# CHAPTER I

# INTRODUCTION

## 1.1 The Background of the Study

Language is an inseparable part of human life because it is used by people to communicate with each other. People will not be able to express their ideas and feelings to other people without communication. There are various types of languages that humans use to communicate in this world, one of which is English.

English is 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. It is one of the foreign languages studied in Indonesia, where this language is included in formal education for Junior High School aged 12-15 years old and Senior High School aged 15-18 years old. English is a compulsory subject that must be learned by students.

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. People cannot write even a single letter without practice and without basic skills on how to form words and arrange them into sentences, and how to punctuate these sentences. One of the most important aspects of mastering this skill is through vocabulary mastery. Vocabulary is the basis for learning a foreign language. 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 students' low interest in reading.

Based on the results of observation that has been carried out, the researcher found that 81.25% of the first-grade students in SMP HKBP Sidorame thought that learning English was difficult and about 78.12% of the students had difficulty remembering English vocabulary. This causes the low interest of students in learning English. In the process of teaching and learning, students often feel bored and sleepy when learning takes place. This is caused by the lack of variety of learning techniques applied during the learning process. The lack of variations in teaching can cause the absorption of learning to not be carried out optimally even though the teacher explains the learning material clearly. This will greatly affect students' language skills and students" learning outcomes.

Interest and motivation to learn is a very important factor in the success of a student's learning. It can support and influence the teaching and learning process in school. However, in practice, not a few teachers encounter problems in the classroom because students are not interested in learning. This can hinder the achievement of learning objectives.

Teachers have an important role in scoring student success. Being able to manage the class well and foster the enthusiasm for student learning is the teacher's job. 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). 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 observation that have been done and 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".

## 1.2 The Problem of the Study

The problem of this study is formulated as follows: "Does the use of icebreaker activities improve students" vocabulary mastery to the first graders of SMP HKBP Sidorame?"

## 1.3 The Objective of the Study

The objective of this study is to find out whether ice-breaker activities improve students" vocabulary mastery to the first graders of SMP HKBP Sidorame.

## 1.4 The Scope of the Study

The researcher would like to limit the scope of the study. The researcher wants to know whether icebreaker activities can improve students" vocabulary mastery, especially on noun.

**1.5 The Significance of the Study**

The results of this study are expected to be useful in theoretically and practically relevant for some matters:

a) Theoretically

The results of this study will provide additional contributions in the field of education and can support previous research on icebreaker activities. It is also expected to be useful for teacher"s information and references for other researchers.

b) Practically

1. For students, the researcher is expected to help them to learn vocabulary easily, funny and effectively by using icebreaker activities. The researcher also hopes that it will improve their learning outcomes and make them to become more active and interest in learning English.

2. For teachers, this study is expected to provide teacher variations in teaching English to assist students in learning.

3. For other researchers, as a reference or comparison material for researchers who wish to conduct further research on improving vocabulary mastery by using icebreaker activities.

# CHAPTER II

# REVIEW OF LITERATURE

## 2.1 Theoretical Framework

In this chapter, the researcher presents various theories to support the validity of this research. This chapter introduces a number of concepts and theories that underlie this research. These theories are connected with the use of ice-breaker activities to improve students' vocabulary mastery. It is intended to support and provide some theoretical ideas in this research.

## 2.2 Language

Language is an inseparable part of human life because humans use it to communicate with each other in everyday life. Language allows humans to convey what they want to convey properly. Language is the identity of a society. Through the language spoken by a community, we can find out where they come from, because each language has its own accent. There are different types of languages spoken around the world because every country has its own language.

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."

**2.2.1 English Language**

English is a language that is used more in various countries in the world compared to other languages. English has become an international language that allows someone to be able to communicate with someone from another country who has a different language through English. Based on Hornby (2005:506) in (Utami & Santoso, 2021), "English is the language originally of England, now is spoken in many other countries and used as a language of international communication throughout the world." According to Brumfit (2001:35), "English is an international language that it is the most widespread medium of international communication."

English is a communication tool that is used orally and in writing. Learning English is needed for all people, both at an early age and for adults because English is an international language that is important for all people to know. Not only understood, but English must also be mastered. In Indonesia, English is studied as a foreign language starting from elementary school to the university level. In learning English, there are four skills that must be considered: speaking, reading, writing and listening. All of these skills are very important for English learners. It would be better for students to master all those skills.

**2.3 Writing Skill**

Writing is a skill that is no less important than the other three skills in learning a language. Durga & Rao (2018) in (W. Astuti et al., 2019) stated that "Writing is the activity from the writer which is express the ideas, thoughts, and facts in easy and

clear language on a paper or other areas." Good writing skills will make our writing comply with the correct writing rules and can be easily understood by others. Based on Klimova (2014:147) in (W. Astuti et al., 2019), "writing has a particular position in language teaching because it implicates a practice and the other skills in a language such as reading, speaking, and listening."

Writing skills are specifics abilities which help writers put their thoughts into words in a meaningful form and to mentally interact with the message (Yovie, 2019). For students, writing skills are needed to complete school assignments/examinations, take international English competency exams such as TOEIC and IELTS, content writing on social media, register to continue their education abroad, written communication with foreigners, preparation of scientific work, such as: theses, journals, articles, etc.

### 2.3.1 The Aspect of Writing

Based on Nurgiyantoro (2001:307) in (O. N. S. Dewi, 2015), there are some aspects in writing that can be evaluated:

a. Content (the agreement with the title chosen)

The content of a text should be relevant with the title and ideas expressed.

b. Organization (paragraph unity, coherence, and cohesion)

Organization is about how the writers organize their ideas. A good text consists of paragraphs which are arranged well with some connecting words which can make the paragraph coherence.

c. Vocabulary (the precision of using vocabulary)

Writers should use appropriate vocabulary to express their ideas.

d. Language (tense and structure)

Means how sentences are written appropriately to the function, so that the sentences can work properly.

e. Mechanics (spelling and punctuation)

Mechanic is how all the words are developed in correct spelling. It is also about the correct use of punctuation in writing.

