IMPROVING STUDENT'S ABILITY IN SPEAKING SKILL BY USING ICE BREAKER STRATEGY AT THE SECOND GRADE OF MTS TPI SAWIT SEBERANG IN ACADEMIC YEAR 2017/2018

THESIS

Submitted to Faculty of Tarbiyah and Teachers Training State Islamic University of North Sumatra as a Fullfillment of the Requirements for the Degree of S-1

BY:

SINTA

34144025

DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF TARBIYAH AND TEACHERS TRAINING

STATE ISLAMIC UNIVERSITY OF NORTH SUMATRA

2018

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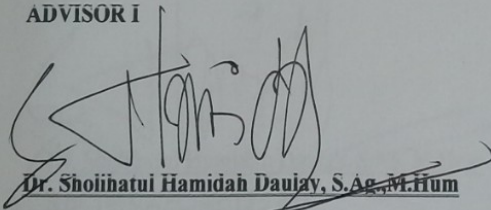
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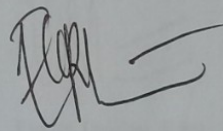
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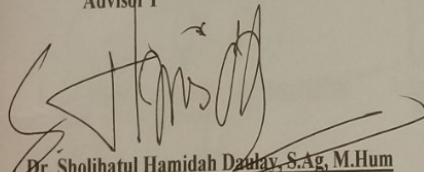
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Dengan Hormat,

      Setelah membaca, meneliti dan memberi saran-saran perbaikan seperlunya, terhadap skripsi mahasiswa a.n. **SINTA** yang berjudul: **Improving Students' Ability In Speaking Skill By Using Ice Breaker Strategy At The Second Grade Of MTs. TPI Sawit Seberang** maka kami berpendapat bahwa skripsi ini sudah dapat diterima untuk melengkapi syarat-syarat untuk mencapai gelar sarjana (S.Pd.) pada Fakultas Ilmu Tarbiyah dan Keguruan UIN-SU Medan.

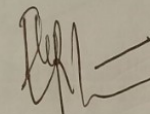   Demikian surat ini kami sampaikan, atas perhatian saudara kami ucapkan terima kasih.

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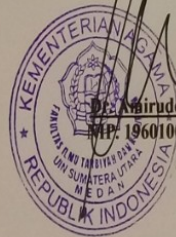
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Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri, kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sebelumnya. Apabila di kemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka gelar yang di berikan Universitas batal saya terima.

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ABSTRACT

Sinta**:** 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

Key words: Ice Breaker Strategy, Speaking Skill.

This research was aimed to improve students' speaking skill at eight grade students of MTs.TPI Sawit Seberang. The subject of this research was a class consisted of 40 studensts. The research consisted of two cycles. Each cycles consisted of two meetings. The object of this research was to improve students' speaking skill by the use of Ice Breaker strategy. This research was conducted by using Classroom Action Research. Qualitative and Quantitative data were used in this research. The qualitative data while the quantitative data were taken from students' score in Pre-Test, Post Test I, and Post-Test II. The result of analyzing data indicated that there was significance improvement on students' speaking skill after the use of Ice Breaker strategy. It can be seen fro the students' score in every cycle. In Pre-Test, there were only 30% (12 students) whose score up to 75. In Post-Test I, there was 52.5% on the percentage of students whose score up 75 (21 students), while in Post-Test II there were 80% students whose score up 75 (32 students). From data analysis, it showed that there was improvement on students' speaking skill. It can be seen from the mean of Post-Test II was 80.3. In other words, students' speaking skill has improved. Based on the qualitative data, the students gave good responses and showed enthusiasm after the use of Ice Breaker strategy in speaking skill.

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Medan,

June 2018

Researcher

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CHAPTER I

INTRODUCTION

A. Background of the Study

Language is the most important aspect in human interaction. People communication and interact with others by using it. In a wide community, English has become an International language. Most of the countries in the world use English as an International languageto communicate with other countries. Thus, English is important to be taught and learned by the students. As the form of our government's response toward this case, English language has been put in the educational system in our country, and it is taught from elementary schooluntilluniversity and becomes a compulsory subject as in Indonesia it is a foreign language.[1]

Speaking is the productive skill. When we speak we produce the text and it should be meaningful. In the nature of communication, we can find the speaker, the listener, the message and the feedback.It means that speaking is an activity to express feeling and idea orally, there are some examples of speaking activities, they are dialogue, interview, speech act and etc.

In teaching and learning process commonly the students have problem from themselves because of making mistakes to express their idea in some sentences. Actually in learning language, every students must

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[1]Shartina. Blogspot, http://hthttpsthartina09.blogspot.com/Accessed on January 03, 2018

speak up. It's started from trying it the practice continuously without feeling afraid. Every mistakes can be corrected and the students can learn from those mistakes to develop their speaking ability, because the purpose of learning to speak English is the students have to be able to express their idea, to practice dialogue, to tell the story, and especially to communicate with their friends at school or in their daily conversation. But in fact, most of the students do not have that capability to speak English well.

One of the problem in learning English at MTs. TPI Sawit Seberang is the teacher still using the traditional strategy to teach English especially to capture students' attention to speak English. In addition, the weakness also occur due to a lack of motivation for the students to use English as their daily conversation at school. Most of the students at the school do not know how to speak English eventhough in a simple conversation with their friends. In fact, they have learnt many things in English but they are not able to use English in spoken language.

In teaching speaking skill, especially in this school at MTs. TPI Sawit Seberang the teacher should be creative to design many communication activites in the classroom that urge and motivate students to use the language actively and productively. For example, in speaking classthe students should be served with conductive learning activity. Then, they can practice English as well as possible. But the students in this school sometimes face many problems in learning speaking because many factors such as they are shy of speaking in the class, they have low

motivation from their teacher in the learning process and less self confidence when they are speak in front of the class, etc.

The students seldom use English to communicate with their friends in the class when they are learning English. Therefore, it is important to stimulate the students to speak in the class. Based on the statement, the researcher choose Ice Breaker strategy to make the students become active to improve their speaking ability.

This study reveals about the efforts to improve the students learning outcomes, especially in English language class by applying Ice Breaker strategy as one of learning that can be applied by the teacher. This strategy will train the students to be able to speak English in the class.

Ice Breaker can be useful way to start a presentation or training session. It can be a game or activity that is used to introduce people to each other so that they feel more relaxed together.[2] It is one kinds of providing instruction with active learning (PAKEM) Strategy, because this strategy more emphasize on the students activeness in learning process.The researcher thinks that Ice Breaker Strategy can help to develop the students' speaking ability, because it gives a chance to the students to learn and also to play with. Based on the background above, the researcher gives the title of this study "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.

2 M.Said. 2010. *80 + Ice Breaker Games-Kumpulan Permainan Penggugah Semangat*, Yogyakarta: Andi Offset, P. 1

B. Statement of the Problem

Based on the description of study background above, the problem of study can be identified as follows:

1. The students' speaking ability is still low.
2. The strategy that used by the teacher has not been able to improve the students' speaking ability.
3. The students' motivation in speaking English is still low.

C. Research Question

The formulation of the study can be identifies as follows:

How does Ice Breaker Strategy improve students' ability in speaking?

D. Purposes of the Study

Based on the problem examined, this study aims to find out the improvement of the students' speaking ability by using Ice Breaker Strategy.

E. Significances of the Study
The expected benefits of this research are:
1. For English teachers, the result of this study is expected to add insight and creativity in performing their duties as an English Language instructor.
2. It can be used as an input or alternative problem solving for the students' low ability in speaking and also to mark the speaking class more enjoyable.
3. For other researchers, the result of this study can be used as additional ability information for futher research.

F. Limitations of the Study

In this research, the researcher narrowed the problems above on improving students'speaking skill at the second grade of MTs. TPI Sawit Seberang in Academic Year 2017-2018.

CHAPTER II

LITERATURE REVIEW

A. Review of Literature
A.1. Strategy

Good learning material produced with unique ways, these unique ways means a teacher is able to create an atmosphere of fun and innovative learning for the students, so that they are motivated in teaching-learning process. For that a teacher should use a learning strategies, approaches, and methods of learning.

In general, strategy has an outline to act in an effort to achieve the goal that have been determined.[3] In the other hand, strategy is a common approach with the action that will be used by the teachers to choose some of method in teaching activity.[4] It means that strategy is an action in the classrooms as a guide to do teaching-learning process. In islam, using strategy is one of technique in teaching learning process. It state in the holy Al-Qur'an in An-Nahl: 125

ادْعُ إِلَىٰ سَبِيلِ رَبِّكَ بِالْحِكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجَادِلْهُمْ بِالَّتِي هِيَ أَحْسَنُ

إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ وَهُوَ أَعْلَمُ بِالْمُهْتَدِ

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3 Syaiful Bahri Djamarah and Aswan Zain. 2016. *Strategi Belajar Mengajar*, Jakarta: Rineka Cipta, P.5

4 Wina Sanjaya. 2011. *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*, Medan: Kencana Prenada Media, P.126

Meaning: invite (all) to the way of thy lord with wisdom and beautiful preaching, and argue with them in ways that are best and most gracious; for the Lord know best, who have strayed from his path, and who receive guidance.[5]

From the verse above, Allah the Almighty asked man to give a lesson , by wisdom, wisdom means way or strategy, and by using it in teaching process it can help teacher to make teaching and learning run well. By selecting comport technique it is hoped be able to create learning environment become better, relaxer, more effective, and of course giving advantages for learner and teacher.

It can be taken a conclusion that strategy is a way that used in teaching learning process so that it can be done more active, efficient, effective, and nicer.

A.2. SpeakingSkill

A.2.1 Definition of Speaking Skill

Skill is a form of mental or physical activity or both that is organized and coordinated relates to the appearance of information about an object and involves the process of receiving and giving. Skills in this case are gradually formed through repetitive practice. Skills can be in

5 Mahmud Y. Zayid. 1980. *The Quran: An English Translation of The Meaning of the Quran*, Lebanon: Dar Al-Choura. P.200

the form of perception, movement, handicraft, intellectual, social, and others in accordance with the aspect and context of the skill.[6]

Watson and Tharp interpret skills as an ability to do things well. In this sense, skills are built through knowledge and training. For a particular training, someone is said to be gifted if he is able to learn it easily. So, skills describe behavior tailored to a particular event or situation. People are said to be skilled about something when action is adapted to events. Skills can be interpreted as askill, a quality that can make learning easier, or dexterity gained or built through training or experience.[7]

In the other hand, speaking as an interactive process in constructing meaning involves producing, receiving, and processing information. in this case, when it speaks of constructed forms and meanings depending on the context in which the conversation takes place including participants involved in speaking, experience, the physical environment and the purpose of speaking. a person is said to be able to speak if he is able to anticipate and produce patterns expected by a particular discourse situation.[8]

From the definition above, the writer defines that speaking skill as meaningful utterance which to express ideas, deliver speech, make social contact, and describe things or people. In Islam using a ggo speech

6 Didik Santoso. 2017. *Keterampilan Berbicara Bahasa Inggris*, Medan: Duta Azhar, P.10

7 Didik Santoso. 2017. *Keterampilan Berbicara Bahasa Inggris*, Medan: Duta Azhar, P.14

8 Didik Santoso. 2017. *Keterampilan Berbicara Bahasa Inggris*, Medan: Duta Azhar, P.18

is one of the technique in learning process. It state in the holy Al-Quran in Al-Baqarah : 83

وَقُولُوا لِلنَّاسِ حُسْنًا

Meaning"..and speak to the good people.." (QS al-Baqarah: 83)

From the book of Tafseer it is explained thata good speech is an honest, gentle, and inviting utterance to do good and avoid evil. This verse is a series of discussions about the children of Israel who have vowed not to worship other than Allah, and good to both parents, relatives, orphans, and the poor. So in learning process the teacher should give a good speech to the students with clear explanation without any lies.

