



INNOVATIVE: Journal Of Social Science Research

Volume 3 Nomor 3 Tahun 2023 Page 9754-9765

E-ISSN 2807-4238 and P-ISSN 2807-4246

Website: <https://j-innovative.org/index.php/Innovative>

## The Effectiveness Of Ice Breaking On Student Learning In Teaching Simple Present Tense At Second Grade Of SMPN 23 Tebo

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### Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh ice breaking terhadap pembelajaran siswa dalam pembelajaran simple present tense di SMPN 23 Tebo. Ada beberapa masalah dalam penelitian ini. Pertama, siswa kurang aktif di kelas. Kedua, memberikan motivasi. Terakhir, perbanyak kosakata. Tujuan dari penelitian ini adalah untuk mengetahui keefektifan penggunaan ice breaking dalam pembelajaran simple present tense. Populasi penelitian ini adalah 26 siswa. Teknik pengambilan sampel dalam penelitian ini menggunakan total sampling. Sampel penelitian VIII ini terdiri dari 26 siswa. Metode yang digunakan dalam penelitian ini adalah metode kuantitatif dengan menggunakan desain pre-experimental, one group pretest-posttest. Teknik pengumpulan data diambil dengan memberikan pre-test dan post-test dalam bentuk pilihan ganda sebanyak 25 soal. Teknik analisis data untuk meningkatkan hasil belajar siswa menggunakan uji normalitas dan uji t-test berpasangan. Hasil uji t sampel berpasangan menunjukkan bahwa tingkat signifikansi adalah  $0,000 < 0,05$ , yang berarti  $H_0$  ditolak dan  $H_a$  diterima. Jadi disimpulkan Ice Breaking efektif untuk meningkatkan hasil belajar siswa dalam pembelajaran simple present tense di SMPN 23 Tebo.

Kata Kunci : *Ice Breaking, Pembelajaran Siswa, Simple Present Tense*

### Abstract

The aimed of this research was to determine tu effect of ice breaking on student learning in teaching simple present tense at SMPN 23 Tebo. There were some problems in this research. First, students are less active in class. Second, provides motivation. Last, expand vocabulary. The purpose of this research was to determine the effectiveness of using ice breaking in teaching simple present tense. The population of this research were 26 students. The sampling technique in this research used total sampling. The sample of this research VIII consists of 26 students. The method used in this study is a quantitative method using pre-experimental design, one group pretest-posttest The data collection technique was taken by giving pre-test and post-test in the form of a multiple choice of 25 questions. Data analysis technique to improve student learning used normality test and paired sample t-test. The result of paired sample t-test showed that the significance level was  $0.000 < 0.05$ , wich mean  $H_0$  is rejected and  $H_a$  is accepted. So, it concluded the Ice Breaking was effective to improve student learning in teaching simple present tense at SMPN 23 Tebo.

Keywords : Ice Breaking, Student Learning, Simple Present Tense

### PENDAHULUAN

English is indeed considered a universal language due to its widespread and important use in various aspects of life, including international communication, business and education. Many countries around the world use English as their primary language or adopt it as an important second language. In the field of education, English plays an important role as the language of instruction and communication. It is often taught as a required subject or offered as an elective in schools and universities around the world. The inclusion of English in this curriculum reflects recognition of its significance in preparing students for global interactions and opportunities.

In Indonesia, English is considered a foreign language, meaning that it is not the main language used in that country. However, English holds an important position in the education system. It is taught to students from elementary school through college. At the junior high school (SMP) level, English is a compulsory subject. Despite the recognition of the importance of English, many students in Indonesia find it a difficult subject. This perception can pose challenges for students in learning and mastering English lessons effectively. As a result, it can have an impact on their academic performance and results in English subjects. Efforts are continuing to improve English language education in Indonesia, including implementing various teaching methodologies, providing resources, and training teachers to improve their proficiency in teaching English. These steps aim to support students in overcoming any difficulties they may face and promote better English learning outcomes.

According to Yonny (2015:8), there are various factors that affect the process and study result more broadly. These factors are external and internal factors. Internal factors are physiological (physiology conditions and conditions of the five senses) and psychological (interest, intelligence, talent, motivation, and cognitive abilities). External factors are environmental (natural and socio-cultural) and instrumental (curriculum, programs, teacher facilities and infrastructure).