**2.3.2 The Function of Writing**

Halliday in (O. N. S. Dewi, 2015) said that there are three functions of written language in everyday life which will influence the text produced:

a. Writing for action

Used in public signs, product label and instructions, recipes, maps, television and radio guides, etc.

b. Writing for information

Used in newspaper and current affairs magazines, public notices, advertisement, and reports.

c. Writing for entertainment

Used in light magazine, comic, strips, fiction books, poetry and drama, newspaper features, film subtitles, and games.

**2.4 Vocabulary**

**2.4.1 The Definition of Vocabulary**

Vocabulary is generally considered to be the main communication tool that must be taught to students, as it plays an important role in all language skills. Alqahtani (2015) stated that "Vocabulary is the total number of words needed to convey ideas and express the speaker's meaning." Through vocabulary, students will be able to engage in communicating and sharing ideas with others, as well as understand what someone is talking about.

Vocabulary is a collection of words used in a language and gives meaning when used. Based on Joklova (2009), vocabulary represents a summary of words or their combinations in a particular language According to Heriyawati (2010) in (Tobing, 2020), "Vocabulary is stock of words in language that can support the learners to learn the skill of the language." Learning vocabulary is the main capital for learning sentence construction and other language skills. Without vocabulary, students will have difficulty in speaking, reading, listening, and writing. Harmer (2001) in (Munikasari et al., 2021) stated that "by having many vocabularies, students will be able to comprehend reading materials, understand other people's speech, give feedback, speak fluently and write various topics." Students will not be able to form sentences in writing and speaking without vocabulary. Students will find it difficult to understand what they read and hear with poor vocabulary. By having a lot of vocabulary, students will be able to construct good communication

and interact with others and also master the four language skills: listening, reading, speaking, and writing.

Based on the definitions above, the researcher conclude that vocabulary is a stock of words in a language used to express opinions and feelings that will enable people to be able to communicate properly. It is very important for students to master vocabulary well. Through good vocabulary mastery, students can improve their learning outcomes to be even better.

### 2.4.2 The Importance of Vocabulary

Vocabulary is an element that links the four language skills, namely speaking, listening, reading and writing. Vocabulary is the first step to be taught before teaching other aspects of language. It will be hard to master a language without mastering or understanding a certain number of vocabularies. Students with a diverse vocabulary tends to have qualified communication skills, while students who have low vocabulary will find it difficult to comprehend the meaning of words, phrases or sentences.

Thornbury (2002) in (Priya, 2015) said "Spending most of your time in studying grammar, will not improve your English very much. But, if you learn more words and expressions, you will see most improvement. You can say very little with grammar, but you can say almost anything with words!" Besides, Thornbury (2002) in (Ramadhani, 2022) also stated without grammar very little can be conveyed, without vocabulary nothing can be conveyed. The more vocabulary a

person has, the more skills they can use in the language. The quality of a person's language skills depends on the quality and quantity of the vocabulary he has.

Safitri & Rionaldi (2018) said that having more vocabulary can guide people to use language skills that can increase the quality of human life. Tarigan (1988) in (Safitri & Rionaldi, 2018) argued that "The improvement of the students" vocabulary can increase students' life, attitude, develop concepts and thought processes, and broaden students' knowledge."

Based on the statement above, the researcher conclude that vocabulary is important to learn to the young learners. By mastering vocabulary, students will be able to master all the language skills and will improve their language quality.

### 2.4.3 The Kinds of Vocabulary

Based on Said (2021)"s book, there are some kinds of vocabulary:

1. Language Skills Based Vocabulary

Based on Alqahtani (2015) in (Said, 2021), there are two kinds of this vocabulary, namely:

a. Receptive Vocabulary (Passive Vocabulary)

Receptive vocabulary is every word that students can recognize and understand when they are used in context (listening and reading), but which they cannot produce.

b. Productive Vocabulary (Active Vocabulary)

Productive vocabulary is every word that students can understand and pronounce correctly. This kind of vocabulary is used constructively in speaking and writing.

2. Language (Knowledge) Based Vocabulary

This kind of vocabulary divided in to two, they are Oral Vocabulary (Spoken Vocabulary) and Visual Vocabulary (Written Vocabulary). Listening and speaking are oral vocabulary, reading and writing are visual knowledge. Humans must have competence and skills. This is obtained from language teaching. Therefore, vocabulary is increased to improve our knowledge.

3. Contents Based Vocabulary

There are two kinds of this vocabulary: General vocabulary and Specific/Technical Vocabulary. General vocabulary refers to words that are not directly associated with a particular content area, while technical vocabulary is associated with a specific content area, subject, or topic.

Fries (1974:45) in (Zandroto, 2019), divides English vocabulary in four types:

1. Content words, are words that have meaning. They can be compared to grammatical words, which are structural. Content words are usually nouns, verbs, adjectives, and adverbs.

    a. Noun = person, place or thing (house, bag, shoes)

    b. Verb = action, state (enjoy, understand)

    c. Adjective = describes an object, person, place or thing (small, expensive, fast)

d. Adverb = tells us how, where or when something happens (carefully, sometimes)

2. Function words, are words that express a grammatical or structural relationship with other words in a sentence. Function words are usually determiner (a, the, their, which, this), conjunctions (and, but, for, although, before), prepositions (in, of, between, on, with, without), pronouns (she, they, he, somebody, someone), auxiliary verbs (be, is, am, are, have), modals (might, can, will, would, should), and qualifiers (quite, too, very).

3. Substitute words, are words which represent the individual things or specific action as substitutes for whole form classes of words. The substituted words are infinite pronouns such as anybody, anyone, anything, everybody, nobody and nothing.

4. Distribute words, are words distributed in use according to grammatical matter as presence of a negative such as, either, too, or yet.

Based on the statement above, there are several types of vocabulary. This research focuses on content words. Content words are usually nouns, verbs, adjectives, and adverbs.

