The Implementation of Icebreaker Technique Toward Students’ Speaking Skill And Their Responses In Englishlanguage Teaching At Junior High School 2 Gunung Labuhan

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Abstract

The success of English Language Teaching is indicated by the mastery of communicative competence by the students. One of them is sociolinguistic competence that is focused on human interaction. In this research, researcher would to find out what the teachers have done to students’ speaking skill and students’ motivation through Icebreaker technique or in other words to figure out the process and the final result of the learning of speaking. This was descriptive quantitative; The subjects of this research were English teachers at the Junior High School 2 Gunung Labuhan. The data were collected through classroom observation, speaking test, and questionnaire. The results showed that (1) Almost in every meeting the teachers used Icebreaker technique such as guessing word, riddle, sharing experience, burning question, topic lead in, quiz and brainstorming. These were used to motivate and train students to speak up, and also make the students enjoy and active in the process of teaching and learning. (2) Students speaking skill were good; it can be seen from their score for every component, students’ comprehension (4,48), Grammar (4,1), Vocabulary (4,34), Pronunciation (4,18), and fluency (3,88). (3) Icebreaker motivates students to ask and answer teachers’ questions during the process of learning. It also rouses up students’ interest to learn. Based on the finding, the researcher concludes that Icebreaker technique is useful, especially in increasing students speaking skill and also their motivation in teaching and learning process.

Keywords: Icebreaker Technique, speaking skill, Motivation

Abstrak

Keberhasilan dalam Pembelajaran Bahasa Inggris ditandai dengan penguasaan kemampuan berkomunikasi siswa. Salah satunya adalah kompetensi sosial yang fokus kepada interaksi antar sesama. Dalam penelitian ini, peneliti ingin melihat apa yang dilakukan guru terhadap kemampuan speaking siswa dan motivasi mereka melalui Teknik Icebreaker, atau dengan kata lain untuk melihat proses dan hasil dari pembelajaran speaking. Penelitian ini merupakan penelitian deskriptif kuantitatif. Subjek penelitian ini ialah Dua guru bahasa Inggris SMA Negeri 2 Gunung Labuhan. Pengumpulan data dilakukan melalui observasi, tes berbicara, dan angket. Hasil ini penelitian menunjukkan bahwa (1) Hampir setiap pertemuan guru menggunakan teknik Icebreaker seperti guessing word, riddle, sharing experience, burning question, topic lead in, quiz, and brainstorming. Semua ini dilakukan untuk memotivasi dan melatih siswa dalam berbicara, dan juga membuat siswa senang dan aktif dalam proses pembelajaran. (2) Keterampilan speaking siswa baik, dan bias dapat dilihat dari skor mereka diuji setiap komponen speaking; comprension siswa dengan nilai rata-rata (4,48), structure (4,1), vocabulary (4,34), pronunciation (4,18), and fluency (3,88). (3) Teknik icebreaker dapat memotivasi siswa untuk bertanya dan menjawab pertanyaan guru selama proses pembelajaran. Teknik ini juga membangkitkan minat siswa untuk belajar. Berdasarkan temuan tersebut, peneliti menyiapkan bahwa teknik Icebreaker sangat bermanfaat, khususnya dalam meningkatkan keterampilan berbicara siswa dan juga motivasi mereka dalam proses belajar mengajar.

Kata Kunci: Icebreaker, Kemampuan Berbicara dan Motivasi.

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INTRODUCTION

English used in the biggest part of the world. The reason is that there are so many scientific books written in English, even more the information of the latest technology development can be kept up with internet by using the language. without English as international language, there would be many misunderstanding in communication that occurs among countries. It seems that English will be relatively permanent foreign language for developing science and technology. Therefore, Indonesian should use and understand the language, it is used as the medium to transfer the scientific, and technological advancement from other developed countries.

In Indonesia English as a foreign language is taught from junior high school to Junior high school. the idea of teaching English language as quoted from curriculum K13, the goal of language acquisition is communicative competence that is the ability to use the language correctly and appropriately to accomplish communication goals. The desired outcome of the language learning process is ability to communicate competently, not the ability to use the language exactly as a native speaker does.

