

**INVESTIGATING THE USE OF ICEBREAKER ACTIVITY AND
ITS INFLUENCE ON STUDENTS' SELF-CONFIDENCE IN
SPEAKING**

(An Exploratory Sequential Research on Students of SMP IT Rabbi Radhiyya)

This Thesis is submitted to fulfill the requirement for the 'Sarjana Pendidikan' degree in English Language Education

AN UNDERGRADUATE THESIS



ANDREA REFFALLEO

19551006

**DEPARTMENT OF ENGLISH EDUCATION
TARBIYAH FACULTY
STATE INSTITUTE ISLAMIC STUDIES OF CURUP
2024**



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) CURUP
FAKULTAS TARBIYAH

Jl. Dr. AK Gani No. 01 PO 108 Telp. (0732) 21010-21759 Fax 21010 Kode Pos 39119
Homepage: <http://www.iaincurup.ac.id> Email: admin@iaincurup.ac.id

APPROVAL

Nomor: ~~1477~~/In.34/F.TAR/I/PP.00.9/8/2024

Name : **Andrea Reffalleo**
NIM : **19551006**
Faculty : **Tarbiyah**
Department : **Tadris Bahasa Inggris**
Title : **Investigating The Use of Icebreaker Activity and Its Influence on Students Self-Confidence in Speaking**

Had Examined by the examining board of the English Study Program of Institut Agama Islam Negeri (IAIN) Curup, on:

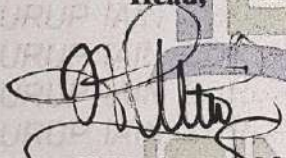
Day/Date : **Wednesday, 10th July 2024**
Time : **09.05-11.00 AM**
At : **Room 02 of The Department of English Study Program**

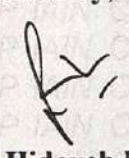
Had been received to fulfill the requirement for the degree of *Strata 1* in the English Study Program of *Tarbiyah* Faculty IAIN Curup.

Examiners,

Head,

Secretary,


Dr. Leffi Noviyenty, M.Pd.
NIP. 19761106 200312 2 004


Jumatul Hidayah M.Pd.
NIP. 19780224 200212 2 002

Examiner I,

Examiner II,


Dr. Sakut Anshori, S.Pd., M.Hum.
NIP. 19811020 200603 1 002


Sarwo Edy, S.Pd.I., M.Pd.
NIDN 2007068102

Dean

Faculty of Tarbiyah



Dr. Sutarto, S.Ag., M.Pd
NIP. 19740921 200003 1 003

PENGAJUAN SKRIPSI

Hal : **Pengajuan Skripsi**

Kepada,

Yth. Bapak Rektor IAIN Curup

Di Curup.

Assalmua'alaikum Warrahmatullahi Wabarakatuh.

Setelah mengadakan pemeriksaan dan perbaikan seperlunya maka kami berpendapat bahwa skripsi mahasiswa IAIN Curup, prodi Tadris Bahasa Inggris, yang bernama **Andrea Reffalleo** dengan **NIM 19551006** yang berjudul **“Investigating The Use of Icebreaker Activity and Its Influence on Students’ Self-Confidence in Speaking”** sudah dapat di ajukan dalam sidang munaqasyah Institut Agama Islam Negeri Curup.

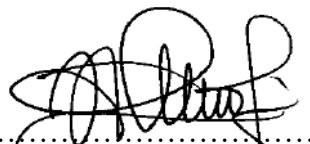
Demikian permohonan ini kami buat, atas perhatiannya terimakasih.

Wassalamu'alaikum Warrahmatullahi Wabarakatuh.


Curup, May 28th 2024,

Pembimbing I

Pembimbing II



.....
Dr. Leffi Noviyenty, M.Pd.
NIP. 197611062003122004



.....
Jumatul Hidayah, M.Pd.
NIP. 197802242002122002

STATEMENT OF OWNERSHIP

The writer has signed below:

Name : Andrea Reffalleo
NIM : 19551006
Faculty : Tarbiyah
Department : English Education Department

I hereby certify that this thesis entitled "**Investigating The Use of Icebreaker Activity and Its Influence on Students' Self-Confidence in Speaking**" is truly my work and I am willing to accept any punishment or sanction if it violates applicable regulations in the State Institute of Islamic Studies of Curup.

Curup, May 28th 2024,

Researcher



.....
Andrea Reffalleo
NIM. 19551006

PREFACE

All praise is due to the Creator of everything in this world, Who has no beginning or end and knows His servants better than anyone. Allah, may He be praised and exalted. The author has completed the thesis entitled “**Investigating the Use of Icebreaker Activity and Its Influence on Students’ Self-Confidence in Speaking.**” This work is submitted as part of the requirements for the completion of the Bachelor’s degree in the English Tadris Study Program at IAIN Curup.

The author acknowledges that this thesis is not without its imperfections and greatly values any suggestions and constructive criticism that could contribute to its refinement. It is the author's sincere hope that this thesis will be a valuable resource for those interested in this area of study and contribute meaningfully to the field.

Curup, May 28th 2024,



.....
Andrea Reffalleo
NIM. 19551006

ACKNOWLEDGEMENT



In the name of Allah, The Beneficent, The Merciful.

All praises be to Allah, the Giver of strength, ease, patience, and unwavering faith. Through His boundless blessings and mercy, the writer has been guided to complete this final scholarly endeavor. Without Your kindness, O Lord, this achievement would have remained beyond reach. May peace and salutations forever grace the Prophet Muhammad ﷺ, his family, his companions, and all those who follow his noble path.

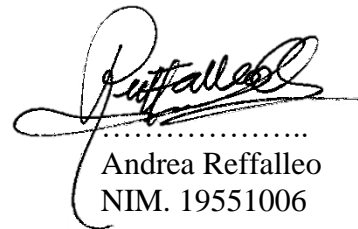
On this occasion, the writer wishes to extend his deepest appreciation, honor, and gratitude to those who have steadfastly believed in this being to this very moment. To those who have borne with his shortcomings and disappointments—my cherished father, beloved mother, and dear sister—your invaluable support and moral encouragement have been the driving force behind the completion of this erudite paper.

The writer wishes to convey profound gratitude to his remarkable and esteemed advisors, whose boundless patience and wisdom have illuminated this journey. To Dr. Leffi Noviyenty, M.Pd, and Mam Jumatul Hidayah, M.Pd, your invaluable guidance has been a beacon of light in the creation of this final assignment. For the countless moments of counsel, for every insightful correction, and for your unwavering support, I am deeply appreciative. Your contributions have been the true essence of this scholarly endeavor.

Lastly, the writer wishes to extend heartfelt appreciation to all those who have offered their care and support throughout the completion of this final work. Though names cannot fully encompass the depth of gratitude felt, your kindness and assistance have been invaluable and profoundly cherished. Your presence has been a silent yet essential thread in the fabric of this journey. To all who have stood by and supported, the writer extends heartfelt hopes and wishes. May Allah's guidance illuminate your paths, and may He bestow success upon you in both this world and the hereafter.

