

**IMPROVING STUDENTS' SPEAKING SKILLS WITH GREETING
MATERIALS USING ICE BREAKING TECHNIQUE AT THE 7th
CLASS B SMP QUBA SORONG CITY**

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Abstract

Improving sstudents' speaking skills with greeting materials using ice breaking technique at the 7th Class B SMP Quba Sorong City. enhance English-speaking skills among 7th-grade students at SMP Quba, Sorong City. The research was conducted on May 20, 2024, following a pre-research phase during a field practice program from August to October 2023. The teacher modified the materials focusing on greetings, and implemented a technique termed "ice breaking." This technique was performed at the beginning of each English lesson, where students would repeatedly practice greeting phrases until they mastered them, sometimes requiring multiple sessions. The study utilized a descriptive qualitative research technique, incorporating observations and documentation to assess the effectiveness of the ice-breaking method. Despite the challenge of limited observation sessions, the findings revealed that while most students eventually performed the technique without relying on text, some still required additional practice. The research presented the findings which detailed the collected data, and the discussion, which interprets the context of improving students' speaking abilities through the ice-breaking technique.

Keywords: *Speaking skills, greetings, ice breaking technique*

INTRODUCTION

An English teacher who is not a native speaker is someone who is highly knowledgeable and whose profession is to teach, guide and direct their students in the right way to master the English (Hasbullah, Dabamona, et al. 2023). An English teacher is an expert in the world of education because his function is to transfer knowledge about the English language. He is one of the sources for disseminating knowledge about English, because it is from a professional English teacher that students receive guidance, teaching, training and understanding (Muhammad et al. 2019). One of the main duties and positions of teachers as professionals according to article 4 of the Republic of Indonesia Law concerning teachers and lecturers is as a learning agent whose function is to develop and improve the quality of national education. Teachers are needed who have high qualifications, competence and dedication in carrying out their professional duties (Said and Sidin 2014). Therefore, teachers and lecturers of course have high dedication in carrying out their professional duties.

Basically, the teacher feels there is an inner connection that unites his soul in physical separation from his students. The bodies of the teacher and student may be separated, but the souls of the two cannot be separated (Hasbullah 2023). Therefore, in their thinking, teachers only have one goal, namely how to educate their students well so that they become mature, skilled and useful human beings for their religion, homeland and nation in the future (Wachid 2021). In this regard, teacher personality competence is the teacher's own personal behavior which must have noble values so that they are reflected in daily behavior.

English is one of the compulsory subjects in junior high school which introduces speaking skills. according to Leong and Ahmadi (2017) mastery of English-speaking skills is one of the needs of students that is very necessary in this day and age. Therefore, Firmansyah and Valatansa vegian (2019) stated the classroom is an ideal place to acquire good English communication skills,

especially speaking skills. English teachers should understand the problems of English language learners so they should try to implement various teaching strategies in their classes to develop their students' speaking skills in English classes. Then, Wachid (2021) said, this is possible for teachers when they change methods and materials and by using the latest speaking skills teaching techniques.

According to Atmowardoyo, Weda, and Sakkir (2021) the ice breaking for speaking skills is used to improve students' motivation in communicating with each other so, they feel that with ice breaking can be more expressive and braver in speaking. Al Aziz and Yusanti (2020), ice breaking can provide an Atmosphere and joy, which states that ice breaking can provide and atmosphere of class and a feeling of happiness among students.

Speaking is a process in which people engage with each other with the aim of communicating certain ideas or meanings (Shifa soraya lestari and Widiastuty 2023). Speaking also requires the creation and reception of information, which is then combined into a coherent whole through processing (Hasbullah, Wahidah, and Nanning 2023). Having speaking skills is very important in communication because it is the only way to exchange ideas and obtain a lot of information among people. Speaking is used to convey speech because speaking is still a necessary learning tool, especially for students, wherever you are. According to Jack C. Richards (2014), speaking is an interactive process of meaning construction that includes the production and reception of information. You can bet that they have good intentions when they do this. They may choose based on their language storage. We can see directly and empirically that speaking is a productive skill; however, these observations are always influenced by how well test takers listen, which of course compromises the validity and reliability of production tests. Therefore, speaking is one of the subjects that needs to be evaluated.