The issue of communicative language teaching in language teaching recently is focused on the interactive process, which provide students with opportunity to develop oral communication skill. Murcia (1995:3) states that the aim of foreign language learning is to engage the learner to speak in the target language. it means that to make the students more talkative than before. The learning of speaking to the students in Junior High School are demanded to express their idea, give feedback to the teacher, and the last, able to speak fluently. According to Nunan (1987) that “Success is measured in term of the ability to carry out a conversation in the target language.” It is clear that, if students learn how to speak or get opportunity to speak in the language classroom they will be interested and motivated in learning.

Moreover, motivation in learning language is also needed because it decides whether a student has willingness to study or not. Learning motivation is motivation that leads to the goal of learning process. According to Gusrita (2008: 2), two factors influence students’ success in learning those factors are external and internal factors. Motivation can be seen from students’ behavior and characteristic deals with willingness, attention, concentration, and diligence. Student who has high motivation in learning will show willingness, attention, and concentration to the study or learning activity. In contrary, student who has low motivation will show unwillingness, easy to be bored and try to avoid the learning activity. Therefore, to make the students motivated in learning, the teacher has to prepare some techniques that can improve the students’ motivation by seeing things that can influence motivation.

There are several things to use in improving students’ motivation, one of them is Icebreaker. Qomariah (2009:14) explained that Icebreaker is a way to engage of training, seminar, or meeting to be concentrated. Moreover, it can be applied in the class situation also. He also said that icebreaker is the changes from boredom, sleepy, saturated, and strained situation into relax, enthusiastic, attention
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and feeling like to hear or see person speak in front of the class. It is important for the teacher to motivate their students through icebreaker. In Icebreaker technique, the function of teacher is as motivator and controller, where student is stimulated to learn. The student-centered classroom structure makes the teacher keeps a relatively low profile and students are free to interact with each other spontaneously. This reduces students’ anxiety and facilitates learning.

According to Zigmond (2008) “Icebreaker encourages students to ask questions, cultivating a lively, interactive, student-centered climate. It engages all students, empowers them to initiate conversations, and stimulates their knowledge construction. Ranked (2009) also stated, “Icebreaker can improve students’ communication skill and help them to focus and participate in an English classroom.” We can summarize that Icebreaker technique creates the comfort and enjoyable class to learn English language moreover improving their speaking skill. To ensure the students’ success of learning the language, teacher as the person to teach them are about to plan and control all components on their learning process such as: instructional program, including preparing various activities for students to engage in the learning process.

Based on the preliminary observation in the learning process at SMPN 2 Gunung Labuhan on January 2023, the researcher saw that the students faced many problems and got difficulties in speaking such as anxiety to speak up in class, make mistakes in structure, lack of vocabulary, which in turn decrease their activation in speaking activities. They did not want to take risk to try and initiate a conversation. To solve these problems, the teacher had given activities as Burning Questions, Puzzle, Topic Lead-In, Sharing Experiences, jokes etc, to decrease students’ anxiety and clumsiness in learning, focus the students’ attention to the learning as when they get bored, sleepy and cannot concentrate to the material.

After observing the English instructional program, Aida, one of the English Teacher who teaches in VIII, has used such activities in English Learning in a various way related to the available material and topics. In the first observation, she gave Guessing Words, before came to the topic. She asked the students to guess the words by giving the clues, so that the students are attracted to speak up. In other 7 meetings, the teacher asked students to do role play after they learn about expressing anger. Here, the students are asked to create their own expression, still related to the material that was expressing anger. In the end of the meeting, teacher gave a puzzle to the students related to the material to enrich students’ vocabulary.

In the next observation, the teacher gave Burning Question to engage and activate students’ prior knowledge. In this activity, the teacher gave several questions about the upcoming material. It was to see students’ knowledge about the material before she began to teach. Then, the teacher held Sharing Experience in her whilst teaching of speaking. Teacher asked the students to tell and share their own experience in front of the class without text. This activity was to train students’ bravery to speak and improve their ability. In the instructional program, the teacher also uses an Open Sharing to
make students accustomed to speak, and reduce students bored in learning. Ranked (2009) states, “Icebreaker can improve students’ communication skill and help them to focus and participate in an English classroom.” Here researcher is trying to find out what the teachers have done to students’ speaking skill and students’ motivation through Icebreaker technique or in other words to investigate the process and the final result of the learning of speaking.

