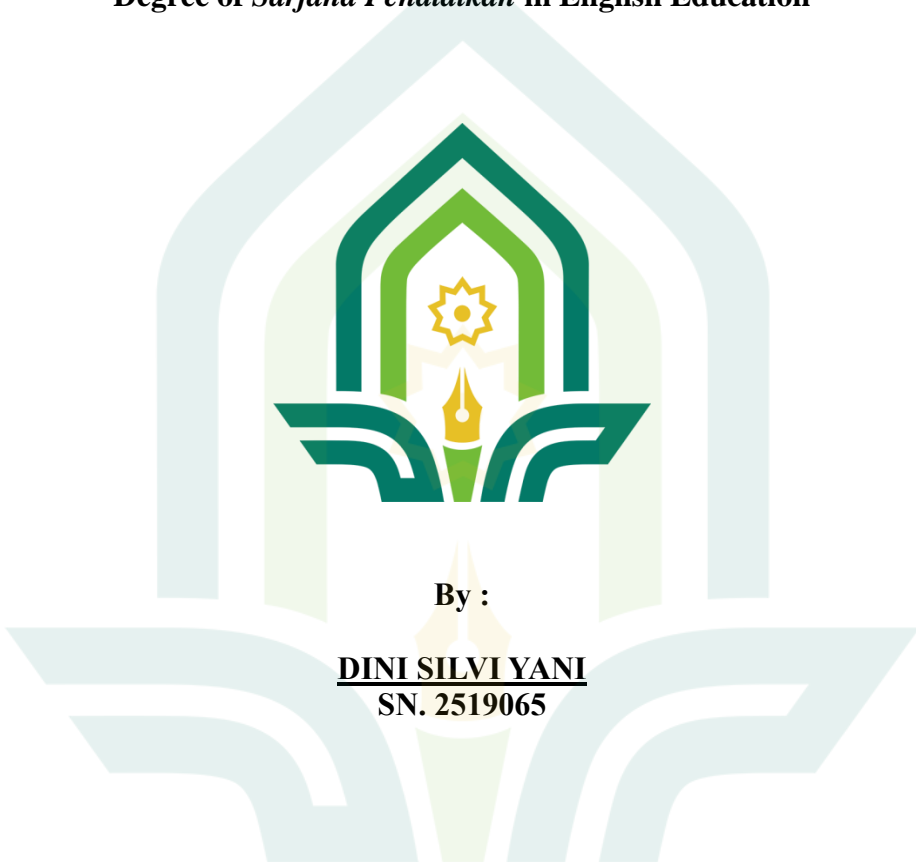


**TEACHERS' EXPERIENCES IN IMPLEMENTING
ICE BREAKING IN EFL CLASS**

A THESIS

**Submitted in Partial Fulfillment of the Requirements for the
Degree of *Sarjana Pendidikan* in English Education**



By :

DINI SILVI YANI
SN. 2519065

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
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2024**

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Dengan ini menyatakan bahwa skripsi yang berjudul “Teachers’ Experiences in Implementing Ice Breaking in EFL Class” adalah benar-benar hasil karya penulis, kecuali dalam bentuk kutipan yang telah penulis sebutkan sumbernya.

Demikian pernyataan ini saya buat dengan sebenar-benarnya.

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Assalamu 'alaikum Wr.Wb.


Setelah diadakan penelitian dan perbaikan, maka bersama ini saya kirimkan naskah Skripsi:

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Dengan ini mohon agar skripsi tersebut segera dimunaqosahkan.

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatian bapak/Ibu, saya sampaikan terima kasih.

Wassalamu'alaikum Wr.Wb.