Aspects of speaking skills are categorized into five elements they are pronunciation, grammar, vocabulary fluency, and comprehension (Muhammad et al. 2019). *Pronunciation*. If students want to be able to speak English fluently, they need to be able to pronounce phonemes correctly, use appropriate stress and intonation pattern and and speak in connected speech. *Grammar*. To be able speak foreign language, it is necessary to know a certain amount of grammar and vocabulary. *Vocabulary* is single words, set phrases, verbs, and idioms. *Fluency*. Fluency is the ability to talk freely without too much stopping or hasitating (Said and Yusof 2015). *Comprehension*. Ihsan and Munir (2023) defines comprehension as the ability to understand something of what a situation is really like.

In Secondary School of Quba, Sorong city, Southwest Papua Indonesia, the researchers saw that during the study period at school in 2014-2016 in learning English, there were still many students who could not talk about describing something even just in saying greetings many students could not, therefore the researchers were interested in examining what the teacher did in improving students' speaking skills in the 2024 school year.

During the researcher's field experience practice period, the researchers found something about the way the English teacher taught at the school in a unique way. The researcher saw when the learning started, during the great to our teacher session, it was done in a different way, so from the comparison, the researcher remembered and related it to the title of the research proposal.

The researchers took this study they saw the ice breaking technique used by the teacher of English could practice students to improve their English speaking skills. The research considered this technique very interesting, because usually ice breaking is only used to create a comfortable atmosphere. The researchers saw that the teacher of English used ice breaking technique not only to break the ice but also to improve speaking skills and the use of this

technique in using learning materials. Therefore, the researcher took the formulation of problems related to ice breaking and improving speaking skills.

RESEARCH METHODOLOGY

Research Design

This study used qualitative descriptive research. This research intends to describe what is experienced by the research subject in the form of words, in a special natural process and by utilizing various scientific methods (Abduh et al. 2021). According to Nur et al. (2023) defines qualitative methodology as a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior. According to Creswell and Clark (2011); and Sarwono (2011), a Qualitative research methods are often called naturalistic research methods naturalistic research methods because the research is carried out in natural conditions (natural setting).

This research is based on facts in the teaching and learning process in the classroom. The research was conducted on a natural Objects without any engineering. A natural object is an object that develops as it is, Not manipulated by researchers and the presence of researchers does not affect the dynamics of the object. This research was conducted in CLASS 7 B of SMP QUBA SORONG. The source of in this study were students of class 7 b The research subjects were English teachers and the student.

In qualitative research qualitative research, the researcher as a human instrument and with data collection techniques data collection techniques participant observation (participant observation) and in depth interview (in-depth interview), then the researcher must interact with the data. interview, then the researcher must interact with the data source. data sources. Thus, qualitative researchers must know well the people who provide data.

Data of Research

Participation in this study consisted of 17 students. In this study. This research took place at SMP Quba Sorong, the located of SMP Quba Sorong on

Jalan Mandiri no. 1 Sorong City. This research will be conducted in the 2023/2024 academic year. Smp Quba kota Sorong Is Located at Jl. Mandiri No. 1 Remu Selatan, Sorong City, Postal Code 98415.

Data Collection Technique

Researchers used participant observation, in-depth interviews, and documentation for the same data source simultaneously (Creswell 2009).

1. Observation

Descriptive observation is an observation carried out at the exploratory stage, the researcher observes as closely as possible all elements of the situation to obtain an overview. This research uses non-participant observation techniques, which is clear in this case the researcher is only an observer of teacher and student activities. Came to the location, but the researcher was not directly involved in the activities.

Researchers adapted the 5 aspects of speaking above to focus on linguistic aspects such as pronunciation, fluency, grammar, comprehension, and vocabulary. In classifying scores, researchers used student classification data.