Based on the previous problem, there are some factors that influence the success of English Language Teaching such as: teachers’ technique, teaching and learning process, students’ intelligence, and their motivation in learning. Teacher has an important role in teaching and learning process. An effective teacher is someone who can motivate students in learning, so they should motivate the students in learning process. To solve students’ problem in speaking the teachers used Icebreaker technique. Ranked (2009) states, “Icebreaker can improve students’ communication skill and help them to focus and participate in an English classroom.” Icebreaker technique used by the teacher is intended to motivate students. As what has been stated above that the motivation (that brings students to the task of learning English) can be affected and influenced by the attitude of a number of people. Harmer (2001: 52) states there are some factors that influence students’ motivation in learning English;

1. The society we live in: outside any classroom there are attitude to language learning and the English language in particular
2. Significant other: A part from the culture of the word around students, their attitude to language learning will be greatly affected by the influence of people who are close to them
3. The teacher: An obvious enthusiasm for English and English learning, would seem to be prerequisites for a positive classroom atmosphere
4. The method: it is vital that both the teacher and students have some confidence in the way teaching and learning take place.

Icebreakers are designed to “melt” the ice in the classroom. Although Icebreakers can seem frivolous, they are an important first step to getting student buy-in, unless a student is emotionally connected to school, they will lack motivation to learn. Fostering feelings of trust and acceptance is difficult, if not impossible, when students don’t know each other’s names. It means that Icebreaker is necessary to be applied in the classroom, in which Icebreaker can help the teacher to encourage the students to the lesson in the classroom.

In the line with the previous statement, icebreaker is an effective way of starting a teaching and learning process. Voulamack (2009) states that “Icebreakers are techniques used during the beginning of a class or unit to reduce tension and immediately involve students in the class in a light and effective way”. As interactive and often fun sessions run before the main proceedings, Icebreakers can help people get to know each other and buy into the purpose of the event. It is activity or mode of discussion used to help individuals ease into a group setting. Some Icebreakers are done in groups and
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Some can be individually completed. Others involve physical activities while others can be purely mental. Any activity that suits the intended purpose can be used (Varvel Jr., 2002).

The effectiveness learning process occur when the interaction of teacher and students run well. A good interaction both teacher and students can get by open-minded condition that will give information for the teacher about their student’s condition in learning process. How are the teachers open the lesson, will give big contribution to motivate students in learning process. It is line with Voulamack (2009) Icebreakers are techniques used during the beginning of a class or unit to reduce tension and to immediately involve students in the class in a light and effective way. The success in teaching process occurs when the teacher can decrease clumsiness of class atmosphere. Thus, Icebreaker activities foster openness that leads to a bonding experience that causes students to feel a sense of community, which motivates them to be engaged in their learning. In conclusion, Icebreaker is kinds of activity that can be used to melt the clumsy and strained condition in the classroom into relax so that the teaching and learning process can run well.

There are some procedures of Icebreaker that should be consider in applying this technique. As adopted from Witkowski (2009) as bellow;

1. Step 1

Consider the material being taught. Find an Icebreaker related to the topic. If you cannot, choose one that reinforces the material in a fun way. For example, play a round of Jeopardy with the categories being the chapters or topics of your lessons.

2. Step 2

Study classroom proxemics. Base your Icebreaker on the size of the room and students’ body. Study the room set up as well. Using an Icebreaker that requires movement may be awkward and unproductive in a small room.

3. Step 3

Determine the classroom dynamic. If you are looking to break up the monotony of the class, choose an Icebreaker that is similar in personality and style to the students’ body. Using action-oriented Icebreakers for a group of serious students may back fire. On the other hand, this may get people to participate more throughout the remainder of the term.

4. Step 4

Consider rewards. Buy small items to reward the “winners” of the Icebreaker. The smallest items will create a competitive desire among students. You can use these throughout the term as well for bonuses and other incentive-driving results.

5. Step 5

Control the Icebreaker. Manage the Icebreaker properly so it does not take over the class and lesson. These are short bursts of fun activity meant to liven up and relax students not create a carnival-type atmosphere.
In teaching speaking the teacher always stimulate the learner to generates conversation and communication in the classroom, and hopefully not only in the classroom but also beyond. One way to achieve this is by sensitizing students to the conversational tactics they use naturally when talking in their native tongue: turn taking, supporting, challenging, questioning, expanding on statements, and icebreaking.