1. Nouns, used to name or refer to people, things, places, even ideas. Macfadyen (2007:2) in Zandroto (2019) classified noun into six types:

   - Concrete noun refers to a physical object in the real world. It can be perceived through physical senses. Example: table, chair, floor, spoon.

- Abstract noun refers to something non-physical, something conceptual that cannot perceive directly through physical senses. Example: kindness, sadness, happiness, wisdom, laughter.

- Proper noun name specific people, things, and places. They are always capitalized. Example: Mr. James, Jakarta.

- Countable noun are individual people, animals, places, things, or ideas which can be counted. Example: table, book, pen.

- Uncountable noun are not individual objects, so they cannot be counted. Example: water, information, intelligence.

- Collective nouns are words for single things that are made up of more than one person, animal, place, thing or idea. Example: family, group, team, herd.

2. Verbs, are words or combination of words that indicates action or a state of being or condition. Verbs have tenses: present tense used to indicate that an action is being carried out, past tense used to indicate an action that has been done, future tense used to indicate an action will be done. Types of verbs based on Ginger (2016:35) in (Zandroto, 2019):

- Action verb is a verb, which is used to express something that a person, animal, or thing does. Example: My sister *drives* the car.

- Transitive verb is a verb that requires an object to receive the action. Example: Ronald *gave* the book to his friend. The verb "gave" requires an object "the book".

- Intransitive verb does not take an object. However, there may be other information after the verb, such as one or more prepositional phrases or an

adverb. Example: May I *sit* here? The verb "sit" requires a prepositional "here".

- Irregular verb is a verb that does not refer to the same or a different present and past tense.

- Regular verb is a verb in the simple past form and the same past participle

3. Adjectives, used to describe nouns or pronouns. Khamying (2007:20) in (Zandroto, 2019) divides adjectives in eleven types: descriptive adjective, proper adjective, quantitative adjectives, numeral adjectives, demonstrative adjectives, interrogative adjective, possessive adjective, distributive adjective, emphasizing adjective, exclamatory adjective, relative adjective.

4. Adverbs, used to describe verbs, adjectives, or even other adverbs. They specify when something happened, where, how, why, and how much. Macfadyen (2007: 12) in (Zandroto, 2019) classified adverbs into five:

- Adverbs of manner tells the manner or way in which something happens. The answers of question "how" are easily, quickly.

- Adverbs of place tells the place where something happens. The answers of question "where" are near, there, here.

- Adverbs of time tells about the time that something happens, such as later, tomorrow, now.

- Adverbs of frequency tells about how often something is done or happens, such as often, sometimes, always, never.

- Adverbs of degree tells about the level or extent that something is done or happens, such as rather, too, very, fairly.

### 2.4.4 Teaching Vocabulary

According to Brown in (Marzulina et al., 2019), teaching means to show or help someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand. Teaching vocabulary is not easy to do. In teaching vocabulary, a teacher needs appropriate learning techniques, fun and acceptable to the students in order to help the students have a good understanding on new words being learned. Before teaching vocabulary in the classroom, a teacher needs a good preparation to ensure that the learning material is delivered properly and can be accepted by the students. Depending on the teaching goal, a teacher must know about what words to be taught. They have to explain the definitions in English by using words that students can easily understand.

According to Prudent Injeeli in (Novianti, 2019), there are six teaching vocabulary principles, namely:

1) Teaching is carried out in a simple and clear manner without giving complicated explanations.

2) Shows the relationship between current lessons and past knowledge

3) Use oral and written presentations - write it on the whiteboard and explain.

4) Pay more attention to the words that are partially known.

5) Inform the students if it is a high frequency word that is worth noting for future attention.

6) Do not include other words that are unknown or less known, like near synonyms, opposites, or members of the same lexical set.

There are some goals in teaching vocabulary according to Paul Nation in (Novianti, 2019). First, students must know what vocabulary they are learning, what they can learn about it, how they learn it, how it is used, and how well it is learned and used. Second, students should increase their vocabulary size and enrich the words they already know. Third, students should use words frequency and personal need to determine what vocabulary should be learnt. Fourth, students must be able to find information about certain words. Fifth, students should be familiar with the generalizable language systems that lie behind vocabulary use. Sixth, students should be aware of the most effective use of direct learning and decontextualization procedures. Seventh, vocabulary learning needs to operate across the four strands of meaning focused input, meaning-focused output, language-focused learning, and fluency development. The last, students should be aware and excited by their progress in learning vocabulary.

### 2.4.5 The Principles of Teaching and Learning Vocabulary

Wallace (1989:30) in (Munawaroh, 2016) stated some principles of teaching and learning vocabulary, they are:

a. Aim

Studying vocabulary means learning the words of a language, starting from how they are pronounced, what their forms and functions are, how they are used in sentences, what they mean, etc. The goals to be achieved in teaching vocabulary

in the classroom must be clearly defined because the time for teaching in class is limited, so it is rather difficult to teach all aspects of this vocabulary at once.

b. Quantity

In teaching vocabulary, the teacher must consider the number of words that students will learn and master at one time. Too many words taught at once will not be effective for learners. Adjustment of the number of words that will be taught to students with high and low abilities needs attention.

c. Need

A language has a lot of words. This requires the teacher to choose and teach the words that need to be taught according to certain goals. In the teaching and learning process, for example the material to be taught by the teacher is related to the sea, the teacher must also select vocabulary related to the sea.

d. Frequent Exposure and Repetition

A number of repetitions are needed to prove that the student has learned the words that have been learned before. If students have done the learning, students will be able to recognize the target words and identify their meaning. Students should be given the opportunity to use productive vocabulary as often as possible so that they remember the words and know their pronunciation correctly and can identify their meaning.

e. Meaningful Presentation

In presenting vocabulary, students must have a clear and specific understanding of these words. This requires that the words be presented in such a way their denotation and references are perfect and unambiguous.

f.  Situation of presentation

The teacher must present words that are appropriate to the student's situation.

g.  Presenting in a context

Words can be connected with other words so that they will produce a sentence that contains a certain meaning. If you want to teach students about the meaning of words and how words are used, then the teacher needs to show the use of a word together with other words in a context.