2. Interview

An interview is an interactive process that aims to ask for information and share information that is carried out by two or more people, an interview is a form of data collection that is carried out from the emergence of conversations between the interviewer and the informant. Interviews are interactional because there is an exchange or division of roles, responsibilities, feelings, beliefs, motives, and information in them.

3. Documentation

Documents used to collect data can include recorded images and videos. This researcher used documentation in the form of photographs of students' activities in learning. In social research, the function of data

originating from documents is widely used as supporting and complementary data to primary data obtained through in-depth observation and interviews..

Instrument of Research

In qualitative research the instrument is a person or human instrument. To be able to be an instrument, the researchers must have a broad theoretical and insightful broad, so that they are able to ask, analyze, photograph, and construct the social situation under study to be clearer and more meaningful, construct the social situation under study to be clearer and more meaningful (Creswell and Clark 2011). It is to get a broader and deeper understanding of the the social situation under study.

Data Analysis Techniques

Based on the findings, it can be stated here that, data analysis is the process of systematically searching and compiling data obtained from interviews, field notes, and documentation. By organizing data into categories, breaking it down into units, synthesizing, and analyzing the data into units, synthesizing, organizing into patterns, selecting which ones are important and which ones will be studied, and analyzing the data. which are important and which will be studied, and making conclusions so that they are easy to understand by oneself and others, easy to understand by oneself and others. Analysis, in any kind of research, is a way of thinking. It is concerned with systematically examining something to determine the parts, the relationships between the parts, and their relationship to the whole.

Researchers conducted research for 1 day on May 20, 2024. The researcher conducted pre-research during the ppl (field practice program) period in August-October 2023. The researcher found a unique teaching technique of the student teacher to the students in the school. The teacher modifies the 7th grade chapter 1 material. After that, it will be practiced by the teacher and imitated by each student until they can.

This technique is called ice breaking because it is done every hour of English subject before the learning begins. The ice breaking is done by each student at the beginning of the learning hour until repeatedly until they can even though 1 student sometimes takes more than 1 meeting. Therefore, this technique will apply until grade 9.

FINDING AND DISCUSSION

Research Finding

Description Of Teacher's Teaching Technique

The material used is greeting material. Actually, this is only done by the class leader and followed by all students to greet the teacher before starting the lesson. However, all students learnt the material in the meeting about greeting material.

In the independent curriculum, teachers are required to use learning strategies that can improve English language skills. So from this, teachers find one method that can improve one of the English skills, namely speaking skills. This is in accordance with the results of interviews with researchers and teachers. The teacher said "the curriculum is independent. From the curriculum, it makes me free to determine methods in improving speaking skills without pursuing curriculum targets."

The researcher conducted a descriptive qualitative research technique, in which the researcher will describe how the teacher teaches to students by observation accompanied by documentation. In terms of ice breaking techniques that students are supposed to do until fluent and without text but researchers make observations to each student only in 1 meeting, although it is not efficient because there are still some students who have not imitated the ice breaking technique. As the results of researcher observations documented in the form of videos, there are still 6 students who use text and 11 student who not use text.

In this, the researcher presents the findings and discussion of the research related to the research problem. How do teachers improve speaking skill using ice breaking. The first part is the findings, which describes the data collected by the researcher from observations and The first part is the findings, which describes the data collected by the researcher from the observations and interviews conducted during the research and includes how to break the ice to improve students' speaking ability at Smp Quba kota Sorong City and how is the implementation procedure of ice breaking in teaching speaking skill.

The researchers found the activities used by the teacher ice breaking before the learning process is the use of greeting material. The next section is the discussion which contains the description and interpretation of the research findings from the previous section, where there will be a more detailed explanation of the research problem. This research will describe the research findings and discussion below.

1). Greeting Material Before Action

From the results of researchers, before this action The students' speaking skills have not improved, and it doesn't seem like they will interested in English subjects. This statement is also supported by student who said: "Only the class leader memorized it, we only told him to read the material during the course of the lesson."