A.2.2. The Function of Speaking Skill

The mastery of speaking skills in English is a priority for many second andforeign language learners. Several language experts have attempted to categorizethe functions of speaking in human interaction. According to Brown and Yulethere are three functions of speaking. "… three part version of Brown and Yule'sframework: talks as interaction: talk as transaction: talk as performance. Each ofthese speech activities is quite distinct in term of form and function and requiresdifferent teaching approaches.[9]

1. **Talk as interaction**

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[9] Jack C. Richards. 2008. *Teaching Listening and Speaking; From Theory to Practice*. New York: Cambridge University Press. p.21

Speaking as interaction refers to the interaction which serves a primarilysocial function. When people meet, they exchange greetings, engage in smallspeaking and chit chat, recount recent experiences because they wish to befriendly and to establish a comfortable zone of interaction with others. The focusis more on the speaker and how they wish to presents themselves to each other.

2. **Talk as performance**

Speaking as performance refers to public speaking; it is talk whichtransmits information before and audience such as public announcements andspeeches. Speaking as performance tends to be in form of monolog rather thandialogue, often follow a recognizable format and it is closer to written languagethan conversational language.

3. **Speaking as transaction.**

Speaking as transaction refers to situation where the focus is on themessage about what is said or achieved in order to make people understoodclearly and accurately.[10]

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.[11]

A.2.3. Assessing Speaking Skill

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[10] Jack C. Richards. 2006. *Communicative Language Teaching Today*, Cambrigde: Cambridge University Press, p. 19-23

[11] Didik Santoso. 2017. *Keterampilan Berbicara Bahasa Inggris*, Medan: Duta Azhar, P.28

Assessment is an ongoing process that encompasses a much wider domain. Whenever a student responds to a question, offers a comment, or tries out a new word or structure, the teacher subconsciously makes an assessment of students' performance. Written work-from a jotted down phrase to a formal essay is performance that ultimately is assessed by self, teacher and possibly other students.[12]

Brown states as with all effective tests, designing appropriate assessment tasks in speaking begins with the specification of objective or criteria. Those objectives may be classified in term of several types of speaking performance:

1. **Imitative**

At one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. While this is purely phonetic level of oral production, a number of prosodic, lexical and grammatical properties of language may be conclude in the criterion performance.

2. **Intensive**

A second type of speaking frequently employed in assessment contexts is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical of phonological relationship (such as prosodic element-intonation, stress, rhythm, juncture). Examples of extensive assessment tasks include directed response tasks, reading aloud, sentence and dialogue completion

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[12]Brown, H. Douglas. 2001. *Language Assessment Principle and Classroom Practice*. New York: Longman.

limited picture-cued task including simple sequences and relationship up to the simple sentence level.

3. Responsive

Responsive assessment tasks included interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and a small talk, simple request and comments and the like.

A.2.4. Technique of Teaching Speaking Skill

Harmer writes that when teaching speaking or producing skill, we can apply three major stage, those are[13]:

1. Introducing new language

2. Practice

3. Communicative activities.

When introducing new language, the teacher should find out the genre or the text, which is meaningful. In this stage teacher can ask students to pronounce the unfamiliar words, find out the meaning of the expression used in the text.

A.3.Ice Breaker Strategy

A.3.1. The Theory of Ice Breaker Strategy

The researched by David A Kolb who was deeply involved in the theory of Experiential Learning. His theory is that we all need to observe and think about new ideas then we need to form a concept in our minds that models what we have seen. The next step is to test out the

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[13]Tarigan, H. Guntur. 2008. *Berbicara: Sebagai Suatu Keterampilan Berbahasa.* Bandung: Angkasa.P.13

idea in a new situation and finally build up concrete experience that the idea is workable. This is a continuous cycle; so, leads into.

It is OK to just use Icebreakers without knowledge of the underlying psychology of your trainees but you will exceed more in what you do if you can identify the different learning needs of your trainees whilst you are running your icebreaker at the beginning of your day.

Because they are such powerful interventions in a day of training or presenting you should always be aware of just how much information even the simplest Icebreaker can generate. Many have different opinions as to where our learning styles come from but the majority of us naturally fall into the following four broad categories:

- Activist

-Pragmatist

- Reflector

-Theorist

Our human quirkiness means that we can start the cycle at any point and still make the total learning package work.

-**Activists** love to jump in at the deep end and gain concrete experience and test out all of the options before doing anything else.

-**Pragmatists** will experiment but need to connect the ideas to the real world.

-**Reflectors** need concrete experience but also need space to think about what is happening.

-**Theorists**, as you might expect, get into the learning cycle by observing and then making sense of what they see by modelling the process in their minds.

This theory explains why just having people sit round a table and talking to them about a new concept does not guarantee that they will learn. Icebreakers, even the most trivial "Getting to know you" type, will give you an understanding of the different learning styles, it will help your trainees settle in and get to know each other and therefore creating a better training environment. It will also give you, as a Trainer, a deeper understanding of each individual in your training room and hence dramatically increase the quality of the results that are derived from your training.[14]

In the other hand, M Said said that Ice Breaker is a game or activity that serves to change the atmosphere of ice in the group.[15] So I can conclude that the definition of Ice breaker is a transition from boring situations, drowsiness, saturation and tension to relax, excitement, not drowsiness, and there is attention and there is compassion to listen or to see people who speak in front of class or meeting room .

Like in the Hadith of conversation should be clear:

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[14] http://phillyfuggle.typepad.com/trainingtools/2010/09/the-one-theory-you-must-know-before-you-use-an-icebreaker.html,February, 05 2018

[15] M.Said. 2010. *80 + Ice Breaker Games-Kumpulan Permainan Penggugah Semangat*, Yogyakarta: Andi Offset, P. 1

عَنْ عَائِشَةَ رَحِمَهَا اللهُ قَالَتْ كَانَ كَلاَمُ رَسُوْلُ اللهِ صَلَّى اللهُ عَلَيْهِ وَسَلَّمَ كَلاَمًا فَصْلاً يَفْهَمُهُ كُلُّ مَنْ سَمِعَهُ (رواه ابو داود)

Meaning : From Aishah Rahimahallah said, actually the words of the Messenger of Allah is a very clear saying, and can understand the people who listen to it. (Abu Dawud).[16]

From the meaning above explained that the nature of the words of the Prophet SAW is very clear and easily understood by people who listen to it. Therefore, Rasulullah SAW said something to someone using the style and language to catch the thoughts of people who are being talked to by him.

Based on the definition above an educators have an important role in the learning process is the process of delivering the material to be conveyed to the students. With a clear and easy to understand message delivery process can be well received by the students. Clear words in this case are not just clear. But more than that "clear" here is able to understand the students facing him.Clear and easy to understand words will be one of the success factors of education. It is hoped that with the existence of clear and easily understood words, the students will be able to absorb and understand what is delivered by the students.

Like in another hadits about using this strategy as one of technique in learning process.

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16http://dillanazaly.blogspot.co.id/2013/10/hadist.tentangmetodependidikan.html, February, 08 2018

عَنْ أَبِيْ مُوْسَى قَالَ كَانَ رَسُوْلُ اللّهِ صَلَّى اللّهُ عَلَيْهِ وَسَلَّمَ إِذَا بَعَثَ أَحَدًا مِنْ

أَصْحَابِهِ فِي بَعْضٍ اَمْرِهِ قَالَ بَشِّرُوا وَلاَ تُنَفِّرُوا وَيَسِّرُوا وَلاَ تُعَسِّرُوا (رواه مسلم)

From Abu Burdah from Abu Musa, he said Rasulullah SAW when sending one of his companions in some of his orders. Rasulullah SAW said give them good tidings and do not make they run and make them easyin religion and do not exchange them (HR Imam Muslim).

The hadith above explained that the learning process should be made as easy and enjoyable as possible so that the students are not depressed psychologically and feel bored with the atmosphere in the classroom. With the selection of appropriate and appropriate methods then the learning process will be easy and fun for learners. This easy and enjoyable learning atmosphere will influence the learners' learning interest to be active in the learning process so that the learning objectives will be achieved maximally.

A.3.2. The Goal of Ice Breaker Strategy

Ice Breaker is defined as a fun way to support the objective of presentation, even all human activities require the presence of Ice Breaker. There are several Ice Breaker goals, namely:

1. Eliminate barriers between students.

2. The creation of dynamic conditions among students.

3. Create motivation among fellow students to perform activities during the learning process takes place.

4. Make the students know each other and will eliminate the mental distance so that the atmosphere becomes completely relaxed, fluid and flowing.

5. Directing or focusing the participants on the topic of discussion.

Then ice breaker can also be used as Energizer. Energizers are games that are used when the participants look cold or lose spirits, saturation and drowsiness. This activity is used as a means of reducing tension and injecting new energy. This decline in spirit can also occur after a break or lunch. So, the spirit of play and follow learning should be raised again.[17]

A.3.3. The Advantages of Using Ice Breaker Strategy

1. More contextual with the situation and condition of learningfaced that moment.

2. Teachers are more creative utilizing the student's condition forIce breaker interactively.

3. The saturation experienced by the students quickly can soon be overcome.

A.3.4. The Procedure of Using Ice Breaker Strategy

The procedure of using ice breaker there are two ways they are spontaneouslyimplemented in learning and planned situations. Ice breakerused spontaneously in the learning processused without scenario but more widely because of the existing situation learning when it needs energizer or because it is too noiceso that learning is not focused

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17 M. Said (2010), *80+ Ice Breaker Games-Kumpulan Permainan Pengunggah Semangat*, Yogyakarta: Andi Offiset, P. 87

anymore.The procedure of Ice Breaker Strategy can be divided into three activities learning, they are:

a. Implementation Of Ice Breaker Spontaneously In The Learning Process

Ice breakers can be done spontaneously in the processlearning. This is certainly done without preparation or without planned first by the teacher. A responsive teacherto the condition of the students would immediately take actionto less conducive learning conditions and situationsduring learning process. The goal of giving Ice Breaker in the learning process are:

1. Refocus students' attention
2. Giving a new spirit when students reach the pointsaturated.
3. Distract attention to the focus of the subject matterdifferent.

b. Ice Breaker At The Beginning Of Learning Activities

In the early activities of learning is usually still fresh conditions, unless there were other subjects. Conditionwhich is still fresh like this can use ice breaker typelightly, that is by patting the back of the hand withback of hands, soles of feet with soles of feet, orthe opposite of the palm of the hand with the right palm with the backfoot with the back foot. Can also be filled with various pat.

According to the subject that will be done Ice breaker planned in the Implementation PlanLearning (Lesson Plan) has advantages that are notis owned on spontaneous Ice breaker, they are:

1. Ice breaker can be selected more precisely, both insideadjust the learning materials as well as the accuracy withinmeet the principles of Ice breaker use inlearning.

2. There is an opportunity for teachers to learn firstagainst Ice breaker that has not been mastered.

3. The prepared ice breaker is more synchronized with the strategythe lessons the teacher selected at the time.Ice breaker feels more integrated with the learning processongoing.[18]

c. Ice Breaker At The Core Of Learning Activities

In the core activities of learning are crucial momentsin which the student should continue to focus attention during the hours learning takes place, both while doing the taskor listen to teacher explanations. Use of ice breakerat the core of learning should be done with the provision asthe following:

1. Ice breaker is used at the turn of session or changeactivities. Ice breakers should not be used at the momentamidst activities, such as during discussions, workgroups, demonstrations and others.

2. Ice breaker is done when the child is saturated or bored in carrying out the task of learning. This is necessaryto restore stamina to learners to be ableoptimal in following the learning process.

3. Ice breakers can also be used to provide reinforcementlearning materials that are being given. Usually Icebreaker that can be used for reinforcement is yelyel typeor song type.