## 2.4.6 Methods to Help Students Learn Vocabulary

There are some methods to maximize the quality and quantity of learning (Priya, 2015):

a.  Integration of material compiled with the new lexis into a language that is already known by the learner.

b.  Encourage students to record vocabulary in notebooks to add new items and further information about items that have been recorded.

c.  Describe the type of information to include, when picking up words: pronunciation (in phonetic symbols), definitions, collocations, word"s family and inviting students to write example sentences using the word.

d.  A systematically organized store is essential to trace a word by topic, or theme.

e. The logic behind the origin of words and the story that underlies how words appear and the meaning of what they do need to be taught to foster students' interest and curiosity about words.

f. Activities and tasks to be framed around the words, so that; the earner could recall and retrieve the words to use contextually.

g. Motivate the students to read both fiction and non-fiction books.

## 2.5 Vocabulary Mastery

Vocabulary mastery can be defined as a number of vocabulary (words) in a language which contains information about its meaning, form, and usage in context of communication (Lelawati et al., 2018). Alqahtani (2015) said that vocabulary mastery is a person's skill in using words from a language, which is obtained based on their own interests and motivations.

Vocabulary is about words, where the word come from, how they change, how they relate to each other, and how we use them to view the world. Vocabulary is needed to establish good communication in the human social environment. By having a lot of vocabulary, the contribution to all aspects of language will increase. That is why mastering vocabulary become the most important thing in learning a language. The mastery of vocabulary determines the mastery of four language skills. Mastery itself means having great skillfulness and knowledge of some activities or subjects. So, vocabulary mastery is comprehensive knowledge to recognize, to understand, and to produce the stock of words and their meaning. It means that the skill mastered by someone are expected to know that skill. For example, vocabulary, vocabulary

mastery means the ability to understand the meaning of words and apply them in sentences.

## 2.6 Ice-Breaker Activities

### 2.6.1 The Definition of Ice-Breaker

Icebreaker is a technique to melt a rigidness atmosphere. This technique often used in conversation and in classrooms (Rahmayanti et al., 2019). Icebreaker can create a conducive learning atmosphere that can train students' concentration. Icebreaker activities help to develop various soft skills such as interpersonal skill, communication skills that include written, verbal and non-verbal, and team building skills. Icebreaker activities are fun activities that are implemented in the classroom during the learning process to attract students' interest (Farwati et al., 2019). Based on Sendana & Rachel (2020), 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.

In the teaching and learning process, students often feel bored in following the lesson. This causes a decrease in the intention and focus of students to keep listening and following the lesson. To overcome this, the teacher must think about and apply learning techniques that are able to increase students' intentions and focus. Yeganehpour (2017) in (Rahmayanti et al., 2019) stated that "icebreaker is every activity that is applied by the teachers in the classroom to attract students" attention in learning." The application of icebreaker increases students' concentration, so they will get the maximum of their learning process as the result.

According to Kanu (2011) in (Farwati et al., 2019), icebreaker activities can be done at the beginning of learning as an opener to motivate students towards a lesson. It can also be used in the middle of a learning session to refresh the atmosphere, reduce boredom, recharge students" energy and enthusiasm, and restore concentrations. To confirm or review material, icebreaker can be used at the end of learning.

From the definitions above, the researcher conclude that icebreaker is activities implemented during the learning process to break boredom, reduce sleepiness, and restore student focus to pay attention to the speaker. Besides, icebreaker allows students to get to know each other and enable teachers to acquire a better understanding of their students' backgrounds. It is important for students to feel comfortable with each other, be confident and focus on the learning process. The concentration and focus given by the audience is expected to be able to realize the subject being discussed, so that participants can understand the material easily.

**2.6.2 The Principles of Ice-Breaker**

Witkowski (2000) in (Farwati et al., 2019) suggested some principles of a successful icebreaker activity:

a. Objectives: Icebreaker activities must be in accordance with the material.

b. Audience: It is necessary to consider the age and ability of the participants.

c. Time Management: Icebreaker activities are carried out within a certain period of time, not too long and not too fast. Activities can be done in about 20 minutes.

d.  Control: Icebreaker activities are short and fun to liven up and relax the atmosphere. Therefore, it is necessary to control icebreaker activities

Sapp (2007) in (Farwati et al., 2019) stated the principles of ice breaking activities as:

a.  Simple: The simpler, the better.

b.  Non-threatening: Icebreaker activities should make people feel comfortable.

c.  Open ended: Let students express their uniqueness.

d.  Relevant: Selection of icebreaker activities must be adjusted to the needs of the group and learning objectives.

e.  Energizing: Icebreaker activities must be exciting according to the level of activity in order to be able to restore students' enthusiasm for learning.

### 2.6.3 The Stages of Using Ice-Breaker

Three stages of the use of icebreaker activities according to several researchers:

a.  Icebreaker Activities at the Beginning of Learning Process

The implementation of icebreaker activities before starting learning will create an enthusiastic classroom atmosphere that is able to attract students' attention. In addition, they build familiarity and increase enthusiasm among students (Diril, 2015). In line with that, Chlup & Collins (2010) asserted that icebreakers help students start discussions and relieve discouragement or tension between group members at the beginning of learning.

b.  Icebreaker Activities at the Core of Learning Process

The essence of the learning process is an important stage where at this stage students often feel bored and no longer focus on learning. Icebreaker helps students refocus their attention during the learning process, both when doing assignments and listening to teacher explanations. (Pack, 2015)

c. Icebreaker Activities at the End of Learning Process

Icebreaker activities are required even after the lesson is over. This activity can provide positive reinforcement among students which will motivate them for future learning. This activity can also be used by the teacher to confirm or review the material discussed. (Pack, 2015)

### 2.6.4 The Purposes of Ice-Breaker

Icebreakers are thought to be useful for people to start conversations, promote active cooperation, and build relationships with others. In class, icebreakers can reduce awkwardness because this activity helps new students get to know one another. Moon et al., (2013) extrapolated in their study that icebreakers are effective in helping the subject to develop solidarity and eradicate feelings of awkwardness when they meet for the first time and have to work together in a group for the first time. In addition, icebreaker can help increase student learning motivation.