Ameen.

Curup, May 28th 2024,



.....
Andrea Reffalleo
NIM. 19551006

MOTTO AND DEDICATION

“In the end it is just you and Allah, and that shall be Enough.”

This scholarly work is dedicated to:

My Beloved Lord, the Architect of the cosmos, who breathes life into my aspirations and sustains my journey.

To my cherished parents and dear sister, whose love and support are the bedrock of my endeavors.

To my esteemed mentors, Dr. Leffi Noviyenty, M.Pd, and Mam Jumatul Hidayah, M.Pd, whose wisdom has illuminated my academic voyage.

To all the distinguished lecturers of the English Tadris Study Program, whose teachings have been the wellspring of my knowledge.

And to every soul who has bestowed their insights and shared their sagacity with me.

With profound gratitude flowing from the depths of my being.

Thank you.

ABSTRACT

Andrea Reffalleo, 2024 : Investigating The Use of Icebreaker Activity and Its Influence on Students' Self-Confidence in Speaking

Advisor : Dr. Leffi Noviyenty, M.Pd.

Co-advisor : Jumatul Hidayah, M.Pd.

This exploratory sequential research aimed to investigate the impact of icebreaker activities on students' self-confidence in speaking at SMP IT Rabbi Radhiyah. The study involved three English teachers who incorporated icebreakers into their classes and their respective students. Data were collected using interview guides, observation checklists, and questionnaires. Qualitative data were analyzed using Creswell's analytical framework, while quantitative data were analyzed using quantitative descriptive analysis with a five-point Likert scale. The findings reveal that all types of icebreakers, except one, were implemented by the teachers, with clapping and counting being the most common activities. Icebreakers were perceived as valuable supporting activities, and their implementation was tailored to students' needs. The effectiveness of icebreakers varied by gender, with female students showing greater interest than male students. Students agreed that icebreakers have a strong influence on enhancing self-confidence in speaking, with average percentage improvements of 71.10% for male students and 75.07% for female students. Male students predominantly had neutral responses, while female students primarily responded with agreement. The research indicates that teachers engage students with icebreakers, which positively influence students' self-confidence in speaking.

Keywords: *Icebreaker Activities, Students' Self-Confidence in Speaking.*

TABLE OF CONTENTS

COVER PAGE	i
APPROVAL	ii
PENGAJUAN SKRIPSI	iii
STATEMENT OF OWNERSHIP	iv
PREFACE	v
ACKNOWLEDGEMENT	vi
MOTTO AND DEDICATION	viii
ABSTRACT	ix
TABLE OF CONTENTS	x
LIST OF TABLES	xiii
LIST OF PICTURES	xiv
INTRODUCTION	1
A. Background of The Research	1
B. Research Questions	5
C. Research Objectives	5
D. Delimitation of The Research	6
E. Definition of Key Terms	6
a. Icebreaker Activity.....	6
b. Brainstorming	7
c. Self-Confidence	7
d. Speaking.....	7
F. Significance of The Research.....	8
G. Organization of The Research.....	8
LITERATURE REVIEW	10
A. The Icebreaker Activity.....	10
a. Definition of Icebreaker Activity	10
b. The Principles of Icebreaker Activity	12
c. Types of Icebreaker Activity	14
d. Misconception of Icebreaker Activity and Brainstorming.....	15

e. Importance of Icebreaker Activity in Language Acquisition	17
f. Icebreaker Influence on Students' Self-Confidence	20
B. Self-Confidence.....	22
a. Definition of Self-Confidence and Its Relevance in ELT.....	22
b. Importance of Self-Confidence for Students	24
c. The Negative Influence of Lack of Self-Confidence for Students	27
d. Self-Confidence Role in Speaking.....	29
C. Speaking.....	30
a. Definition of Speaking and Its Relevance	30
b. The Importance of Speaking Within Educational Context.....	31
c. Student Speaking Challenges in English Environments.....	34
D. Review of Related Findings	36
RESEARCH METHODOLOGY	38
A. Research Design.....	38
B. Subjects of The Research	39
a. English Teachers Implementing Icebreaker Activities	39
b. Students Engaged in Icebreaker Activities	39
C. Data Collection Technique.....	40
a. Interview	40
b. Observation	40
c. Questionnaire	41
D. Research Instrument.....	41
a. Interview Guidance	41
b. Observation Checklist.....	43
c. Questionnaire	48
E. Data Analysis	50
a. The Data From The Interview and Observation	50
b. The Data From Questionnaire.....	53
FINDINGS AND DISCUSSION	55
A. Findings.....	55
1. Types of Teachers' Icebreaker Activities	55
2. Teachers' Implementation of Icebreaker Activities.....	61

3. Teachers' Icebreaker Activities Influence on Students' Self-Confidence in Speaking	67
B. Discussion	70
a. The Role of Creativity in Icebreaker Activities	71
b. Diversity of Icebreaker Influence by Student Gender.	73
CONCLUSION AND SUGGESTION	76
A. Conclusion	76
B. Suggestion	77
a. Practical Recommendations	77
b. Future Research	77
c. Limitations	77
REFERENCES	78
APPENDICES	i
APPENDIX I	ii
APPENDIX II	vii
APPENDIX III	xv
APPENDIX IV	xxvi
APPENDIX V	xxxix
APPENDIX VI	xliv
APPENDIX VII	lxviii

LIST OF TABLES

Table 2.1.....	19
Table 3.1.....	39
Table 3.2.....	45
Table 3.3.....	48
Table 3.4.....	53
Table 4.1.....	67
Table 4.2.....	69

LIST OF PICTURES

Picture 3.1	51
Picture 4.1	68
Picture 4.2	70

CHAPTER I

INTRODUCTION

This chapter provides the background information for selecting this research topic, starting with the background of the research, research questions, research objectives, delimitation of the research, clarification of key terms, significance of the research, and organization of the research.

A. Background of The Research

Incorporating enjoyable learning activities, especially through the implementation of icebreaker activity, is essential to creating an engaging classroom atmosphere in the field of English Language Teaching (ELT). Icebreaker activity is defined as widely recognized social warm-ups with many variations that promote group bonding and facilitate conversation initiation to make everyone feel comfortable, build trust, and create a friendly atmosphere.¹ This activity aligns with Indonesian education regulations, specifically UU No. 20 Year 2003 Article 40 Paragraph (2) Point (a) and PP No. 19 Year 2005 Article 19 Paragraph (1), which emphasize the obligation to create a positive learning environment among students. Moreover, according to Astuti et al., and Makhmudovna, the implementation of icebreakers in ELT has shown a significant influence on creating a pleasant learning atmosphere, as well as increasing students' enthusiasm, attitude, and eagerness to study English.² Building on the previous

¹ Ayu Rindu Astuti, Asti Solihat, and Intan Satriani, "The Influence of Ice Breaker to Students' Motivation in Teaching English," *Professional Journal of English Education* 3, no. 2 (2020): 211, <https://doi.org/10.22460/project.v3i2.p210-216>.

