CHAPTER I

INTRODUCTION

1.1 The Background

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 language to 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 school until university and becomes a compulsory subject as in Indonesia it is a foreign language.

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 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.

Based on the researcher's observation, there were some problems caused by several factors, based on the students and the teacher interview. They still have lack vocabulary, lack of ideas to speak and also afraid to speak. Therefore, they still find difficulties to speak up in speaking class and their motivation in learning English was also still low. The student's achievement in speaking class is not good enough to speaking in the classroom. The students did not have the self-confidence to speak out because they were worried about the mistakes. Most of them could not speak English fluently. They were just passive in the class. They had low ability in expressing their ideas and thoughts. Actually, their lack of speaking ability at the school to a certain extend is influenced by the ways of teaching. The process of teaching speaking, the teacher ussually assign the students to memorize it before it is practiced in front of the class. As a result, the memorization technique seems to be not efficient and effective for the students to increase their speaking ability. They still cannot develop their ideas or opinions. It means the teacher has to be concerned with the students' speaking ability. By doing it in an interesting way. From this fact, it can be concluded that the process of teaching and learning has not been conducted successfully. That the reason why it is important to consider the use Icebreaker Strategy in learning so that they can express their English freely and full of self-confidence. 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. One of the alternative models that is chosen to improve quality of learning is Icebreaker strategy.

The researcher chooses this strategy because it can motivate students in learning activity. This strategy provides students with a variety of learning activities in varying group situations promotes appreciation and respects for diversity. And encourage students to form relationship with many different classmates. The implementation of Icebreaker strategy can give choice for students to interact and cooperate with their friends. Students are actively engaged in thinking with different questions and different partners. The activity encourages community building among students while incorporating movement and interaction.

The researcher choose that strategy because she assumes that Icebreaker strategy is a strategy that can encourage, and motivate students to use their English without fell of fear in making mistake.

1.2 The Problems of the Study

In relation to the background of the study, the problem of the study is formulated as follows:

Does Ice Breaker Strategy Improve Students' Speaking Ability at the First Year Students Of Junior High School?

1.3 The Objectives of the Study

The objective of the study is to found out the improved the students speaking ability if they are taught by using Icebreaker strategy:

To find out whether is a significant effect on students' speaking ability by using icebreaker strategy?

1.4 The Scope of the Study

There are so many strategies which can be used to improve students' speaking ability. Those strategy are as: Tongue- twisters, English games, Code-switching or Code-mixing, English Songs and Icebreaking strategies. In this case, the study focuses only on the using of Icebreaker Strategy. This study will be conducted by classroom action research.

1.5 The Significance of the Study

The findings of this research are theoritically and practically relevant.

1. Theoritically

The result of this study is expected to be useful for:

a. The readers who want to enrich the horizon of English learning theory.
b. The others researchers want to use the research finding as the reference to conduct their further study.

2. Practically

Through this research has benefit for the researcher, teachers and students. The contributions are:

a. Teacher

The result of this research will help teachers especially for those who teach at the seventh grade student of SMP Swasta Era Utama Pancur Batu in helping student to improve their speaking ability. It also gives the alternative solution for improving students‘ motivation, students' ability in speaking and students‘ achievement in learning English speaking through icebreaker.

b. Student

This research will be significance for student to get the opportunities to increase their spirit to learn English so that the students not feel bored when the teachers teach in classroom.

c. Researcher

Through this research, the researcher can take some useful ice breaker in learning English

1.6 Hypothesis

The hypothesis of this research will be:

Ha : The Icebreaker Strategy significantly improve the students' speaking ability.

H0 :The Icebreaker Strategy does not significantly improve the students' speaking ability.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoritical Framework

In concluding a research, theories are needed to explain some concepts which are applied to the research concerned. The terms must be clarified to avoid confusion. The writer will present some theories related to the study in order to strengthen this study.

2.2. Speaking

Speaking is a communication skill that enables a person to verbalize thoughts and ideas. Hughes (2002 : 135) states that the speaking is fundamentally an interactive task; it happens under real time in processing constraints and it is more fundamentally linked to the individual who produces it.

Brown (2001 : 267) cites that when someone can speak a language it means that he can carry on a conversation reasonably competently. In addition, he states that the benchmark of successful acquisition of language is almost always the demonstration of an ability to accomplish pragmatic goals through an interactive discourse with other language speakers.

Speaking as one of four language skill is a productive skill in the sense that speaker produces sounds of language. Basically, speaking is intended for two way communication. The speaker and the listener negotiate the meaning of what they say. In speaking, people put the ideas into words and talk about perceptions they want other people to graph. Speaker talks in order to have some effect on their listeners. Learning English as a foreign language is difficult, because it cannot be learned naturally as learners' mother tongue. Although learning a

foreign language means developing all language skills about related language, usually nowadays developing the ability of real communication in English is the main goal of English language courses. Therefore, teacher needs to be creative in choosing appropriate speaking activities and establishing a fun and interesting environment in learning process.

Nunan as stated defines communication as a collaborative achievement in which the speakers negotiated meaning in order to achieve the goals. It means that a speaker and a listener have to understand each other. In speaking, people begin with the conversation as a means of exchanging and sharing information with other. From the explanation above, it can be concluded that speaking is a process of conveying feelings or ideas to others with the use of a verbal language. The goal of speaking is to build a communication between a speaker and a listener in an interactive way. Communication can only be considered effective if both aspects are achieved.

