

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter presents all the findings to answer the research questions and discusses. All the data of this research is presented and analysed in the findings and elaborated in discussions.

#### **4.1 Finding**

The purpose of this research is to find out the application of Ice Breaking that has been done by the teacher in classroom. The teacher used types of Ice Breaking two different techniques in class for SD GMT Kuanino II Kupang students, the first is; a spontaneous technique in learning situations, the second is; techniques planned in learning situations, there are dix types of Ice Breaking which contain games and entertainment are; yelling, clap hands, songs, body motions, and audio visual.

##### **4.1.2 Observation results**

The use of this ice breaking learning model has advantages in terms of mastering a concept, because with this technique students are more interested in the lesson. Because they learn while playing, it is easy to understand and live up to the issues raised. Students are also not passive, but actively observe and submit suggestions and criticisms.

As long as the writer observes the teacher in every meeting, in one meeting the teacher uses two types of ice breaking with spontaneous techniques in learning situations.

**4.1.3 Checklist observation results with the steps of teacher activity in the  
classroom at SD GMT KUANINO 2 KUPANG**

Table 1

Meeting class	indicator	Observed aspect	Types of ice breaking done by the teacher in class	Yes	No
First meeting	Introduction	The teacher greets the students	Yelling	√	
		The teacher makes attendance	Games	√	
		Teacher used Ice Breaking at the beginning	Songs	√	
Second meeting	Learning core	The teacher uses ice breaking according to the material	Fayre tales		X
		The teacher uses Ice Breaking at the core of learning	Body motions	√	
		The teacher uses Ice Breaking with spontaneous techniques in learning situations	Yelling	√	
		The teacher creates learning from passive to active	Humour		X

Third meeting	End of learning	The teacher creates variations of hand clapping in learning	Claps hand	√	
		The teacher uses Ice Breaking body movements in learning	Body motions	√	
		The teacher reflects	Magic		X
		The teacher does ice breaking closing the lesson	Yelling	√	
		The teacher invites students to make conclusions	Audio visual	√	

#### 4.1.4 Types of ice-breaking in learning

There are nine types of ice-breaking and only some of these types that the teacher uses and applies to SD GMT Kuanino II students in class, when learning takes place, namely; yelling, clapping hands, songs, body motions, humour, games, fairy telling, magic, and audio visuals.

##### 1. Yelling

The yells that the teacher uses at the opening of class to start learning, or in the middle of class when learning takes place, as well as at the end of the lesson, the teacher always starts with the question "are you ready"? The students answered "we are ready" then the teacher said once again "are you ready" the students answered the same answer "we are ready".

This yell is one of the types that the teacher uses when starting learning, the teacher ensures the readiness of students to take part in learning with enthusiasm.

#### 1. Claps hands

The teacher's type of applause collaborates with body motion, when starting the applause, the students rotate their palms from top to bottom and then from the top up, when the teacher starts the lesson the teacher applies this type of applause, there are two different types of applause. The first is "enthusiastic applause" and the second is "clapping silently", clapping enthusiastically the teacher uses it when opening the class the teacher checks the readiness of students to take part in learning so the teacher applies enthusiastic applause, silent applause the teacher uses it when students are no longer focused on learning and students start playing and grabbing in the class not paying attention to the material what the teacher conveys, the teacher uses silent clapping to stop the commotion in the class.

#### 3. Songs

In the song type section, the teacher collaborates with audio visual and body motion types, because in the audio visual that the teacher uses there is a singing song entitled "barney I love you" but when the song the students watch in the video the teacher plays and they hear it, the teacher invites them to sing along with the song and the teacher makes body movements to the song.

#### 4. Body motion

This type is called a motor movement, when the teacher sees that the students are feeling bored, no longer focused while participating in learning, the teacher takes this opportunity to give them enthusiasm again, through the movements that the teacher has prepared, the teacher invites them all to stand up and then the teacher opens the music, the teacher varies a movement in front and then the students follow the movement. This type of body motion is also one type that is collaborated with audio visual, because this type requires material, namely; speakers, cell phones, and songs to help the teacher apply movements to break up the situation of students in the class who feel bored, tired, so they can get excited about learning again.

#### 5. Humour

This type of humour the writer did not find something that the teacher used in every meeting while the writer was conducting research, this type of humour did require a teacher who is a comedian in teaching, but teachers at SD GMIT Kuanino II did not do or apply this type of learning, maybe students are more familiar with games fun than a joke.