² Astuti et al, "Icebreaker," 215; K. G. Makhmudovna, "Importance of Ice Breaking Activities in Teaching English," *Science and Innovation: International Scientific Journal* 1, no. 7 (2022): 119-120, <https://doi.org/10.5281/zenodo.7223440>.

remarks, it becomes clear that icebreaker activities have positive outcomes in the ELT setting, fostering a conducive learning atmosphere that encourages students to engage more actively in their learning.

In light of these considerations, it is important to recognize that implementing icebreaker activities has become a necessity for teachers in the field of ELT. However, challenges remain as some teachers mistakenly perceive icebreakers as brainstorming activities, highlighting a potential lack of awareness of the nuanced differences between the two.³ Brainstorming is a technique that focuses on generating a diverse range of ideas to determine the optimal solution to a given problem, emphasizing that it requires a clear understanding of the problem before implementation.⁴ Contrarily, as previously mentioned, icebreaker activity is designed with the sole purpose of fostering an enjoyable learning experience. Recognizing this distinction, it is essential to note that icebreaker activities focus on creating a positive learning atmosphere without requiring a problem, while brainstorming requires a problem to be implemented.

Implementing exciting learning experiences, such as the icebreaker activity, becomes even more relevant in a full-day school system. Suyyinah, as cited by Fatchurahman, defines the term ‘full-day school system’ as students spending the entire day in school, with extended learning time that integrates character values through extracurricular and religious activities.⁵ Nevertheless, the prolonged presence of students at school increases the likelihood of experiencing heightened stress, which can

³ See Appendix 1, xi.

⁴ Page Keeley, “What is Brainstorming?” NSTA, Accessed May 21, 2024, <https://www.nsta.org/science-and-children/science-and-children-januaryfebruary-2021/what-brainstorming>.

⁵ M. Fatchurahman, “The Correlation of Full-day School on Student Academic Stress,” *Jurnal Konseling dan Pendidikan* 9, no. 3 (2021): 252, <https://doi.org/10.29210/154900>.

negatively influence their learning process.⁶ Additionally, the World Health Organization's (WHO) 2021 report on mental health and adolescents emphasizes that younger students often experience emotional disturbances due to puberty, such as rapid mood swings, which also affect their learning progress. Therefore, choosing an appropriate activity, such as an icebreaker, can serve as a way to alleviate adolescent students' emotional imbalance and help them regain focus during the learning experience.

As we delve deeper, negative learning experiences can have a profound effect on students' self-confidence and consequently on their overall learning outcomes. Within the ELT environment, self-confidence is a crucial aspect that every student needs to possess as it affects their capability in speaking. Numerous studies consistently confirm that students' self-confidence shapes their speaking ability. Aulia and Apoko's research supports this perspective, showing a clear positive correlation between self-confidence and students' proficiency in speaking.⁷ In addition, both Parmita and Hasan emphasize this relationship by pointing out that a lack of confidence in speaking can make students feel reluctant and have difficulty articulating their thoughts to others.⁸ Considering the impacts of adverse learning experiences coming from prolonged study on students' self-confidence which can affect their speaking, the integration of icebreaker activities becomes essential to address this persistent problem, especially among early adolescents (Junior High School Students).

⁶ Maulidiyah et al, "Relationship Between The Application of a Full Day School System and Stress Levels in Junior High School," *Jurnal Ners* 14, no. 3 (2019): 375-376, <https://doi.org/10.20473/jn.v14i3.17217>.

⁷ Nisa Arifa Nurul Aulia, and Tri Wintolo Apoko, "Self-Confidence and Speaking Skills for Lower Secondary School Students," *Journal of Languages and Language Teaching* 10, no. 4 (2022): 556-558, <https://doi.org/10.33394/jollt.v10i4.5641>.

⁸ Ni Wayan Ema Parmita, "The Correlation Between Self Confidence and English Speaking Skill of The Eighth-Grade Students of SMPN 1 Blahbatuh," *Academic Journal on English Studies* 2, no.1 (2022): 60-61, <https://e-journal.unmas.ac.id/index.php/ajoes/article/view/5008>; Hasan, Muhammad Hanafi, and Andi Sadapotto, "Correlation between EFL Learners Self-Confidence and Speaking Skill," *Majesty: Language Education and Distance Learning* 2, no.2 (2020): 55, <https://ummaspul.e-journal.id/majesty/article/view/589>.

Four junior high schools in Rejang Lebong Regency operate on a full-day school system and could serve as potential research sites for this study.⁹ The potential schools are *SMP IT Rabbi Radhiyah*, *SMP IT Khoiru Ummah*, *SMP Muhammadiyah Hidayatullah*, and *SMP IT Aisyiyah*. However, *SMP Muhammadiyah Hidayatullah* could not be part of the pre-research survey due to technical issues such as accommodation and safety reasons. After conducting four pre-research surveys over the past three months at three different schools, it was discovered that only *SMP IT Rabbi Radhiyyah* had implemented icebreaker activities more consistently. However, the remaining two schools implemented the activity with less frequency. Thus, the selection of *SMP IT Rabbi Radhiyyah* as the research site for this study is a suitable choice since the teachers implemented icebreaker activities more consistently than the others.

Recognizing the potential negative influence of extended learning time in a full-day school system on students' self-confidence, which can influence their proficiency in speaking, and understanding the effectiveness of implementing icebreaker activities in averting these issues while aiding students in refocusing during the learning process, it becomes evident that the incorporation of such activities can be beneficial in addressing these challenges. Furthermore, as mentioned earlier, numerous studies in the field of ELT consistently highlight the central role of self-confidence in learning English and its strong correlation with speaking ability. These insights serve as additional pivotal points for the research to be conducted.

In order to explore the extent to which teachers' icebreaker activities affect students' confidence in speaking, the researcher will first identify the types of

⁹ See Appendix 1, v.

icebreaker activities utilized by teachers and their implementation in the classroom. Subsequently, the researcher will assess the influence of these activities on students' self-confidence in speaking. To this end, this research is entitled **“Investigating The Use of Icebreaker Activities and Its Influence on Students' Self-Confidence in Speaking”** which will be carried out at *SMP IT Rabbi Radhiyyah*. This research provides insights into the types of icebreaker activities implemented in a full-day school system and their influence on students' self-confidence in speaking. This research can serve as a useful resource for instructors and academics seeking additional references on this topic.

B. Research Questions

According to the research background, the research questions can be formulated as follows:

1. What type of icebreaker activities do teachers employ in their classrooms?
2. How are the icebreaker activities implemented in the classroom?
3. How effective are icebreaker activities on students' self-confidence in speaking?