2.2.1 The Purpose of Speaking

According to Harmer (1991:46-47) there are three reason why people comminicate. First, people communicate because they want to say something. As Harmer explained, the words that refer to intentional desire of the speaker has been in order, to convey massages to other people. Simply stated, people speak because they just do not want to keep silent. Second, people communicative purpose, it means that the speaker want something happens as a result of what they say. The third reason is the consequence of desire to say something, the purpose in conducting communicative activitiesinformation from the original sources, and as a secret means for sharing personal thoughts or feelings.

Harmer (1991) describe that when two people commicate, each of them normally has something that the need to know from the other. Thus, in the natural communication, people communicate because thereis an information gap between them, and they genuinely need the information for other people.

In addition Clark (1977 : 223) assert that speaking is fundamentally an instrument act. Speakers talk in order to have some effect on their listener. Speaking ability deals with these purposess, they are; the ability to understand English dealing with everyday subject and spoken at normal speed, the ability to ask question which require short and extended answer, the ability to produces orally the substance of passage of English after having heard it sveral times and read it. And the ability to conduct a simple converstion on everyday subject.

2.2.2 Types of Speaking

Brown (2001: 255) has stated five types of speaking. Those are:

1. Imitative

   At the end of a continuum types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence.

2. Intensive

   A type of speaking frequently employing assessment context is the production of short stretches of oral language designed to demonstrate competence in narrow band of grammatical, phrase, lexical or phonological relationship (such as prosodic elements into ration, stress, rhythm, or juncture). Examples of extensive assessment tasks include directed response tasks, reading aloud, sentence and dialogue completion

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

3. Responsive

   Responsive assessment task includes interaction and test comprehension but at somewhat limited level of very short conversation standard greetings and small talk, simple request and comments, and the last like and dislike.

4. Interactive

   The differences between responsive and interactive speaking are in the lenght and complexity of the interaction, which sometimes includes multiple exchanges and or multiple participants.

5. Extensive

   Extensive oral production task includes speeches, oral production, and storytelling during which the opportunity for oral interaction to listener is either highly limited (perhaps to non verbal responses) or ruled out altogether.

2.2.3 The Concept of Teaching Speaking

From a communicative purpose, speaking is closely related to listening. The interaction between these two skills is shown in the conversation. Brown (2001:275-276) states that there are seven principles for designing speaking techniques.

1. Use techniques that cover the spectrum of learner needs, from language based focus on accuracy to massage-based on interaction, meaning, and fluency.

2. Provide intrinsically motivating techniques.
3. Encourage the use of authentic language in meaningful contexts.
4. Provide appropriate feedback and correction.
5. Capitalize on the natural link between speaking and listening.
6. Give students opportunities to initiate oral communication.
7. Encourage the development of speaking strategies. The process of teaching speaking itself can be done in several stages.

Scott (1981) mentions three stages to complete the teaching of speaking. The first stage is stating objectives. The teacher has to put across what operation the students are going to learn. When the students understand the objectives of learning, the instruction will be done communicatively. The teacher could tell student the objectives of the lesson directly. Giving students clues for brainstorming the objectivesis preferable. Another way is using visual aids to attract students' attention and participation.

The next stage is presentation. One thing that should be considered in this stage is the whole language operations that will be given in the lesson are presented in context. It is very important to make language items clear. To contextualize a language item, the teacher can use text, video, recorded or picture in the form of transaction of native speaker snd the like.

The last is practice and production. Drilling check will be given to the students in the phase to see if they have understood of what is being learnt through choral repetition of language presented and then move to individual responses. The teacher will direct the students by providing information gap and feedback for students. And the students' replies are not only seen from the

grammatical accuracy point of view but rather of language appropriatesness and acceptability. Then, there are some important points that should be considered in teaching speaking to young learners. The first thing to be considered is who the learners is and why they are. The second, The clear objective is the next. In the end of lesson, students at least are able to do something using oral English. The third is since the final objective of learning speaking is communication, all materials that are given to the students such as vocabulary, grammatical structures, and other language items, are expected to be applied by students in the daily life. Teachers' role in the speaking learning is creating activies in which the students can practice and apply what they have learnt orallyand what the theacher had gave to the students. In other words, this is the turn of the students to practice communication.

2.3 Strategy

According to Ur (1991:120), there are some characteristics of successful speaking, they are learners talk a lot, participation is even, motivation is high, and language is of an acceptable level. Success in speaking is the purpose of teacher in teaching speaking. It can occur if the strategies used by teacher are highly effective. Students' success in speaking depends on the teacher's way in teaching speaking. Motivating students in a course is essential to the success of the course. It is important to break help the students in a positive way by making sure that all of the participants feel comfortable. The activities the teacher uses at the suitable time to bring about more motivation among the participants are considered as icebreakers. Ice-breakers clear the way for learning by encouraging learners and making them more comfortable

To find a suitable strategy in teaching is not easy, teachers should think about how the strategy will be implemented, is it appropriate to students' needs or not. In the teaching learning process of speaking, teachers need speaking strategies to make the learning process work well and can help students speak well and correctly.