Based on the interview above, it can be seen that students before using this modified material were less enthusiastic and apparently not interested in the learning

2). Greeting material on action

From the results of the researchers, when this action was carried out, they seemed to be more enthusiastic and interested in English subjects and could improve students' speaking skills. This statement was also supported by one of the teachers who said: "the curriculum is independent. From the curriculum, it

makes me free to determine the method in improving speaking skills without pursuing curriculum targets. "

Based on the interview above, it can be seen that teachers provide modified materials so that students are more enthusiastic and interested in the learning process. They were interested in the learning process that took place. This also affects the improvement of students' speaking skills.

3). Greeting material after action

From the results of the researcher's observations, when this action has been carried out, they look more enthusiastic and interested in English subjects and can improve students' speaking skills. This statement was also supported by one of the students who said: " it makes me greet my friends using English.". "I can speak English fluently using these words."

Based on the interview above, it can be seen that the teacher provides modified materials so that students are more enthusiastic and interested in the learning process effectively. This also affects the improvement of students' speaking skills, they can use the conversation at any time.

1). Ice breaking before action

From the results of the researcher, ice breaking before the action the atmosphere of the students was quiet, and did not seem could learn effectively in English subjects. This statement is also supported by the words of one of the student "I think memorizing these vocabulary words is very difficult. ".

Based on the interview above, it seems that the students are less enthusiastic and not interested in the learning process.

2). Ice breaking on action

Ice breaking on action that makes students more confident speaking, more relaxed, they can easily accept students, and become more active and enthusiastic about the English learning provided by Teacher. The researcher asked the teacher about the importance of ice when learning activities occur,

and the teacher said: "I came up with a creative idea to improve students' speaking."

Based on the statement above, the teacher said that after the ice solving students become more confident to speak and more enthusiastic about participating in the learning process. This section discusses ice breaking as an improvement students' speaking skills in Quba City Middle School that researchers found During observation research and interviews with one of the teachers, researchers found that ice breaking could improve students' speaking skills and to make class students more enthusiastic before starting learning

3). Ice breaking after action

In the analysis of researchers during the action of ice breaking, students can be more active in class activities, brave, not sleepy, and also make confidence, especially in class activities. How they speak English well. The statement can be agreed by the students, as follows: "makes me able to speak English", "very happy".

Based on the interview above, students are more active in learning. They can speak when ice breaking is added with pre-activities in the learning process.

Description of Observation Results and Student Assessment of Speaking Skills

There are 5 aspects of students' speaking skills that are examined by the research. From these 5 aspects, researchers will describe students who have achieved these aspects. The imitated by the teacher. The teacher practiced by asking how the students were doing. After that, students must follow what the teacher practices. At first, they were told to write a greeting text and read it together. After the teacher practices, it will be repeated together. On the next day, the name of the first attendee gets their turn.

But here, the researcher made the study into 1 day, so from that only a few students were included in the assessment criteria of 5 aspects of speaking

skills because there were still students who used the text. 10 students were assessed by the researcher and 7 students were not included in the assessment because they still used text. According to the assessment sheet, 7 students met the criteria in terms of being able to speak according to Heaton's 5 aspects of speaking skills. 5 students who have not been able to fulfill the 5 aspects of speaking skills.

Student 1, has not fulfilled the aspects of fluency and vocabulary because the student said, the word 'sit down please' which he should have said was 'stand up please'

Student 2, still lacking in the aspects of pronunciation, fluency, an vocabulary because the student said 'andntention please' which should be 'attention please'.

Student 3, this student lacks vocabulary aspects because he has not really remembered the words of the dialog.

Advantages of Using Ice Breaking

According to previous research, Maya in her thesis, the advantages of ice breaking are used to improve student's motivation in communicating with each other, Tools that can provide an atmosphere of joy and intimacy as well as a feeling of happiness among students, as well as between teachers and students, and Ice breaking is used to help clear the way for learning to occur by making students more comfortable by helping to their speaking skills.