These are several purposes of icebreaker:

a. Eliminating barriers between students

Icebreakers can change an uncomfortable situation to a more comfortable one. Icebreakers can create intimacy between students and make it easier for them to work in groups. (Pack, 2015)

b. Prior knowledge assessment

Icebreakers can help teachers to provide an assessment of students' initial knowledge and abilities about a material or material that has been taught before. (Pack, 2015)

c. Fostering motivation

Icebreakers can be used to pique students' curiosity and interest, as well as create an active environment that allows them to be excited and motivated to work in groups. (Velandia, 2008)

d. Grapping attention

Icebreaker can refocus students' attention and improve students" receptivity of the lesson. (Diril, 2015)

e. Encourage interaction

Icebreaker is considered as an interactive tool that enhances learning effectively. This activity supports and promotes communication and fluency among learners. (Yeganehpour & Takkaç, 2016)

f. Eliminate distracting factors

Icebreakers get rid of the class routines, as well as eliminate boredom, anxiety, and fatigue (A. R. Astuti et al., 2020)

Based on these points, interesting icebreaker activities will make students more active and enthusiastic in participating the teaching and learning process. The application of icebreaker activities enables students to interact, collaborate, and establish relationships with their classmates.

## 2.6.5 The Advantages of Ice-Breaker

According to Chlup & Collins (2010), Johnson (2012), Yeganehpour & Takkaç (2016), there are several advantages of using icebreaker activities in EFL classroom.

a. Icebreakers create positive attitudes towards school and learning.

b. Icebreakers create a unified classroom community.

c. Icebreakers stimulate students to interact more to improve students" abilities and skills.

d. Icebreakers can reduce stress and create comfort for students.

e. Icebreakers brings humor and create a safe learning environment.

f. Icebreakers improve students" persistence and students learning outcomes.

g. Icebreakers establish positive teacher-student rapport.

h. Icebreakers reconcile differences among students, build trust and friendship, as well as encouraging and preparing them to learn by stimulating their minds and/or bodies.

i. Icebreakers encourage critical thinking.

**2.6.6 The Types of Ice-Breaker**

Icebreaker activity is any action implemented by the teacher in the classroom to make students interested in the lesson. Jun (2000) categorized the ice-breaker activities used by teachers into several groups:

a.  Reading stories: will improve both listening and speaking ability of learners because this is a good technique to make the students speak- up

b.  Question and answer: it demanded students' participation and immediate feedback that caused interest and motivation. In "question time" activity students could build on their prior knowledge and at the same time, used vocabulary and structures that were connected with a particular function.

c.  Using pictures: easy to prepare and organize, being interesting, meaningful and authentic. Pictures are useful in developing students' motivation and provided a general background and context.

According to Yonny (2012), there are 9 types of icebreaker. These types of icebreaker can be used to distract students from boredom during the learning process. The types of icebreaker are:

a.  Yells

Yells is an expression of enthusiasm which is usually expressed in groups. Yells are presented through chants with various words and styles that are funny, unique, and energetic. There are two models of yells:

1.  The mono yell-model, the yells uttered by the students, either individually or in groups in one direction.

2. The interactive model of yells, yells that are spoken mutually between students and teacher or students and other students.

b. Applause

This type of icebreaker is the easiest technique to do, several types of applause include: pat back, said applause back, and clap back gestures.

c. Song

In ancient times, songs were very popular in the learning process, but today's teachers rarely use this tool. These are some variants of song can be used in learning:

1. Pure song for joy.

2. Composed songs containing subject matter.

d. Body Motions

This type of icebreaker aims to move the body after a certain number of times silent hours in learning activities. Body movement will re-launch blood flow, so that students will be able to think creatively.

e. Humor

Humor can make the class atmosphere become fun after a few hours concentrate with material.

f. Games

The game is able to dilute the learning atmosphere so that learning conditions to be conducive. In choosing a game, the teacher must pay attention to several factors, namely:

1. Safety factor, must be a top priority, where the teacher must choose the type of icebreaker that is safe for students.

2. Time factor, the teacher should choose icebreaker game that does not take up much time.

3. Equipment factor, the selected icebreaker game should use simple equipment and, if necessary, be available around the classroom, such as pencils, paper, books, and so on.

4. Educational factor, what is done by the teacher to students must be in the context of education and learning. The educational value that can be obtained from icebreaker namely creating cohesiveness, cooperation, concentration, creativity, and so on.

g. Stories/Fairy Tales

Fairy tales are quite effective in focusing students' attention. Based on its content, a fairy tale divided into several types, as follows:

1. Motivational tales that aim to build a high spirit in the struggle for life and learning.

2. Fairy tale suggestion is fairy tales containing wise advice, where the advice is expected to be replicated by the students.

h. Magic

This type is very attractive to students, but is rarely used by teachers because not all people are able to play magic.

i.   Audio Visual

There are many types of audio visual that can be used as an icebreaker. The examples are short funny movie, inspirational and motivational video, etc.

Williams & Southers (2010) stated that "different kinds of icebreakers can be used by teachers to encourage students to interact with each other and the teacher as a major role player in the learning environment". The various types of Icebreakers allow the teacher to take advantage of each type of activity in carrying out the teaching and learning process, but the teacher must see its suitability with the learning material to be delivered.

Based on the explanation above, there are things that must be considered in implementing icebreaker. Selection of icebreakers must be adapted to learning objectives, age and ability of students, and time management. Icebreaker must be able to liven up and make the class atmosphere fun so that it can attract students' attention in learning.