METHOD

The descriptive study tried to describe and evaluate the phenomena existing in the field related to the implementing of Icebreaker technique on English Language Teaching process. As Selinger and Shohamy (1989:128) state that in many cases, the goal of descriptive research maybe to describe particular phenomena in order to learn more about it. Furthermore, Gay (1987) says that it is conducted through collecting the data used to answer question concerning the status of the subject of the study. He also adds that descriptive qualitative research involves collecting data in order to answer the question concerning the current status of the subject of the study. The research population VIII of Junior High School Number 2 Gunung Labuhan in the year 2022/2023 and English teachers of class VIII (2 persons). The technique getting sample of this research was taken randomly from every second grade. First, there were 10 students of each class written on small pieces of paper one by one. Second, the papers were put into a small box and then they were mixed or blended. Third, 10 papers were randomly taken, after that all name papers as sample of each second-grade students that were amounted 50 names register in list. Fourth, second grade students registered in the special list became samples. They were supposed to be valid representative of students of Junior high school Number 2 Gunung Labuhan who would be tested. In the line with Arikunto (2006:134) that if the population is more than 100, selecting of sample is 10-15% or 20-25%. The researcher also takes all of the teachers who teach at VIII as respondents. The questionnaire, test, and Observation checklist were used to collect the data of this research.

Questionnaire was used to know the student’s motivation on English Language Teaching by giving Icebreaker technique. In constructing the questionnaire, the researcher followed several steps, it adobted by Best (1997; 166) that some characteristics for a good questionnaire, as mention below:
1. It deals with a significant topic
2. It seeks only that information which cannot be obtained from other sources, such as school reports or census data
3. It is as short as possible
4. It is attractive in appearance, neatly arranged and clearly duplicated or printed
5. Directions are clear and complete
6. The questions are objective, with no leading suggestions as to responses desired
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7. Questions or statements were presented in good physical order, proceeding from general to more specific responses.

8. It was easy to tabulate and interpret.

The questionnaire consists of four points of continuum, namely: strongly agree (4), agree (3), disagree (2), and strongly disagree (1). The questionnaire contains positive and negative statements, each statement includes four alternative answers, for positive answer the scores are from 4, 3, 2, 1, while for negative answers are 1, 2, 3, 4. It can be seen from the table below:

<table>
<thead>
<tr>
<th>Point of Continuum</th>
<th>Weight of questionnaire</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>4</td>
</tr>
<tr>
<td>Agree</td>
<td>3</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>1</td>
</tr>
</tbody>
</table>

The questionnaire describes students’ motivation in English. All of the items were written in Indonesia language to avoid misunderstanding in completing the questionnaire and to get the data more clearly. The reason of the researcher use questionnaire was that she could get information from the respondents, which depend on the frankness of the subject responses. Speaking test would be given to know the student’s achievement in speaking class after applying icebreaker technique. There are some kinds of English-speaking test. According to Hughes (1990: 111-112), there are five components of scoring in speaking test. There are pronunciation, grammar, vocabulary, fluency and comprehension.

Then the observation had been conducted to known the students’ condition during class activities.

RESULT AND DISCUSSION

The implementation of Icebreaker technique in teaching speaking was conducted to see and know all activities in the classroom directly. In this case the researcher observed the teachers’ Icebreaker technique in teaching and learning process at Junior High School 2 Gunung Labuhan. The researcher also observed two English teachers. The researcher got the data from the activities that had been observed in the classroom four times for each teacher. Based on the observations that have been done towards the two teachers, researchers saw that both of them have used various Icebreaker techniques in their teaching. At first meeting, T1 (teacher 1) used guessing game in pre teaching to engage students into the topic so that they were interested to learn, and compete to answer meanwhile riddle was used to reenergize the students by stimulated them to think and speak. At the second meeting T1 asked the students to share their ludicrous experience that was used to motivate and train students to speak up. The third meeting T1 gave picture and led the students into the lesson, so that the students would get easy to follow teacher’s explanation and keep full attention. The fourth
meeting, the teacher gave burning question, besides engaged students to speak, it also introduced students to the topic.

T2 (teacher 2) had different style in teaching learning process. At the first meeting of observation, she gave quiz before coming to the material, so that every student had to prepare at home. The second meeting, T2 gave brainstorming in whilst teaching to energize students in learning, but the teacher was not considering the usefulness of Icebreaker technique, so that the students were not too attracted. The third meeting, T2 gave brainstorming about advertisement vacancy; she was lack of class management, so that the students could not be motivated and they felt uncomfortable in learning. The fourth meeting, T2 gave quiz in Pre-Teaching, and also gave simulation in advertising. In short, T2 gave Icebreaker in teaching learning process, but she had less closed with the students so that teaching learning process became clumsy.