C. Research Objectives

Based on the research questions, the research's objectives are the following:

1. To investigate the types of icebreaker activities employed by teachers in their classrooms.

2. To describe how icebreaker activities are implemented within the classroom.
3. To determine what extent teachers' icebreaker activities influence students' confidence in speaking.

D. Delimitation of The Research

The research is delineated by the following parameters:

1. The subjects of this study were English teachers who used icebreaker activities in their classrooms and the students of the teacher who used icebreakers extensively.
2. The research focuses on the types of icebreaker activities used by the teacher, their implementation in the classroom, and their impact on students' speaking confidence.

E. Definition of Key Terms

For the purpose of avoiding misinterpretation of concepts in this research, the following operational terms are defined:

a. Icebreaker Activity

Icebreakers are activities designed to enhance the effectiveness of the learning situation, often employed to alleviate student stress and boredom.¹⁰

They can take various forms, such as games, short stories, or questions. This

¹⁰ Astuti et al, "Ice Breaker," 211.

research examines the types of icebreakers used by English teachers at *SMP IT Rabbi Radhiyyah* and how they implement these activities in their classes.

b. Brainstorming

In an educational context, specifically within the framework of ELT, brainstorming is defined as a technique that encourages students to freely express their thoughts and contribute diverse perspectives among their peers.¹¹ In the context of this research, the definition of brainstorming aims to clarify misconceptions among teachers who may mistakenly perceive this technique as an icebreaker activity.

c. Self-Confidence

Self-confidence is the belief in one's abilities, skills, and judgments, empowering students to confront challenges and meet demands with conviction, thereby overcoming learning barriers.¹² In the context of ELT, self-confidence in speaking specifically refers to the positive relationship between self-confidence and speaking skill, as consistently demonstrated in various studies. This research aims to investigate the influence of implemented icebreaker activities on students' self-confidence, particularly within the full-day school system.

d. Speaking

Speaking is the capacity to articulate oneself in the language, in accordance with the language's phonological, grammatical, and lexical conventions,

¹¹ Dwi Handayani Lukman, Nurdevi Bte Abdul, and Sujariati, "The Effect of Brainstorming Technique in Promoting Students' Speaking Skill at UPT SMPN 4 Pinrang," *English Language Teaching Methodology* 2, no. 1 (2022) 50-51, <https://doi.org/10.56983/eltm.v2i1.33>.

¹² Courtney E. Ackerman, "What Is Self-Confidence? (+ 9 Proven Ways to Increase It)," *Positive Psychology*, July 9, 2018, <https://positivepsychology.com/self-confidence/>.

and to convey one's ideas compellingly to an audience.¹³ The capacity to articulate oneself verbally is a fundamental skill that students must develop to effectively convey their thoughts and articulate them clearly. This research project aims to investigate the influence of icebreaker activities on students' self-confidence, with a particular focus on their confidence in speaking.

F. Significance of The Research

The value of this research lies in its thorough examination of icebreaker activities used in full-day school systems and their impact on students' speaking confidence. The findings offer valuable insights for students, educators, institutions, and researchers, demonstrating that simple and engaging activities can enhance students' learning outcomes and boost their speaking confidence. Future researchers can build on this analysis to explore similar topics, thereby enriching the field with additional perspectives and insights. This research also addresses a gap in understanding the influence of icebreaker activities on students' confidence in speaking within full-time school environments.

G. Organization of The Research

The systematics of this research is divided into five chapters. Chapter I provides an introduction to the study, outlining the research background, questions, objectives, scope, key terms, significance, and organization. Chapter II examines the role

¹³ Welli Septia Dionar, and Aryuliva Adnan, "Improving Speaking Ability of Senior High School Students by Using Truth or Dare Game," *Journal of English Language Teaching* 7, no. 2 (2018): 369, <https://ejournal.unp.ac.id/index.php/jelt/article/view/9019>.

of icebreaker activities in language acquisition, exploring their underlying theories, principles, and types. Additionally, it defines and discusses the concept of self-confidence and its impact on speaking. Chapter III delineates the research methodology, encompassing both qualitative and quantitative phases. It provides detailed information regarding the research design, location, participants, data collection methods, and analysis procedures. Chapter IV presents and discusses the research findings, focusing on the implementation and impact of icebreaker activities on students at SMP IT Rabbi Radhiyyah. The data for this chapter is derived from observations, interviews, and questionnaires. Chapter V summarizes the conclusions and offers recommendations for future research based on the findings.

CHAPTER II

LITERATURE REVIEW

This chapter provides a comprehensive examination of the theoretical framework that informs this research. The chapter begins by defining icebreaker activities and their importance in the field of English language teaching (ELT). It addresses the principles of icebreaker activities and their types, common misconceptions about icebreakers and brainstorming, and examines the central role of icebreakers in language acquisition. It also explores the concept of self-confidence and its relevance to ELT, highlighting its crucial importance for students and the influence of having low self-confidence. Furthermore, it examines the role of self-confidence in speaking proficiency and reviews related findings on how icebreaker activities influence students' self-confidence in speaking.

A. The Icebreaker Activity

a. Definition of Icebreaker Activity

The use of icebreaker activities has been widespread for decades, taking various forms to help individuals overcome anxiety during group work and create a positive learning experience. While the origin of this activity remains uncertain, it gained popularity in the 20th century and has proven to be effective and efficient in supporting learning activities.

According to Exley and Dennick, an icebreaker is defined as an activity that helps to break down social barriers and foster a friendly environment

among a group of people who may not be particularly familiar with each other.¹ Additionally, as mentioned by Robertson and Acklam, Riss has a different perspective on the term ‘icebreaker,’ preferring to refer to it as a ‘warmer’ instead.² Although the terms have similar meanings, Riss places more emphasis on the meaning of ‘warmer’ as preparing individuals before the lesson, similar to athletes preparing for competition. Riss further emphasizes that there are essential features of the warmer (icebreaker) that teachers need to pay attention to before its implementation, especially in language learning such as English. These include:

1. Warmer should be an engaging activity designed to motivate students to use English.
2. Warmer should be intended to be brief activities and should not dominate the lesson.
3. Warmer does not necessarily have to be directly related to the target language of the lesson. Many activities can be adapted to suit your teaching point. However, the primary purpose of the icebreaker activity is to prepare students to study and work in English.
4. Warmer can be adapted to review previously what has been learned, providing students with a chance to practice what they have already studied.

¹ Kate Exley and Reg Dennick, *Small Group Teaching: Tutorials, Seminars and Beyond*, 1st ed. (London: Routledge, 2004): 20.

² Callum Robertson and Richard Acklam, *Action Plan for Teachers a Guide to Teaching English*, (London: British Broadcasting Corporation, 2000): 30.

Despite slightly different views on the term used, both perspectives agree that this activity aims to make students feel more prepared during the learning process. Moreover, Pitts' definition of an icebreaker activity, in line with previous authors, views this activity as designed to make a formal or strict environment more enjoyable.³ His perspective reinforces the notion that the primary goal of this activity should be to help students feel relaxed, engaged, and excited about learning.