## 2.7 Previous Research

The researcher takes review that has been conducted by previous researchers as a guides or references in this research. The first research was done by (Kader, 2022) entitled "The Use of Ice Breaking to Motivate the Students English Learning at MTs Muhammadiyah Tanamon". This research used CAR as a research design, which aimed to determine whether the application of Ice breaking technique can

motivate students in learning English. The findings showed that ice breaking could motivate students" in Learning English, it was proved by the results of the students" tests. The pre-test results showed that only about 37.5% from 24 students passed the KKM. In cycle I there was an increase to 62.5% and post-test II increased to 87.9%. The students also gave positive responses through the use of ice breaking in learning English. The previous research focused on the students" motivation by the implementation of ice breaker, while this current research focused on the students" vocabulary. The contribution of the previous research to the current research is as a reference in obtaining information related to the research to be carried out and the researcher knows how the previous researchers collected the data.

The second research came from Yeganehpour & Takkaç (2016), which entitled "Using Ice-Breakers in improving Every Factor Which Considered in Testing Learners Speaking Ability". The objective of this research is to demonstrate a suitable integration of ice-breaker activities into upper-intermediate EFL learners to test their speaking ability. The result showed that icebreaker activities has a positive effect in improving grammar, pronunciation, fluency and vocabulary. The previous research focused on speaking ability to the 20-27 year-old-college students in Turkey, while this current research focused on vocabulary mastery to the students in Junior High School. The contribution of the previous research to the current research is as a reference in obtaining information related to the research to be carried out.

The third research was done by Hutabarat (2019), entitled Improving Students" Vocabulary Mastery Through Memrise Application of the Tenth Grade Student at SMA HKBP Sidorame Medan. The objective of this research was to

improve the students" vocabulary mastery through memrise application. The method used was CAR and the data was collected from questionnaire result and test. The result of quantitative data showed that there was a development on the students" score in vocabulary test. The qualitative data showed that there were positive responses in the teaching-learning process of vocabulary through memrise application. The previous research applied memrise application to improve students" vocabulary mastery, while this current research applied icebreaker activities. The contribution of the previous research to the current research is as a reference in obtaining information related to the research to be carried out and the researcher knows how the previous researcher conduct the research, both the kind of instrument used, the technique of collecting and analyzing data.

The fourth research came from Tompul (2019), which entitled "Improving Students" Speaking Ability Through Icebreaker Strategy at First Year Students of Junior High School at SMP Swasta Era Utama Pancur Batu Academic Year 2019/2020". This research was aimed to improve the students" speaking ability. The research conducted by CAR. The data was collected by test and observation. The result showed that there was a significance improvement on students" speaking ability by using icebreaker and the students gave good responses and showed enthusiasm in learning. The previous research focused on the improvement of the students" speaking ability, while this current research focused on the students" vocabulary mastery. The contribution of the previous research to the current research is as a reference to the current researcher in conducting the teaching procedures both in cycle                  I                  and                  cycle                  II.

**2.8 Conceptual Framework**

Vocabulary is one of the important elements of language. Good vocabulary mastery will improve students' language skills, one of which is writing. Good writing skills will make our writing easily understood by others and in accordance with the correct writing rules. Vocabulary mastery ability also influences students" learning processes and outcomes. Through the vocabulary that students have, students will be able to communicate properly.

However, in reality, many students lack vocabulary, especially English vocabulary which makes it difficult for them to express their ideas. This is due to the lack of student learning motivation and the application of monotonous learning techniques and the lack of ability to foster student interest in learning. Therefore, the researchers overcome this problem through icebreaker activities. Icebreaker can create a conducive learning atmosphere that can train students' concentration.

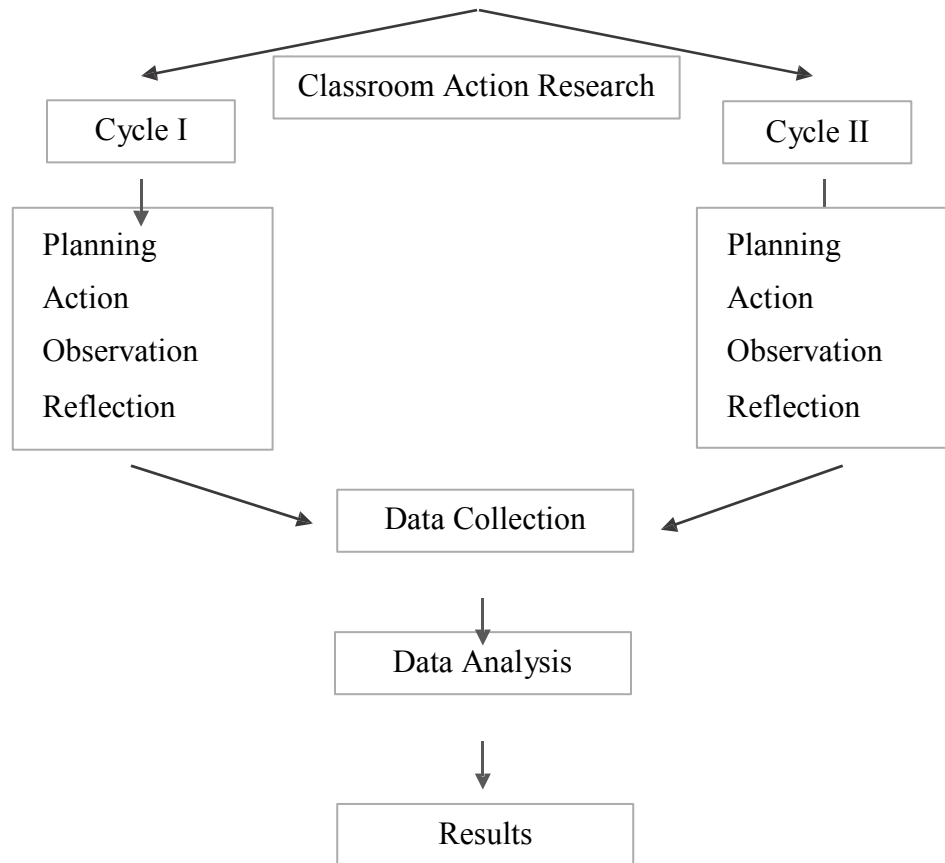| Improving Students" Vocabulary Mastery by Using Icebreaker Activities to the First Graders of SMP HKBP Sidorame |