Moreover, the teacher considered technique to be implemented in the teaching and learning process of English, especially in teaching speaking. The result shown that almost in every meeting the teacher used Icebreaker technique such as guessing word, riddle, sharing experience, burning question, topic lead in, quiz and brainstorming. These Icebreaker activities used to motivate and engage students to speak up, and also made the students enjoy and active in learning. From the result of observation, the two teachers used Icebreaker technique in teaching and learning process of speaking, but both of them had not applied it as it supposed to be. The table below shown some indicators as the standard of good icebreaker and teaching techniques.

Table above showed the teacher technique in teaching speaking. In the first meeting, T1 did almost all of indicator of teaching technique and fulfill an indicator of Icebreaker. The second meeting, she did all of teaching technique and Icebreaker indicator. The third meeting, she also did those indicators, however for applying Icebreaker she forgot the reward for the students. The fourth meeting these entire indicators were applied included giving media (picture), as in the third meeting, this time she also forgot to give reward for the students. In short, T1’s technique was good and she also gave a good Icebreaker.

T2’s technique in teaching was almost the same with T1. The first meeting of T2 had done all of the indicator technique, then in this case the teachers did not use stimulus in written form, and the students did not respond well. She also used media such as picture in teaching learning process. Meanwhile, in using of Icebreaker the teacher did not consider the variant of Icebreaker in the material that would be given. The second meeting T2 performed almost those indicators, and carried out all of Icebreaker indicator. The third meeting she has done all of teaching technique, used media and ignored giving the reward in using Icebreaker. The fourth meeting, all of teaching technique’s indicator was fulfilled, included the use of real media, but in applying Icebreaker T2 did not consider the reward. So, it could conclude both of the teachers had a good technique in teaching and also applied a good Icebreaker because most of indicators were fulfilled.

Furthermore, the data of this research was based on the students’ speaking scores. The test
given based on the learning material. The scores of speaking tests were analyzed by using Hughes’s criteria included Comprehension, Grammar, Vocabulary, Pronunciation, and Fluency. The following table is total of result of the test:

Table 2. Means Score of Students’ Speaking Skill

<table>
<thead>
<tr>
<th>Mean Score</th>
<th>Comprehension</th>
<th>Grammar</th>
<th>Vocabulary</th>
<th>Pronunciation</th>
<th>Fluency</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4.48</td>
<td>4.1</td>
<td>4.34</td>
<td>4.18</td>
<td>3.88</td>
<td>20.98</td>
</tr>
</tbody>
</table>

Based on the table, it was found that the highest score was 4.48 and it was students’ comprehension. The lowest score was 3.88 for students’ speaking fluency. Based on the data, it could be concluded that Icebreaker technique gave contribution to the students’ comprehension in speaking. Generally, students’ ability can be estimated by the percentage of the students’ speaking performance. Students’ scores were categorized in to good, fair, and poor.

Table 3. Students’ Speaking Ability Scores and Its Category

<table>
<thead>
<tr>
<th>Score</th>
<th>Category</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>20-25</td>
<td>Good</td>
<td>46</td>
<td>92</td>
</tr>
<tr>
<td>15-19</td>
<td>Fair</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>10-14</td>
<td>Poor</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>50</td>
<td>100.00</td>
</tr>
</tbody>
</table>

The students who got score 15 (fifteen) to 19 (nineteen) were categorized into fair, and they constituted 4 (8 %), and There were 46 (92%) who scored 20-25, thus categorized into good. In conclusion, we could say that the majority of students’ speaking ability was good. The questionnaire was used by researcher to know the students’ respond to the use Icebreaker Technique, it was given to 50 respondents who were chosen randomly by each class as the sample of this research, where the items of questionnaire were 20.