Those teaching strategies are collected to fulfill the language learners' needs during learning English, especially in speaking. The strategies are as follows:

1. Tongue- twisters

Stuckeys (2009) defines Tongue-twisters as words, phrases, or sentences that are tough to mention because there are varied mixture of similar sounds in most of them. He says that although they can be very challenging, are motivating and fun to learn as well. Tongue- twisters reinforce newly acquired articulation skills and also improve self-monitoring skill, and offer a variety of opportunities to practice a speech or language goals such as "auditory discrimination, fluency and voice.

2. English games

Deesri (2002) English games encourage students to have a friendly competition and real communication. Using games as a teaching tool for teaching new vocabulary and grammar decreases students' stress and fosters communication practice. Generally, most of the teachers consider English games as a waste of time, but there are evidences that they are very useful and technology-based games have a crucial role in learning new skills

3. Code- switching or Code-mixing

According to Yeganehpour (2012), Code-switching has triggered a variety of investigations, and theoretical discussions have added new information to our understanding of bilingual speech behavior. English language teachers who use monolingual strategy in their teaching methods have been insisted on reducing or even rooting out students' mother tongue in the classroom. The justification for this can be maximizing the amount of time for using the target code, and thus improving efficiency of language acquisition.

4. English Songs.

Philips (2003) considers music and rhythm essential parts of language learning for young learners because they enjoy learning and singing. In addition, she refers to the use of music as an element that is much easier to imitate and remember and states that there are many songs that give them the advantage of being part of the English speaking culture. Using english songs as a teaching tool for teaching new vocabulary and grammar decreases students' stress and fosters communication practice

5. Icebreaker

M Said (2010: 1) said Icebreaker is a game or activity that serves to change the atmosphere of ice in the group. indeed before an event takes place, to break the ice at the beginning of the event one or more icebreakers are selected, which may be spontaneous or without special preparation.

2.3.1. Icebreaker Strategy

Dover (2004) considers ice breakers as discussion questions or interaction activities" that can be used to help learners to learn to speak easily and enjoyably.

He believes that developing an environment which decreases students' anxiety, breaks the ice between learners and learning with fun activities is the primary goal of ice breakers. Jenkins (2001) argues that ice breaker should be dynamic and simple so as to satisfy students' need to establish an appropriate social relationship with other students and teachers and also preview the style and content of the classroom event. According to Sapp (2007), principles of successful ice breakers are as follows:

1. Simple
2. Non-threatening
3. Open ended
4. Relevant
5. Energizing

Witkowski (2000) states that some elements should be considered in designing an appropriate ice breaker in the classroom. He listed these elements as follow:

1. Objective
2. Audience
3. Time management
4. Control

In reality, students' success in class depends mostly on how well the teacher breaks the ice among them. From this point of view, English teachers should take more attention about the methodology they can claim in their classes and try to improve their teaching ability.

In most social work groups, the leader attempts to create an atmosphere in which the members trust one another and want to share their thoughts and ideas.

Icebreaker are an important step in establishing such an atmosphere. As a student, you have probably obsrved that each class has a unique personality. Norms are establish in their first few sessions, for example, as to wether students will share and discuss their opinions and beliefs. If a norm of talking. Such a class becomes a chore for the instructor and also for the students.

A good icebreaker can make an event skyrocket. An icebreaker is usually done to start a massage for one or two minutes. icebreakers can be used for both small groups and large groups, but their effectiveness will decrease if the participants are below standard. Therefore, to start training, learning, playing, group dynamics, the selected icebreaker must be truly relevant and effective. This introductory stage is very important, especially for groups that will work together for some time. in a group and new group members meet for the first time and have not known each other, their minds are usually centered on themselves.

Therefore, it takes some time to get them to work together, can be compact in solving problems assigned by instructors, and so on. To prevent this, there is also an icebreaker that aims to create a compact and unified atmosphere.

2.3.2. Principles of icebreaker activity

Motivating students in a course is essential to the success of the course. It is important to break the ice of students in a positive way by making sure that all of the participants feel comfortable. The activities the teacher uses at the suitable time to bring about more motivation among the participants are considered as icebreakers. Ice-breakers clear the way for learning by encouraging learners and making them more comfortable.

Forbes- Greene (1982) defined icebreakers as the reception of corrective or evaluative information from the original sources, and as a secret means for sharing personal thoughts and/or feelings. Furthermore, Preziosi (1980) stated that icebreaker activities involving the use of media, physical activity and other brain teaser activities, can be perfect ways of breaking the ice. Rodriques (1982) believes that icebreakers must create an environment that is not only fun, but allows the students to be energized and motivated at the same time. Varel (2002) defined ice-breakers as activities or modes of discussion used to help individuals easy into the group setting. According to Wright (1999), ice-breakers are structured activities which are designed to "relax learners, introduce them to each other, and energize them in formal atmosphere or situation".

In addition, ice-breakers are defined as tools that enable the group leader to make interaction quicker, encourage creative thinking, challenge fundamental assumptions, illustrate new ideas, and introduce new material. There are different kinds of ice-breakers and when designing an ice- breaker, the teacher ought to think about the "ice" that needs to be broken. Some of the researchers and teachers such as Siegenthaler (2007) consider warm-up and ice-breaker the same. On the other hand, some other ones such as Clark (1998) believe that icebreaker is not related to the subject matter, whereas "openers" are related to the subject matter. Ice- breakers can be used as openers to motivate learners toward lesson. They can be used in the middle of a session to refresh the situation and get the concentration back. And they can also be used at the end of the lesson to confirm or review the material.

