CHAPTER I

INTRODUCTION

This chapter contains the background of study, formulation of research question, purpose of study, formulation of hypothesis, significant of study, scope and limitation of the study, and definition of key term.

A. Background of the Study

Language is the way people used to communicate with one another, build both relationships and community. According to Sirbu (2015:406) language is an actor that shapes as well as is influenced by the social community in which it plays an important part.

Most people in the globe speak English as their main language. There are four components of English language instruction which are speaking, reading, writing, and listening. One of the abilities that is essential for language proficiency and efficient interaction is speaking. Speaking is essential for communication. Speaking is a key component of learning English since it facilitates efficient communication. Speaking is a more effective way for students to communicate their ideas, opinions, information, and feelings to one another. According to Richards (2008:16), students frequently determine their language learning progress and the importance of an English course mostly on how much they believe their speaking skills have improved.

In the learning process, speaking is a common problem for students in learning English. Most students feel afraid in speaking English. This is due to the way of learning in the classroom, social factors in students, lack of interaction between students and teachers and other factors. There are several successful techniques for teaching speaking in general. However, teachers frequently fail to maximize student learning and appear to be racing against time to provide students with diverse experiences rather than a good education. Regardless of the needs of students or the classroom environment, the learning process is usually filled with explanations for many subjects and tasks.

Other problem faced in speaking ability is the teacher still teaches English using the traditional technique, which emphasizes grabbing students' attention and getting them to speak English, which is one of the difficulties with studying English there. A major problem that language teachers face in the classroom is the difficulty in encouraging students to join the conversation. Additionally, the students' weaknesses are brought on by a lack of passion for using English as their primary language of communication at school. Most students, even their classmates, are unable to converse in basic English. Despite having learned a lot of English, they are unable to communicate in it. They still lack vocabulary, ideas for speaking, and are nervous to talk. Furthermore, psychological issues such as lack of confidence, lack of motivation, passiveness, insecurity, anxiety, and fear of making mistakes all have an impact on speaking achievement.

After identifying a speaking problem in the classroom, English teachers are expected to develop a variety of communication activities in the classroom and inspire students to speak English actively and productively. One way to help students is to use a good teaching technique in the classroom to increase students' speaking skill. To teach speaking, ice breakers, role-playing, storytelling, jigsaw, talking sticks, and other techniques can be utilized. One of the techniques that researchers might employ in the classroom is ice breaker. Brown (1994) confirmed that if interaction strategies play important role in intrinsic motivation of students and when they are closely connected to students' goals and interests, they would have a positive effect on students' speaking ability.

According to Harmer (2007:40) Giving pupils some interesting exercises at the beginning of the class is one method of stimulating their interest. This is because if the activity begins with a fun activity, students or participants will enjoy themselves and get to know one another. Dixon et al (2008:15) exposes that an ice breaker is a non-graded activity aimed to help both the teacher and the students get to close one another. It is evident that ice breakers are precisely designed to assist students in getting to know one another, feeling happier, and preparing for subject. According to Flanigan (2011:4), performing ice breaking activities in English class will direct students to the enjoyable of learning. The use of ice breakers facilitates the communication among learners more easily and this technique can improve speaking aspect such as pronunciation, vocabulary, grammar, and fluency.

Therefore, the researcher measures how effective applying ice breaker as the technique to create conducive atmosphere in the classroom.

Previous research by Kumala (2015:68) found the benefits of ice breaker that made the students felt enjoy, more active, interest and make the students felt motivated to learn English. Then, Sinta (2018:72) showed that the improvement of students' score indicates that the students' speaking skill increased significantly and Ice Breaker strategy can help students in speaking skill. Other previous study by KA Azmi (2021:88) showed that the students' perceptions of the Ice Breaking in learning English, the student gave a positive perception, but from some of the questions given there were negative perceptions. Mohammad Sofyan et.al (2021:37) in their journal showed that at SMP Nurul Jadid's first grade, using ice breakers was effective in increasing students' motivation to learn English. Based on the previous studies, the difference of this research is the researcher focuses using ice breaker technique to measure speaking skill on students. Therefore, the researcher gives the title of this research is "The Effectiveness of Using Ice Breaker Technique on Students' Speaking Skill of Eighth Grade at MTsN 4 Tulungagung".

B. Formulation of Research Question

Based on the background of the study, the researcher presents the research question as follows: "Is there any significant differences on students'

speaking skill before and after using ice breaker technique at eighth grade of MTsN 4 Tulungagung?"

C. Purpose of the Study

The purpose of this study, based on the research question, is to find out if there is a significant difference in students' speaking skills before and after using the ice breaker technique in the eighth grade at MTsN 4 Tulungagung.

D. Formulation Hypotheses

A hypothesis is an assumption that should be tested. It can be an accurate or inaccurate prediction that should be proven through hypothesis testing. In relation to the study question, the researcher shows the following hypothesis:

1. H_0 (Null Hypothesis): there is no significant difference on students' score before and after using ice breaker technique at eighth grade of MTsN 4 Tulungagung.

2. H_a (Alternative Hypothesis): there is a significant difference on students' score before and after using ice breaker technique at eighth grade of MTsN 4 Tulungagung.

E. Significance of the Study

The result of the study is expected to provide several benefits in English teaching learning process as the following:

1. Students

    For students, this research is expected to help students in developing speaking skills and enthusiasm in English learning.

2. Teachers

    For teachers, it gives the information about the interactive learning technique that can be applied in teaching speaking so that the student can enjoy the lesson and reduces fear in speaking.

3. Further Researchers

    This research can be used as a previous study in the research of future researchers and developing the research to be better.

F. Scope and Limitation of the Study

This research is accomplished in MTsN 4 Tulungagung and the population is the eighth grades students of MTsN 4 Tulungagung. The limitation of this research focused on the kinds of ice breaker that related to speaking skill and applied in relevant material, especially in Recount Text.

G. Definition of Key Terms

To know the clear information about the terms in this research. The definitions of the main terms of this research are as follows:

1. **Effectiveness**

Effectiveness is a variation from the aim that may be measured and provide a clear consequence. The significance of this research is reflected by the significant value 0.05, which indicates a significant improvement in students' speaking skills.

2. **Ice Breaker**

Ice Breaker is a technique that is employed to make students feeling enjoyable and help students to speak more active and easily in the class. This technique or activity helps to increase many soft skills such as interpersonal skill, communication skills that include written, verbal and non-verbal and team building skills in the class and outside the class.

3. **Speaking**

Speaking is one of four skills necessary for effective interaction. It enables you to communicate verbally while speaking in a way that the listener can understand. Speaking is a tool for communication and interaction to other people. Therefore, people can get or share information, ideas, knowledge and other by speaking.