| Students" problems in mastering vocabulary |

↓

↓

| Improving students" vocabulary mastery by using icebreaker activities |

↓

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                    Classroom Action Research
   ┌─────────┐     ┌──────────────────────────┐     ┌─────────┐
   │ Cycle I │                                      │ Cycle II│
   └─────────┘                                      └─────────┘
        │                                                │
   ┌─────────────┐                              ┌─────────────┐
   │ Planning    │                              │ Planning    │
   │ Action      │                              │ Action      │
   │ Observation │                              │ Observation │
   │ Reflection  │                              │ Reflection  │
   └─────────────┘                              └─────────────┘
              ┌──────────────────┐
              │  Data Collection │
              └──────────────────┘
              ┌──────────────────┐
              │   Data Analysis  │
              └──────────────────┘
              ┌──────────────────┐
              │     Results      │
              └──────────────────┘
```

**Figure 2.1** The Conceptual Framework

## CHAPTER III RESEARCH

## METHODOLOGY

This chapter deals with research design, population and sample of the research, instrument of collecting data, technique of collecting data, scoring of the test, validity and reliability and the technique of analyzing data.

## 3.1 Research Design

In this research, the researcher 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." Action research aims to improve teaching, for example the success of certain activities or actions carried out by the teacher in the teaching and learning process. Classroom action research enables teachers to understand and develop teaching skills, and take action to improve student learning. Based on Kemmis and Taggart (1988) in (Khasinah, 2013), this research is done in four steps: plan, action, observation, and reflection. Started by planning for an action, then the plan is implemented as an action in classroom and the action is then observed. The reflection is done to analyze the data obtained during the action.
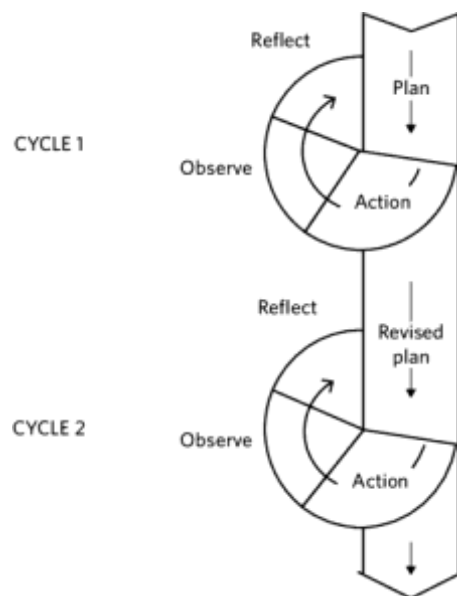


**Figure 3.1** Action Research Spiral, Model from Kemmis and Mc Taggart

**3.2 Population and Sample**

**3.2.1 Population**

Population refers to the set or group of all the units on which the findings of the research are to be applied (Shukla, 2020). The population of this research was the first-grade students of SMP HKBP Sidorame. The population consists of one class with the total of 32 students.

**3.2.2 Sample**

Sample is objects or individuals selected to represent the population. In this research, the researcher used Saturated Sampling technique because the population size relatively small with the total population 32 students. According to Sugiyono (2016: 85) in (Gofur et al., 2021), "Saturated Sampling is a sampling technique when all members of the population are used as samples." It is used if the population is small or less than 100.

**3.3 Instrument of Collecting Data**

The researcher used quantitative and qualitative data in this research. The quantitative was done by vocabulary test. There are three tests given, namely pre-test, post-test I and post-test II. The number of questions is 20 items of multiple choice. The qualitative data was collected through questioner sheet.

**3.4 Technique of Collecting Data**

Data collection is the process of obtaining information that is the target of researcher in order to achieve research goal. This research was conducted in two cycles. It aims to observe the use of icebreaker activities in improving students' vocabulary mastery.

**3.4.1 Cycle I**

**1. Planning**

Planning is arrangement for doing something. In this phase, the teacher prepares a plan that was needed in the learning process. The following points are the specification of the planning in the first cycle:

a) Conducting a pre-test to know the students" basic ability in mastering vocabulary.

b) Preparing lesson plan, learning materials and media that will be needed during the teaching and learning process.

c) Preparing icebreaker activities that will be implemented in the classroom.

d) Preparing students" and teachers" observation sheet of the cycle I (to know the situation of the teaching-learning process when the technique is applied).

e) Preparing instruments to collect data, such as vocabulary tests and questionnaire.

**2. Action**

Action is the process of doing something according to the plan that has been made. The activities of action can be seen in table 3.2 as follows:

| Teacher activities | Students activities |
|---|---|
| The teacher explained the learning material (vocabulary) about countable noun and uncountable noun by using icebreaker activities | The students listened to the teacher‟s explanations |
| The teacher concluded the material and giving feedback after the lesson | The students gave opinion |
| The teacher gave post-test to the students | The students answered the post-test |
| The teacher gave occasion for the students to ask any difficulties using icebreaker in the learning process | The students conveyed the difficulties encountered with the use of icebreaker in the learning process |

**Table 3.1** Teacher‟s and Students‟ Activities in Cycle I

**3. Observation**

Observation is made to get the information of action that have been carried out. In the observation phase, the researcher observed the students and teacher activities by using observation sheet.

**4. Reflection**

Reflection is a research finding analysis. At this point, the researcher reflected on, evaluate, and described the effects of the action. Reflection can help the teacher to make a decision. Reflection is an evaluate aspect used to judge whether or not the technique used can be solving the problem and improve students‟ vocabulary mastery.

a. The researcher evaluated the activities that have been done.

b. Researcher reflect on what will be done to fix the problem.

c. The researcher analyzed students" test scores on and observation sheet data in cycle I.

d. The researcher continuing the research into cycle II if the results obtained do not reach the stated goals.