Activities that can be done are as follows:

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18 Sunarto. 2011. *Ice Breaker dalam Pembelajaran Aktif,* p. 109

1. Students are divided into two, rows of girls and rows of boy who will play the "magical rain".

2. Every child in line holds his friend's shoulder, teacherhas 4 instructions. The instructions are:

    -Lightning rain (the palms are tilted, and beaten)lying on the shoulders of friends in front of him).Rain stones (palms clenched and beaten)lying on the shoulders of friends in front of him).

    -Pheat spontaneously (ten fingers beaten-pukulkanlying on the shoulders of friends in front of him).

    -Hail (hands hold shoulders, then massagehis friend's shoulders). This activity is done in turn,friends who previously held the shoulders nowheld by his shoulder by another friend.

   d. Ice Breaker At The End Of The Learning Activity

    Although the   lesson was finished. Ice breaker is still consideredneed. Ice breaker at the end of the learning functioning among othersfor :

1. rovide reinforcement about understanding the concept of learningwhich has just been implemented.

2. End the activity with great joy

3. Motivate students to always be happy to follow the lessonnext.[19]

    At the end activities can be done with activities jump as high as possible while putting his hands straight on tophead and pat the palms alternatelybetween one friend with another friend.

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19 Sunarto. 2011. *Ice Breaker dalam Pembelajaran Aktif,* p. 120

It can reveal the animal game:Large ant (make big circle with hand in frontchest). The small elephant (index finger and little finger togetherform a small circle). The short-giraffe (hands are put oncheek, head shook to right and left). Black and white(holding the top shirt). White-black (holding the bottom shirt). Red Green (holding bottom right foot) .

There are another ways to end the lesson for students to remember what has been learned andunderstand how to apply it in the future. There are severaltechniques that can be done, they are:

a. Review: remember and summarize what you havestudied.

b. Self-assessment: evaluating changesknowledge, skills or attitudes.

c. Future planning: determining how students arewill continue to study after the lesson ends.

d. The last feeling expression: conveying thoughts, feelingsand issues facing students at the end of the lesson.Those are some of the ice breaker variants that can bedeveloped again to become more new variantsattractive.

B. Conceptual Framework

To obtain the students' learning outcomes, it needs a good learning strategy where the students can develop their skills. For that, the teacher should have a good knowledge to run the learning process by using a correct strategy in teaching. There are many kinds of strategy in teaching, thus the teacher should be able to choose which strategy is good to be used and it should be suitable with the goal of teaching and the material. One of the strategy is Ice Breaker strategy. This strategy is

from providing instruction with active learning (PAKEM). The students will start to speak when they get a chance in playing games. The goal of this strategy is to make the students become active and able to speak English either in the classroom or outside the class. Thereby using Ice Breaker strategy can develop the students' speaking ability and obtain their learning outcomes especially in English Language material.

Instead of using strategy in teaching, the students also have to know many vocabularies in order to make them easy to speak by using English language. Being good in speaking, having many vocabularies is not enough, because the students have to know how to arrange those many words into a good sentence. Vocabulary is one of the main part in speaking that should be developed. A good vocabulary domination will be effect in the students' speaking ability.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The type of this research is Classroom Action Research (CAR).Classroom action research is a type of research that splits both process and outcome, which conducts action research in its classroom to improve the quality of speaking.[20]

This action research tries to identify the problem that happened in theteaching and learning class and then decides an action to overcome the problems.In this research, the researcher identified some problems related to the students'speaking skill. In classroom action research, there four phases that will beconducted namely: planning, action, observation and reflecting. The four phaseswere done in two cycles, each cycle consisting of 4 stages.

Classroom action is a method of finding out what the best way in theclassroom. So that, we can improve students ability in learning process. This aimof classroom action research is to improve the teachers' teaching their ownclassroom or school. While there is no requirement that the findings begeneralized to other situation, the results can add to knowledge base. According toArikunto, Classroom Action Research consist of three words, there are:[21]

1. Research

20 Suharsimi Arikunto at all, (2017), *Penelitian Tindakan Kelas,* Jakarta: Bumi Aksara. P.2

21 Wina Sanjaya, (2013), *Penelitian Tindak Kelas,* Jakarta: Kencana, P. 25

Examine activities of an object, use the rules of particular methodology toobtain data or information to improve the quality of a thing that interest andimportant for the researcher.

2. **Action**

Some activities that are deliberately made with a specific purpose, whichin this research formed a series of cycle activities.

3. **Class**

Class is group of students who are in the same time receive the lesson froma teacher. Constrain which written for understanding about the class is oldinterpretation, to immobilize a misconception and widely understood by thepublic with "room for teacher to teach". Class not just a room but a group ofstudents who are studying.

In here, theresearcher uses a Classroom Action Research (CAR) designed by Kemmis andMc Taggart model that consist of four steps namely, planning, acting, observing,and reflecting. Improvement the problem in this research is brought about by theseries of cycle.

The procedures of research are performs by administrating two ... ing, action, ... tation test is ... dents about
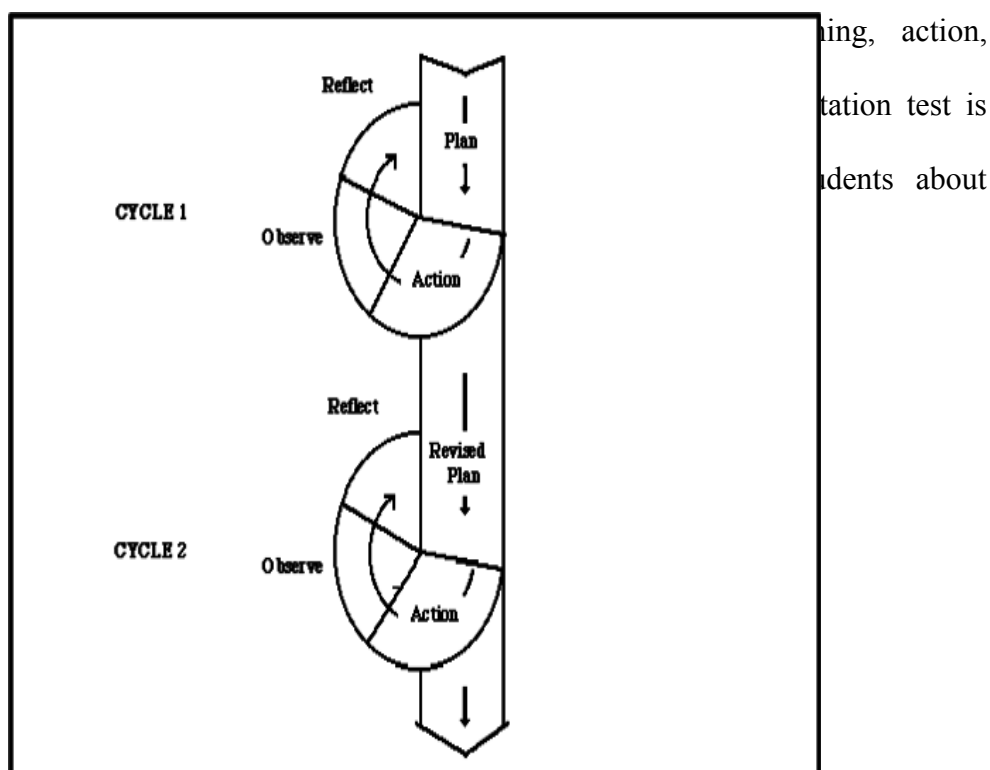
Figure 1.1: Action Research Spiral, Model from Kemmish and Me Taggart

1. **Cycle I**

a. **Planning**

   Planning is arrangement for doing something. In planning the researcherprepare everything that will be needed in learning process. The following pointsare the specification of the planning are first cycle:

   1. The teacher prepared pretest as the instrument to know the students' speaking English
   2. The teacher prepared lesson plan and schedule of activity
   3. The teacher prepared English rating sheet.

b. **Action**

   Action is process doing things, it is implementation of planning. In this step,the students will be taught how to improve speaking skill with Ice Breaker Strategy. Here are the specification of the Action in the first cycle:

   1. The teacher opened the class by greeting the students

2. The teacher motivated the students and explained the topic based on the lesson plan

3. The teacher started to use the strategy by explaining the rule of Ice Breaker Strategy

4. The teacher recorded the students' sound while speaking

5. The teacher ended the class

c. Observation

In this stage the researcher conducted several activities as follows:Observed during the process of learning about students speaking skill and learningprocess using observation sheets that had been prepared.To evaluate students skill of observation sheet. Here are the specification of the Observation in the first cycle:

1. The teacher noted the students' activity and responds during learning process.

2. The teacher noted the students' ability in speaking by calculating their scores based on rating sheeet

d. Reflection

Reflection implemented based on the analysis of data from observationand evaluation activities. Reflections conducted to determine the extent to whichmedia can enhance students speaking skills and to know the advantages anddisadvantages of the implementation of learning process which has beenimplemented to avoid recurrence on the second cycle and overcome obstacles thatmay be encountered on the second cycle. Here is the specification of the Reflection in the first cycle:

1. The teacher made the next action what to do and to review after knowing the problem during teaching-learning activity.

2. Cycle II

a. Planning

Activity of which is in the planning cycle II is the same as planning tocycle I. The planning stages on the second cycle based on the result of

reflectionof the activity cycle I. Planning is done to avoid the shortage and obstacles thatoccur in the first cycle both on students and on the implementation process oflearning to improve students speaking skill. In this cycle consist of two meetings.The first and second meeting on the second cycle is presented in the material dailyroutines. Here are the specification of the planning in the second cycle:

1. Ice Breaker Strategy was applied by the teacher in teaching-learning process
2. The teacher prepared rating sheet and lesson plan

b. Action

Activities undertaken in this phase is to implement lesson plans that havebeen planned and developed from the implementation of the first cycle of thelearning process accordance with lesson plans that have been previously design toimprove students speaking skill and the learning can take well. Here are the specification of the Action in the second cycle:

1. The teacher motivated the students to dare theirselves to speak in front of the class
2. The teacher gave more explanation about the topic and the rule of Ice Breaker Strategy
3. The teacher prepared asked some questions to the students to stimulate their responds in speaking English
4. The teacher gave the test to know the students ability in speaking wheather better than before or not.
5. The teacher recorded the students' sound while speaking
   The teacher ended the class.

c. Observation

As in cycle I, observation activities carried out to determinethe changes in students speaking skill. Here are the specification of the Observation in the second cycle:

1. The teacher noted the students' activity and responds during teaching-learning process
2. The teacher noted the students' ability in speaking by calculating their scores based on the rating sheet.

d. Reflection

At the end of the second cycle, the observation of later researchers to findweakness and excellence in learning. Reflection include:

1. Feedback of the teaching-learning process was taken from the result of observation.

B. Research Setting and Sample

This research was conducted at SMP MTs. TPI Sawit Seberang. It is located at Jl. Alur Melati, Sawit Seberang, Kabupaten Langkat, Sumatera Utara 20773. It was carried out on the second grade of Junior High School in Academic year 2017-2018. The research choose this location for doing research because:

1. This research has never been done before in that school.
2. The researcher finds that most students in VIII-D of MTS TPI Sawit Seberang still had low ability in speaking English.

Sample is the number of people that less than population. In classroom action research, sample is mean subject of the study. The subject of this research was the students at the second grade-D of Junior

High School MTs. TPI Sawit Seberang. The subject was taken only one class of four classes. The students at the second grade-D consisted of 40 students in the classroom, with detail of 25 male students and 15 female students, While the English teacher as the partner of this research.

Table 1. Sample of the Students

Class	Student		Total
VIII D	MALE	FEMALE	
	25	15	40

C. Data Collection

The instrument of collecting data was used by the researcher to get the dataobservation by using quantitative and qualitative data.