#### 6. Games

The fun game that the teacher uses to train students' memory, this game is "guess the word" so that students quickly remember vocabulary, the teacher inserts this game when the subject is in progress, this game is very simple, when in the middle of learning the teacher gives examples of the questions, the teacher gives a complaint, when the teacher writes the word

"SA" on the blackboard, the teacher asks students to look for words that start with "SA" such as; *saya, sayur, sampah, sakit*, and so on, after that the student gets up from his seat and goes to the front to join the line of his friends and then says a word that starts with "SA" when the student says it correctly the student goes back to sit down, but when he mispronounced or did not know, the student started back from the line to repeat the word starting from "SA".

#### 7. Fairy telling

This type as long as the writer conducts research; the writer observes that the teacher does not use it in learning.

#### 8. Magic

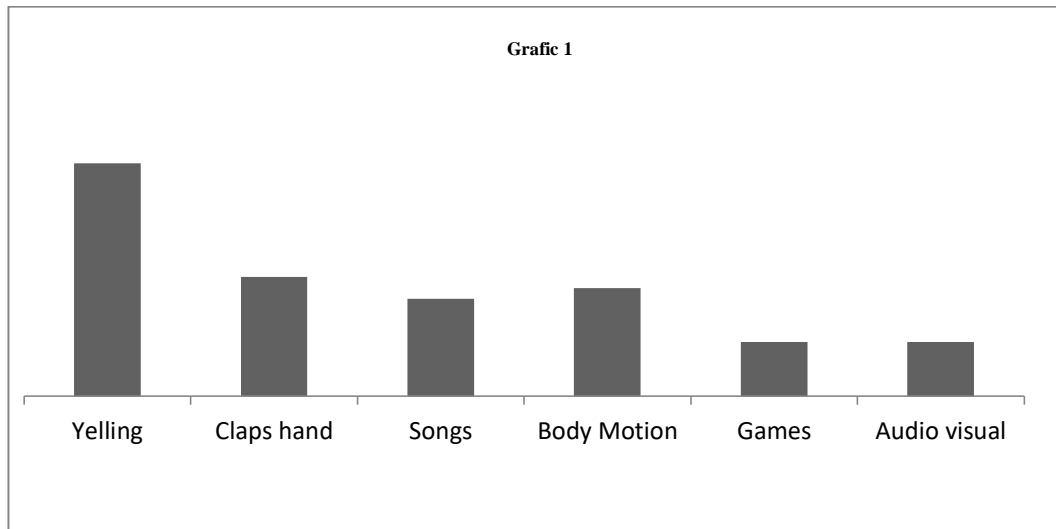
The type of magic while the writer is making observations, the writer does not find the teacher using this type of magic in learning.

#### 9. Audio Visuals

The audio visual that the teacher uses during teaching and learning process the teacher shows a video containing "children's songs" to students in the class, and also the teacher collaborates the audio visual with other types of ice-breaking such as; body motion, songs and hand clapping, through the types of ice-breaking, the teacher invites students to watch containing songs and then the teacher invites them to sing and move their bodies while clapping.

#### 4.1.5 The Dominant Types of Ice Breaking

The dominant type is yelling when the teacher uses in teaching and learning process.



In the graph above, there is the level of use of ice breaking types by the teacher. When the learning process takes place, the writer notes that yelling is the most dominant type of ice breaking used.

#### 4.2 Discussion

Types of Ice-breaking technique is a learning that is often used by teachers at SD GMIT Kuanino II Kupang, during the teaching and learning process which can be inserted at the beginning of learning, mid-learning, and the end of learning. By inserting a little Ice Breaking according to the results of the checklist observations, and the data processed by the author, the teacher prepares each type of Ice Breaking with the steps in learning, so students will be more optimal and the learning atmosphere in class will always be fresh.

The advantage of Ice Breaking is a learning strategy that emphasizes the development of cognitive, affective and psychomotor aspects in a balanced way, so that learning through this strategy is considered more.

#### 4.2.1 Types of ice-breaking

There are several types of ice-breaking the writer found when observing in class, which the teacher uses in the teaching and learning process in the classroom, the teacher uses several types as follows:

1. Yelling
2. Claps hands
3. Songs
4. Body motions
5. Games
6. Audio visual

##### 1. Yelling

The teacher uses yelling at the opening of class mid-class and at the end of class, the teacher always starts with the words "are you ready" then students answer "we are ready" three times, for example:

Teacher > are you ready?

Students'> we are we are ready

Teacher > one more, are you ready?

Students'> we are we are ready.....

