

THE APPLICATION OF ICE BREAKING ACTIVITIES IN ENGLISH TEACHING FOR JUNIOR HIGH SCHOOL STUDENTS IN MTSN 11 AGAM

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Abstract

The journal entitled "Ice Breaking activities in teaching English for Junior High School students" aims to describe the process of ice breaking activities and the suitability of these activities with the principles of ice breaking activities. This research was conducted at MTSN 11 Agam using a qualitative approach. The participants in this study were one of the English teachers at the junior high school. The results of the study describe the process of ice breaking activities and the suitability of these activities with the principles of ice breaking activities. ice breaking activities used are "Tongue-twister, English Game". ice breaking activities begin by dividing students into groups, revealing the name of the ice breaking that will be applied, explaining the steps that must be carried out in ice breaking activities, and starting ice breaking activities by determining one of the students from several groups to repeat the words that have been conveyed by the teacher. Researchers also found that, ice breaking activities are generally started using mentioning the name of the ice breaking, giving instructions on how the ice breaking is done, conducting simulations, and starting ice breaking activities within five to 20 minutes. Furthermore, the results of the study shared that the ice breaking process carried out was in accordance with the principles of ice breaking.

Keywords : *Ice Breaking Methods, Ice Breaking Activities, English Game.*

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INTRODUCTION

Teaching English to students of Junior high high school has turned out to be a challenging one. In recent times, it's miles tough to discover students who've motivation in studying English. Most of them are without problems becoming bored, specially if the instructor teaches them the usage of the identical technique all of the time without giving them any refreshing activity which include ice breaking interest. The author chooses this topic with a purpose to describe the method of ice breaking activities and the appropriateness of the the activities with the standards carried out in coaching English to Junior High School students. The author has reasons in choosing this topic. First, ice breaking activities are interesting. It is believed that by means of making use of ice breaking activities, Junior High School students may be more enthusiastic and interested by gaining knowledge of English. Due to the fact on this type of activities, students could be given some a laugh activities as a way to have interaction their interest to analyze English. Ice breaking will also refresh the state of affairs, lessen the boredom, and reload the power of the students. Second, making use of suitable ice breaking activities in teaching English to Junior high school offers so many blessings. They could loosen up and enliven the surroundings of the magnificence, inspire and inspire students to analyze, engage college students' interest, entice students' interest, and also provide the students possibility to communicate with each other. It's miles hoped that this research will give data about the method of ice breaking activities and the suitability of the the activities with the concepts carried out in teaching English to Junior high school students. The questions of this research are "How does the teacher practice ice breaking activities in coaching English to Junior high school students?", and "How suitable are the ice breaking activities with the principles?"

Ice breaking activities are style of fun activities applied inside the school room so one can have interaction students' interest. Harmer (2007:52) said that games, track, discussions, stimulating pictures, dramatic testimonies, and fun anecdotes are a number of activities which frequently interact students' interest. Within the line with Harmer, Flanigan's (2011) have a look at (as noted in the article of Hutasoni and Tambunan) found that making use of ice breaking activities within the school room will brighten up students' mood of studying. Also suitable kind of ice breaking activities will make students experience the getting to know system with the intention to inspire them to get the best result from the lesson. Kanu (2011) said that Ice breaking activities. May be used as openers to inspire newbies toward lesson. They may be used in the center of a consultation to refresh the situation, lessen the boredom, reload the power and enthusiasm of the students and get the awareness lower back. They can also be used at the give up of the lesson to confirm or overview the fabric. Leblanc (2011) showed that by doing ice breaking activities students will lose their hobby for the outdoor world and could recognition on the lesson. He believes that after doing an ice breaking interest students are going in order to give

attention to their lesson and they may get the maximum of their learning system as the end result.

Following are standards of a a success ice breaking pastime in step with Witkowski (2000):

1. Goals: Ice breaking interest should be consistent with the material given.
2. Target audience: a while and skills of contributors have to be considered as the essential factors.
3. Time control: Ice breaking might also take round 20 minutes.
4. Manage: manipulate the ice breaking pastime. Ice breaking activities are brief, fun sports to bring life to and to loosen up the atmosphere.

Jenkins (2001) argued that the best ice breaking interest should be dynamic and easy, no longer too long nor too short. In relation with Jenkins, Sapp (2007) states the standards of ice breaking activities as:

1. Easy: The less complicated, the higher.
2. Non- threatening: Ice breaking activities need to not make humans feeling uncomfortable.
3. Open Open ended: the uniqueness of students have to be allowed to be expressed.
4. Relevant: The wishes of the organization and motive of the lesson have to be taken into account in choosing the sorts of ice breaking sports.
5. Energizing: Ice breaking sports. Should excite students in keeping with their stage of interest.