1. The Quantitative Data

a. Test

The researcher used the oral test for the students. The test used in this study is the pre-test and the post-test. The pre-test was done before implementingaction learning strategy. It was used to measure students' speaking ability at first.Meanwhile, the post-test was implemented after using the action learning strategy.

In scoring the test, this research used score from1-20, The catagories are vocabulary, pronunciation, accurancy, andfluency.[22]

Table 2.

The Indicators of Students' Scores

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[22] Finocchiaro,M and Sako, S. 1983. *Foreign Language Testing* : *A Practical Approach to Language Pedagogy*. San Fransisco : Prentice Hall. P. 145

NO	CATEGORIES	ASPECT	RANGE	SCORE
1	**Vocabulary**			
	a. Unsatisfactory	Very limited vocabulary, make comprehension quite difficult	1-6	
	b. Fair	Frequent uses wrong speech limited to simple vocabulary	7-12	
	c. Good	Sometimes uses inappropriate terms about language because of inadequate vocabulary	`13-18	
	d. Very Good	Rarely has trouble	19-25	

NO	CATEGORIES	ASPECT	RANGE	SCORE
2	**Ponounciation**			
	a. Unsatisfactory	Had to understand because of sound, accent, pitch, difficult, incomprehensible	1-6	
	b. Fair	Error of basic pronunciation	7-12	
	c. Good	Few noticeable errors	`13-18	
	d. Very Good	Understandable	19-25	

NO	CATEGORIES	ASPECT	RANGE	SCORE
3	**Accurancy**			
	a. Unsatisfactory	Usage definitely unsatisfactory, frequently needs to rephrase construction or restrict himself to basic structure	1-6	
	b. Fair	Error of the basic structure, meaning occasionally obscured by grammatical error	7-12	
	c. Good	Occasional grammatical errors which do not obscure meaning	`13-18	
	d. Very Good	No more than two errors/specch is generally natural	19-25	

NO	CATEGORIES	ASPECT	RANGE	SCORE
4	**Fluency**			
	a. Unsatisfactory	Speed of speech and length of utterances are below noemal,	1-6	

		long pause, utterance left unfinished		
	b. Fair	Some definite stumbling, but manage to rephrase and continue	7-12	
	c. Good	Speech is generally natural	`13-18	
	d. Very Good	Understandable	19-25	
	Total Score		100	

2. The Qualitative Data

a. Interview

The resercher made a list of questions that has been asked to the English teachers in the school to know their difficulties in teaching English especially in improving the students speaking ability. The question also has been prepared to acquire some information related to their problems and motivation in learning English.

b. Observation

The researcher observed the objects by watching teaching-learning process in the classroom. The comment based on what the researcher has seen is written in the observation sheet.

c. Documentation

Documentation is a proof of the researcher when doing a research in a school by collecting anything related to the research. But in this research, the research has been supported by the data of students, the students' speaking record, and photos that related to research focusing.

d. Diary Notes

Diary notes were used to write students' activity in the class. The diary notes were conducted to get the information about students' responses during teaching and learning process. The researcher used diary notes to write students' activity during teaching-learning process. The purpose of writing diary notes was to look for the improvement of students' responses in learning speaking skill by using Ice Breaker strategy.

D. Data Analysis

The technique of analyzing data of this study were applied by using qualitative and quantitative data. The qualitative data were used to describe the situation during teaching-learning process. They are analyzed from interview result, observation sheet, and diary notes. The quantitative data were used to analyze students' scores.

According to Uzer Usman, based on the criteria of learning completeness, if the learning completeness has reached 85% of the total students, then the learning completeness has been reached.[23]

To know the mean of students' score for each cycle, the researcher applied the formula:

$$X = \frac{\sum X}{N} X\,100$$

Notes:

X : The mean of students' score

$\sum X$: The total score of students

N : the number of students

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23 Uzer Usman.2010. Menjadi Guru Profesional. Bandung: Remaja Rosdakarya. P.64.

Next, to categorize the number of students who passed the test successfully, get the score up to 75. According to Hamzah and Nurdin[24] that:

a. A student is success in learning if he gets 75.

b. A class is success in learning if he gets 85 or more.

To categorise the number of the students who pass the test successfully, the calculation will be as follow:

$$P = \frac{R}{T} x\,100$$

Where:

P= percentage of students who gets score 75

R= the number of students who gets score more than 75

T= the total number of students who do the test.1

E. Research Procedure

The Classroom Action Research (CAR) using Kemmis and Taggart designconsists of four phases, they are planning, acting, observing, and reflecting, afterdoing four phases called one cycle. After finishing the first cycle, it might befound a new problem or the previous unfinished problem yet. Therefore, it isnecessary to continue to the second cycle in line it the same concept of the firstcycle. Here are the explanations about four phases:

1. Planning Phase

A planning phase was done after identifying and diagnosing students'speaking problem occurred in the class proven by observing and interviewing;furthermore in this phase the planning is divided into two types. Those are generalplanning and specific planning.

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24 Hamzah, B. Uno and Mohammad Nurdin. 2011. Belajar dengan Pendekatan PAIKEM, Jakarta:PT.Bumi Aksara, P.190.

The general planning is aimed at organizing whole aspects referred toClassroom Action research (CAR). Meanwhile the specific planning is aimed atorganizing the plan related to cycle-to-cycle. The organized planning will beformed into lesson planning based on the current used syllabus. The lesson planhas been prepared to be implemented in VIII-D grade at MTS TPI Sawit Seberang. It has beenmentioned some instruction regarding procedures of teaching media, resources,and evaluation.

2. **Acting Phases**

The acting phase in the principle is a realization from an act which has been planned before such as the strategy used, what material be taught andothers. Acting phase is where both the researcher and the teacher collaborate tocarry out the planned action. The teacher uses the determined strategy as she isteaching while the research observes the class condition during teaching learningactivity.

In this phase it begins the process of going more deeply into the issuebeing researched, it takes two weeks within two cycles in which each cycleconsists of two meetings in action. Wina Sanjaya states that the acting phaseshould be implemented at least two cycles continuously and the time period foreach cycle depends on the material needs that existed in the semester or annual designed by the teacher.

3. **Observing Phase**

In this phase, the researcher and the teacher collaboratively to write allevents which is happen in the class, and also carries out observation towardimplementation of the action using field note or unstructured

observation sheet.The researcher observed the outcomes of the intervention and reflecting on itseffectiveness. When observing, the observer should notice and note all ofactivities in the physical classroom. It may be about the teacher's performance,class situation, and students' response. In this phase, it also collects the dataderived from evaluation or post-test.

4. **Reflecting Phase**

This phase was aimed to reflect or evaluation from three phases before. It isdone based on data that have been collected to hold evaluation for completing thenext cycle. Thus, the reflection is able to be determined after implementing theaction and observation outcomes. If there still might have found some problems, itneeds to move to the next cycle.

F. **Trustworthiness**

In classroom action research, trustworthiness of a research study is important to evaluate its worth. The aim of trustworthiness in a classroom action research is to support the argument that the inquiry's findings are "worth paying attention to" According to Lincoln and Guba there are four criteria for establishing the trustworthiness of this data, namely credibility (true value) dependability (consistency), confirmability (neutrality), and transferability (applicability). Credibility is an evaluation of whether or not the research finding represent a "credible" conceptual interpretation of the data drawn from the participants' original data.

Transferability is the ability to which findings of this inquiry can apply or transfer beyond the bounds of the project. Merrian in Shenton

writes that external validity " is concerned with the extent to which the findings of one study can be applied to other situation" the concern often lies in demostrating that the results of the work at hand can be applied to a wider population. Dependability is an assessment of the quality of the integrated processes of data collection, data analysis, and theory generation. Confirmability is a measure of how well the inquiry's findings are supported by the data collected. Shenton states that the concept of conformability is that the qualitative investigator's comparable concern to objectively. Here, steps must be taken to help ensure as far as possible that the work's fndings are the result of the experiences and ideas of the informants, rather than the characteristics and preferences of the researcher. The role of the triangulation in promoting such confirmability must again be emphasized, in this context to reduce the effect of investigator bias.

The technique which is applied establish the trustworthiness of the data is triangulation. Triangulation is typically perceived to be a strategy for improving the validity of the data. Miles and Huberman says that triangulation is supposed to support a finding by showing that independent measures of it agree with it or, at least, do not contradict it. Sheton states that triangulation may involve the use of different methods, especially observation, focus groups and individual interviews, which form the major data collection strategies for much qualitative research.[25]

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[25]Shenton, K, A. *Strategies for ensuring Trutworthiness in qualitative research projects*. (Education for Information 22 2004) 63-75 63. IOS Press.

Denzin identify four basic types of triangulation. Firstly, data triangulation involves time, space, and person. Secondly, investigator triangulation involves multiple researchers in an investigation. Thirdly, theory triangulation involves using more than one theoretical scheme in the interpretation of the phenomena. Fourthly, methodological triangulation involves using more than one method to gather data, such as interviews, observations, questionnaries, and documents.

This study used methodological triangulation. Multiple data gathering is conducted to get the data valid, such as observations and interviews. This is intended to create overlapping and therefore cross-validating data in the study of improving students' ability by using ice breaker strategy at the second grade of MTs. TPI Sawit Seberang.

CHAPTER IV

FINDING AND DISCUSSION

A. FINDING
A.1. The Data

The data for this research are qualitative and quantitative data. The qualitative data were taken from observation sheet, interview, diary notes and documentation. The quantitative data were taken from the mean of students' score in speaking test (asking and giving opinion). This research was conducted in one class contained of 40 samples. The researcher implemented Ice Breaker Strategy to improve students' speaking skill at the Second Grade of MTS TPI Sawit Seberang. Before implementing the strategy the researcher made an interview with the English teacher. Based on the researcher observation with the English teacher, the researcher found some problems:

1. The students' speaking ability is still low.
2. The students' motivation in speaking English is still low.

This research was accomplished in two cycles. Each cycles consisted of four steps of action research (planning, actuating, observing, and reflecting). The first cycle was conducted in two meetings including Pre-test and Post-test I, and the second cycle was also conducted in two meetings including Post-test II.

To know the students' speaking ability, the researcher gave a Pre-test. The result of students's score in Pre-test can be seen as follow:

Table 3

Students's score in Pre-Test

No	Initial	Score	Statement
1	IV	40	Unsuccessful
2	RI	60	Unsuccessful
3	DW	40	Unsuccessful
4	BU	45	Unsuccessful
5	EZA	40	Unsuccessful
6	AA	**75**	**Successful**
7	AS	65	Unsuccessful
8	RN	70	Unsuccessful
9	ML	70	Unsuccessful
10	AO	**75**	**Successful**
11	MI	50	Unsuccessful
12	SI	45	Unsuccessful
13	AN	**75**	**Successful**
14	DK	65	Unsuccessful
15	DI	60	Unsuccessful
16	AR	40	Unsuccessful
17	PI	70	Unsuccessful
18	AG	**75**	**Successful**
19	DA	65	Unsuccessful
20	LA	**75**	**Successful**
21	DE	**75**	**Successful**
22	MA	55	Unsuccessful
23	DNI	65	Unsuccessful
24	CA	70	Unsuccessful
25	FI	55	Unsuccessful
26	IM	65	Unsuccessful
27	RL	60	Unsuccessful
28	DS	**75**	**Successful**
29	ALN	**75**	**Successful**
30	DNA	**75**	**Successful**
31	RR	65	Unsuccessful
32	MO	15	Unsuccessful
33	PRI	**75**	**Successful**
34	PRA	**75**	**Successful**
35	DWI	70	Unsuccessful
36	ADA	**75**	**Successful**
37	NBA	65	Unsuccessful
38	KTK	55	Unsuccessful
39	MGA	45	Unsuccessful
40	RZK	40	Unsuccessful

The number of students	40
Total score	2450
Mean	61.3

The total score of students in cycle I was 2450, and the number of students who took test was 40, so the mean of students' score in Pre-Test was:

$$X= \frac{2450}{40}$$

$$X= 61.3$$

The percentage of successful students:

$$P= \frac{12}{40} x\,100$$

$$P= 30\%$$

From the table above, the researcher got the criteria of successful and unsuccessful students in speaking skill:

$$P= \frac{R}{T} x\,100$$

$$P1= \frac{12}{40} x\,100 \quad = 30\%$$

$$P2= \frac{28}{40} x\,100 \quad = 70\%$$

Table 4

The Percentage of Students' Scores in Pre-Test

	Criteria	Total Students	Percentage
P1	**Successful**	**12**	**30%**
P2	Unsuccessful	28	70%
TOTAL		40	100%

The table above indicated that the students' speaking skill was still low. The mean of students' score was 61.3. there were only 12 successful students, and 28 unsuccessful students. The percentage of the students' score is 30% for successful students, and 70% for unsuccessful students. Therefore, it indicated that the students' speaking ability is still low. In the other hand, the researcher continued to te first cycle.