One form of activity given to eliminate boredom increases learning motivation so that student result study increase, namely the existense of exciting activities as a refresher and brain cooler that continues to work, namely by providing Ice Breaking. Ice breaking is a transition from a boring situation to drowsy, boring and tense to be relaxed, excited, not sleepy, and there is attention and there is a sense of pleasure to listen to or see someone speaking in front of the class or meeting room.

The use of ice breaking has a possitive influence on student success in learning. The use of ice breaking is able to revive the enthusiasm of student in receiving lessons because there are several types of fun games in it. So that it can increase the motivation, interest and student result of learning. This is what made writer want to do this research because the writer wanted to pay attention to how students learn to make it more fun so that students become excited and relaxed in receiving learning and to set an example and motivate teachers to provide every lesson which is fun so that students become relaxed, enthusiastic and not feel tense in learning so that learning objectives can be achieved. Thus by creating these student result of students will increase and create effectiveness in learning.

However, giving Ice Breaking activities is rarely given by teachers. This makes the teacher's activities in class tend to convey the material matter without paying attention to the condition of the students. That causes students to feel lazy and unenthusiastic in receiving lessons at school. Based on this problems the researcher argues that to attract the attention and focus of students so that teacher need apply different learning strategies than before so that students are more interested in participating in the learning process English Education in class.

Based on author's observations at SMPN 23 Tebo, student are faced with several problems in result student learning of simple present tense material. First, students are less active in class, such as rarely answering the teacher's questions or being lazy to speak in exercises using the simple present tense. Second, lack of motivation, such as students are not interested or less motivated to learn simple present tense material because they feel that the topic is less interesting to them. Third, lack of vocabulary, for example, students

have difficulty make a sentences in the simple present tense because of limited vocabulary or words they know in English.

The examples above is a problems that is commonly face by students when learning the simple present tense. As a teacher, it is important to identify problems like this and find the right strategy to help students overcome these obstacles. Some steps that can be taken include. First, creating an active and fun learning environment. Teachers can use interactive learning methods, such as role-plays, language games, or group activities, to encourage students' active participation in class. Second, provides motivation. The teacher can show how the use of the simple present tense is relevant in everyday life or how a good understanding of these tenses helps in communication. Third, expand vocabulary. The teacher can provide exercises to increase students' vocabulary gradually and ensure that students understand the meaning and use of these new words. Fourth, give feedback. The teacher must provide clear and constructive feedback about students' mistakes in using the simple present tense. This helps students improve their understanding and improve their English proficiency.

Based on the explanation above, it is expected that student result in simple present tense material can increase significantly. Therefore, the teacher should apply ice breaking to create good classroom conditions so that the learning process becomes conducive. Based on elaboration of the background above the researcher tries to conduct the research untitled "The Effectiveness of Ice Breaking on Student Result of Learning in Teaching Simple Present Tense at Second Grade of SMPN 23 Tebo in Academic Year 2022/2023".

## METODE PENELITIAN

This research is quantitative research. According to Sugiyono (2019:112), quantitative research is research conducted to examine how to much influence the independent variable has on the dependent variable. Quantitative research is used to develop and use systematic models, theories and hypotheses related to natural phenomena. In this study, the writer find out the effect of ice breaking on results student learning in teaching simple present tense. This method uses in this research is the Pre-experimental method. According to Sugiyono (2019:114), pre-experimental results is the depend variable not solely influenced by the variable independent. This can happen, because there is no control variable, and the sample was no selected randomly. In this study the population to be studied were all second grade students at SMPN 23 Tebo totaled 27 people. The sample in this study is all second grade students at SMPN 23 Tebo totaled 27 people. This sampling technique is called totaling sampling or saturation sampling. Saturation sample is

determination of the sample when all members of population relatively small less than 30 people. According to Sugiyono (2019) instrument of the research is a tool used to measure the data. To measure the student result of learning the test used as an instrument. The type of test was multiple choice will make by researcher. The researcher will make 35 questions. Before the questions will give to students, the questions will test and analyze first. The criteria of a good test are valid, reliable, level of difficulties and distinguishing power. In quantitative research, data analysis is an activity carried out after data from all sources has been collected. Activities in data analysis are grouping data based on variables and performing calculation to test the purposed hypothesis. Techniques of the data analysis in quantitative research using statistics.