The questionnaires were analyzed as follow:

\[ P = \frac{F}{N} \times 100\% \]

P: Percentage of students who strongly agree / agree / disagree / strongly disagree
F: Sum of the students who strongly agree / agree / disagree / strongly disagree
N: Total of the students

Generally, data description of students’ motivation in teaching in learning process of speaking could be seen in the following table:

Table 5

<table>
<thead>
<tr>
<th>No Items</th>
<th>Items</th>
<th>SA</th>
<th>A</th>
<th>DA</th>
<th>SDA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Student’s enthusiasms in learning English By using Icebreaker.</td>
<td>25</td>
<td>50</td>
<td>2</td>
<td>-</td>
</tr>
<tr>
<td>2</td>
<td>Students comfortable in learning, if the teachers use Icebreaker technique.</td>
<td>20</td>
<td>40</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>3</td>
<td>Students’ bravery in answering all of teacher question in English.</td>
<td>16</td>
<td>32</td>
<td>31</td>
<td>62*</td>
</tr>
<tr>
<td>4</td>
<td>Students prefer to the way of the teacher in opening the lesson by giving burning question.</td>
<td>21</td>
<td>42</td>
<td>26</td>
<td>52</td>
</tr>
<tr>
<td>5</td>
<td>Students enjoy toward the way of the teacher in giving puzzle in learning.</td>
<td>19</td>
<td>38</td>
<td>27</td>
<td>54</td>
</tr>
<tr>
<td>6</td>
<td>Giving riddle make the students interest in learning.</td>
<td>13</td>
<td>26</td>
<td>33</td>
<td>66*</td>
</tr>
<tr>
<td>7</td>
<td>Students’ need about teachers’ Icebreaker technique.</td>
<td>15</td>
<td>30</td>
<td>34</td>
<td>68*</td>
</tr>
<tr>
<td>8</td>
<td>Understanding of students for lesson after the teacher gives Icebreaker technique.</td>
<td>15</td>
<td>30</td>
<td>31</td>
<td>62*</td>
</tr>
<tr>
<td>9</td>
<td>Students’ ability in asking and answering question of the teacher in English.</td>
<td>12</td>
<td>24</td>
<td>35</td>
<td>70*</td>
</tr>
<tr>
<td>10</td>
<td>Interest of students toward way of the teacher in opening lesson.</td>
<td>17</td>
<td>34</td>
<td>31</td>
<td>62*</td>
</tr>
<tr>
<td>11</td>
<td>Interest of students because the teacher asks them to make conversation in pair before performs in front of the class.</td>
<td>26</td>
<td>52</td>
<td>22</td>
<td>44</td>
</tr>
<tr>
<td>12</td>
<td>Interest of students for lesson because the teacher grouped them in discussing the topic.</td>
<td>29</td>
<td>58</td>
<td>19</td>
<td>38</td>
</tr>
<tr>
<td>13</td>
<td>Students motivated to speak because learning in group.</td>
<td>25</td>
<td>50</td>
<td>22</td>
<td>44</td>
</tr>
<tr>
<td>14</td>
<td>Open Sharing Experience make the students be skilled speak without concept.</td>
<td>17</td>
<td>34</td>
<td>29</td>
<td>58</td>
</tr>
<tr>
<td>15</td>
<td>Opening of students’ knowledge because the teacher give Topic Lead In related to the material given.</td>
<td>22</td>
<td>44</td>
<td>27</td>
<td>54</td>
</tr>
<tr>
<td>16</td>
<td>Giving Icebreaker when the students get bored make them more focus in learning.</td>
<td>23</td>
<td>46</td>
<td>26</td>
<td>52</td>
</tr>
</tbody>
</table>
The Implementation Of Icebreaker Technique Toward Students' Speaking Skill And Their Responses In English Language Teaching At Junior High School 2 Gunung Labuhan, Dwi Mahya Sari, Merlyn Kristine Nelloe, Agus Rofii, Rangga Mege Putra, Nining Fitriani, Petrus Yacob Pattiasina

<table>
<thead>
<tr>
<th>17</th>
<th>Students’ dislike if the teacher gives game in teaching and learning process.</th>
<th>2</th>
<th>4</th>
<th>4</th>
<th>8</th>
<th>15</th>
<th>30</th>
<th>29</th>
<th>58</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td>The way of teacher by giving Icebreaker in teaching make the students relax and easy to understand the material.</td>
<td>21</td>
<td>42</td>
<td>28</td>
<td>56</td>
<td>1</td>
<td>2</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>19</td>
<td>Students laziness in learning because of teacher’s technique</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>47</td>
<td>94*</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>20</td>
<td>Students enjoy toward the way of the teacher in closing the lesson.</td>
<td>12</td>
<td>24</td>
<td>37</td>
<td>74*</td>
<td>1</td>
<td>2</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