A.2. Cycle One

Cycle one of four steps, namely: planing, actuating, observing, and reflecting.

1. **Planning**
   The researcher arranged the plans after the problem eas identified. The problems occured after the researcher observed by interviewing the English teacher and giving students Pre-Test were:
   1. Students' vocabulary mastery was low
   2. Students' had difficulty in pronounce the words.
   3. Students' speaking ability was still low (it can be seen from the percentage of successful students, and the mean of students' score in Pre-Test)

The researcher planned everything needed in order to solve the

problems. In this case, the researcher prepared:

a. The strategy (games in the learning process)
b. The lesson plan (RPP)
c. The observation sheets
d. The interview sheets
e. Diary notes

2. **Actuating**

After preparing the plans, the researcher executed the plans. The

prepared lesson plan was implemented. The researcher encouraged the

students to be able to understand, remember, and use English language

by the use of Ice Breaker strategy in speaking skill.

2.1.   Procedures of Teaching

The procedures of teaching in cycle one were as follow:

1. Researcher attended the class on time.
2. Researcher greeted the students.
3. Researcher asked the students to pray before studying
4. Researcher checked for the students' attendance list.
5. Researcher explained the learning outcomes of the lesson.
6. Researcher explained the importance of english speaking skill.
7. Researcher implemented Ice Breaker strategy in teaching

   students speaking ability.
8. The researcher gave Post-Test I test students' speaking ability.

2.2.   Ice Breaker Procedures

1. Researcher determine the games.
2. Researcher divided the students into some groups.Then ask the

   students to stand in line. Each students should touch the friend

   shoulder in front of.
3. Researcher explain the way how to played the gam:
   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.

e. And for the group who wrong in 3 times they will be lost.

4. After they finished playing the game, the researcher ask the students to work in a group. Each group consisted of two students.

5. Researcher gave the students Post-Test I. Then asked them to make a dialogue from the text about Asking and Giving Opinion.

6. Researcher asked students to speak in front of, the the researcher record it.

3. **Observing**

In this observation, the reseracher recorded every studnets' action and behaviour during the teaching and learning process in the class by using documentation, and diary notes. Things were observed, as follows:

1. Some students were still confused about the procedure of Ice Breaker strategy especially the students sitting in the last row.

2. Some students did not keep quite in their seat when completing the task given.

3. Some students asked the reseracher the procedures of activities repeatedly.

To know the students' speaking ability, the researcher gave students Post-Test I. The result of Post-Test I can be seen as follow:

Table 5

Students's score in Post-Test I

No	Initial	Score	Statement
1	IV	60	Unsuccessful

2	RI	60	Unsuccessful
3	DW	65	Unsuccessful
4	BU	70	Unsuccessful
5	EZA	60	Unsuccessful
6	AA	**75**	**Successful**
7	AS	**95**	**Successful**
8	RN	**75**	**Successful**
9	ML	**80**	**Successful**
10	AO	**80**	**Successful**
11	MI	**75**	**Successful**
12	SI	55	Unsuccessful
13	AN	**80**	**Successful**
14	DK	**75**	**Successful**
15	DI	**75**	**Successful**
16	AR	65	Unsuccessful
17	PI	**95**	**Successful**
18	AG	**90**	**Successful**
19	DA	30	Unsuccessful
20	LA	**75**	**Successful**
21	DE	**80**	**Successful**
22	MA	65	Unsuccessful
23	DNI	55	Unsuccessful
24	CA	65	Unsuccessful
25	FI	55	Unsuccessful
26	IM	**85**	**Successful**
27	RL	45	Unsuccessful
28	DS	**80**	**Successful**
29	ALN	**80**	**Successful**
30	DNA	**85**	**Successful**
31	RR	60	Unsuccessful
32	MO	**80**	**Successful**
33	PRI	65	Successful
34	PRA	**80**	**Successful**
35	DWI	**75**	**Successful**
36	ADA	65	Unsuccessful
37	NBA	**85**	**Successful**
38	KTK	60	Unsuccessful
39	MGA	55	Unsuccessful
40	RZK	65	Unsuccessful
The number of students			40
Total score			2820
Mean			**70.5**

The total score of students in Post-Test I was 2820, and the number of students who took the test was 40, so the mean of students' score in Post-Test I was:

$$X = \frac{2820}{40}$$

$$X = 70.5$$

The percentage:

$$P = \frac{21}{40} \, x \, 100$$

$$P = 52.5\%$$

From the table above, the researcher got the criteria of successful and unsuccessful students in speaking skill:

$$P = \frac{R}{T} \, x \, 100$$

$$P1 = \frac{21}{40} \, x \, 100 = 52.5$$

$$P2 = \frac{19}{40} \, x \, 100 = 47.5$$

Table 6

The Percentage of Students' Score in Post-Test I

	Criteria	Total Students	Percentage
P1	**Successful**	**21**	**52.5%**
P2	Unsuccessful	19	47.5%
TOTAL		40	100%

From the table above, it can be seen that the students' speaking skill was still low. The mean of students' score was 70.5. there were only 21 successful students, and 19 unsuccessful students. The percentage of students' score was 52.5% for successful students, and 47.5% for unsuccessful students. Therefore, it can be identified that the students' speaking ability was still low, and Post-Test for the first cycle was categorized as unsuccessful, so the researcher continued to the second cycle.

4. Reflecting

Based on the observation and data analysis in cycle one, students' speaking skill after the use of Ice Breaker tsrategy increased fairly. It can be seen by comparing the students' score in Pre-Test and Post-Test I.

After cycle one was conducted, some probems were found:

a. Students' score in Post-Test I was still low.
b. The students were not focus on the instruction given by the researcher.
c. The class situation was noisy because the students asked together and repeteadly.
d. The noisy made by the studnets in the class disturbed the other students who wanted to focus in learning activity.
e. The reseracher found the difficulty in controling the learning activity in the class.

After cycle one was conducted, the researcher observed that there were some cases needed to be improve in cycle two, as follows:

1. The students' speaking skill needed to be improved.
2. The reseracher needed to make a clear instruction to the students.

Based on the problem found in cycle one, the researcher prepared some improvements for cycle two, as follows:

1. The reseracher motivated the students in learning English by showing them that learning new words is fun by using Ice Breaker strategy.
2. The reseracher gave them more examples with funny game to make them more active and brave in speaking English.
3. The researcher warned the students:
   a. If the students can not keep quite when the researcher explain the lesson, the reseracher ha sto take the students' break time.
   b. If the studnets want to ask, they should put their hand up fisrt.
   c. If the students' ask the researcher without manner, the researcher will not answer the question.

A.3. Cycle Two

There were four steps in cycle two, namely: planning, actuating, observing and reflecting.

1. Planning

In this cycle the researcher arranged the plans for the problems identified in cycle one. The probelms accured in cycle one were as follow:

a. Students' score in Post-Test I was still low.
b. The students were not focus on the instruction given by the researcher.
c. The class situation was noisy because the students asked together and repeteadly.
d. The noisy made by the studnets in the class disturbed the other students who wanted to focus in learning activity.

e. The reseracher found the difficulty in controling the learning activity in the class.

The purposes of learning activity in cycle two were to give students clear instruction and to make the students more discipline and well behave in the learning process.The researcher planned everything needed in order to solve the problems. In this case the researched prepared:

a. The strategy (games in the learning process)
b. The lesson plan (RPP)
c. The observation sheets
d. The interview sheets
e. Diary notes

2. Actuating

After preparing the plans, the researcher executed the plans. The prepared lesson plan was implemented. The researcher encouraged the students to be able to understand, remember, and use English language by the use of Ice Breaker strategy in speaking skill.

3.1.   Procedures of Teaching

The procedures of teaching in cycle one were as follow:
1. Researcher attended the class on time.
2. Researcher greeted the students.
3. Researcher asked the students to pray before studying
4. Researcher checked for the students' attendance list.
5. Researcher explained the learning outcomes of the lesson.
6. Researcher explained the importance of english speaking skill.
7. Researcher implemented Ice Breaker strategy in teaching students speaking ability.
8. The researcher gave Post-Test II test students' speaking ability.

3.2.   Ice Breaker Strategy

1. Researcher determine the games.
2. Researcher divided the students into some groups. Then ask the students to stand in line. Each students should touch the friend shoulder in front of.
3. Researcher explain the way how to played the gam:

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.

e. And for the group who wrong in 3 times they will be lost.

4. After they finished playing the game, the researcher ask the students to work in a group. Each group consisted of two students.

5. Researcher gave the students Post-Test II. Then asked them to give opinion based on the text.

6. Researcher asked students to speak in front of, and record it.

To solve the problems occured in cycle one, the researcher made some improvements as folllow:

a. The reseracher motivated the students in learning English by showing them that learning new words is fun by using Ice Breaker strategy.

b. The reseracher gave them more examples with funny game to make them more active and brave in speaking English.

c. The researcher warned the students:

1. If the students can not keep quite when the researcher explain the lesson, the reseracher ha sto take the students' break time.

2. If the studnets want to ask, they should put their hand up fisrt.

3. If the students' ask the researcher without manner, the researcher will not answer the question.

3. Observing

In this observation, the reseracher recorded every studnets' action and behaviour during the teaching and learning process in the class by

using documentation, and diary notes. Things were observed, as follows:

1. Students were more focus in learning because the reseracher had told students clearer instruction to do the activities.
2. Students were more quite in completing the activities.
3. Students behave well in asking question and learning in the class.