## HASIL DAN PEMBAHASAN

### A. Data Description

This chapter presents the results of the test that has been given to the sample of the research. The result of the test was used to get empirical evidence on the effectiveness of ice breaking on student learning in teaching simple present tense at second grade of SMPN 23 Tebo in academic year 2022/2023. The following description would show the research finding based on the score of pretest and posttest that has been given to the participant of the research.

Table 1 Gained Score Students

Studen ts	Pre- test	Post- test	Gained score
AF	68	76	8
AMA	80	92	12
AIH	72	76	4
AAS	72	72	0
CAF	80	88	8
DKM	56	56	0
DAS	40	52	12
DN	64	72	8
DSC	68	80	12
EA	44	64	20
MRAA	72	80	8
M	88	92	4

MFR	80	88	8
NA	60	72	12
NA	60	60	0
NSR	64	72	8
OA	48	60	12
RS	80	84	4
RAP	56	76	20
RTR	72	72	0
SA	44	56	12
SR	64	76	12
SI	40	56	16
SW	60	68	8
TAP	80	92	12
WDA	84	96	12
Sum	1696	1928	
Mean	65,23	74,15	
Max	88	96	
Min	40	52	

Based on the table, the minimum score obtained is 4 and the maximum score obtained is 20. The mean pre-test is 65,23 and the average posttest is 74,15.

## 1. Data Analysis

### a) Normality Test

The purpose of the normality test is to find out whether the data is normally distributed or not. In this study, the one sample Wilcoxon Signed Ranks test was used to test for normality. In addition, SPSS 20 program was used to analyze the data. The results of data analysis will be presented as follows:

Table 2 One-Sample Wilcoxon Signed Ranks Test

Table 4. 3 Result of Test Statistics

Ranks

		N	Mean Rank	Sum of Ranks
posttest Pretest	Negative Ranks	0 <sup>a</sup>	.00	.00
	Positive Ranks	22 <sup>b</sup>	11.50	253.00
	Ties	4 <sup>c</sup>		
	Total	26		

a. posttest < Pretest

b. posttest > Pretest

c. posttest = Pretest

Test Statistics<sup>a</sup>

	posttest – Pretest
Z	-4.157 <sup>b</sup>
Asymp. Sig. (2-tailed)	.000

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

Basis for decision making of Wilcoxon test:

- a. if the asymp.Sig<0.05 then the Short Story has an effect on student's reading comprehension at tenth grade of MAS Raudlatul Asror.
- b. if the asymp.Sig>0.05 then the Short Story has no effect on student's reading comprehension at tenth grade of MAS Raudlatul Asror.

Based on the table, test statistics that Asymp.Sig.(2-tailed) is 0.000 or it can be said  $0,000 < 0.05$ . thos means that from the results of the pretest and posttest it can be concluded that Ice Breaking has significant effect on the students learning in simple present tense material. The following is the interpretation of the wilcoxon test that the researcher has done:

- 1) Negative rank or difference (negative) between the learning simple present tense on students in the pretest and posttest activities is 0, both on the value of N, mean Rank and Sum Rank. This means that a value of ) indicates

that there is no reduction or decrease in the pretest and posttest scores.

- 2) Positive Rank or difference (positive) between the learning simple present tense on students in the pretest and posttest activities with an N value of 22. This means that all 26 students experienced a very good increase in learning. Where as the average increase is 11.50, while the number of ranks positive or Sum of rank is 253.00.
- 3) . Ties are the result of the similarity of the pretest and posttest values, in the test that have been carried out the researcher gets a tie of 4, meaning that there is the same value between the pretest and posttest.

b) Hypothesis Test

After the collected data is calculated using the normality test, the next step is to test the hypothesis by using t-test to answer research question about the Effectiveness of the Process Approach in this study. The results will be presented as follows:

Table 4 Result of T-Test Calculation

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pretest	65.2308	26	13.98373	2.74243
Posttest	74.1538	26	12.71123	2.49288

As show in table the results between the pretest and posttest which were treated using the Ice Breaking on 26 students had and average score of 65.23 in the pretest and an average score of 74.15 in the posttest. Therefore, it can be concluded that using the Ice Breaking is proven to be effective for teaching simple present tense because the average grade of the class has increased.

