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Improving Students Vocabulary Mastery By Using Ice Breaker Activities To The First Graders Of SMP HKBP idorame

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Abstrak

Kosakata adalah dasar untuk belajar bahasa asing. Tanpa kosa kata, siswa tidak akan mampu mengungkapkan dan menyampaikan pendapatnya, serta tidak akan mampu memahami orang lain. Penelitian ini bertujuan untuk mengetahui peningkatan penguasaan kosa kata siswa dengan menggunakan aktivitas icebreaker. Penelitian ini dilakukan dengan menggunakan Penelitian Tindakan Kelas (PTK). Sampel dalam penelitian ini adalah siswa kelas I SMP HKBP Sidorame yang berjumlah 32 siswa. Penelitian ini dilakukan dalam dua siklus. Setiap siklus terdiri dari perencanaan, tindakan, observasi dan refleksi. Pengumpulan data dilakukan dengan data kuantitatif dan kualitatif. Data kuantitatif diambil dari hasil skor kosakata pada pre-test, post-test I dan post-test II, sedangkan data kualitatif diambil dari angket dan hasil observasi. Hasil penelitian menunjukkan bahwa ada peningkatan pada penguasaan kosa kata siswa. Hal ini dapat dilihat dari nilai rata-rata pre-test siswa yaitu 40,78 dan nilai rata-rata pada post-test I adalah 64,84. Pada post-test II, skor rata-rata meningkat menjadi 82,34. Selain itu terdapat 2 siswa atau 6,25% dari 32 siswa dinyatakan lulus Kriteria Ketuntasan Minimal (KKM) pada pretes, sedangkan pada postes I terdapat 12 siswa atau 37,5% dari 32 siswa dinyatakan lulus KKM. dan 25 siswa atau 78,12% dari 32 siswa dinyatakan lulus KKM. Selanjutnya, hasil observasi dan angket menunjukkan bahwa siswa memberikan respon positif terhadap penggunaan ice breaker dalam pembelajaran. Ice breaker mampu meningkatkan penguasaan kosa kata siswa.

Kata Kunci: Aktivitas Pemecah Kebekuan, Meningkatkan, Penguasaan Kosa Kata

Abstract

Vocabulary is the basis for learning a foreign language. Without vocabulary, students will not be able to express and convey their opinions, and will not be able to understand other people. This research aimed to find out the improvement of students' vocabulary mastery by using icebreaker activities. This research was conducted by using Classroom Action Research (CAR). The sample in this research were the first graders of SMP HKBP Sidorame which consist of 32 students. This research conducted in two cycles. Each cycle consisted of planning, action, observation and reflection. The data was collected by quantitative and qualitative data. The quantitative data was taken from the results of vocabulary scores in pre-test, post-test I and post-test II, while qualitative data was taken from questionnaire and observation results. The results showed that there was an improvement on the students' vocabulary mastery. It can be seen from the mean score of the students' pre-test which was 40,78 and the mean score in post-test I was 64,84. In post-test II, the mean score increased to 82,34. In addition, there were 2 students or 6,25% from 32 students passed the Minimum Completeness Criteria (KKM) in the pre-test, while in post-test I there were 12 students or 37,5% from 32 students passed the KKM and 25 students or 78,12% from 32 students passed the KKM. Furthermore, the results of observation and questionnaire showed that students gave positive responses to the use of ice breaker in learning. Ice breaker is able to improve students' vocabulary mastery.

Keyword: Ice Breaker Activities, Improving, Vocabulary Mastery

INTRODUCTION

Language is an inseparable part of human life because it is used by people to communicate with each other. Ramelan (2003:1) in (Aryani & Listiawati, 2018) states that "Language is used to express ideas, thoughts, and feelings to other people. People in a society use language, which is mutually understood to communicate with others." According to Verderber (1999) "Language is the body of words and the system for their use in communicating that are common to the people of the same community or nation, the same geographical area or the same cultural tradition."

There are various types of languages that humans use to communicate in this world, one of which is English as an international language. In this era of globalization, most people use English as a medium of communication with other people from various countries, both orally and in writing. English plays a role in almost all areas of life, one of which is in the field of education.