English coaching is a technique of offering and explaining new cloth, imparting education, and testing. Those three approaches of teaching should be performed through the use of appropriate technique so that you can make it clear and comprehensible Penny (1996:10). Applying diverse with activities in the study room can end up one among the suitable techniques for you to have interaction students' interets. Create an awesome ecosystem inside the classrom also can inspire Junior High School students to practice the language, to undertaking a response, and to cause them to experience extra and confident Brown (2001:74).

In step with Harmer (2007:forty) one of the ways to have interaction students' hobby at the start of the lesson is by means of giving them a few exciting activities. After they're engaged, teacher tells the students what they're going to learn, and discusses with them what goals want to be done as the end result in their lesson. Exploring new understanding. Via giving clarification and examples, practicing, and fixing troubles will become the next step of the mastering process. Because the final, instructor evaluations the fabric and gives students a few ideas of what they will be doing subsequent. Within the line with Harmer, Slattery and Willis (2001:12) said that there are three steps in English teaching, including greeting and checking

attendance as the opening, organizing the school room by way of regular interplay, and remaining.

RESEARCH METHOD

The have a look at applied qualitative technique and descriptive approach on the way to gain the facts. Moleong (2002:163,168) stated that by way of using descriptive technique can give opportunity to investigate the records deeply since it systematically correct and factually describes the characteristics of the won information. The participant of this study changed into an English instructor of MTsN 11 Agam. The participant become selected by means of using purposive sampling.

In amassing the records, the writer hired two instruments consist of documentation, study room remark: right here are the subsequent

1. Documentation

Documentation included lesson plan or Modul Ajar that English instructor used at some stage in the remark. This report was essential to analyze whether or not the ice breaking activities related to the objective of the studying method or no longer. some other purpose turned into to discover the appropriateness of the ice breaking activities with the audience. It changed into also important to locate the exact time of ice breaking used in one session of guidance.

2. Classroom Remark

This studies mainly hired non-player remark wherein the researcher did now not involve in the setting of the research. The statement. intently observed what the trainer and the students did inside the classroom during pre-hobby. similarly, the author discovered whether the ice breaking activities appropriate with the standards or no longer. The researcher centered on staring at the pre-pastime. however, the whole activities keep within the classroom become recorded. remark word become additionally made to note what changed into going on at some stage in the magnificence, particularly at some stage in the pre-hobby and also to lower back up the end result of the observation.

After collecting the records via documentation and have a look at room statement the statistics was analyzed and interprated in case you want to get the quit end result of the reseach question. The evaluation and interpretation of facts become performed in steps.

1. Statistics evaluation of Documentation

The writer used teacher's Modul Ajar as became documentation. The record analyzed to be able to recognise wheter the ice breaking activities associated with the goal of the mastering process or no longer. Another motive become to find out the appropriateness of the ice breaking activities with the target audience. It changed into also essential to discover the precise time of ice breaking used in one consultation of guidance.

2. Statistics Analysis of classroom remark

On this step, the researcher did the observation all through teaching mastering technique. The remark changed into performed with the intention to advantage intensity facts about the process of ice breaking activities and the suitability of the activities with the standards carried out in the study room. This activity became supported with video recorder and additionally statement be aware as returned up. The statistics from the video, then transcribed into textual data.

To procedure the statistics from the two contraptions, the coding method became used in this studies. As mentiones through Alwasilah (2002:229) coding is efficient information-labeling and records-retrieval tool. To enforce the code, the researcher employed three steps of coding. Step one turned into open coding. The facts became analyzed and categorized based totally at the similarities. Then, the statistics especially as compared based totally on become the variations. The second one was axial coding. After identifying the similarities and comparing the records, in this step, the records turned into amassed. On this technique, the records collected became associated from categories to sub- classes and the closing is selective coding. In this step, the writer collected all categories and three is sub classes and systematically link it with the center class and established the relationship.

RESULTS AND DISCUSSION

1. Records from Documentation

a. Modul Ajar 1

The RPP is about Descriptive text. On the pre- hobby of the Modul Ajar, it is stated that the teacher uses. Ice breaking throughout that activity. However, it does no longer mention the detail data about type of ice breaking used in the course of the method, the time limit, and also. The goal of the use of the ice breaking hobby.

b. Modul Ajar 2

The Modul Ajar remains about private Pronoun. The equal with the preceding Modul Ajar, this Modul Ajar does not point out the element data about kind of ice. Breaking used during the process, the time restriction, and also the objective of the use of the ice breaking activity. What's written is just the phrases "ice breaking" at the pre- hobby of the Modul Ajar.