Table 5 Paired Sample Test

Paired Samples Test

	Paired Differences				t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference			
				Lower			

Pair	Pretest	-	-	5.57798	1.09393	-11.17607	-6.67008	-	25	.000
1	Posttest	8.92308						8.157		

Based on the table, the results of the paired sample test show that the p-value or sig (2-tailed)= 0,000. This means that the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_a$ ) is accepted because the p-value (0,000) is smaller than sig  $\alpha = 0.05$  ( $0.000 < 0.05$ ). therefore, it can be concluded that there is a statistical significance of the use of Ice Breaking on teaching simple present tense of second grade SMPN 23' students.

## Discussion

The main purpose of this research is to know the effect of using Ice Breaking to comprehend simple present tense at second grade SMPN 23 Tebo. Based on the research, this research proved that statistically there is an increase in students' learning with Ice Breaking strategy. Ice breaking can apply in learning process to make the students easy to comprehend the text in simple present tense material. Based on the research, this research was divided into three phases. There are the preparation phase, the lesson plan was designed by the researcher. In the application phases, the researcher implemented Ice Breaking as the treatment. In the final phase, the post-test gave after four meetings by reseacher. This study proved that there was significance difference in score between the student learning with ice breaking.

Based on the results of data analysis, it can be explained that after the researcher teaching simple present tense by using ice breaking, the researcher found that the post- test scores of students were higher than the pre-test score after being taught using the ice breaking and gave positive effect on student learning. It is because ice breaking hepls students comprehend the text. According to Frimasary (2015), the students who lack prior knowledge in understanding the simple present tense, during using ice breaking made students interest and have willingness to eager to learn the text of English and comprehend about the simple present tense. That means Ice Breaking is effective to improve student learning because the students interested to learn the simple present tense.

In this research, the researcher gave pre-test to the students in. The test was multiple choice questions that is consist 25 items with four options that are a, b, c and d. In the class, the researcher asks question to relate the background knowledge of students to the material and present the material about simple present tense. The students listen the explanation important point in simple present tense. The researcher give the students explanation about ice breaking. The students read and analyze the text in group based on the previous researcher direction. Then the researcher asks the students to discuss in small group about

the material to present the results. The researcher asks students if they understand or not, if students already understand, the researcher will have asks question and provide assignment.

After the treatments were given, the researcher gave post-test to students. Based on the result of students post-test the mean score was 74,13. The score of post- test higher than pre-test because the researcher applies the ice breaking to help the students easy learn simple present tense. Al-Dersi (2013) the use of ice breaking has a possitive influence on student success in learning. The use of ice breaking is able to revive the enthusiasm of student in receiving lessons because there are several types of fun games in it. So that it can increase the motivation, interest and student result of learning.

The results of the post-test show that there is an effect of using ice breaking. The result of the hypothesis analysis was that  $\text{sig.}(2\text{-tailed})= 0.000$  was smaller that  $\text{sig.}a=0.05$ . According to Prahesti (2020) ice breaking is effective with student learning. The students comprehend about the text. The students will have active to find information and learn simple present tense. The mean score of N-Gain score was 0,28 included in the medium category. It means that  $H_a$  was accepted while  $H_0$  was rejected. So the Ice Breaking is effective to improve students learning in teaching simple present tense at second grade of SMPN 23 Tebo academic year 2022/2023.

#### SIMPULAN

Based on the results of the research in chapter IV, the author concludes that the Ice Breaking quite effective on the student learning in teaching simple present tense. This evidence by the results of the paired sample test which show  $(2\text{-tailed})= 0.000$  in the post test value. The amount of p-value (2-tailed) in this study is smaller than the intendend significance level, namely  $\text{sig } a = 0.05$  (5%). Furthermore, because the p-value obtained in this study is lower than  $\text{sig } a = 0.05$  (5%), it can be concluded that there is significance or effectiveness. In other words, when the p-value is smaller than  $\text{sig } a = 0.05$  (5%), it means that the alternative hyphothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_0$ ) is rejected.

In conclusion, the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_0$ ) is rejected. In other words, it proves that the Ice Breaking is effective on student learning in teaching simple present tense at second grade at SMPN 23 2022/2023 academic year.

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