was accepted and the null hypothesis (H0) was rejected. Based on the result of the data of pre-test and post-test in paired samples test there was a significant influence of used Ice Breaking method on students' speaking skill.

Discussions

The description of the data gathered through the test which described in the previous section presents that there are significant influence of using Ice Breaking method on students' speaking skill. It is supported by the reseacher's experince when doing pre-test and post-test.

In pre-test almost all of the students felt unconfident, doubt, and nervous when speaking in front of the class. The mean score in pre-test was 40.60, there was no students who was classified as excellent and good, there were 3 students (15%) who were classified as average, there were 7 students (35%) who were classified as fair, and there were 10 students (50%) who were classified as poor. From the results of the pre-test, many students had a hard time in speaking. After did pre-test, there was treatment.

In the treatment section, the students were paid attention and enjoyed when the researcher explaining about what is Ice Breaking and playing the Ice Breaking games in the class. Meanwhile, in the post-test after treatment given, the mean score was 72.60, there were 3 students (15%) who were classified as excellent, there were 2 students (10%) who were classified as good, and there were 15 students (75%) who were classified as average, and there was no students who was classified as fair and poor.

The results of this study are the same as the results of previous related studies 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 teaching speaking. The results of their study showed that Ice Breaking Technique significantly affects teaching speaking. Moreover, the results indicated that the students who were taught speaking by using ice breaking technique got a better result than those who were taught speaking without ice breaking technique. And the second by Sinta entitled "Improving Students' Ability In Speaking Skill By Using Ice Breaker Strategy At Eighth Grade Students Of MTS. TPI SawitSeberang in Academic Year 2017-2018". This study applied classroom action research which consisted of two cycles. The result showed that there was improvement in 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 skills have improved. The students gave good responses and showed enthusiasm after the use of Ice Breaking strategy in speaking skill. And the third 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 breakers are effective in teaching speaking. The computation shows that the 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 to eighth grade students of SMPN 24 Purworejo in the academic year 2013/2014.

CONCLUSION

The result of conducting the students pre-test and post-test scores in the class, the researcher used a t-test for the hypothesis test. The result of the t test stated that Sig. (2-tailed) was 0,000. The result provided that the Sig. (2-tailed) the table was lower than the level of significance. Therefore, the alternative hypothesis (H1) was accepted and the null hypothesis (Ho) was rejected. Therefore, the

conclusion is the implementation of ice breaking can improve on students' speaking skill in English class X MIPA 4 SMA Kartika XX-1 Makassar.

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