The adaptability and flexibility of icebreaker activities allow them to be carried out in accordance with the specific circumstances of the students, regardless of their direct connection with the learning material. Consequently, icebreaker activities are recommended to be implemented to keep students enthused during the learning process, especially in the area of language acquisition.

b. The Principles of Icebreaker Activity

According to Pack, maximizing the benefits of icebreaker activities in alignment with intended learning goals requires consideration of key principles that define effective icebreaker activities.⁴ These principles fall into four main points, as outlined below in the next page.

³ Errol Pitts, "An Icebreaker Activity for ESL Students," *The Internet TESL Journal*, Accessed April 20, 2024, <http://iteslj.org/Lessons/Pitts-Icebreaker.html>.

⁴ Julie A. Pack, "A Collection of Icebreakers and Connection Activities," *Inclusive Schools Network*, 2, September 9, 2015, https://inclusiveschools.org/wp-content/uploads/Student_Connection_Activities_and_Icebreakers.pdf.

1. **Voluntary Participation:** Icebreaker activities should allow participants to choose whether or not they want to take part. This ensures that individuals feel comfortable and empowered to engage at their own pace.
2. **Confidentiality:** It is important to maintain confidentiality during icebreaker activities, especially when sharing personal information or experiences. This fosters trust among participants and creates a safe space for open communication.
3. **Monitoring The progress of Icebreaker Activities:** Ongoing evaluation of the efficacy of icebreaker activities enables teachers to ascertain whether they are achieving their intended outcomes. This allows for adjustments to be made as necessary to enhance the overall experience for participants.
4. **Consideration of Participants:** Icebreaker activities should take into account the diverse needs and backgrounds of participants. This involves being mindful of cultural sensitivities, individual preferences, and any potential barriers to participation, ensuring that everyone feels included and valued.

The field of icebreaker activities offers a wide variety of options, each designed to suit the unique dynamics of students and the creative approaches of educators. Despite this diversity, certain basic principles underscore the effectiveness of any icebreaker. These principles are essential components that must be incorporated into any icebreaker activity to ensure its success and engagement.

c. Types of Icebreaker Activity

Icebreaker activities are inherently subjective and infinite, and their implementation depends on the specific situation or environment. Their categorization is not based on variation, but rather on the intensity and method of implementation. Pack explains that icebreaker activities are divided into three main types, as specified below.⁵

1. Low-risk Icebreaker Activities

Low-risk icebreaker activities are those that involve minimal or no physical contact, competition, or personal disclosure. They are designed to be non-threatening and comfortable for all participants, encouraging interaction and engagement without placing individuals in potentially uncomfortable situations. Examples may include simple name games, icebreaker questions, or group discussions on non-sensitive topics.

2. Medium-risk Icebreaker Activities

Medium-risk icebreaker activities involve slightly more involvement or personal sharing compared to low-risk activities. While still non-threatening, these activities may require participants to share personal preferences, experiences, or opinions with the group. The objective of these activities is to foster deeper connections among participants while maintaining a level of comfort and respect for individual boundaries. Examples could include

⁵ Pack, "Collection of Icebreaker Activities," 16.

sharing memorable experiences, discussing favorite hobbies, or participating in collaborative problem-solving tasks.

3. High-Risk Icebreaker Activities

High-risk icebreaker activities involve greater personal disclosure, vulnerability, or physical interaction. These activities may challenge participants to engage in more intimate or emotionally charged discussions or activities. While they offer the potential for deeper connections and personal growth, they also carry a higher risk of discomfort or resistance from participants. Examples include sharing personal stories or experiences, engaging in trust-building exercises, or participating in team-building challenges that require physical contact or reliance on others.

Expanding on the previous point, icebreaker activities have a wide range of variations that can be grouped into three distinct categories based on their intensity of interaction. This categorization is important for teachers to determine the most appropriate icebreaker activities from the vast array available regarding the infinite nature of variations.

d. Misconception of Icebreaker Activity and Brainstorming

Despite the clear distinction between the concept of icebreaker activities and brainstorming, the preliminary research phase of this undergraduate thesis revealed that some teachers mistakenly used icebreaker activities as if they were conducting brainstorming sessions.⁶ As mentioned earlier in the first

⁶ See Appendix 1, xi-xii.

chapter, an icebreaker activity is designed to create an enjoyable learning environment, fostering student engagement and concentration during the learning process. However, brainstorming is not oriented towards enhancing the emotional state of students; rather, its main objective lies in addressing a different aspect.

As described by Osborn, cited in Monica, brainstorming is a collaborative creative method in which participants contribute ideas spontaneously to generate solutions for a specific problem.⁷ It is evident that brainstorming is employed to address specific issues, whether in a serious or playful setting, with the primary focus being the generation of ideas. Moreover, the basic principles of brainstorming differ from those of an icebreaker activity, requiring a different understanding. Wilson explains there are three main principles of brainstorming.⁸ There are such as:

1. Focusing on quantity over quality

The main goal of brainstorming is to generate a lot of ideas without placing restrictions that might hinder the creative process.

2. Defer Judgment of Quality Ideas

Brainstorming involves refraining from criticizing ideas or solutions provided by participants, whether implicitly or explicitly.

⁷ Ms. Agnes Monica V, "Brainstorming: Thinking - Problem Solving Strategy," *IJERA* 7, no. 3 (2017): 33, <http://dx.doi.org/10.9790/9622-0703033337>.

⁸ Chauncey Wilson, *Brainstorming and Beyond: A User-Centered Design Method*, (Waltham: Elsevier 2013):11-14.

3. Encourage New and Wild Ideas

Encouraging the generation of unique, engaging, and interesting ideas, including wild ones that are not directly related to the current topic, is a recommended practice during brainstorming sessions. Such ideas that diverge from the main topic can serve as triggers for potentially useful insights in later discussions.

The understanding and principles of icebreaker activities and brainstorming are very different, as illustrated above. In spite of the clear distinction between these approaches, some teachers still inadvertently confuse them, possibly due to a lack of understanding or misunderstanding of the nature of icebreaker activities, resulting in their misapplication or misconception of brainstorming.