**3.4.2 Cycle II**

Cycle II was carried out based on the results of reflection from cycle I. If the observations showed that students had difficulty understanding the material and still had low abilities, then other actions were needed to improve students' abilities in cycle 2. The procedures are as follows:

**1. Planning**

Some activities designed in the planning phase of cycle II are:

a. Identifying the problem and find the solution to the problem.

b. Preparing lesson plan, learning material, and designing the steps in doing the action.

c. Preparing icebreaker activities that will be implemented in the classroom.

d. Preparing students" and teachers" observation sheet of cycle II.

e. Preparing instruments to collect data, such as vocabulary post-test and questionnaire.

The preparation was designed to achieve learning objectives. Students are expected to improve their vocabulary mastery with the material provided.

**2. Action**

The action in cycle II is quite similar to the cycle I. The activities of the cycle II action included:

| Teacher activities | Students activities |
|---|---|
| The teacher explained the learning material (vocabulary) about countable noun and uncountable noun by using icebreaker activities | The students listened to the teacher"s explanations |
| The teacher concluded the material and giving feedback after the lesson. | The students gave opinion |
| The teacher gave post-test to the students | The students answered the post-test |

**Table 3.2** Teacher"s and Students" Activities in Cycle II

## 3. Observation

The researcher observed the students and teacher activities by using observation sheet.

## 4. Reflection

In the second cycle of reflection, the researcher concluded that the results of cycle II experienced an increase in students' vocabulary mastery.

## 3.5 Validity and Reliability Test

### 3.5.1 Validity

According to Heale & Twycross (2015), "Validity is defined as the extent to which a concept is accurately measured." A test can be said valid if the test measures the object to be measured and suitable with the criteria. There are three types of validity, namely: criterion validity, construct validity, and content validity.

| Intonation | Test Item | Total Item | Kind of Test | Score |
|---|---|---|---|---|

| | | | | |
|---|---|---|---|---|
| Countable Noun | 1,3,5,6,8,12,14,15,17,19 | 10 | Multiple choice | 50 |
| Uncountable Noun | 2,4,7,9,10,11,13,16,18,20 | 10 | | 50 |
| Total Score | | | | 100 |

**Table 3.3** The Test Specification

### 3.5.2 Reliability of the Test

Heale & Twycross (2015) stated that "Reliability, or the accuracy of an instrument. In other words, the extent to which a research instrument consistently has the same results if it is used in the same situation on repeated occasions." Reliability tests are carried out to see whether a measuring instrument is able to provide consistent measurement results in different times and places. This research used Kuder Richardson (KR21). The formula as follows: (Yusup, 2017)

$$\frac{}{(\quad)}\{\quad\frac{(\quad)}{\quad}\}$$

Where:

= Reliability of the test

= the number of question items in the instrument

M = Mean of the score

S = Standard deviation

$$S = \frac{(\quad)}{\quad}$$

The following classification of reliability is also applied:

0.0 – 0.20     : The reliability is very low

0.20 – 0.40    : The reliability is low

0.40 – 0.60    : The reliability is fair

0.60 – 0.80    : The reliability is high

0.80 – 1,00    : The reliability is very high

According to Fraenkel, Wallen, & Hyun (2012) an instrument is said to be reliable if KR reliability coefficient value is more than 0,70 (ri > 0,70).

## 3.6 Scoring of the Test

The kind of the test are multiple choice which consist of 20 items. The scores are obtained using this formula:

$$S = \underline{\phantom{x}} \; x \; 100$$

Where:

S = Score number of the test

R = Number of the correct answer

N = Number of test items

| No. | Score | Classification |
|-----|-----------|----------------|
| 1 | 96 – 100 | Excellent |
| 2 | 86 – 95 | Very Good |
| 3 | 76 – 85 | Good |
| 4 | 66 – 75 | Fairly Good |
| 5 | 56 – 65 | Fair |
| 6 | 46 – 55 | Poor |
| 7 | 0 – 45 | Very Poor |

**Table 3.4** The classification of the students‟ score

To calculate the percentage of the students" who scored $\geq$ 75, the researcher uses the following formula:

$$P = - \text{ x 100 \%}$$

Where:

P = The percentage of students who got the point 75

R = The number of the students who got point up to 75

T = The number of the students who do the test

## 3.7 The Technique of Analyzing Data

### 3.7.1 Quantitative Data

The quantitative data will be analyzed from vocabulary test.

a. Collecting the data from the scoring of students" pre-test and post-test. $\boxed{S = \dfrac{R}{N} \text{ x 100}}$

b. Calculating the mean score of students" pre-test and post-test by using: Gay (2012) in (Rahmasiah, 2021)

$$\overline{\phantom{xx}}$$

Where:

N = The total number of samples

c. To calculate the percentage of the students" score that passes the minimum completeness criteria (KKM) $\geq 75$, the researcher uses the following formula:

$$P = \dfrac{\phantom{-}}{\phantom{-}} \text{x } 100\,\%$$

**3.7.2 Qualitative Data**

The qualitative data will be analyzed from questioner sheet. The data analysis technique used is Likert scale. The Likert scale has multiple categories from which respondents choose. It is used to measure their opinions, attitudes, or feelings about a particular issue (Beglar & Nemoto, 2014).

| Scale | Score |
|-------|-------|
| Strongly Agree | 4 |
| Agree | 3 |
| Disagree | 2 |
| Strongly Disagree | 1 |

**Table 3.5** Likert Scale

After obtaining the data, the researcher calculated it into percentage by using simple statistical formula. The following formula is used to calculate the percentage of the total frequency of each item in the questionnaire:

$$\dfrac{\phantom{-}}{\phantom{-}}$$

Where:

P = Percentage

F = Frequency (observed scores)

N = Number of samples

# CHAPTER IV

## DATA, DATA ANALYSIS, FINDING AND DISCUSSION

This chapter focused on analyzed the collected data. The researcher collected the data from one class of the first-graders of SMP HKBP Sidorame with 32 students. This chapter displayed the finding of the collected data from the beginning until the end of the research. The findings consist of the result of cycle I and cycle II. Both cycles are the treatment of the implementation of icebreaker activities to improve students" vocabulary mastery.