##### 2. Claps hands

This pat is what the teacher uses when learning and learning takes place, for example;

<i>Tepuk semangat</i>	<i>Tepuk diam</i>
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<i>Tepuk 3x se</i>	<i>Tepuk x3 bila aku</i>
<i>Tepuk 3x ma</i>	<i>Tepuk 3x sudah tepuk</i>
<i>Tepuk 3x ngat</i>	<i>Tepuk 3x maka aku</i>
<i>Tepuk 3x semangat yee.</i>	<i>Tepuk 3x harus diam...sssstt</i>

### 3. Songs

The songs that the teacher uses in implementing ice-breaking are the types of songs, examples like the following; when the teacher invites students to sing together,

“Barnay I love you”

I love you, you love me

We're a happy family

With a great big hug, and a kiss from me to you

Won't you say you love me too?

I love you, you love me

We're best friends like friends should be

With a great big hug, and a kiss from me to you

Won't you say you love me too?

### 4. Body motions

The teacher uses body motion examples such as the following;

Teacher > are you ready

Students'> yeeeeee.....

Teacher > teacher raises both hands, rotates palms three times with shoulder movement, and then claps.

Students'> students raise their hands while turning their palms three times with shoulder movements and then clap.

## 5. Games

The game that the teacher uses is a guessing game, for example;

The teacher says say the word starting from "SA"

Students guess the word:

*Sapu - sayur*

*Saya - salah*

*Siapa - sama*

*Sapi - sampah*

*Sakit- sambut*

*Dan lain-lainya....*

## 6. Audio visual

The teacher shows a video containing children's songs and then invites students to watch together singing and dancing together, one of the songs that the teacher shows in the video is;

*Aku anak sehat, tubuhku kuat*

*Bermain dan belajar penuh semangat, hei!*

*Aku anak sehat, tubuhku kuat*

*Karena ibuku rajin dan cermat*

*Semasa aku bayi, s'lalu diberi ASI*

*Makanan bergizi dan imunisasi*

*Berat badan kuditimbang s'lalu*

*Posyandu menunggu setiap waktu*

*Bila aku diare, Ibu s'lalu waspada*

*Pertolongan oralit s'lalu siap sedia*

#### **4.2.2 The dominant types of ice-breaking**

There are six types of ice-breaking that the teacher uses when teaching in class. Of the six types of ice-breaking, the writer found that there is one type that the teacher often uses, namely, yelling.

Yells are one of the more dominant types when the teacher uses them compared to other types of ice-breaking. Yells are one of the types that the teacher uses repeatedly, but students are not bored by responding to greetings from the teacher because yells have different excitement. With other types of ice-breaking, the teacher spontaneously uses yells at the opening of class, mid-class, and at the end of class, which is more exciting when the teacher uses yells when starting learning material; the teacher always greets students with yells to make sure students are ready or not to take part in the lesson; and also when the teacher uses yells when the teacher delivers the material that the teacher brings when students are not focused and students are still playing with other friends, then the teacher reprimands them using Yell-yell like the following:

When the teacher opens the class with a greeting before starting the lesson the teacher says "Hello," and the students answer "Hi." These yells are very

familiar among students from elementary school to college, but for elementary school students, they are very exciting.

And also, the teacher makes variations of yells like this: the teacher says, "Are you ready?" and students answer, "Gooooooooo!" in a loud voice. This is the yell the teacher uses when starting a lesson to ensure student readiness.

The teacher also makes variations of yells when entering other subjects or when the teacher wants to use another type of icebreaker. When the teacher sees that the class atmosphere is very boring and the students are also not focused, she still greets them and encourages them to take part in the lesson with yells like this:

The teacher says "Are you ready"? Students answer "We are ready" then the teacher repeats "Are you ready"? Students simultaneously answered "We are ready" with cheers.

These yells the teacher always uses when starting any subject matter greet students with the question "Are you ready"?

- a. The teacher makes a variety of yells at the opening of the class.

Teacher "hello" student "hi"

- b. The teacher starts the subject.

The teacher said "Are you ready"? Students answered "gooooooooo."

- c. When the atmosphere in the class is very boring and the students are no longer focused on participating in learning, the teacher wants to use another type of icebreaker. The teacher opens it with these yells:

Teachers: "Are you ready"? Students: "We are ready."

The teacher says one more time "Are you ready"? The students answer, "We are ready."

#### **4.2.3 Purpose Of Ice Breaking At SD GMIT Kuanino II**

The objectives of implementing ice breaking are:

- a. Creating equal conditions among fellow students.
- b. Eliminate barriers or differences between students.
- c. Creating dynamic conditions between students.
- d. Growing motivation among students to carry out activities during the learning process.