It is imperative for educators to have a comprehensive understanding of the learning activity used in the classroom, especially for English teachers. Misapplication can lead to inconsistent learning outcomes that deviate from the intended goals. In summary, brainstorming and icebreakers are fundamentally different, which is why teachers need to understand the nature of learning activities before implementing them to ensure consistent and effective results.

e. Importance of Icebreaker Activity in Language Acquisition

It is widely recognized that fostering a positive and engaging learning environment is essential in various educational settings, especially in language learning contexts such as English Language Teaching (ELT). Hence, it is not

surprising that educators often use icebreaker activities in ELT classrooms due to their effectiveness in increasing student engagement and participation. As evidenced by various ELT research studies, the icebreaker activity has demonstrated its adaptability to students' situations, effectively reducing stress, boredom, and anxiety to facilitate an optimal learning process. The importance of this activity has been well established, highlighting its positive influence on student performance, many teachers implement this type of activity in their classroom. Makhmudovna, in her research, found that implementing icebreaker activities in ELT settings not only enhances students' affective factors, including enthusiasm and the reduction of stress, anxiety, and boredom but also produces additional positive effects.⁹ There are such as:

1. Foster creative thinking and open-mindedness in students.
2. Develop and optimize students' brain function and creativity.
3. Train students to interact within groups and collaborate as a team.
4. Build self-confidence.
5. Cultivate systematic and creative thinking to solve problems.
6. Help students to practice carefully in determining how to strategize.
7. Help students creativity with limited resources and enhance their concentration skills.
8. Encourage bold actions and eliminate the fear of making mistakes.
9. Strengthen interpersonal relationships through team bonding.

⁹ Makhmudovna, "Ice Breaking," 118.

As can be seen from the above, icebreakers influence student performance that goes beyond affective factors. Astuti, Solihat, and Satriani provide additional support for the importance of implementing icebreaker activities by emphasizing that these activities also affect students' cognitive factors.¹⁰ They categorize these effects into three main aspects, as depicted below.

Table 2.1
The Effect of Icebreaker Activities on Students' Cognitive Skills

Increased cognitive skills		
Point	First condition	improvement
Activeness	At the first meeting the students were less active. Just sit there shut up and pay attention. There are even some students who don't pay attention, only focus on other things.	Students are more active here and there, and pay attention to whoever is speaking in front of the class. Frequently asked questions that they don't know yet
Knowledge	It feels strange to learn English in students because there is no motivation to learn it.	Initially only 10% of students who liked English, through the learning process and the addition of ice breaking before learning students who liked English increased to 50%. Students begin to say words in English
Enjoyment	Students don't seem interested in the learning process. There are some students who don't get along with other students, because there are gaps between them. The lack of cooperation between students in the class is seen when students with each other only care about their assignments.	Students' interest in learning English is increasing. More courage to speak in front of the class adds value to student attitudes in this matter. There is no need to wait for the teacher to point, some students have started voluntarily going to the front of the class

While Astuti and her colleagues categorize the aspects resulting from the implementation of icebreaker activities primarily as cognitive factors, given their inclusion of activeness and enjoyment, it is undeniable that icebreaker

¹⁰ Astuti et al, "Icebreaker Impacts," 214.

activities influence not only factors such as affective but also psychomotor, just as indirectly stated earlier by Makhmudovna. The incorporation of icebreaker activities has been demonstrated to offer a number of benefits to students in a variety of areas. Consequently, it can be argued that these activities are well-suited to assist teachers in achieving learning goals and, indirectly, to foster the development of students in several domains, including cognitive, affective, and psychomotor.

f. Icebreaker Influence on Students' Self-Confidence

Icebreaker activities serve as a versatile activity for educators to enhance students' learning experiences by creating an environment conducive to interaction and engagement. In addition to fostering social interaction, these activities help build self-confidence, which is essential for success in many aspects of life. By fostering a non-judgmental atmosphere where students feel comfortable expressing themselves, icebreakers empower students to step out of their comfort zones and build positive relationships with their peers. In this way, icebreaker activities play a pivotal role in building students' confidence, ultimately contributing to a more inclusive and supportive learning environment.

Jill Kirby explains that engaging students with icebreaker activities can ease their anxiety by reducing their fear of being judged by their peers.¹¹ As a result, they become more confident and more likely to participate in subsequent

¹¹ Jill Kirby, "Using Ice-Breakers to Encourage Classroom," Open Press University of Sussex, July 19, 2022, <https://openpress.sussex.ac.uk/ideasforactivelearning/chapter/using-ice-breakers-to-encourage-classroom-confidence/>.

learning discussions. Musdalifa's ELT research also showed that icebreakers significantly motivated students to become more active in the learning process compared to those who did not participate.¹² Repeating this activity not only helps maintain the benefits above but also promotes a positive atmosphere throughout the learning session.

Ghifarah and Pusparini's research provides further support for the positive effects of incorporating icebreaker activities on students by revealing that a significant majority agreed that these activities alleviate tension and promote active participation in the learning process.¹³ Icebreaker activities are often associated with games, which is why many students enjoy and want to participate in them in the classroom as they perceive icebreakers as something enjoyable and engaging. When students actively engage in the educational process and participate in classroom activities, they develop self-respect and recognize their value.

Another noteworthy aspect of the icebreaker activity is that it has an influence not only on students' self-confidence but also on their speaking. Lestari's experimental ELT research shows that students who participated in icebreaker activities scored higher than those who did not in the speaking test.¹⁴ She discovered that creating a pleasant classroom environment and encouraging student engagement led to a greater willingness to speak in class, which resulted

¹² Musdalifa, "The Effect of Icebreaker in Increasing Students' Motivation to Learn English at The 7th Grade of SMPN 01 Noling," (Bachelor Thesis, IAIN Palopo, 2022): 47-48.

¹³ Naila Al Ghifarah, and Ririn Pusparini, "Students' Perception Towards The Role of Ice Breaking Activities in Learning English at Senior High School," *Journal of English Language and Literature* 6, no. 2 (2023): 126-127, <https://doi.org/10.47080/jeltl.v6i2.2793>.

¹⁴ Febriani P. Lestari, "The Effectiveness of Ice Breaking Technique To Improve Students' Speaking Skill at MTSN 8 Magetan," (Bachelor Thesis, IAIN Ponorogo, 2020): 60-62.

in increased interaction not only with peers but also with teachers. However, for icebreaker activities to be effective, teachers must have a thorough understanding of and sensitivity to their students' needs and circumstances. Failure to do so may undermine the intended outcomes of icebreaker activities.

Taking on the research provided above, it appears that the reason why icebreakers have a positive influence on students is due to their fun and affirming nature, which helps to create a positive classroom atmosphere. These interactions can significantly increase their self-confidence, which is crucial in learning a language such as English, and can indirectly affect their speaking.

B. Self-Confidence

a. Definition of Self-Confidence and Its Relevance in ELT

Self-confidence is known as a fundamental psychological trait that encompasses an individual's belief in their abilities, qualities, and judgment.¹⁵ It serves as a cornerstone of one's emotional well-being and is closely linked to various aspects of personal success and is viewed as a certainty in being able to handle something. Self-confidence also reflects a person's sense of self-concept and their perception of their competence in navigating life's challenges.¹⁶ This can be delineated into several key points below, including:

1. Valuing one's worth regardless of mistakes or tasks performed.

¹⁵ Ekaterina Uglanova, Self-Confidence, *Encyclopedia of Quality of Life and Well-Being Research*, (2014): 5752, https://doi.org/10.1007/978-94-007-0753-5_2624.

¹⁶ Tanya J. Peterson, "What is Self-Confidence?," Healthy Place, March 25, 2022, <https://www.healthyplace.com/self-help/self-confidence/what-is-self-confidence>.