To know the students' speaking skill, the reseracher gavee students Post-Test II. The result of Post-Test II can be seen as follow:

Table 7

Students's score in Post-Test II

No	Initial	Score	Statement
1	IV	65	Unsuccessful
2	RI	65	Unsuccessful
3	DW	**75**	**Successful**
4	BU	**75**	**Successful**
5	EA	**75**	**Successful**
6	AA	**75**	**Successful**
7	AS	**100**	**Successful**
8	RN	**80**	**Successful**
9	ML	**85**	**Successful**
10	AO	**85**	**Successful**
11	MI	**90**	**Successful**
12	SI	70	Unsuccessful
13	AN	**85**	**Successful**
14	DK	**85**	**Successful**
15	DI	**100**	**Successful**
16	AR	**75**	**Successful**
17	PI	**95**	**Successful**
18	AG	**95**	**Successful**
19	DA	55	Unsuccessful
20	LA	**80**	**Successful**
21	DE	**80**	**Successful**
22	MA	**75**	**Successful**
23	DNI	**75**	**Successful**
24	CA	70	Unsuccessful
25	FI	65	Unsuccessful
26	IM	**90**	**Successful**

27	RL	**75**	**Successful**
28	DS	**80**	**Successful**
29	ALN	**95**	**Successful**
30	DNA	**85**	**Successful**
31	RR	70	Unsuccessful
32	MO	**90**	**Successful**
33	PRI	65	Successful
34	PRA	**95**	**Successful**
35	DWI	**100**	**Successful**
36	ADA	75	**Successful**
37	NBA	**90**	**Successful**
38	KTK	75	**Successful**
39	MGA	75	**Successful**
40	RZK	75	**Successful**
The number of students			40
Total score			3210
Mean			**80.3**

The total score of students in Post-Test II was 3210, and the number who took the test was 40, so the mean of students' score in Post-Test II was:

$$X= \frac{3210}{40}$$

X= 80.3

The percentage:

$$P= \frac{32}{40} x\,100$$

P= 80%

From the table above, the researcher got the criteria of successful and unsuccessful students in speaking skill:

$$P = \frac{R}{T} x\,100$$

$$P1 = \frac{32}{40} x\,100 = 80$$

$$P2 = \frac{8}{40} x\,100 = 20$$

Table 8

The Percentage of Students' Score in Post-Test I

	Criteria	Total Students	Percentage
P1	**Successful**	**32**	**80%%**
P2	Unsuccessful	8	20%%
	TOTAL	40	100%

From the table above, it can be seen that the students' speaking skill was increased. The mean of students' score was 80.3. there were 32 students successful, and 8 unsuccessful students. The percentage of students' score was 80% for successful students, and 20% for unsuccessful students. Therefore, it can be identified that the students' speaking skill incresed, and Post-Test for cycle two was categorized as successful. Therefore, based on the data above, it can be seen that students' speaking skill has improved by the use Ice Breaker strategy.

4. **Reflecting**

Based on the observation and data analysis in cycle two, students' speaking skill after the use of Ice Breaker strategy increased significantly. It can be seen by comparing the students' score in Post-Test I and Post-Test II.

After cycle two was conducted, some immprovements were made:

a. Students score was improved in cycle two
b. The students were focus on the instruction given by the researcher.
c. The class situation was quiet after the researcher gave conditions for students.
d. The reseracher found easier in controling the learning activity in the class.

B. DISCUSSION

The data of this reserach was taken in the form of essays, interviews, and observation. The research was conducted in two cycles. Cycle one consisited of two meetings, while cycle two consisited of two meetings. The reserach was conducted at eight grade students of MTS TPI Sawit Seberang consisting of 40 students.

B.1. Qualitative Data

The data of this research was taken from observation sheet, interview, diary notes and documentations.

1. Observation

From the observation sheet, the reseracher noted that student was interested and enthusiastic in enriching their speaking skill by the use of Ice Breaker strategy. They followed the learning activity with fun. Students' responses towards the researcher were bad in cycle one, but

it was better in cycle two. Students made too much interaction in cycle one, but the students made good interaction in cycle two towards teacher and peers. In cycle two, the students were active in practicing the learning activity with peers. Above all, based on the observation sheet, the students' behavior towards learning activity and researcher improved in cycle two.

2. **Interview**

The interview was executed before pre-test was given to students. The researcher interviewed the English teacher responsible for this class. The researcher asked the teacher's point of view regarding to learning activity in the class. Then, the reseracher found that the students were lack in speaking English. After implementing Ice Breaker strategy in the class, the researcher interviewed the students to know the students' opinions about the learning activity. Most of students enjoyed the learning process and have motivation to learn English deeper.

3. **Diary Notes**

In the first cycle, the researcher still found that many students did not use behave well in the class. They asked questions repeteadly at once, and they were still confused about the goal of the learning activity or the way to do the learning activity. Therefore, many students walked around the class, and made noises. However, some of the students were focus to do the activity. In the second cycle, the researcher tried to make the students more discipline by giving some conditiond, telling them the consequences of their actions, and direct them directly the way to do the activity. Then the result was the students more focus and quite. They stayed sitting in their seat doing the task given, and it also

made them understand more about learning activity and they are doing well when speak in front. During the lesson period, they behaved well, asked question with manner, and was able to increase their score in Post-Test II.

B.2. Quantitative Data

The mean of students improved in aech cycle. It can be seen from the table below:

Table 9

Students's score in Pre-Test, Post-Test I and Post-Test II

No	Initial	Pre-Test	Post-Test I	Post-Test II
1	IV	40	60	65
2	RI	60	60	65
3	DW	40	65	75
4	BU	45	70	75
5	EA	40	60	75
6	AA	75	75	75
7	AS	65	95	100
8	RN	70	75	80
9	ML	70	80	85
10	AO	75	80	85
11	MI	50	75	90
12	SI	45	55	70
13	AN	75	80	85
14	DK	65	75	85
15	DI	60	75	100
16	AR	40	65	75
17	PI	70	95	95
18	AG	75	90	95
19	DA	65	30	55
20	LA	75	75	80
21	DE	75	80	80
22	MA	55	65	75
23	DNI	65	55	75
24	CA	70	65	70
25	FI	55	55	65

26	IM	65	85	90
27	RL	60	45	75
28	DS	75	80	80
29	ALN	75	80	95
30	DNA	75	85	85
31	RR	65	60	70
32	MO	15	80	90
33	PRI	75	65	65
34	PRA	75	80	95
35	DWI	70	75	100
36	ADA	75	65	75
37	NBA	65	85	90
38	KTK	55	60	75
39	MGA	45	40	75
40	RZK	40	50	75
Number of students		40	40	40
Total score		2450	2820	3210
Mean		**61.3**	**70.5**	**80.3**

From the data analysis, it showed that there was improvement on students' speaking skill. It can be seen from the mean in Pre-Test was 61.3 the mean of students' score in Post-Test I was 70.5, and the mean of students' score in Post-Test II was 80.5. the students' score kept improving from Pre-Test, Post-Test I and Post-Test II as described in the table above. The students's score in Post-Test II was higher than Post-Test I, Post-Test I was higher than Pre-Test.

The other researcher also have done some research by using ice breaker strategy as learning process and the result was the use of ice breaker strategy can be effective ways in learning process. At this point, ice breaker strategy seems very useful to increase the students' speaking skill of the Fisrt Semester Students of the English Department of State

University of Malang hrough the Extensive speaking Using Ice Breaker Strategy".[26]

Based on the other researcher, in instructional process for students at level of SMA, Ice Breaker strategy is better to use .[27] Ice breaker strategy is better to use as strategy in speaking learning process because it is attractive, eefectiveness and it is very easy to srudents practice in speaking skill, so thath the end of instructional process it will help the studnets to enhance their speaking ability.

Moreover the result of the study of other researcher about "The Effects of Using Ice Breaker on Speaking Ability among Iranian Pre-Intermedite EFL Learners" .[28] The use of ice breaker strategy with applying some actions was successful in improving the studnets' speaking skill. That finding could infered from the observation of the teaching and learning process. Besides, it was also supported by result of the pre-test and post-test of the students' speaking skill. After collecting and analyzing the data, the result indicated that performance speaking pre-testwas almost same. For instant, the implementation of speaking by ice breaker strategy was generally succesdul in improving the teaching of English speaking

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26 Widiastuti, Oktavia.2011 Improving the Speaking Achievment of the Third Semester Students of the English Department of State University of Malang through the Extensive speaking Activity Using Ice Breaker Strategy. Thesis: Malang, Graduate Program in English Language Education, State University of Malang.

27 Bayu, Juni Saputra &Marzuki 2013. "The Comparison of Speaking Achievement Using Ice Breaker Games With Media Audio-Visual on the students os SMA:. Vol 2. No 1, April

28 Namaziandost, Islam, Ghassem Bohloulzadeh & Rezvan Rahmatollah. 2017. The Effects of Using Ice Breaker on Speaking Ability among Iranian Pre-Intermedite EFL Learners. International Journal of Applied Linguistics & English Literature. Vol. 6. No. 6, November 2017

skill practices and students' involment. Most of the studnets were actively engaged in the activities. Based on the researcher's observation those indicated that they were enthusiatic in the activities.

Here the other research that support the effectiveness of using Ice Breaker strategy as learning process by P. K. Subban.[29] He found that the effect of using Ice Breaker strategy as learning process as follow:

1. The ice breaker startegy makes the students enjoyable, happy, attracted and enthusiatic in speaking and ice breaker strategy can be applied at the senior high school.
2. The ice breaker strategy for speaking as application for speaking that most only speaking in the game. Thus, the ice breaker srtategy make the students attracted and useful for them. The strategy can help the tecaher teach in the speaking class. Therefore, the students can understand and momeorize many vocabularies from the games as learning process.
3. The ice breaker strategy can developed by researcher with four level and have different songs and instruction in each level. Therefore, the ice breaker strategy makes the students are not bored in speaking class. In addition, this strategy is very challenging the students to try all of the levels in ice breaker strategy. It is developed by researcher with user manual. Therefore, the studnets and the teacher are easy in using the ice breaker strategy as learning technique in the class.

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29 Subban, P.K. 2014. "The Ice Breaker". The New Yorker ; New York Vol. 90, Iss. 40, Dec 15, 2014.

Moreover, the result of the students are compatible with Khedidja and Mechraoui,[30] who contrasted between speaking with ice breaker strategy and the conventional classsroom speaking strategy and the impact the. The two models have on concidental vocabulary procurement. To the point, a pre-test and post-test exploratory outline was embrased. The participant were 34 Thai Nursing students at the pre-intermediete level enrolled at the Self-Development Summer Program offered by the Centre of Foundation Studies, at the International Islamic University, Malaysia. The learner were assigned randomly to the ice breaker strategy and traditional classroom speaking method groups. The data obtained wes analyzed using SPSS, and it relevan that both the experimental group demonstrated higher progress in comparison to the traditional classroom speaking method group.

Finally from the research that have been done by the researcher and several journal above, the use of Ice Breaker Strategy can be effective media in speaking learning process.

B.3. Research Finding

After the researcher observed the students' speaking skill by giving pre-test, the researcher found that the students' speaking skill before the use of Ice Breaker strategy was low. It can be seen from the mean of student[31]s' score and the percentage of successful students in Pre-Test, so

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30 Kaouther, Khedidja & Mechraoui R. 2015. "The Effect of Ice Breaker Strategy to Students Speaking on Incidental Vocabulary Mastery". Internatinal Journal of Humanities and Management Sciences. Vol.3. No. 1, July 2011

31

the researcher continued the research to cycle one. The researcher implemented Ice Breaker strategy to improve students's irregular verbs in cycle one. After implemented the strategy, the researcher found some difficulties related to the students' behavior in learning and the studnets' understanding of Ice Breaker strategy procedures. Then the researcher found that after the use of Ice Breaker strategy in cycle one, students' speaking skill was still low. It can be seen from the mean of students' score and percentage of successful students in Pre-Test, so the reseracher continued the reserach to cycle one.

In cycle two, researcher implemented some improvements to make the students' speaking skill high. In this cycle, the researcher arranged the plan, and executed the plan by teaching students in English speaking by using Ice Breaker strategy. After executing the plan in cycle two and giving treatments in Post-Test II to students, the researcher found that the students' score was increased, the students' behavior toward learning was better. It can be seen from the table below:

Table 10

The Percentage of students' Score in Pre-Test, Post-Test I, and Post-Test II

Tests	Percentage
Pre-Test	30%
Post-Test I	52.5%
Post-Test II	80%

Based on the table above, it showed that students' speaking skill was increased significantly in each test. In pre-test, there were only 30% (12 students) whose up to 75. In Post-Test I, there were 52.5% on the percentage of students whose score up to 75 (21 students), while in Post-Test II there were 80% students whose score up to 75 (32 students)

Therefore, from the data analysis, it can be identified that students' speaking skill has been improved by the use of Ice Breaker strategy, so the use of Ice Breaker strategy can be used as a strategy to improve students' speaking skill.

CHAPTER V

CLOSING

A. Conclusion

After analyzing the data, was found that the students' speaking skill before the use Ice Breaker strategy was low. It can be seen from the mean of students score and the percentage of successful students in Pre-Test. There were only 12 successful students whose score up to 75, and the mean of students' score in Pre-Test was 61.3. It indicated that students' speaking skill before the use of Ice Breaker strategy was low.

