CHAPTER I

INTRODUCTION

1. Background

According to Supriadi in (Sunarto, 2012: 1) ice breaker is a combination of two words which contain the meaning of "breaking ice". This term is commonly used in training events with the intent and purpose of breaking the ice between training participants, so that they know each other, understand and can interact well with one another. This is usually possible due to differences in status, age, occupation, income, position or so on which will cause a wall of separation between one participant and another. Efforts to melt these inhibiting walls require an ice breaking process.

The same thing was said by M. Said in (Sunarto, 2012: 2) that Ice breaker is a game or activity that has a function to change the atmosphere of needs in the group. Here it is explained about how to do an ice breaker, namely by playing games or other activities. But the purpose of all these activities carried out within the framework of an ice breaker is the same, namely to break the ice in the atmosphere so that the training or learning process becomes more effective and also the concentration of the trainees or students becomes refocused.

Thus students will be motivated to do and try to continue to follow the learning process with possible. The research's results of (Ambini R. 2016;36) showed that students' learning motivation after being given ice-breaking activities was better and higher than learning motivation before being applied for ice breaking activities on the side lines of learning.

Learning will be more effective if students are happy (Sardiman, 2012). The joy felt by students is proven to have a good effect on the achievement of learning outcomes. To provide an atmosphere that can increase the excitement of students, appropriate strategies, methods or techniques are needed.

Learning technique is a real way that is used when learning activities take place. According to Uno.H.B (2009:2): "that technique is a tool used by teachers to show student activities to achieve learning objectives". The learning method can be applied to several learning techniques. According to Aqib. Z and Ali.M (2016:11) that: "A learning technique is a way that is done by an educator in implementing a specific media or method". Learning techniques are plans on how to use potential and means to increase effectiveness and efficiency (teaching). In other words, learning techniques are a plan for how to carry out teaching and learning tasks that have been identified (results of analysis) so that these tasks can provide optimal learning outcomes.

A teacher is a person who is responsible for the students'. The teacher should be responsible for the students' education in school. In a school, teacher may act as a manager as well in teaching and learning process. In this role, a teacher is responsible for directing the students in order to achieve the learning objective. As a manager in teaching and learning processes, a teacher should be able to make sure that the students always pay attention for any materials delivered by teachers in the classroom.

Based on the researcher's experience during he doing internship or teaching practice at elementary school SD GMIT KUANINO II, in teaching and learning process in the classroom a teacher ever meets some problems. For

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instance, the students feel bored in the classroom, play with their own friends, and get the difficulties in understanding the lessons. These conditions can happen because the teacher does not make variation in presenting the material like talking too much and face to the white board dominantly. To solve these kinds of problem a teacher should be creative, especially when they are in the classroom. In this case, being creative, a teacher should communicate with students and also asks them whether understand or not the lesson. Additionally, a teacher can also use games while teaching in the classroom.

Related to the above, researchers is interested in conducting research on **A Descriptive Study On types of Ice Breaking Techniques In Teaching English At SD GMIT Kuanino II**

1.2 Research Problem

Based on the background described above, the formulation of the problems in this research are:

1. What are the types of ice breaking techniques used in teaching English?
2. What is the dominant types of Ice Breaking techniques used in teaching English?

1.3 Aim(s) of Study

Based on the formulation of the problem, the objectives of this research:

1. To know the types of ice breaking techniques used in teaching English.
2. To find out the most dominant types of ice breaking techniques used in teaching English.

1.4 Significance of Study

The significance of study will be divided into two benefits; the implication of benefits for next researcher and application's benefits for elementary school's teacher.

1.5 Implication

This study is expected to support the theory of Forbess-Greenee (Novia, 2013:6) defines icebreakers as "tools that enable the group leader to foster interaction stimulate creative thinking, challenge basic assumptions, illustrate new concepts and introduce specific materials".

1.6 Application

1. **For students**

   This ice breaking techniques is expected to increase interest and learning outcomes for English subjects and not feel bored in learning.

2. **For teachers**

   This ice breaking techniques is expected to be applied in the learning process in the classroom, so that students are more enthusiastic in receiving the lessons that are taking place, so that the learning objectives can be achieved.

3. **For school**

   Provide input for schools in order to streamline the development and management of teaching materials in the implementation of education.

4. **For researcher**

   As a tool to develop the ability of writers, and new way of managing the class with a pleasant atmosphere.

5. for other researchers

The result of this study is expected to be a guide for other research to further explore research on Ice Breaking.