2. Feel worthy despite imperfections and shortcomings.
3. Demonstrate courage to assert beliefs and stand firm.
4. Recognize one's worthiness for the respect and friendship of others.
5. Acknowledge and accept all facets of one's being, including strengths and weaknesses.

Another notable aspect of self-confidence is that it relates to other related dimensions such as self-efficacy. Whereas self-confidence refers to an individual's general belief in their abilities, self-efficacy refers to the belief in one's abilities within specific contexts.¹⁷ These aspects are integral to various aspects of life, yet having general confidence is generally preferable to having confidence limited to specific scenarios. Furthermore, as confidence influences self-efficacy, it extends its influence to another related dimension as well, such as self-esteem, which refers to how individuals value and perceive themselves.¹⁸ The cascading effect of self-confidence on other interrelated dimensions underscores the essential of having a belief in oneself.

In the field of English Language Teaching (ELT), self-confidence plays a pivotal role as a fundamental element in students' language acquisition and proficiency development.¹⁹ In this context, self-confidence refers to students' belief in their ability to comprehend, communicate, and excel in their English language learning endeavors. It encompasses their assurance that they can use

¹⁷ Uglanova, "Self-Confidence," 5753.

¹⁸ Kendra Cherry, "Self-Efficacy and Why Believing in Yourself Matters," *Verywell Mind*, February 27, 2023, <https://www.verywellmind.com/what-is-self-efficacy-2795954>.

¹⁹ Zanyar Nathir Ghafar, "The Influence of Self-Confidence on English Language Learning: A systematic Review," *International Journal of Applied Educational Research* 1, no. 1 (2023): 58, <https://journal.multitechpublisher.com/index.php/ijaer/article/view/452>.

the language effectively in a variety of contexts, whether in classroom interactions, academic tasks, or real-life communicative situations. Students with robust self-confidence exhibit a greater willingness to take risks, actively participate in class discussions, seize language practice opportunities, and persist in their language learning pursuits despite challenges.

Building on the findings above, self-confidence refers to an individual's perception of their skills and abilities, as well as their sense of personal control over their lives, which is something students need to possess. Within the context of ELT, self-confidence is closely related to students' motivation, persistence, and risk-taking in language learning.

b. Importance of Self-Confidence for Students

As many authors have emphasized in the previous discussions, self-confidence stands out as a key attribute that individuals need to nurture throughout their lives, as it acts as a catalyst for overcoming challenges. This necessity is particularly apparent for students, as it profoundly affects their learning progress. Furthermore, Ackerman highlighted the definite benefits of possessing self-confidence and underscored its crucial role in influencing students' performance.²⁰ These include:

1. Increased self-worth and self-esteem
2. Increased enjoyment and fulfillment in various life activities
3. Freedom from self-doubt and insecurity

²⁰ Ackerman, "Self-Confidence".

4. Reduced fear, anxiety, and social anxiety resulting in lower stress levels
5. Increased energy levels and motivation to pursue goals and initiatives
6. Improved social interactions and ease in social gatherings, fostering positive rapport with others due to a relaxed and confident manner.

In the context of language acquisition, particularly in the case of English, the importance of self-confidence for students is even more pronounced. Ghafar's research underscores the vital significance of self-confidence for students, emphasizing that those with sufficient self-confidence demonstrate greater aptitude for language acquisition.²¹ Without adequate self-confidence, students may encounter obstacles that impede or undermine their progress in mastering the English language.

Furthering on the above explanations, Mercer outlined a number of universal key considerations for teachers seeking to enhance their students' language learning that can be applied in the English language context.²² These are listed below.

1. Encourage learners to focus on their own progress, recognizing that everyone progresses at their own pace. Avoid public comparisons of grades or progress to encourage individual growth.
2. Ensure learner success by using scaffolding techniques that break tasks down into manageable steps of increasing difficulty. For example, when

²¹ Ghafar, "Self-Confidence," 61-63.

²² Sarah Mercer, "Enhancing learner self-confidence," Oxford University Press, March 14, 2023, <https://teachingenglishwithoxford.oup.com/2023/03/14/enhancing-learner-self-confidence/>.

practicing language structures such as questioning, start with simpler tasks such as filling in sentences and progress to more challenging activities such as adding questions to a dialogue. By gradually increasing complexity and decreasing support, learners gain confidence and mastery.

3. Empower learners with effective strategies, navigating conversations with unfamiliar vocabulary, comprehending text without knowing every word, acquiring new vocabulary, planning, and structuring presentations, utilizing writing resources like blogs, seeking feedback, and finding additional practice opportunities.
4. Promote learner autonomy by offering choices in tasks and methods. This empowers learners, boosting their confidence and engagement in class activities.
5. Address unrealistic expectations and perfectionism by normalizing the language learning process, emphasizing the importance of progress over perfection, and stressing the value of effective communication over flawless language proficiency.

The understanding of the above authors suggests that self-confidence is a critical attitude that students need to cultivate in order to significantly improve their overall learning performance, particularly in language acquisition such as English. This adds value to the rationale for implementing icebreaker activities during the learning process and helps teachers achieve their intended learning goals.

c. The Negative Influence of Lack of Self-Confidence for Students

Lack of self-confidence in students can have a profound effect on their academic performance, social interactions, and overall well-being. Self-confidence, the belief in one's ability to succeed, is a fundamental trait that enables individuals to overcome various challenges and pursue their goals with determination. However, when students lack confidence in themselves, they may struggle to effectively engage in learning activities, participate in classroom discussions, and advocate for their ideas and opinions.

APA (American Psychological Association) explains several indicators indicate students who experience a lack of self-confidence.²³ Some of which are below.

1. Students may make self-disparaging comments about themselves, suggesting that they are not capable or smart enough to understand the learning materials.
2. Students with low self-esteem may take the blame for things that are not their fault or are out of their control, or they may attempt to control the behavior of others in order to alleviate a sense of helplessness.
3. Students may react to adversity by giving up, avoiding risks, or disengaging from tasks.
4. Students may be reluctant to try new things or unable to tolerate typical levels of frustration. They may also engage in behaviors such as pretending

²³ "Students Experiencing Low Self-esteem or Low Perceptions of Competence" American Psychology Association, Accessed May 14, 2024, <https://www.apa.org/ed/schools/primer/self-esteem>.

they don't care, clowning around, or being aggressive to cover up their lack of confidence. Alternatively, they may become completely passive during the learning process.

5. Students may initially perform well, but then suddenly underperform.
6. Students may be afraid that their success is a fluke or worried that expectations from others are suddenly too high.

Nurmalasari, Tahir, and Korompot further specify that the main cause of students' lack of self-confidence often stems from self-doubt about their capabilities.²⁴ It often arises from various sources, including previous failures, comparisons with peers, and external pressures to achieve. Students may question their competence in academic tasks, doubt their potential for success, or feel inadequate compared to their classmates which significantly undermines their confidence and motivation, leading to reluctance to participate in class activities, fear of failure, avoidance of challenging tasks, and have a significant influence on their ability in speaking. Persistent self-doubt can adversely affect students' overall mental health and academic performance, hindering their ability to reach their full potential.