Following are principles of a successful ice-breaker according to Witkowski (2000):

1. Objectives

   An ice-breaker must be in line with the material given.

2. Audience

   Ages and abilities of participants must be considered as an important factor.

3. Time Management

   An ice-breaker may take 20 minutes with a group of eight but could end up being over an hour with a group.

4. Control

   Control the ice-breaker. Ice-breakers are short, fun activities to liven up and relax students not create a carnival-type atmosphere. A good ice-breaker is specifically focused on objectives of students involved.

Jenkins (2001) argues that the ice-breakers should be dynamic and simple. He states that at the beginning of a program, every student is insecure about other students and his or her place in the group. By using a good ice-breaker, a teacher provides students with an opportunity to start communication. Jenkins (2001) believes that ice-breakers have to be simple, i.e. the length of the ice-breaker should not be too long or too short. Sapp (2007) further states the principles of ice-breakers as:

1. Simple: The simpler, the better.
2. Non- threatening: Ice- breakers should not make people feel uncomfortable.

3. Open ended: The uniqueness of students must be allowed to be expressed.
4. Relevant: The needs of the group and purpose of the lesson must be taken
5. into account in choosing the types of ice-breakers.
6. Energizing: Ice-breakers should excite students according to their level of activity.

Ice-breaker activities provide students the opportunity to interact with each other, share and discuss their perspectives about every lesson, but also take them a step further, helping them to learn what it means to be successful and happy at school.

Rodrigues (1982) believes that teachers need an activity to break the ice-turn up the temperature and ensure that they will create an environment that is not only fun, but allows the students to be energized and motivated at the same time. She clarifies that ice-breaker and warm-up activities are similar to each other and can be used at any time to get the brain going. Rodriques (1982) states that when thinking about ice-breaker or warm-up, the key to be successful is to make sure that it will suit the environment students are in and meet their objectives.

2.3.3. The Purpose of Icebreaker Strategy

Generally, in every classroom, there are students who are silent most of the time and they prefer to let others participate and do the activities. Pillai (2007) mentions the purpose of ice breakers as helping new and shy students to strike a conversation by developing communication skills and team building, breaking cultural barriers among students, promoting a sense of trust and friendship among them, encouraging, and preparing them to learn by stimulating their minds and/or their bodies.

Icebreaker is defined as a fun way to support the objective of presentation, even all human activities require the presence of Icebreaker. There are several Icebreaker 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.

2.3.4. The Advantages of Using Icebreaker Strategy

1. More contextual with the situation and condition of learning faced that moment.
2. Teachers are more creative utilizing the student's condition for Icebreaker interactively.
3. The saturation experienced by the students quickly can soon be overcome.
4. Helps to improve communication.
5. Creates a positive and relaxed environment for participants.
6. Can help to reduce the anxiety of the learners.

2.3.5. The Disadvantages of using Icebreakers Strategy

1. Has to be appropriate for the setting
2. Icebreaker may damage the learning process
3. Icebreaker risk learner alienation before the subject has been introduced

2.3.6. The Procedure of Using Icebreaker Strategy

The procedure of using icebreaker there are two ways, they are spontaneously implemented in learning and planned situations. Ice breaker used 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 noise that learning is not focused anymore. The procedure of Ice Breaker Strategy can be divided into four activities learning, they are:

1. 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 teacher to the condition of the students would immediately take actionto less conducive learning conditions and situations during 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.

2. Ice Breaker At The Beginning Of Learning Activities

(Sunarto, 2012: 109) 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 type lightly, that is by patting the back of the hand with back 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 Plan Learning (Lesson Plan) has advantages that are notis owned on spontaneous Ice breaker, they are:

1. Ice breaker can be selected more precisely, both inside adjust the learning materials as well as the accuracy within meet the principles of Ice breaker use in learning.
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 strategy the lessons the teacher selected at the time.Ice breaker feels more integrated with the learning processongoing.

3. 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 change activities. Ice breakers should not be used at the moment amidst activities, such as during discussions, work groups, demonstrations and others.
2. Ice breaker is done when the child is saturated or bored in carrying out the task of learning. This is necessary to restore stamina to learners to be able optimal in following the learning process.
3. Ice breakers can also be used to provide reinforcement learning materials that are being given. Usually Icebreaker that can be used for reinforcement is yelyel type or song type.

   Activities that can be done are as follows:

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, teacher has 4 instructions. The instructions are:
    a. 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).
    b. Pheat spontaneously (ten fingers beaten on the shoulders of friends in front of him).
    c. Hail (hands hold shoulders, then massage his friend's shoulders). This activity is done in turn,friends who previously held the shoulders nowheld by his shoulder by another friend.