Learning English cannot be separated from four language skills, namely speaking, reading, writing and listening. Writing is a communication skill that must be learned. No one is able to write well spontaneously without learning the correct writing techniques first. One of the most important aspects of mastering this skill is through vocabulary mastery. Mastery

of diverse vocabulary is the main facility for students to be able to interact with other people and be able to construct sentences. Without vocabulary mastery, students will not be able to express and convey their opinions, and will not be able to understand other people.

Vocabulary teaching plays a very important role and must be a top priority in teaching English. Teachers need to train students well to improve their vocabulary knowledge. However, learning and mastering vocabulary is not easy for students, because English is learned as a foreign language in Indonesia, where this language is not used to interact in daily activities in their environment. In addition, there are several reasons that make students feel difficult in learning English, namely the application of monotonous learning techniques which makes students easily bored and difficult to concentrate during the learning process, students have low learning motivation, and low interest in reading.

Teachers have an important role in scoring student success. Growing interest and motivation to learn in students can produce satisfactory achievements. Therefore, teachers are required to have intelligence and creativity in determining learning techniques that are able to motivate students to learn English actively. Teachers need to apply learning techniques that are fun and acceptable to the students. One technique that can be implemented by the teacher is through icebreaker activities.

Icebreaker is an activity that can divert boring class situations, make sleepy, bored, and tense relax, reduce sleepiness, and be more excited to listen or pay attention to other people speaking in front of the class (Sendana & Rachel, 2020). Based on Yonny (2012) Icebreaker can be done in various activities, such as yells, applause, song, body motions, humor, games, stories, and magic and audio visual. Icebreaker can be applied at the beginning of learning, in the middle of learning, or at the end of learning. This activity can also be carried out through teamwork activities which will actively involve students to exchange ideas and increase students' interest in learning.

In teaching vocabulary, students can learn more vocabulary through effective teaching technique that is able to attract students' interest in learning. The learning process can be done through ice-breaker activities. Theoretically, it can be concluded that icebreaker is an interest technique which effective to motivate students in learning English. Thus, based on the problems caused by the lack of vocabulary mastery, the researcher is interested in conducting a research with the title: "Improving Students Vocabulary Mastery by Using Icebreaker Activities to the First Graders of SMP HKBP Sidorame".

RESEARCH METHOD

This research aimed to find out the improvement of students' vocabulary mastery by using icebreaker activities. This research used Classroom Action Research as a research design.

Bogdan & Biklen (1992: 223) in (Khasinah, 2013) explain that "action research is the systematic collection of information that aims to bring about social change." The sample of this research was the first-grade students of SMP HKBP Sidorame, which consisted of 32 students. This research conducted in two cycles. Each cycle consisted of planning, action, observation and reflection. The two cycles were carried out in four meetings. The data was collected by quantitative and qualitative data. The quantitative data was taken from the results of vocabulary scores in pre-test, post-test I, and post-test II, while qualitative data was taken from questionnaire and observation results.

RESULT AND DISCUSSION

Result

After collecting and analyzing the data, in quantitative data, the researcher found that the students' tests results have increased in each test. Students' scores in post-test I were higher than the scores obtained in the pre-test and students' scores in post-test II were higher than the scores obtained in post-test I.

