

ABSTRACT

Risdayanti, Septy Yuliana Dwi. NIM 12203193171. 2023. *The Effectiveness of Using Ice Breaker Technique on Students' Speaking Skill of Eighth Grade at MTsN 4 Tulungagung*. Thesis. English Education Department. Faculty of Tarbiyah and Teacher Trainin.. State Islamic University Sayyid Ali Rahmatullah Tulungagung. Advisor: Dr. Nany Soengkono M., S.S., M.Pd

Keywords: *the effectiveness, ice breaker technique, speaking skill*

Speaking is a common challenge for students who are learning English in a classroom environment. The majority of students are anxious to speak English. This is because of the classroom learning style, social factors in students, a lack of interaction between students and teachers, and other things. There are various beneficial techniques for teaching and educating students in general. In this study, the researcher used ice breaker technique to measure students' speaking skill in the class.

This study conducted to find out the significant difference on students' speaking skill before and after using ice breaker technique. The researcher used quantitative research method, especially pre-experimental one group pre-test post-test research design by using pre-test and post-test as the method to collect data. This study chose the population at eighth grade students of MTsN 4 Tulungagung and the sample was VIII B students which total 30 students. The data results were analyzed using Wilcoxon test formula because the data was not normally distributed.

The data analysis showed that the mean pre-test score was 4.83 and the mean post-test score was 8.33. It showed that there was different students' score after being taught by using ice breaker technique. The Wilcoxon test yielded a significant (two-tailed) value of 0.000. Based on the data, the significant value (sig. 2-tailed) was less than the level significance 0.05, hence the null hypothesis was rejected and the alternative hypothesis was accepted. It meant that the ice breaker technique had an effect on the students' speaking ability in this learning. As a result, this study was effective on eighth students' speaking abilities at MTsN 4 Tulungagung.

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Keywords: *keefektifan, teknik ice breaker, kemampuan berbicara*

Berbicara adalah tantangan umum bagi siswa yang belajar bahasa Inggris di lingkungan kelas. Sebagian besar siswa merasa khawatir untuk berbicara Bahasa Inggris. Hal ini karena gaya pembelajaran di kelas, faktor sosial dalam diri siswa, kurangnya interaksi antara siswa dan guru, dan lain-lain. Ada berbagai metode dan teknik yang bermanfaat dalam mengajar dan mendidik siswa secara umum. Dalam penelitian ini, peneliti menggunakan teknik ice breaker untuk mengukur kemampuan berbicara siswa di kelas.

Penelitian ini dilakukan untuk mengetahui perbedaan yang signifikan pada kemampuan berbicara siswa sebelum dan sesudah menggunakan teknik ice breaker. Peneliti menggunakan metode penelitian kuantitatif, khususnya desain penelitian pre-experimental dengan menggunakan pre-test dan post-test sebagai metode pengumpulan data. Populasi dalam penelitian ini adalah siswa kelas VIII MTsN 4 Tulungagung dan sampelnya adalah siswa kelas VIII B yang berjumlah 30 siswa. Hasil data dianalisis dengan menggunakan rumus uji Wilcoxon dikarenakan data tidak berdistribusi secara normal.

Analisis data menunjukkan bahwa nilai rata-rata pre-test adalah 4,83 dan nilai rata-rata post-test adalah 8,33. Hal ini menunjukkan bahwa terdapat perbedaan nilai siswa setelah diajar dengan menggunakan teknik ice breaker. Uji Wilcoxon menghasilkan nilai signifikan (sig. 2-tailed) sebesar 0.000. Berdasarkan data tersebut, nilai signifikansi (sig. 2-tailed) lebih kecil dari p-value 0.05, sehingga hipotesis nol (H_0) ditolak dan hipotesis alternatif (H_a) diterima. Artinya, teknik ice breaker berpengaruh terhadap kemampuan berbicara siswa dalam pembelajaran ini. Hasilnya, penelitian ini efektif terhadap kemampuan berbicara siswa kelas delapan di MTsN 4 Tulungagung.