4. Ice Breaker At The End Of The Learning Activity

(Sunarto, 2012: 120) Although the lesson was finished. Ice breaker is still considered need. Ice breaker at the end of the learning functioning among others for :

1. Rovide reinforcement about understanding the concept of learning which has just been implemented.
2. End the activity with great joy
3. Motivate students to always be happy to follow the lesson next

At the end activities can be done with activities jump as high as possible while putting his hands straight on top head and pat the palms alternately between one friend with another friend. It can reveal the animal game:Large ant (make big circle with hand in front chest). The small elephant (index finger and little finger

together form a small circle). The short-giraffe (hands are put on cheek, 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 and understand how to apply it in the future. There are several techniques 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, feelings and 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.

2.4 Previous Research

Improving students ability by using Icebreaker Strategy is an interesting field for research many researchers have conducted the research about improving students speaking ability by using icebreaker. Related to this study, the writer choose the previous research which are relevant to speaking ability based on icebreaker strategy. In this research, the writer takes the previous of literature from thesis as principle or comparison with this research.

The first was taken by Sinta (2018) whose title is *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*. The study was an

experimental research. She found that Icebreaker strategy could improving students' speaking ability.

The advantages from this research to help the writer to complete the theory of Icebreaker strategy and also about students speaking ability. It makes the writer easier in her research also to find out the comparison between this previous research and her research.

The second research ws done by Zulhulaefah Burhan (2017) whose title is *The effectiveness of the application of Icebreaker towards improvement students' motivation in learning English at the first grade of MTs Madab Alauddin Pao-pao*. He found that Icebreaker has effectiveness in improving students' speaking ability by the increasing average between post test is higher the pre-test which is from the cycle 1 to the cycle 2. The result of their thesis will be my refrences in icebreaker strategies.

The advantages from previous reserach to help the writer to complete the teory of thesis, especially in students' speaking ability to make the writer easier in her research.

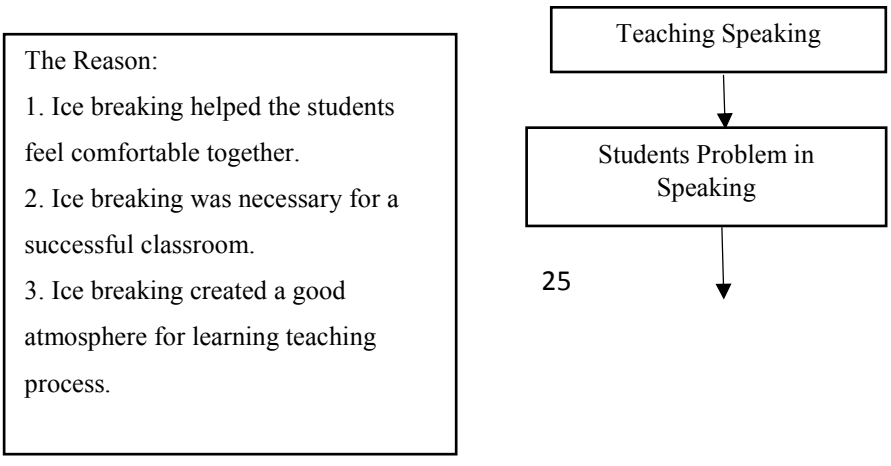
In summary, these study show that the studies related to improve speaking ability in her research. Meanwhile, this thesis has the purpose to improving students ability in speaking english by using icebreaker strategy. The research believes that improving students ability in speaking english that is given to measure how well they are in speaking and how is their development after they are thought by using icebreaker strategy.

2.5 Conceptual Framework

Speaking is an interactive and according to accomplish pragmatics goal through discourse with other speaker of language. The goal of speaking is to achieve an interactive communication between the speaker and listener. In order to be able to convey massage to the audiences, the students need other verbal communication besides utterances. Besides, a big chance of practicing speaking is needed to improve the students' speaking ability.

Encouraging students to speak out fluently and meaningfully is not easy. A good and suitable strategy will be apply. Icebreaker strategy is believe be able to suit this need since icebreaker has those characteristic above, focuses on the students' chance for the students to be actively involve to speak up their mind, and accumulates physical response ight and sense of hearing together conveying massages. Therefore, this strategy is potential to apply for teaching speaking.

Moreover, in teaching English by using icebreaker strategy, the goal is the students are able to eliminate barriers between students. Make the students know each other and will eliminate the mental distance so that the atmosphere becomes completely relaxed, fluid and flowing. When the students are asked to do this activities, they do not think that they are learning. They think of having enjoyable atmosphere. If this condition emerges, it is believe that the teaching learning of speaking will run well and fluently. Based on the explanation above, it is expected that icebreaker strategy in teaching speaking significantly improve students' speaking ability.