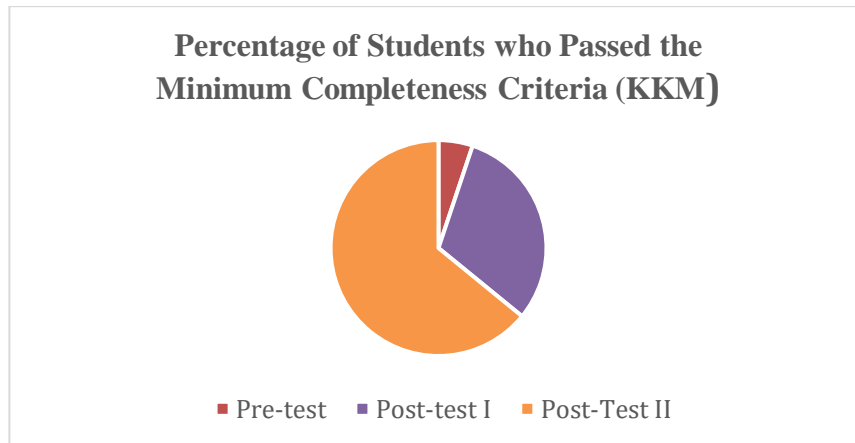
An increase in student scores on each test leads to an increase in all students' total scores and the mean score. The mean score of the students' pre-test was 40,78 and the mean score in post-test I showed an increase to 64,84. In pre-test only 2 students or 6,25% from 32 students passed the Minimum Completeness Criteria (*Kriteria Ketuntasan Minimal*), while in post-test I there were 12 students or 37,5% from 32 students passed the KKM. In post-test II, the mean score increased to 82,34, where there were 25 students or 78,12% from 32 students passed the KKM.

Table 1. The Data of the Result

No.	Test	Mean	Percentage who passed the KKM
1	Pre-Test	40,78	6.25%
2	Post-Test I	64,84	37.5%
3	Post-Test II	82,34	78.12%

From the table, it can be seen that the mean score of students' score in post-test II was the highest. It can be said that the students' vocabulary mastery by using icebreaker activities improved from 40,78 to 82,34. The increase in the percentage of students who scored ≥ 75 according to KKM in the pre-test to post-test I was about 31,25% and the increase from post-test I to post-test II was about 40,62%. The percentage of students who passed the KKM can be seen in the following chart:

Figure 1. The Percentage of Students who Passed the KKM



There was an increasing on the students' vocabulary mastery by using ice breaker activities before CAR and after CAR conducted. The mean score in pre-test was 40,78 and the mean score in post-test II was 82,34. The percentage of students who scored ≥ 75 according to KKM in the pre-test to post-test II was about 71,87%. From all the data collected, it shows that the scores and the mean score in the second cycle is better than the pre-test and the first cycle.

Students' vocabulary mastery improved and became better from each cycle that was carried out. Not only seen from the results of student tests, but the enthusiasm and interest of students in learning also increased. This can be seen from the observation sheet and questionnaire given. It showed that the use of ice breaker activities can improve students' vocabulary mastery of the first graders of SMP HKBP Sidorame and teachers can apply learning techniques by using ice breaker activities in teaching vocabulary.

RESULTS AND DISCUSSION

The results of this study indicate that icebreaker activities improve students' vocabulary mastery. It can be seen from the scores obtained by students in each test that has been carried out. The mean score of the students' pre-test was 40,78 and the mean score in post-test I showed an increase to 64,84. In pre-test only 2 students or 6,25% from 32 students passed the Minimum Completeness Criteria (KKM), while in post-test I there were 12 students or 37,5% from 32 students passed the KKM. In post-test II, the mean score increased to 82,34, where there were 25 students or 78,12% from 32 students passed the KKM.

Through observations made and questionnaire given, icebreaker activities are effective in preventing boredom and student sleepiness in learning. Icebreaker fosters student motivation in learning so that students are able to absorb learning material more optimally.

CONCLUSION

Using icebreaker activities in learning can be an alternative to improve students' vocabulary mastery. The application of this technique received positive responses from students. Students are more active in class and can learn well. The results of the observation and questionnaire showed that the implementation of icebreaker activities got positive responses from the students. Students were more enthusiastic, interested, and participated in the teaching and learning process. This can be seen from the results of student tests which increase in each cycle. It can be concluded that icebreaker activities help the students to improve their vocabulary. There are some suggestions to offer to the students, English teachers and the other researchers:

1. Teachers can implement icebreaker activities in the teaching and learning process because these activities can reduce student boredom and increase student participation, enthusiasm and interest in learning.
2. This technique is suggested to the next researchers who wish to conduct similar research using Ice Breaker activities by using different types of ice breaker, such as yells, body motions, humor, stories, magic or audio visual.
3. The researcher hopes the result of this research can be used as an additional reference, there will be further research with a different discussion that can make a revision within the development of this icebreaker.

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