CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the results of the research and discussion, it can be concluded that the application of ice-breaking to create readiness and enthusiasm for student learning at SD GMIT Kuanino II Kupang, ice-breaking can help students build student learning readiness at SD GMIT Kuanino II Kupang with the readiness to learn about an object or activity it will encourage someone to pay more attention to the object. Types of ice-breaking that help students build learning readiness: Yelling, Claps Hand, Songs, Body Motions, and Audio Visual.

Ice-breaking can help students grow their enthusiasm at SD GMIT Kuanino II Kupang. Through the application of ice-breaking students can return to the spirit of learning again. Ice-breaking aims to focus students' attention again, provide new enthusiasm when students reach not being bored carrying out learning tasks, and divert attention to the focus of the subject matter. Kinds of ice-breaking that foster student s' enthusiasm: with applause, singing, and yelling. Ice-Breaking that helps teachers, inhibits teachers and solutions to overcome weaknesses in learning. Ice-breaking really helps the teacher in the on-going lesson process. The advantages of ice-breaking are helping students to focus on learning, helping students to be more enthusiastic about learning again, sleepy students become excited again and helping students not to get bored while attending lessons in class. Weaknesses include students getting bored with the same ice-breaking all the time, there are no other ice-breaking variants making students not want to take part in the ice-breaking, apart from that there are one or

two students who don't take part in ice-breaking because they are busy themselves and don't pay attention the teacher. To overcome the weakness of ice-breaking by the way the teacher establishes closeness to all students. Besides that, don't apply monotonous ice breakers, so that students don't get bored with the ice break. The teacher must use moderate ice-breaking so as not to make the class crowded and under control.

5.2 Suggestion

Based on the findings in the research, the following are suggested:

a. For institutions and teachers, this research can be used as a reference and applied to carry out Ice Breaking activities in the learning process to stimulate children to interact with teachers and friends so as to increase the development of students' enthusiasm in learning English.

b. For future researchers, it is hoped that there will be further research to examine the effect of the Ice Breaking technique on other aspects of development and to compare the effectiveness of the Ice Breaking technique with other games to increase students' motivation to be more enthusiastic about learning English.