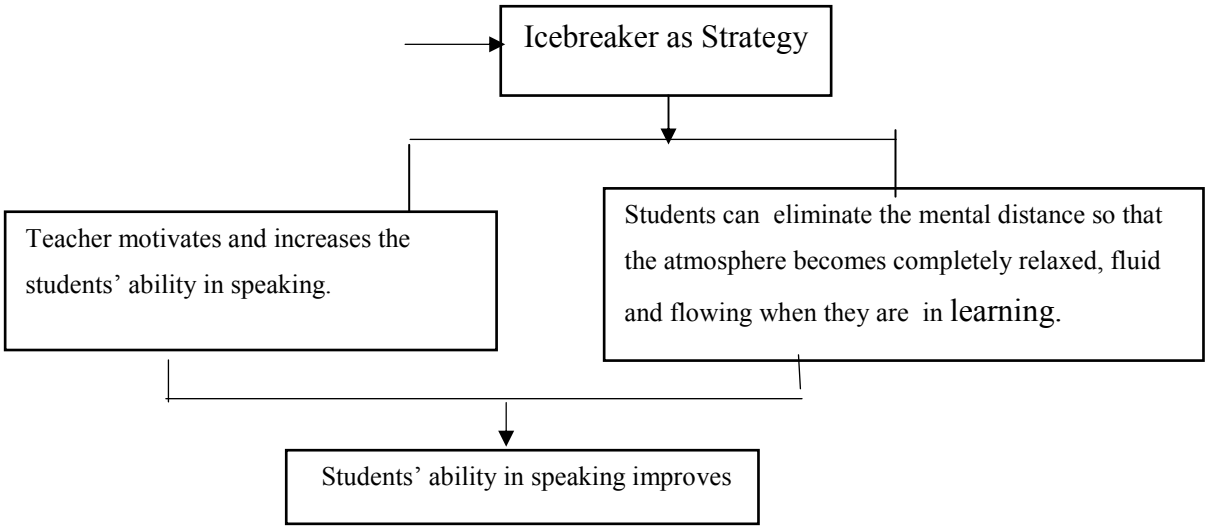


Figure 2.5 The Conceptual Framework of Improving Students' Speaking Ability Through Icebreaker Strategy.

CHAPTER III

RESEARCH METODOLOGY

3.1 Research Design

This research used Classrom Action Research (CAR). CAR is systematic inquiry with the goal of informing practice in particular situation. Based on Wallace (2010), classroom action research is different from more conventional types of research. It focused on individual or small group proffesional practice and it is not concerned with making general statement. Action research is different from other more conventional types of research and focused on individual or small group proffesional practice. Based on explanation above, it can be concluded that action research has the potential to generate geunine improvement in school. This action research tries to identify the problem that happened in the teaching and learning class and then decides an action to overcome the problems. While there is no requirement that the findings be generalized to other situation, the results can add to knowledge base. In classroom action research, there four phases that will beconducted namely: planning, action, observation and reflecting. The four phases were done in two cycles, each cycle consisting of four stages.

Naturally, classroom action research is a method of finding out what the best way in the classroom. So that, we can improve students ability in learning process. To see improvement at certain number of cycles, if the research didn't get a significants result yet, the researcher still applied more cycle and gave treatment in teaching and learning process until this method really can improved students' speaking ability. This aim of classroom action research is to improve the teachers' teaching their ownclassroom or school.

3.2 Procedures of Classroom Action Research

The procedure of data collection would performed by administrating for six meeting in two cycles. The first cycle consist of four meetings and the second cycle consist of two meetings. Each cycle contains of four steps namely planning, Action, Observation, and Reflection.

3.2.1 Cycle 1

The procedure of the first cycle could be seen as follows:

1. Planning

Planning was the first step the researcher has done before doing something. Planning was expected to be futuristic and flexibel to face some non-anticipated effect. By the planning, the researcher could improve the teaching to handle the troubles early. It is consider everything that would be related to the action and would be done and teaching and learning process. Any activities would be done and in teaching and learning process. Any activities would be done in planning such as:

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.

2. 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 Icebreaker 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 . The teacher recorded the students' sound while speaking.
4. The teacher ended the class.

3. 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

4. Reflection

Reflection implemented based on the analysis of data from observationand evaluation activities. Reflections conducted to determine the extent to which media can enhance students speaking skills and to know the advantages and disadvantages of the implementation of learning process which has been implemented to avoid recurrence on the second cycle and overcome obstacles that may be encountered on the second cycle. The reflection's result was having revision of the planning of teaching speakingwich have done. Here is the

specification of the Reflection in the first cycle: The teacher made the next action what to do and to review after knowing the problem during teaching-learning activity.

3.2.2 Cycle II

1. Planning

Activity of which is in the planning cycle II is the same as planning to cycle 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.

2. Action

Activities undertaken in this phase is to implement lesson plans that have been 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.

3. 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 teachinglearning process.
2. The teacher noted the students' ability in speaking by calculating their scores based on the rating sheet.

4. Reflection

At the end of the second cycle, the observation of later researchers to find weakness and excellence in learning. Reflection include: Feedback of the teaching-learning process was taken from the result of observation.

3.3 Population and Sample

Population and sample have different meaning. Population is a set (or collecting) of all elements processing one or more attributes of interest. While,

sample is a part of representative of population. There are some ways in selecting of sample. One of them is random sampling.

3.3.1 Population

According to Arikunto (2006:130), population is a set (or collecting) of all elements processing one or more attributes of interest. The population of this research was the student of first year or seventh grade at SMP Swasta Era Utama Pancur Batu. There are four parallel classes and each class consisted of 25 student. The total number of the student are 100 students.

3.3.2 Sample

According to Arikunto (2006 : 131),p sample is apart or representatives of population. In the selecting sample, the researcher used Random Sampling as the sampling technique. This sample of this research was one class in VII 1, which consists of 25 students.