In cycle one, the students' speaking skill after the use of Ice Breaker strategy was still low. It can be seen from the mean of students score and the percentage of successful students in Pre-Test. There were only 21 successful students whose score up to 75, and the mea of students' score in Pre-Test was 70.5. It indicated that students' speaking skill after the use of Ice Breaker strategy was still low in cycle one.

After making some improvements in cycle two, the number of students speaking skill increased. It can be seen from the mean of students' score and the percentage of successful students in Post-Test II increased than Post-Test I and Pre-Test. There were 32 successful students whose score up to 75, and the mean of students' score in cycle two was 80.3. It indicated that students' speaking skill in cycle two was high.

The improvement of students' score indicates that the students' speaking skill increased significantly. Therefore, the researcher concluded that Ice Breaker strategy can help students in speaking skill.

B. Recommendation

Ice Breaker straegy is worth to use as one useful strategy to enrich English speaking skill.

The findings of this study are intended to give some benefits:
1. As one useful strategy in teaching English vocabulary.
2. As one useful strategy in English speaking skill.
3. As a reference for readers, especially English teachers.
4. As one innovative and fun strategy to increase students' interest in learnng English.
5. As a reference to do a research related to English speaking skill.

C. Implications

Implications are drawn from the research finding. The research came with a finding that there is a significant difference on the students' speaking skill between the strategy that use in learning process. Moreover, this research implies that the use of Ice Breaker strategy is needed in teaching speaking.

The use of Ice Breaker strategy during the research can improve the students' achievement in their speaking skill. Therefore, the application of Ice Breaker strategy needed to be applied continuously in teaching speaking. It is because the use of Ice Breaker strategy can be effective strategy to help the students practice speakings, bravely, confidence and create an active learning processs.

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APPENDIX III

Class VIII^D Students of MTs. TPI Sawit Seberang

No	INITIAL	COMPLETE NAME
1	IV	IRVAN EFENDI
2	RI	RISKI HIDAYAT
3	DW	DWI AGUSTIN
4	BU	BAYU ADITYO
5	EA	EZA SYAH PUTRA
6	AA	ASTUTA
7	AS	AZIZ AULIA
8	RN	RIAN SYAH PUTRA
9	ML	MARCEL PRATAMA
10	AO	ALDO PERDANA
11	MI	MULIADI
12	SI	SONO DEWANTARA
13	AN	ALPIN DEVINO
14	DK	DEDEK KURNIAWAN
15	DI	DONI ANGGARA
16	AR	AKBAR MUHAMMAD
17	PI	PRAYOGI ANANDA
18	AG	ANANG SANTO
19	DA	DINDA WATI
20	LA	LUKITA CITRA DEWI
21	DE	DEVINA SARI
22	MA	MITRA PRATIWI
23	DNI	DINI PUSPITA
24	CA	CITRA DEWI
25	FI	FIKRI HIDAYAT
26	IM	IBRAHIM MAULANA
27	RL	RIHAL PUADI
28	DS	DWI BAGUS
29	ALN	ALVIN LANO NANDO
30	DNA	DONI ANGGARA PUTRA
31	RR	RINTO REGAR
32	MO	MAMO DWI PUTRA
33	PRI	PUTRI RATU
34	PRA	PUTRA DWI ANDRA
35	DWI	DEWI PUTRI
36	ADA	ANANDA DWI PUTRI
37	NBA	NABILA RAMADANI
38	KTK	KARTIKA ARISKA
39	MGA	MEGA CANDRA KIRANA
40	RZK	RIZKI MAULANA IBRAHIM

Appendix IV

<div align="center">

Pre-Test

</div>

Name :

Class   :

<div align="center">

STUDENTS' ENGLISH COMPETENCY TEST

</div>

SCHOOL   : MTs. TPI Sawit Seberang

GRADE/SEMESTER : VIII/II

CLASS   : VIII-D

TOPIC   : Asking and Giving Opinion

DATE   :

TIME   :

Please create a simple dialogue based on the text bellow using asking and giving opinion.

<div align="center">

My Mother

</div>

My mother is a beautiful person. She is not tall but not short, and she has curly hair and brown. Her color eyes like honey and her color skin light brown, and she has a beautiful smile.

She is very kind person. She is very kindly, lovely, patient, and she loves to help people. I love my mom, because she is a good example to me. She likes cooking. She is a very good wife and mother. She always take care of her family. She likes her house to be clean and organized. She is a very organized person, and all things in the house are in the right place. She doesn't like messes.

She always has a smile on her face. She is so sweet and lovely. I like when I am going to sleep or went to wake up or when I am going to some places, she always give me a kiss, and when the family have a problem she always be with us to help us and to give us her love.

Appendix V

Answer keys for Pre-Test

A: what is your opinion about the story of My Mother?

B: In my opinion, mother should be like that. Because mother is hero in this world, without her we can not do anyrhing. How about you?

A: yes. I think so. Because my mother also love us everyday, she never angry with me, I love my mother so much.

Appendix VI

<div align="center">

Post- Test I

</div>

 Name :

Class :

<div align="center">

STUDENTS' ENGLISH COMPETENCY TEST

</div>

SCHOOL   : MTs. TPI Sawit Seberang

GRADE/SEMESTER : VIII/II

CLASS   : VIII-D

TOPIC   : Asking and Giving Opinion

DATE   :

TIME   :

Please create a simple dialogue based on the text bellow using asking and giving opinion.

<div align="center">

My Mother

</div>

My mother is a beautiful person. She is not tall but not short, and she has curly hair and brown. Her color eyes like honey and her color skin light brown, and she has a beautiful smile.

She is very kind person. She is very kindly, lovely, patient, and she loves to help people. I love my mom, because she is a good example to me. She likes cooking. She is a very good wife and mother. She always take care of her family. She likes her house to be clean and organized. She is a very organized person, and all things in the house are in the right place. She doesn't like messes.

She always has a smile on her face. She is so sweet and lovely. I like when I am going to sleep or went to wake up or when I am going to some places, she always give me a kiss, and when the family have a problem she always be with us to help us and to give us her love.

Appendix VII

Answer Keys for Post-Test I

A: how do you feel after read the text about my mother?

B: I feel happy, it was make me remember about my mother in the home. I miss my mother, she always take care of us, she always cook delicious food for us, I love her so much.

A: me too.

Appendix VIII

Post-Test II

STUDENTS' ENGLISH COMPETENCY TEST

SCHOOL : MTs. TPI Sawit Seberang

GRADE/SEMESTER : VIII/II

CLASS : VIII-D

TOPIC : Asking and Giving Opinion

DATE :

TIME :

Please give your opinion based on the text bellow using giving opinion.

My Small House

I live in a small house. It has five rooms. There are two bedrooms, a living room, a bathroom, and a kitchen. But I like living in there for wasting my spare time.

When the door is open, I can see the living room. It is so small with only three chairs and a table, nothing else. I prefer reading a novel in this room.

My bedroom is in the left side of the living room. In this room there is a night table next to the bed, a TV, a radio, and a computer. When being bored of reading, I usually play online games, chat with my friends via Facebook and so on.

Next to my bedroom is my parents. I do not know what is inside because I never come in to see it. In the right side of the living room there is a kitchen. In the kitchen I have everything I need when I get hungry. It is very pleasure when my mother cooks, the smell fills my whole house. I know it is a very small house, but it is the best place I have ever seen.

Appendix IX

Answer Keys for Post-Test II

What I have in my mind is living in the small house is something that I don't like. Because I want live in the big house. There are big rooms and beautiful rooms. So, I will be happy if I live in the big house.

Appendix X

Students's score in Pre-Test, Post-Test I and Post-Test II

No	Initial	Pre-Test	Post-Test I	Post-Test II
1	IV	40	60	65
2	RI	60	60	65
3	DW	40	65	75
4	BU	45	70	75
5	EZA	40	60	75
6	AA	75	75	75
7	AS	65	95	100
8	RN	70	75	80
9	ML	70	80	85
10	AO	75	80	85
11	MI	50	75	90
12	SI	45	55	70
13	AN	75	80	85
14	DK	65	75	85
15	DI	60	75	100
16	AR	40	65	75
17	PI	70	95	95
18	AG	75	90	95
19	DA	65	30	55
20	LA	75	75	80
21	DE	75	80	80
22	MA	55	65	75
23	DNI	65	55	75
24	CA	70	65	70
25	FI	55	55	65
26	IM	65	85	90
27	RL	60	45	75
28	DS	75	80	80
29	ALN	75	80	95
30	DNA	75	85	85
31	RR	65	60	70
32	MO	15	80	90
33	PRI	75	65	65
34	PRA	75	80	95

35	DWI	70	75	100
36	ADA	75	65	75
37	NBA	65	85	90
38	KTK	55	60	75
39	MGA	45	40	75
40	RZK	40	50	75
Number of students		40	40	40
Total score		2450	2820	3210
Mean		**61.3**	**70.5**	**80.3**

Appendix XI

The Percentage of students' Score in Pre-Test, Post-Test I, and Post-Test II

Tests	Percentage
Pre-Test	30%
Post-Test I	52.5%
Post-Test II	80%

Appendix XII

OBSERVATION SHEET

Cycle One

Note: Give sign (√) in each column.

No	Activities	Yes	No
1	The teacher introduce the topic before start teaching.	√	
2	The teacher gives an explanation the material until finish.	√	
3	The teacher tell the procedure of speaking material to the students.		√
4	The teacher makes a group of students in speaking activities		√
5	The teacher uses Indonesian language and English to explain the materials.	√	
6	The teacher always uses English in teaching speaking.		√
7	The teachers' endorse the students to be active in asking and answering question.		√
8	The teacher uses media in teaching speaking	√	
9	The teacher closing the class by saying Hamdalah	√	

English

Teacher

(

)

Appendix XIII

OBSERVATION SHEET

Cycle Two

Note: Give sign (√) in each column.

No	Activities	Yes	No
1	The teacher introduce the topic before start teaching.	√	
2	The teacher gives an explanation the material until finish.	√	
3	The teacher tell the procedure of speaking material to the students.		√
4	The teacher makes a group of students in speaking activities		√
5	The teacher uses Indonesian language and English to explain the materials.	√	
6	The teacher always uses English in teaching speaking.		√
7	The teachers' endorse the students to be active in asking and answering question.		√
8	The teacher uses media in teaching speaking	√	
9	The teacher closing the class by saying Hamdalah	√	

English

Teacher

(

)

Appendix XIV

<p align="center">Interview Sheet for Students</p>

<p align="center">First Meeting</p>

Researcher : Apakah kamu menyukai pelajaran Bahasa Inggris? Mengapa?

Student 1: Suka, karena pelajaran bahasa Inggris menyenangkan.

Student 2: Suka, karena saya ingin pandai berbicara bahasa Inggris kepada siapapun.

Student 3: Ya, karena bahasa Inggris adalah pelajaran yang enak.

Researcher : Apakah bahasa Inggris itu mudah ataukah sulit untuk dipelajari? Mengapa?

Student 1: Bahasa Inggris itu mudah kalau dipelajari dengan sungguh-sungguh.

Student 2: Mudah kalau belajaranya bersungguh-sungguh, kalau guru menerangkan kita memperhatikan.

Student 3: mudah-mudah sulit, karena saya gak tahu artinya.

Researcher : Kenapa kamu ingin berbicara menggunakan bahasa Inggris?

Student 1: Ya, saya ingin bisa berbicara bahasa Inggris supaya bisa keluar negeri.

Student 2: karena saya ingin menunjukkan kepada semua orang kalau bicara bahasa Inggris itu mudah.

Student 3: karena saya ingin mengajari anak-anak yang enggak bisa berbahasa Inggris.