Meanwhile, in this study, what is slightly different is the benefits of using ice breaking to make students focus on the next material to be conveyed, make students familiar with greeting material and remain the same as previous research, namely increasing students' enthusiasm for learning English and improving speaking skills naturally or habitually.

2.	What advantages of ice breaking to improve speaking skills?	1. Make students familiar with greeting material 2. Increasing students' enthusiasm for learning English 3. Improving speaking skills naturally or habitually
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Discussion

This section discusses and answers two research questions. First, the way teachers to improve students speaking skill english. Second, the use of ice breaking to improve speaking skill. From the results of observations, researchers found that Quba Junior High School teachers increased the speaking of 7th class b students by using ice breaking with Greeting material.

1. The teachers improve students speaking skill with greeting materials using ice breaking technique

The greeting material is modified in the form of great to our teacher and great to our friends. After that the teacher will practice and be followed by the students. In the dialog, the teacher has determined the aspect of speaking skill and will be imitated by the students. The dialog is practiced by each student at the beginning of the lesson in rotation every hour of English. The advantage of the dialog is not only as a way to improve speaking skills but also as an ice breaker.

Ice-breaking in the form of a dialog can generate enthusiasm for learning before students begin. The researcher saw that in doing this dialog, the students became more excited because of the words they came out with. Thus, this ice breaking is a way for students to speak without fear. Without the students realizing it, the teacher has provided a way for them to improve their speaking skills. Therefore, the researcher will describe the aspects taught by the teacher and accepted by the students. This is in accordance with the theory M. Said in

Sunarto "Ice Breaking is a game or activity that serves to change the atmosphere of frozenness in the group. Ice breaking is a game or easy exercise that helps to break the ice when students are stiff, bored, or drowsy during class. in order to develop a lively and motivated learning atmosphere that can produce a serious yet enjoyable atmosphere.

Previous studies listed; the 3 previous studies have the same as the research conducted by researchers. That is, improving English speaking skills using ice breaking. But the 3 studies have different ways of researching, namely using ice breaking in general such as using games, singing, gymnastics, clapping, telling stories, guessing, while in the research, the research sees teachers improve students' speaking skills using ice breaking material which is done alternately and periodically.

2. The advantages of ice breaking technique to improve students speaking skills

Ice breaking technique made students familiar with greeting material, Increasing students' enthusiasm for learning English, improving speaking skills naturally or habitually. After the ice breaking was used by the students, they became more confident, more relaxed, more active, and improve students' speaking skills in saying greetings. This is in accordance with the theory Sunarto Makes a long time seem fast. Brings a pleasant impact on learning can be used spontaneously or conceptually and create a unified or unified atmosphere. More contextual to the learning situation and conditions time. Teachers are more creative in utilizing students' abilities. conditions for conducting interactive icebreakers. Students quickly experience boredom resolved.

Conclusion

Based on the research that has been conducted at Quba SMP in Sorong city, ice breaking can improve students' speaking skills using a descriptive

qualitative approach with observation, interviews and documentation. The researcher draws the following conclusions.

Based on the data collected about ice breaking improving the students' speaking skills, in general, ice breaking can help students feel more comfortable during the action and speak in a fun way. Ice breaking used in the first five minutes helped the best students to speak up, present their ideas, increasing enthusiasm in the learning process. Ice breaking makes students more active in class and students can speak very well. icebreaking can be a trigger to improve students' speaking skills. Icebreaking speaking skill is used to increase students' motivation in communicating with each other.

In communicating with each other as such, they feel that with ice breaking they can be more expressive and courageous in speaking. Ice breaking can provide atmosphere and excitement, stating that ice breaking can provide and atmosphere of the class and a feeling of happiness among students. Ice breaking is a common helps pave the way for learning to happen by making students more comfortable by helping their speaking skills means that breaking the ice can affect students' learning motivation, speaking skills.

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