Pekalongan, 30 Mei 2024
Pembimbing


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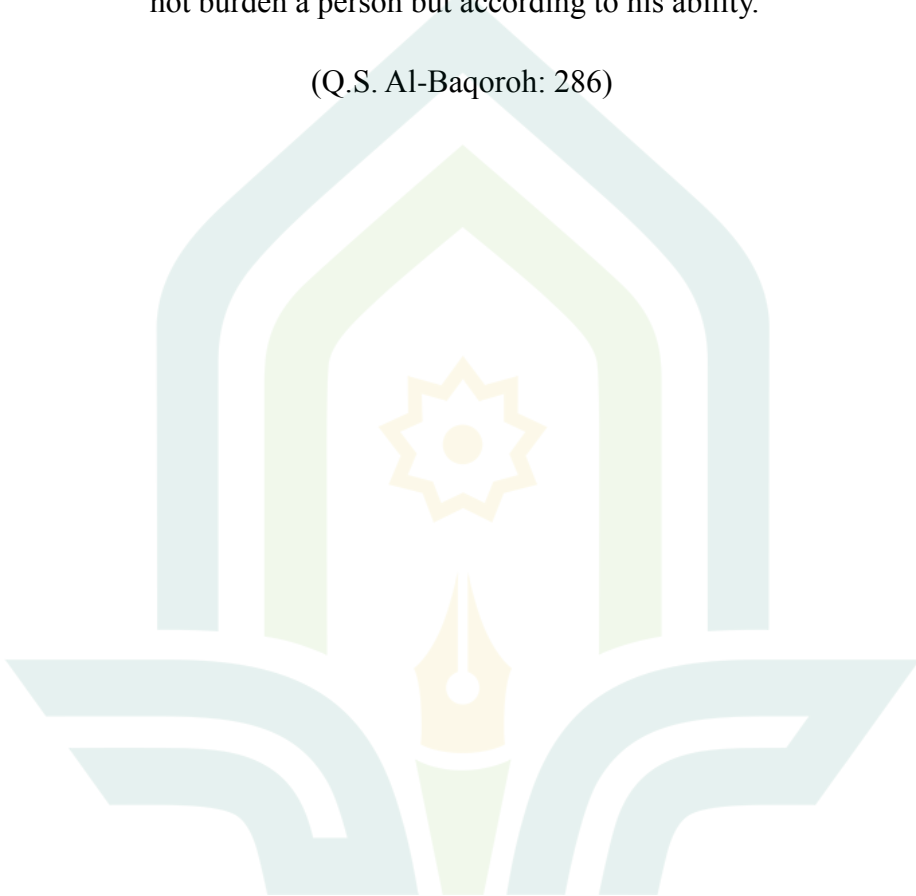
MOTTO

“The real key to success is consistency.”

(B.J. Habibie)

“Remember that Allah said: لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا meanings Allah does not burden a person but according to his ability.”

(Q.S. Al-Baqoroh: 286)



ABSTRAK

Tulisan yang berjudul pengalaman guru dalam menerapkan ice breaking di kelas Bahasa Inggris sebagai Bahasa Asing ini bertujuan untuk mendeskripsikan pengalaman guru dalam menerapkan kegiatan ice breaking di sebuah kelas Bahasa Inggris sebagai bahasa asing. Penelitian ini dilakukan di salah satu sekolah kejuruan di Jawa tengah dengan menggunakan jenis penelitian kualitatif. Partisipan penelitian ini adalah satu guru bahasa Inggris dan tiga siswa di sekolah tersebut. Observasi dan Wawancara adalah dua metode yang digunakan untuk mengumpulkan data. Temuan penelitian ini mendeskripsikan pengalaman positif dan pengalaman negatif seorang guru ketika menerapkan ice breaking dalam pembelajaran Bahasa Inggris sebagai Bahasa Asing di ruang kelas. Pengalaman positifnya adalah guru menerapkan prinsip-prinsip ice breaking menurut teori Witkowski dan guru menggunakan berbagai tipe ice breaking yang dikombinasikan dengan materi pembelajaran. Sedangkan, pengalaman negatifnya guru terkadang mendapatkan satu atau dua siswa yang tidak mau mengikuti ice breaking. Berdasarkan hasil penelitian tersebut, peneliti menyimpulkan bahwa hal tersebut sangat tepat untuk diterapkan karena dapat menambah mood dan antusiasme siswa dalam belajar Bahasa Inggris.

Kata Kunci: Pengalaman Guru, Ice-Breaking, Bahasa Inggris sebagai Bahasa Asing

ABSTRACT

This paper entitled Teachers' experiences in implementing ice breaking in English as a Foreign Language (EFL) class aims to describe teachers' experiences in implementing ice breaking activities in an English as a Foreign Language class. This research was conducted in one of the vocational schools in Central Java using qualitative research. The participants were one English teacher and three students in the school. Observation and interview were the two methods used to collect data. The findings of this study describe the positive experience and negative experience of a teacher when applying ice breaking in learning English as a Foreign Language in the classroom. The positive experience is that the teacher applies the principles of ice breaking according to Witkowski's theory, and the teacher uses various types of ice breaking combined with learning materials. Meanwhile, the negative experience is that teachers sometimes get one or two students who do not want to follow the ice breaking. Based on the results of the study, the researcher concluded that it is very appropriate to be applied because it can increase students' mood and enthusiasm for learning English.