Researcher: Apakah kamu ingin bisa menulis dalam bahasa Inggris? Mengapa?

Student 1: supaya bisa mengartikan dengan jelas.

Student 2: kalau saya bisa menulis apapun yang saya mau dalam bahasa Inggris, jadi teman yang tidak tahu bahasa Inggris tidak akan tahu artinya.

Student 3: karena saya ingin mengajarkan nulis kepada anak yang enggak bisa menulis bahasa Inggris

Researcher: Apakah kamu ingin bisa membaca buku berbahasa Inggris apapun dan mengerti artinya? Mengapa?

Student 1: supaya bisa menghapal dan mengartikannya dengan mudah.

Student 2: ya, saya ingin bisa membaca buku dengan bahasa Inggris kalau saya di suruh membaca buku saya pun membacanya dengan bahasa Inggris.

Student 3: ya, karena saya suka pelajari bahasa Inggris.

Researcher: Apakah kamu ingin mempunyai banyak kosa kata dalam bahasa Inggris? Mengapa?

Student 1: ingin, saya ingin menguasai kosa kata bahasa Inggris supaya dapat berbicara dengan lancar.

Student 2: ya, saya ingin

Student 3: ya, karena saya ingin pandai berbicara bahasa inggris.

Researcher: Menurutmu, dapatkah kamu mmepelajari bahasa Inggris sendiri tanpa bantuan guru? Mengapa?

Student 1: bisa, karena mempelajarinya dengan sendiri, tetapi kalau lebih dapat lagi harus dengan guru.

Student 2: tidak, kalau tidak ada guru murid-murid pun tidak tahu belajar dari mana.

Student 3: tidak, karena saya belum mengerti bahasa Inggris.

Appendix XV

Interview Sheet for Students

Last Metting

Researcher: bagaimana pendapat kamu setelah belajar bahasa Inggris dengan strategi ini?

Student 1: Menurut pendapat saya, belajar mengingat kata kerja dengan strategi ini sangat seru dan sangat membantu kami semangat dalam belajar.

Student 2: pendapat saya, sangat menarik karena belajarnya jadi semangat dan tidak mengantuk.

Student 3 : karena miss Sinta, saya jadi berani berbicara di depan kelas dengan bahasa Inggris.

Student 4: pendapat saya, saya sangat senang belajar sambil bermain. Jadi tidak membosankan.

Researcher: Apakah rasa suka kamu akan bahasa Inggris bertambah setelah belajar dengan enggunakan Ice Breaker srtategi?

Student 1: ya, karena apa yang dijelaskan jadi cepat masuk ke otak saya.

Student 2: ya, karena saya suka belajar sambil bermain.

Student 3 : sedkit-sedikit.

Student 4: ya, saya semakin suka belajar bahasa inggris.

Researcher: Apakah menurut kamu, kamu jadi pandai berbicara bahasa Inggris?

Student 1: ya, saya rasa saya makin percaya diri saja.

Student 2: pendapat saya, iya

Student 3 : ya saya rasa saya jadi bisa berbicara bahasa Inggris.

Student 5: pendapat saya, saya bisa sekarang bicara bahasa inggris.

Appendix XVI

Interview Sheet for English Teacher

The interview is between the researcher and the English teacher of VIII^D.

Reseacher: Good morning mam, how are you? Thanks for giving me a chance to conduct a research in your class. May I ask you some question related to teaching and learning process in the class?

Mam Ari: Boleh

Researcher: Sejak tahun berapa mam sudah mulai mengajar di sekolah ini?

Mam Ari: Mam sudah mengajar di sekolah ini dari tahun 2012 lalu.

Researcher: Menurut pandangan mam, kesulitan apa saja yang sering dihadapi murid kelas VIII^D dalam belajar bahasa inggris?

Mam Ari:siswa-siswinya sering mengalami kesulitan dalam memahami kalimat dan merangkai kata-kata dalam bahasa Inggris. Mungkin ha itu disebabkan karena terbatasnya kosa-kata bahasa Inggris yang mereka miliki.

Researcher: Bagaimana cara mam mengatasi masalah tersebut?

Mam Ari: mam sering menugaskan mereka untuk mengerjakan latihan-latihan yang terdapat di dalam LKS. Mam juga memberikan mereka tugas dan latihan latihan sebagai mereak praktek bicara di depan kelas.

Researcher: Bagaimana pendapat miss tentang penguasaan kemampuan berbicara bahasa inggris di kelas VIII^D?

Mam Ari: menurut mam murid di kelas ini masih kesulitan untuk berbicara bahasa Inggris, karena mereka jarang menggunakannya dalam percakapan sehari-hari.

Researcher: Biasanya strategi apa yang miss gunakan dalam mengajar speaking miss?

Mam Ari: Mam tudak pernah menggunakan strategi apapun dalam mengajar, mam hanya mengajar berdasarkan topik dan buku saja.

Researcher: terimakasih ya mam, sudah menjawab pertanyaan dari sinta.

Appendix XVII

Diary Notes

First Meeting

Date   : May, 08th 2018

Day   : Tuesday

The researcher come to the school at MTs. TPI Sawit Seberang before, so the students have known the researcher. On the first meeting, after having an interview with the English teacher and meeting the Head Principle of MTs. TPI Sawit Seberang, the rseracher entered to the class VIIID. The researcher greeted the students, and informed the students that the researcher would conduct a research, so the researcher asked for students' participation to help the researcher in conducting the research. On the same day, the researcher gave students Pre-Test to know the students' speaking skill. The students responded by doing the test in 25 minutes. The first meeting in the class with students ran well. Students behaved well and completed the test on time. However, some students made disturbed the other students in doing the test.

Second Meeting

Date   : May, 11th 2018

Day   : Friday

After scoring students' Pre-Test, the researcher continued the research to cycle one. The second meeting was the time for researcher implementing actions in cycle one. The researcher gave students explanations about the topic and implemented the lesson plan. On the second meeting, some students asked questions related to the learning activity to researcher. The students seemed

confused doing the activity. It seemed the researcher's explanation was unclear, and it cauased the class situation noisy. In the end of lesson, the researcher gave students Post-Test I to see students' understanding of speaking skill.

Third Meeting

Date   : May, 15th 2018

Day   : Tuesday

On the third meeting, after scoring students' Post-Tesy I, the researcher implemented the plan for cycle two because the mean of studnets' score in cycle one was still low. That time, the reseracher tried to control learning activity in the class by giving students conditions and informed the students about the effect of bad behavior. The researcher warned the students that the researcher could not help taking students' break-time if students didn't keep quiet and listen to researchher's explanation. The researcher came to students seat to seat looking them making short conversation. Even seemed confused to determine the association, asked the reseracher opinion. Then, the researcher gave the students clues to make them easier to understand the lesson. The effect was the students quieter and well mannered in asking question. They didin't disturb their peers doing activity. Moreover, the students were more focus and relaxed in doing the learning activity.

Fourt Meeting

Date   : May, 18th 2018

Day   : Friday

On the fourth meeting, the reseracher gave students Post-Test II to measure their speaking skill after implementing Ice Breaker strategy. The

researcher gave students 25 minutes to answer the question. Before the researcher gave students Post-Test II, the researcher reviewed the lesson in the first place. The reseracher also had an interview with some students to know their opinions regarding to the lesson. In the end of the lesson, the reseracher expressed thanks to students' helps, and gave students candies as a presents for helping people. In conclusion, the students expressed their grateful because of learning speaking skill with fun.

Appendix XVIII

Research Schedule

No	Day/Date	Activity
1	Tuesday/May, 08th 2018	Met the Head Principle of MTs. TPI Sawit Seberang in asking for permission to conduct a research at MTs. TPI Sawit Seberang. Made an interview with the English teacher of class VIII-D. Gave students Pre-Test.
2	Friday/ May, 11th 2018	Implemented action planning in cycle one Implemented Ice Breaker Strategy to improve students' speaking skill in cycle one. Gave students Post-Test I.
3	Tuesday/May, 15th 2018	Implemented action planning in cycle two. Implemented Ice Breaker Strategy to improve students' speaking skill in cycle two.
4	Friday/ May, 18th 2018	Reviewed the lesson before. Gave students Post-Test II in cycle two. Thanked to students, and gave students presents for helping researcher in conducting research. Met the Head Principle of MTs. TPI Sawit Seberang to thanks for having a good research in MTs. TPI Sawit Seberang.

Appendix XIX

Documentation

(The researcher interviewed the English teacher)

(The researcher implemented Ice Breaker Strategy)

(The students practice their speaking skill in front of the class)

BIOGRAPHY

Name   : SINTA

Gender   : Female

Place of Birth   : Banyu Urib

Date of Birth   : May, o6th 1996

Current Adress   : Jl. Tuasan No.123

Nationality   : Indonesian

Religion   : Islam

Marital Status   : Single

Curent Academy Status   :Student of Tarbiyah and Teachers Training Faculty Educational English Deparment of UIN-SU

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl.Williem Iskandar Pasar V Medan Estate 20371 Telp. (061) 6615683-6622925 Fax. 6615683
Website : www.fitk.uinsu.ac.id   e.mail : fitk@uinsu.ac.id

Nomor   : B-5847/ITK/ITK.V.3/PP.00.9/03/2018   02 Mei 2018
Lampiran : -
Hal   : **Izin Riset**

Yth.Ka. MTs TPI Sawit Seberang

Assalamu'alaikum Wr Wb

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

Nama   : SINTA
Tempat/Tanggal Lahir   : Banyu Urib, 06 Mei 1996
NIM   : 34144025
Semester/Jurusan   : VIII/Pendidikan Bahasa Inggris

Untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di MTs TPI Sawit Seberang, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul:

IMPROVING STUDENTS ABILITY IN SPEAKING SKILL BY USING ICE BREAKER STRATEGY AT THE SECOND GRADE OF MTS TPI SAWIT SEBERANG

Demikian kami sampaikan, atas bantuan dan kerjasamannya diucapkan terima kasih.

Wassalam
A.n. Dekan
Ketua Jurusan PBI

Dr. Sholihatul Hamidah Dly, M.Hum
NIP. 19750622 200312 2 002

Tembusan:
Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan

YAYASAN TAMAN PENDIDIKAN ISLAM (TPI)
MADRASAH TSANAWIYAH TAMAN PENDIDIKAN ISLAM
JL. BESAR SAWIT SEBERANG NO. 100 KEL. SAWIT SEBERANG
KEC. SAWIT SEBERANG - KAB. LANGKAT - KODE POS 20844

Nomor   : MTs.20/16/PP.005/637/2018   Sawit Seberang, 08 Juni 2018

Lampiran   : - 0-

Hal   : Surat Balasan Penelitian

Kepada Yth,

Ketua Jurusan PBI

UIN Sumatera Utara Medan

di -

        T e m p a t

Sehubungan dengan surat   Ketua Jurusan PBI Nomor : B-5847/ITK/ITK.V.3/ PP.00.9/03/2018 tanggal 02 Mei 2018 tentang izin riset. Berkaitan dengan hal tersebut di atas maka kami tidak merasa keberatan dan menerima :

N a m a   : SINTA

Tempat/Tgl Lahir   : Banyu Urib, 06 Mei 1996

NIM/NIRM   : 34144025

Semester/Jurusan   : VIII / Pendidikan Bahasa Inggris

Judul Skripsi   : " IMPROVING STUDENTS ABILITY IN SPEAKING SKILL BY USING ICE BREAKERS STRATEGY AT THE SECOND GRADE OF MTS TPI SAWIT SEBERANG "

Untuk melakukan riset pada MTsS TPI Sawit Seberang, sepanjang tidak menyalahi peraturan yang ada.

Demikian surat keterangan ini kami buat untuk dapat dipergunakan seperlunya.

Kepala MTsS TPI Sawit Seberang,

LEMRIATI, S.Pdi