3.4 The Instrument Collecting Data

In this research, the data was collected by using quantitative and qualitative design. In quantitative data, the researcher used speaking test to collect the test by the pre-test and post-test. In qulitative data was used observation sheet. The completely explanation as followed:

3.4.1 Observation

Observation done to identify teaching and learning activities, especially speaking activities directed by the real teacher and to reveal problem of speaking activity in classroom. It may be about the teacher's performance during classroom action research and students' response concerning the used of Ice Breaker Strategy. To measured students' progress in speaking during classroom action

research, the researcher and the researcher used observation table according to mathews as follows:

Table 3.1 Assessing Students' Progress

Skills	Progress
Participation in class	
Participation in conversation	
Participation in discussions	
Giving oral presentations (perform)	
Pronounciation	
Fluency	
Feeling confident about speaking	

Then, the researcher will use the following key to complete the table above:

+ = satisfactory progress, but need a little more practice.

✓ = some progress, but need much more practice

-= little or no progress, need to pay special attention to improve this skill.

3.4.2 Test

The used in this study are pre-test and post-test. To know students' existing knowledge of speaking ability, the researcher gave oral test to the students. The researcher used FSI (Foreign Service Institute) criteria in scoring the students' speaking.

Those criteria were grammar, vocabulary, fluency, and pronunciation. The pre-test done before implementing of Ice Breaker technique. Meanwhile, the post test was implemented after using Ice Breaker Strategy. The test is held on every second action of ech cycle. All criteria see in below:

Table 3.2 FSI Weighting Table

Aspect of Speaking Assessment	1 (25)	2 (25)	3 (25)	4 (25)

Pronunciation	5	10	15	25
Grammar	5	10	15	25
Vocabulary	5	10	15	25
Fluency	5	10	15	25
Total	20	40	60	100

Grammar

1. Grammar almost entirely inaccurate in stock phrase.
2. Constant error showing control of very few major patterns and frequently preventing communication.
3. Frequents errors showing some major patterns uncontrolled and causing irritation and misunderstanding.
4. Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding.

Vocabulary

1. Vocabulary inaccurate throughout or no response
2. Vocabulary usually inaccurate, expect for occasional correct word
3. Minor lexical problems, but vocabulary generally apporiate
4. Consistent use of apporiate words through

Fluency

1. Long pauses, utterances left unfinished, or no response
2. Some definite stumbling but manages to rephrase and continue
3. Speech in generally natural and continue, occasional, slight, stumbling or pause at unnatural point in the utterances.

Pronunciation

1. Incomprehensible or no responses.
2. Many phonemics errors, very difficult to perceive meaning
3. Occasional phonemic errors, but generally comprehensible
4. Phenomically accurate pronunciation

3.5 Research Procedure

The procedure of the study is conducted by administrating for two cycles. Each cycle has four phases, they are; planning, action, observation and reflection. After accomplishing the first cycle, it will be probably found a new problem or the previous unifinished problems yet. Therefore, it is necessary to continue to the second cycle in line with the same concept of the first cycle. To make clear what happen in every phases, here are the explanation:

3.5.1. Planning

Planning usually starts with something like a general idea. This phase was the first step of research procedures. The research plan includes the research proposal, lessoms plans, teaching materials, observations, oral test and scoring table.

3.5.2. Action

The acting phase should be implemented at least two cycles continuously and the time period for each cycle depended on the material needs that existed in the semester designed by the teacher. The researcher tried to take how much students' achievement in speaking skill, gave students the topic and asked them to gave their opinion about the topic.

3.5.3. Observation

Observing was the activity of collectin data to supervise data to supervise to what extent the result of acting reached the objective. It was carried out to find and obtain the development of the learning process and the effect of the action. The quantitative data and qualitative data being taken shows the students' progress (the students' score) and the students' interest and students response.