Keywords: Teachers' Experience, Ice Breaking, English as a Foreign Language (EFL)

PREFACE

Praises and gratefulness are sent to Allah SWT who has poured His grace and his gift and bestowed me guidance, health, and patience so that the writing process of my final project research entitled, *Teachers' Experiences in Implementing Ice Breaking in EFL Class* can be completed. It is submitted to English Education Department UIN K.H. Abdurrahman Wahid Pekalongan to fulfill one of the requirements of the final project Course. The author hopes that this work can be useful for others, especially for teaching and learning English in the school.

Pekalongan, 27 Maret 2024

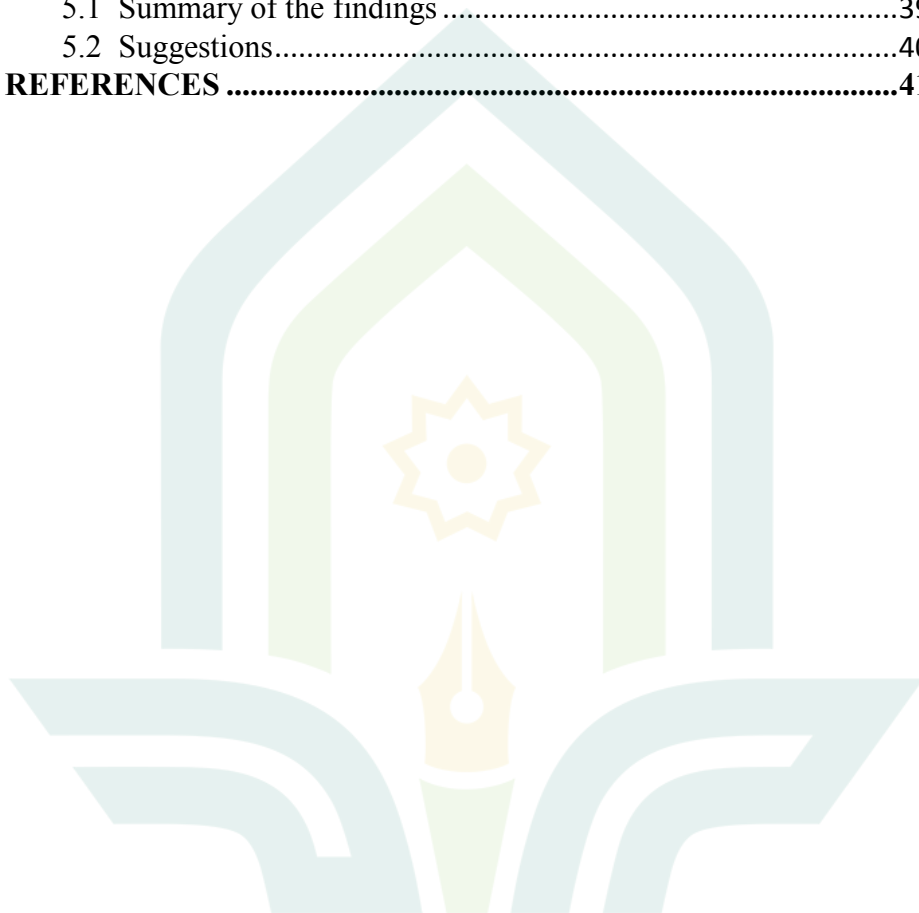


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SN. 2519065

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CHAPTER I

INTRODUCTION

1.1 Background of the Study

A successful learning activity is a learning activity that focuses on the student. The concept is known as student-centered, so learning is not only centered on the teacher alone (teacher-centered), but the process of learning is many activities that require the student to be more actively looking for and finding their concepts in the learning process of teaching. Dewey (1997), gives perhaps the most concise definition of experience: "Our experience is only what we do" The connection between education and experience is made in Dewey's attempt to define education as the continuous reconstruction of experience in our lives. The way that the teacher does it to engage the student in the learning is called a strategy (Junaidy, 2020). A teacher can use various strategies to engage the entire student in learning. In this study, the researcher focused more on learning strategies using ice-breaking.