Notes:
Respondents = 50 persons
SA = Strongly Agree
A = Agree
DA = Disagree
SDA = Strongly Disagree
* : Indicate that the items are significant

The table data above-described students’ respond and their motivation in teaching and learning process of speaking. The data showed that students’ respond was different about teachers’ technique in teaching English. The questionnaires had 20 items 18 items was positive statement and 2 items were negative statement (17 and 19). It related to the significant respond toward the twenty items, the researcher found that; First, Students’ bravery in answering all of teacher question in English there were 62%. Second, 66% of students got interest if the teacher gave riddle in the process of teaching and learning. Third, 68% of students needed Teachers’ Icebreaker technique during learning process. Fourth, 62% of students got easy to understand the lesson after the teacher used Icebreaker technique. Fifth, 70% of students were able to ask and answer teacher question in English. Sixth, 62% of students got interest with the way of teacher in opening the lesson. Seventh, 94% of students disagreed if the teachers’ technique made them lazy; it means teacher’s technique could make them interest and think smart. Eighth, 74% of students felt enjoy with the way of the teacher in closing the lesson.

Based on the data which derived from the twenty items in Questionnaires, the researcher concludes that most of students like to study with teacher who applies Icebreaker technique, it seemed that most students agreed that Icebreaker could make them interest and motivated in learning. They also needed Icebreaker because it could make them easy to understand the lesson; moreover, it made students speak up in learning. In this case, it could be said that Icebreaker motivated students to ask
and answer the teacher’s questions during the process of learning. It also rouses up students’ interest to learn.

Discussion

The result of this study supports the research analysis of the implementation of Icebreaker technique in English teaching at Junior High School 2 Gunung Labuhan. In applying Icebreaker technique both teachers have different style. T1 usually use Icebreaker technique in pre and post teaching. In teaching learning process, she usually gave stimulus in spoken and non-language activity such as picture and gesture, but rarely used written stimulus whereas it could be a reading practice. She was infrequently giving reward for the students but actually this case to increase students’ motivation to learn. Generally, T1 technique was good in teaching; it was seen from the indicators.

T2 has done a good technique in teaching; it was proven by compiled with indicator of a good teaching technique, but she was lack of classroom management. She kept a less interaction to the students during her teaching, which in turn decrease students’ interest. Such case, sometimes made the teacher had to repeat the material that have been given or clapped her hand to make students focus on the learning. In giving stimulus, T2 often used media such as picture and real media/ object into classroom.

Based on the explanation above teachers should know about the students’ condition. They had to pay attention about the situation of students when they taught in the classroom, the teachers should have efforts that make students interest in teaching and learning process to increase the students’ motivation, such as: bring the students to the real situation, use various media, and present the lesson through game in teaching and learning process.

Finally, the teachers also must pay attention about the use of materials in teaching English. They should have many resources and variety by using the textbooks to create the material and design the syllabus as current create. In order that the students could increase their knowledge and motivation in process of teaching and learning. Then, the result of speaking test indicated that Icebreaker technique gave strongly contribution to the students’ comprehension in speaking, and it was weak on improving students’ fluency. The students’ respond also showed that there were many students agreed to use Icebreaker technique in teaching speaking. It was proved by result of questionnaire. More than 50 % students gave positive statement. In this case, it could be said that icebreaker can motivate students to ask and answer the teacher’s questions during the process of leaning, improving students understanding to the lesson. It also rises up students’ interest to learn.

Conclusion

Based on the finding of this research, it could be concluded that the implementation of Icebreaker technique was good; it was proved by indicator of teaching technique and Icebreaker technique. The indicators of teaching technique that were achieved successfully; material, stimulus, stimulus and respond relationship, work arrangement, presenting stimulus and guiding respond.
Likewise with the indicator of icebreaker, material, purpose, time, reward and function, they were also success.

Icebreaker technique affects students’ speaking skill especially in students’ comprehension. It meant that if the teacher uses the Icebreaker technique in teaching speaking, students would be easy to understand the lesson and accustom to speak in order that their speaking skill will be advance. Icebreaker technique had positively contributed to students’ motivation in learning. It could be seen from the students’ questioner that was given by the teacher. And the result is the students are interested to learn English, more than before. the researcher suggests that; first, the English teacher should give big attention to the indicator of a good teaching technique and a good icebreaker. A well-planned teaching technique should be a considered. None of each indicator was important than the others. The more indicators fulfilled, the better the learning could be.

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