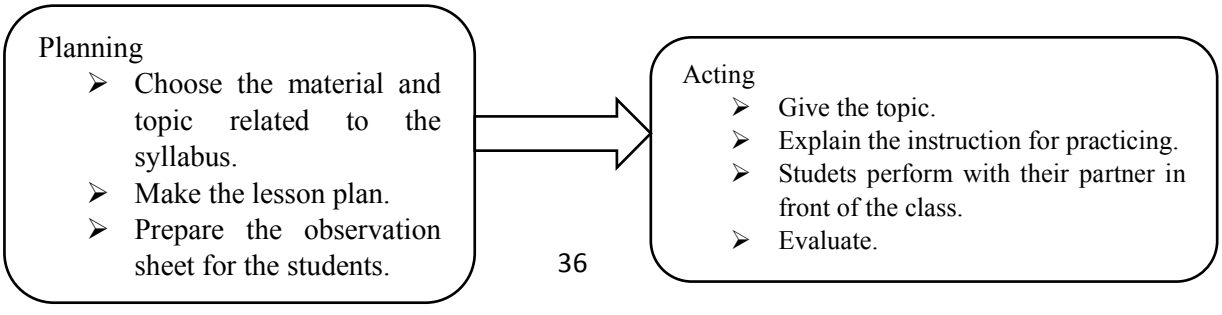
3.5.4 Reflection

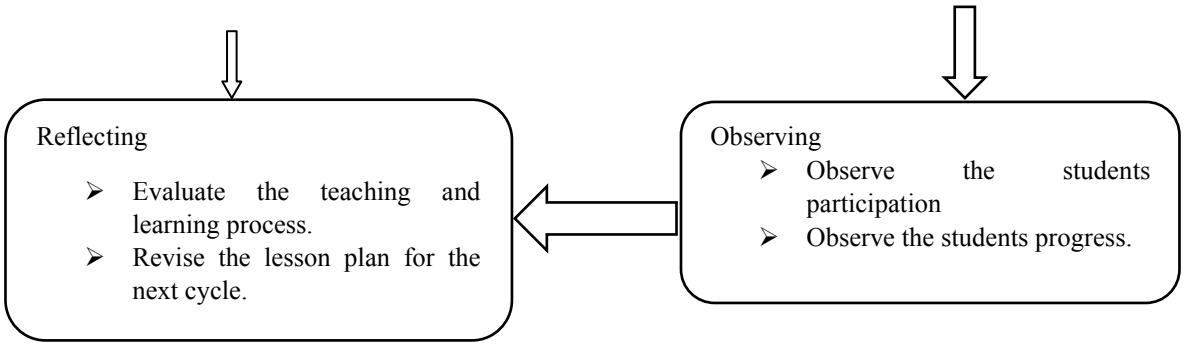
Reflection implemented based on the analysis of data from observation and evaluation activities. Reflections conducted to determine the extent to which media can enhance students speaking skills and to know the advantages and disadvantages of the implementation of learning process which has been implemented to avoid recurrence on the second cycle and overcome obstacles that may be encountered on the second cycle. The result of observation checklist during the observation step is evaluated and analyzes for the next planning, and acting. The researcher analyzes the weaknesses of the first cycle. When the first cycle is still unable to reach the expected result that is the ability to follow direction or complete the task, the researcher will continued to the next cycle and hope that the next cycle shows better result than the previous one.

3.6 The Procedure of Teaching

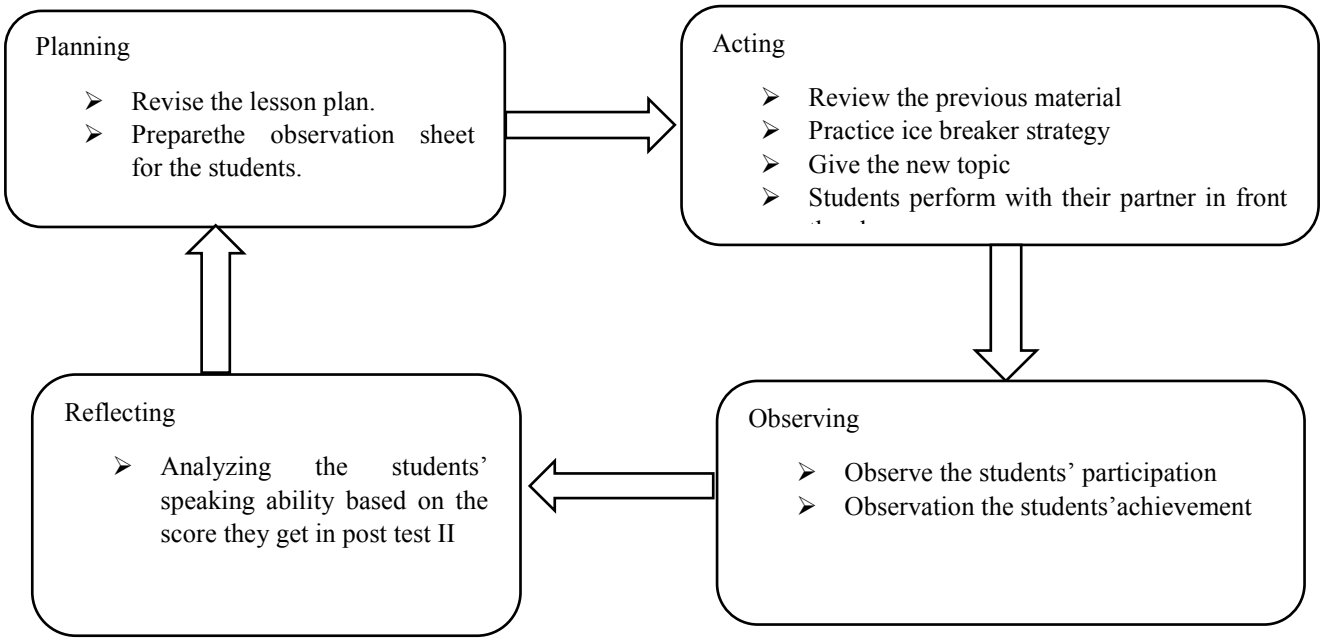
Figure 3.1 The Procedureof Teaching

CYCLE 1





CYCLE II



3.7 Technique of Data Analysis

In analyzing the data, the quantitavive data used a formula to calculate the score of speaking test.

To know the progress of students' test score for each cycle, the mean (x) of students' test score calculates in order to know the categories of students' skill, and the percentage of student who get score up to 75 is calculated by using the formula as follows:

$X=\frac{\sum^{N}}{N}$

Where: X = mean of the students

$\sum x$ = total score

N =total number of the students

And the number of tge students' mastery in one test was calculated by using formula as follows:

$P = \frac{R}{T} x100\%$

Where: P = the percentage of the students who got 75

R = the number of the students who got scor up to 75

T = the total number of the students who took the test