The word "ice breaker" is derived from foreign words of two that are "ice" denotes anything rigid, cold, and hard, while "breaker" implies solving problems. Since the word "ice breaker" literally means "ice-breaker," attempts to break or melt an environment that is as stiff as ice to create a more comfortable, fluid, and relaxing environment can be understood as ice breakers (Makhmudovna, 2022). The activity of ice-breaking is a strategy that is used by a person to easily interact with group rules (Sendana & Rachel, 2020).

A teacher has much experience in the learning process. The ice-breaking has functions to add the spirit so the audience is not bored and give cheerfully to increase the feeling of people. Hutasoit & Tambunan, 2018 claimed that using an icebreaker in English classes would encourage students to be in a positive learning environment. The researcher believes that using ice-breaking could provide good value for students in learning English.

During the learning process, students can be bored, confused, and tired, so teachers must try new things to teach students. Students not only remember the structure of English as usual or wait for teachers to give them information but students must play an active role in learning (Puspitasari, et al. 2017). The students need different styles of learning, so teachers can use ice-breaking as a strategy to engage the students.

Sunarto (2012) said the types of ice-breaking are eight; game, song, hand clapping, yelling, body motions, moves, and song, humor, and storytelling (fairy tale). Playing games while learning is one of the activities that contribute to keeping students interested in their studies (Insyirah, 2021). For example, the teacher may sing an English song with the students so that they can learn on their own and are willing to engage in activities other than classroom learning. The four skills are writing (creating written language), speaking (generating spoken language), reading (understanding written language), and receptive listening (understanding spoken language) (Prasetia, 2017).

Teachers' experiences have positive and negative experiences in implementing ice-breaking. According to Ramadhan (2020), the advantages and disadvantages of ice-breaking include shortening the perceived time, improving learning outcomes, being adaptable and flexible, and creating a cohesive and compact atmosphere. However, the weakness is in its application, the icebreaker must be able to see situations and conditions every place, especially in the classroom. Once the teacher understands the strengths and weaknesses of ice breaking, she will be able to apply it properly. Therefore, teachers who use ice-breaking also need to know the principles of using ice-breaking effectively so that the students who are given ice-breaking can enjoy and get their learning as well. The researcher used the principles of ice-breaking from Witkowski's theory namely goals, audiences, time management, and control (Yeganehpour, 2016).

However, in the learning activities of teaching English, vocational students need the encouragement of the teacher to create

a pleasant classroom atmosphere. From the teachers' experiences, the teacher knew the challenge to control the students in EFL class. Therefore, ice-breaking is used by teachers to boost enthusiasm and involve students in the learning activities of teaching English. Yeganehpour & Takkaç, (2016) found that ice-breaking has a positive effect on improving four factors, i.e., vocabulary, grammar, pronunciation, and fluency of speech when used. The purpose of this research is to describe the teachers' experiences in implementing ice-breaking in EFL class. The EFL class was chosen in the academic year 2023–2024 but still lacks active learning opportunities for students to raise questions based on the researcher's experience in teaching practice. For this issue, the researcher tried to find strategies for EFL students involved in learning English through ice-breaking based on teachers' experience.

1.2 Formulation of the Problem

Based on the background information given above, the study problem is as follows: What are teachers' experiences in implementing ice-breaking in EFL class?

1.3 Objective of this study

The objective of this study is to describe teachers' experiences in implementing ice-breaking in EFL class.

1.4 Significances of the Study

The significances of this research are explained as follows:

- 1. Theoretical significance:** The significance of this study is its potential theoretical contribution to Witkowski's theory regarding the fundamentals of implementing ice breaking.
- 2. Empirical significance:** This study gives an empirical insight into how a teacher implementing ice breaking in EFL class can be enthusiastic in learning English.
- 3. Practical significance:** This study provided readers with information about the principles of using ice-breaking to express the teachers' experiences in EFL class.

1.5 Operational Definitions

Here are several explanations of terminology used in this study that the researcher has offered to help prevent misunderstandings:

1. Teacher's Experience

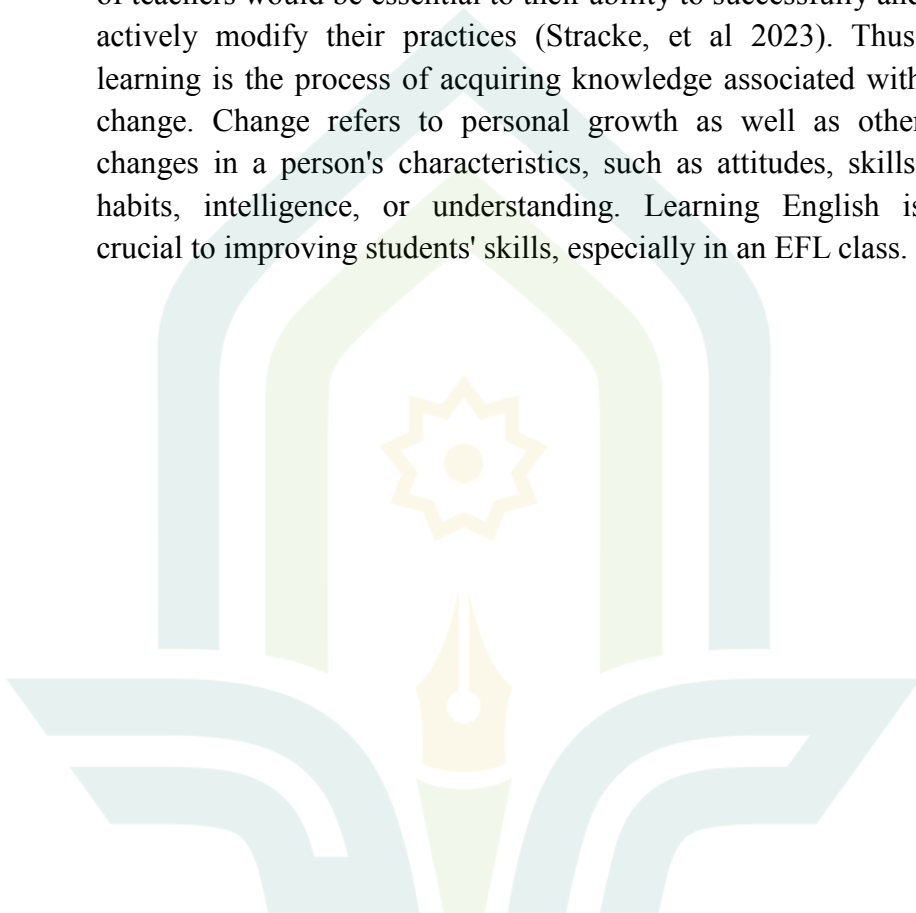
Teachers' Experiences is a story about the feelings of teachers when implementing ice-breaking. Dewey (1997), gives perhaps the most concise definition of experience: "Our experience is only what we do" The connection between education and experience is made in Dewey's attempt to define education as the continuous reconstruction of experience in our lives Ice breaking is one of the strategies that is usually used in classroom management. A technique for bringing happiness to a setting that was previously not easy (Zhou et al., 2020). The ice-breaking strategy is known as a game, which consists of yelling, clapping, singing, and others to avoid boredom, sleep, and not conducive situations in the teaching and learning process. In this study, the researcher identified the teacher's experiences in implementing principles of ice-breaking in EFL students. The researcher has a goal to explore teachers teaching English with Ice Breaking.

2. Ice Breaking

One of the ways to encourage students to play an active role in learning is using ice-breaking. Ice-breaking activities are a variety of fun activities applied in the classroom to engage students' interests (Farwati, et. al., 2019). Harmer (2007:52) stated that Games, music, discussions, stimulating pictures, dramatic stories, and amusing anecdotes are some of the activities that frequently engage students' interest. How enthusiastic or involved students are in their education, as well as how they relate to teachers, other students, and institutions. Thus, the teacher must have an innovative way to engage the students in learning English comfortably.. Based on teachers' experiences is good interaction between the teacher and the students so the atmosphere more positive.

3. EFL Class

EFL stands for 'English as a Foreign Language'. This program helps students over 16 years old to improve their English language skills. Students ever learn English from elementary school (grades 4 or 5) to high school, English is taught for eight or nine years (Thorne, 2000). The development of teachers would be essential to their ability to successfully and actively modify their practices (Stracke, et al 2023). Thus, learning is the process of acquiring knowledge associated with change. Change refers to personal growth as well as other changes in a person's characteristics, such as attitudes, skills, habits, intelligence, or understanding. Learning English is crucial to improving students' skills, especially in an EFL class.



CHAPTER V CONCLUSION

Based on the results in the previous chapter, this chapter discusses the conclusions that researchers get after conducting research and analyzing data. In addition, the researcher also provides some recommendations to the results that have been obtained about how to use ice-breaking used by teachers to engage students in English language learning and students' responses to the use of ice breaking and students' responses to the use of ice-breaking.