2. Information from Observation

a. Observation 1

The primary observation become carried out on Monday, 16th October 2023 from 8.10 to 8.40 am. The interest become started by means of dividing the scholars into 5 corporations, each group consisted of 5 to 6 college students. After the group had been decided, the teacher defined what they

were going to do which became doing one in every of ice breaking sports known as Tongue twister. After that, she gave the training on how doing the interest with the aid of the usage of languages in order to make the scholars absolutely understand what they have been going to do. The instruction given was easy, the students simply needed to do what the trainer said. After the scholars understood, then the teacher started the ice breaking by means of pronouncing one sentence that needed to be repeated by way of the students. The sentence changed into "claps 2 times". The students had been doing by themselves what trainer talk. After that, she selected one member from numerous companies to repeat the clue, and if the member of the organizations couldn't say the guidance successfully, the entire contributors of the institution had to come forward to take the punishment. The punishment given was stand up to in the front of the class with describing their friends in the agencies and the different individuals repeat what the chief organization says. There were three corporations came forward to take the punishment, the 1/3, the fourth, and the 5th corporations. This pastime took around 13 mins to complete.

During this hobby, the students looked very happy and excited. They had been absolutely having fun and taking part in the ice breaking method. Moreover, the scholars seemed to be inspired and recommended to study English within the lecture room.

b. Statement 2

The second one observation became performed on wednesday, 25th october 2023 started out from 10.30 to ten.50 am. At the start of the class, the students were given ice breaking interest which will lead them to neglect about the outdoor world and start cognizance on the lesson. The activity became began by means of telling them the call of the ice breaking pastime which became "simon says". But, the teacher modified the simon says into direct instruction to make it greater indonesian. After the instructor instructed the call of the ice breaking, she then defined how to do the simon grade by grade. First, when the teacher said "contact your cheecks", then all the students had to touch their cheecks. But whilst the trainer stated. "your cheecks", without pronouncing "contact" then students had to live still. After the complete college students understood about what they do, the ice breaking turned into started out, and if certainly one of them made mistake all through the ice breaking procedure, the scholars had to come forward for you to take the punishment. But, due to the fact all the college students did no longer make any mistake, so no person got the punishment.

During the hobby, the scholars regarded to be excited and glad. Although, the hobby became brief, they still may want to experience the method. Furthermore, the scholars paid more attention to what the teacher

stated throughout the mastering system. They appeared greater equipped and encouraged to start the elegance.

Witkowski (2000), Jenkins (2001) and Sapp (2007) say that the suitable ice breaking must be as quick as possible, it also have to excite college students in keeping with their level of hobby, beside of that the interest ought to be amusing with a view to enliven and to loosen up the surroundings, and it ought to inspire college students' hobby toward lesson. The role of the instructor because the facilitator, the preparation given which is easy to recognize, the suitability of the students' stage with the ice breaking sports, the time restrict used, the atmosphere of the elegance, and the students' hobby towards lesson.

This look at examines the procedure of breaking sports and the ice appropriateness of the activities with the standards carried out in coaching English to Junior high school students. Specifically, this take a look at attempts to describe the stairs of ice breaking sports and the suitability of the activities with the principles. The ice breaking activities which had been used for the duration of this studies observe protected "Tongue-twister, English recreation". It's far found that the system of ice breaking is a laugh and exciting. Furthermore, those activities are pretty powerful to cause college students' interest in the direction of lesson. It could be visible from their enthusiasm inside the classroom. The students become greater lively to take part in the getting to know process. They're also prompted and engaged to the lesson, and that they seem to be greater focused and paid greater interest to what the trainer stated.

The research also reveals that the steps of the ice breaking activity is commenced by means of deviding the scholars into groups, telling the of activities, giving a few call of the reasons on how doing the ice breaking, beginning the ice breaking activities through pronouncing one sentence that needs to be repeated, giving the scholars time to memorize the sentence, and deciding on one member from numerous corporations to repeat the sentence, and if the member of the corporations can't not say or memorize the sentence successfully, the complete members of the organization should come forward to take the punishment.

It's also observed that the system of ice breaking activities is started out via telling the call of the activities, giving training on how doing the ice breaking, doing simulation collectively earlier than the ice breaking started, and subsequently starting the ice breaking activities about 5 to fifteen mins. Moreover, it's far observed from the observation that trainer takes a massive role inside the method of ice breaking. She does no longer just watch the scholars do the activities, however she includes herself inside the system. Furthermore, giving clean and comprehensible practise, deciding on the suitable ice breaking activities, considering the time limit used, growing the

best surroundings of the elegance which makes the scholars are inspired and involved towards lesson.

In line with the end result of the studies, it is able to be concluded that the technique of ice breaking activities are frequently appropriate with the principles. In this example, doing an appropriate ice breaking activity triggers the scholars to examine English actively. They participate more within the gaining knowledge of manner. These activities do no longer simply make the scholars revel in the learning procedure, but also inspire them to examine English. It is clear that ice breaking activities should be carried out following the ideas of the activities.

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