5.1 Summary of the findings

This study described the teachers' experiences in implementing ice-breaking in EFL class of tenth-grade students. Based on the results of the observation and interviews that have been conducted teachers' experiences in implementing ice-breaking have a big impact on the EFL learning process First, the positive experiences that teachers implementing the principles of ice breaking teacher have a goal, teachers know the audiences, teacher has time management, and teacher can control the EFL class. Second, the negative experience that is teachers gets some students lazy to follow the instruction and passive students. However, teachers and students believe that ice-breaking is important because it has more benefits for the learning process of English. Therefore, teachers' experiences when implementing ice-breaking in an EFL class were successful in improving the vocabulary and mood of the students.

As the supporting the finding there is a photo of teachers' implementing ice breaking activities in an EFL class.



Figure 5.1 Implementing Ice breaking

5.2 Suggestions

Based on the findings of the study, the researcher suggests that the next researchers who are interested in doing this advanced research on how teachers use ice-breaking in the process of learning English.

Here are some suggestions to consider first as follows:

First, further researchers can add international journals as a reference and more complete information because this research is quite difficult to find journalism or e-books related to ice breaking. Further research may increase the number of participants, both teachers and students, as this study is still limited enough to add participants. Further researchers can change the level of school to be thoroughly examined, such as Elementary School, Junior High School, or Secondary School. Second is for the readers to apply ice-breaking in different places, such as offices, camps, or charities. In addition, the researcher hopes that English teachers can choose to enhance this English learning process by combining more varied ice-breaking to engage students to be enthusiastic and active while learning.

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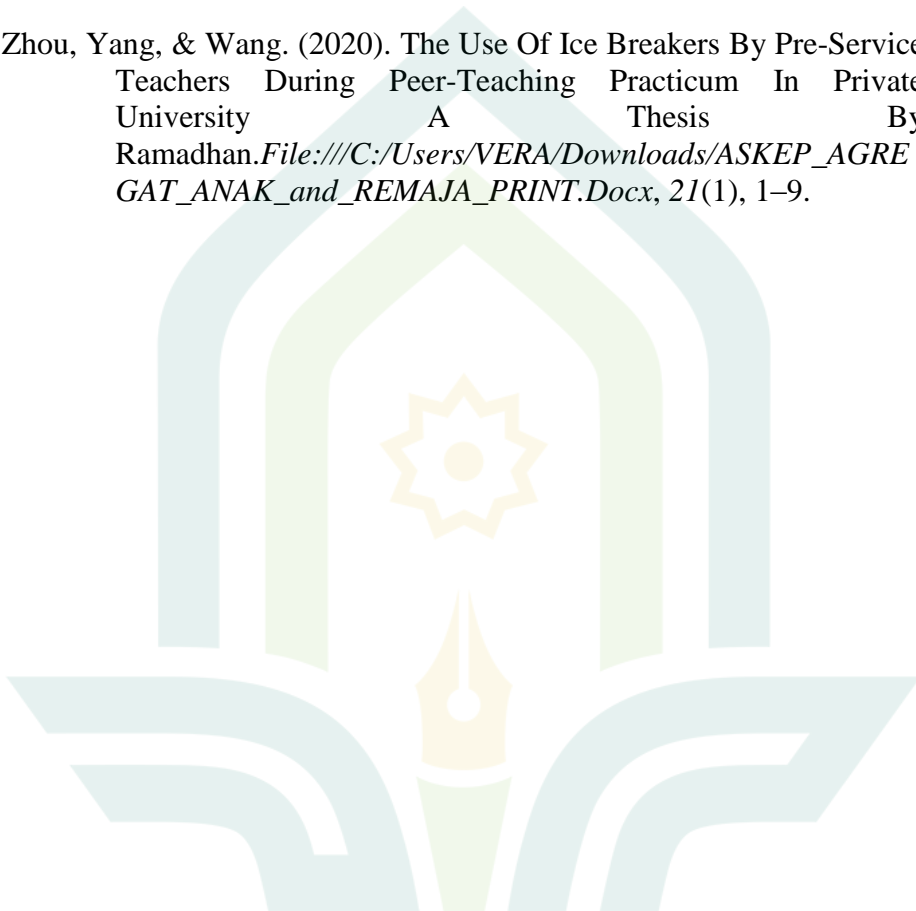
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