It is imperative for students to be able to identify behaviors that can negatively influence their learning performance. Overcoming a lack of self-confidence necessitates the implementation of a set of essential strategies, which

²⁴ Nurmalasari, M. Tahir, and Chairil A. Korompot, "The Impact Of Self-Confidence On Students' Public Speaking Ability," *International Journal of Business, English, and Communication* 1, no. 2 (2023): 57, <https://journal.unm.ac.id/index.php/ijobec/article/view/70>.

may vary depending on the teacher's intervention and the students' individual circumstances.

d. Self-Confidence Role in Speaking

Self-confidence emerges as a critical factor that shapes students' ability to effectively use their English language skills in practical communication scenarios, particularly in spoken interactions. In the framework of ELT, it is widely accepted that students who have a sufficient level of self-confidence excel in speaking tasks, demonstrating their ability to exchange information and ideas with their peers. As a matter of fact, the phenomenon is well-known among students those with solid self-confidence tend to excel in verbal communication.

In her findings, Parmitah discovered a positive correlation between students' self-confidence and their speaking abilities.²⁵ This observation is further supported by the research of Aulia and Apoko, who found that students with higher levels of self-confidence tend to exhibit better speaking skills.²⁶ It appears that self-confidence plays a crucial role in facilitating effective verbal communication among students, especially when compared to those who lack self-confidence.

Dewi, Widhiasih, and Widiastuti found a significant correlation between students' self-confidence and their speaking ability, as indicated by a Pearson

²⁵ Ni Wayan Ema Parmita, "The Correlation Between Self Confidence and English Speaking Skill of The Eighth-Grade Students of SMPN 1 Blahbatuh," *Academic Journal on English Studies* 2, no.1 (2022): 60-61, <https://e-journal.unmas.ac.id/index.php/ajoes/article/view/5008>.

²⁶ Aulia, and Apoko, "Self-Confidence,": 557-558.

Product Moment coefficient of 0.857, within the range of 0.800-1.00.²⁷ This implies that students with abundant self-confidence are more likely to excel in speaking, while those lacking confidence may struggle with hesitation or embarrassment. Simply put, there is a strong correlation between self-confidence and speaking ability.

From the above findings and discussions, it can be concluded that there is a remarkable correlation between students' self-confidence and their speaking ability, which implies that self-confidence plays an important role in speaking.

C. Speaking

a. Definition of Speaking and Its Relevance

Speaking is a fundamental component of human communication and language use. From a linguistic standpoint, speaking involves the production and articulation of sounds and words to convey meaning.²⁸ It is governed by phonology, which deals with the sound systems of languages, and syntax, which structures words into coherent sentences. The process of speaking includes various elements such as phonemes, morphemes, and grammatical rules, all contributing to effective verbal communication.²⁹ This perspective highlights speaking as a medium of communication through which a speaker transmits a message to a listener, who then responds with feedback.

²⁷ Ni Komang Ayu Setia Permata Dewi et al, "Students' Self-Confidence and Speaking Skill: A Correlational Study," *ICSD* 5, (2021): 56, <https://e-journal.unmas.ac.id/index.php/icsd/article/view/5201>.

²⁸ Cambridge Dictionary, s.v. "Speaking (n.)," accessed July 29, 2024, <https://dictionary.cambridge.org/dictionary/english/speaking>.

²⁹ Diona, and Adnan, "Speaking," 319.

In educational settings, speaking is recognized as a critical component of language learning and academic success. It is an essential skill that students need to develop for effective classroom participation, presentations, and interpersonal communication.³⁰ Speaking activities in the classroom, help students practice and enhance their language skills, build confidence, and develop their ability to think critically and engage with others. Effective speaking not only aids in conveying knowledge but also supports active learning and collaborative problem-solving.

As the experts above note, speaking is an essential skill in both communication and education, crucial for effective interaction, classroom participation, and academic success. It builds students' confidence and critical thinking skills while supporting collaborative learning.

b. The Importance of Speaking Within Educational Context

Speaking is a crucial component that underpins effective communication and language proficiency. Rao's research highlights that speaking is a key trait for demonstrating candidates' abilities, with many selections and assessments based on their oral performance.³¹ Mastery of speaking skills enables learners to express their ideas clearly, engage in conversation, and participate meaningfully in a variety of contexts.

³⁰ Iful R. Mega, and Dody Sugiarto, "Speaking Skills in Correlation with English Speaking Learning Habit and Self Confidence of Vocational High School Students," *Journal of Foreign Language Teaching and Learning* 5, no. 2 (2020): 173, <https://doi.org/10.18196/ftl.5253>.

³¹ Parupalli S. Rao, "The Importance of Speaking Skills in English Classrooms," *ACIELJ* 2, no. 2 (2019): 9, [https://www.acielj.com/Papers/vol2issue2/1.ACIELJ%20-Srinu%20sir%20\(1-12\)%20OK.pdf](https://www.acielj.com/Papers/vol2issue2/1.ACIELJ%20-Srinu%20sir%20(1-12)%20OK.pdf).

Effective speaking ability is essential to academic success. In educational settings, students need to articulate their thoughts and contribute to discussions, which are fundamental for their overall performance.³² Clear and coherent speaking supports students' ability to perform well in presentations, debates, and classroom interactions, making it a vital skill for their academic development. Furthermore, from Sudarmo's perspective, there are several key takeaways regarding the importance of effective communication, such as

- 1. Communicate Effectively:** Speaking is essential for conveying ideas and engaging in conversation. Mastery of speaking skills enables students to articulate their thoughts clearly and participate in meaningful dialogue.
- 2. Academic Success:** Speaking skills are critical for classroom participation, presentations, and oral assessments. It helps students perform better in academic settings by enabling them to express their understanding and participate in discussions.
- 3. Language Application:** Speaking activities provide students with practical opportunities to use new vocabulary and grammar in context. This reinforces their learning and increases their ability to apply language structures effectively.

³² Sudarmo, "The importance of speaking in English as a foreign language between skillful and thoughtful competencies: studying sociolinguistics perspectives," *Linguistics and Culture Review* 5, no.1 (2021): 116
<https://doi.org/10.37028/lingcure.v5nS1.1321>

- 4. Confidence Building:** Regular speaking practice helps students build confidence in their language skills. Increased confidence encourages greater participation and risk-taking in communication, leading to improved fluency.
- 5. Interactive Learning:** Speaking activities foster interactive learning environments where students can collaborate, negotiate meaning, and receive immediate feedback. This interaction promotes active learning and helps students refine their speaking skills.
- 6. Motivation and Engagement:** Participation in speaking activities increases students' motivation to learn. It makes language learning more dynamic and enjoyable, leading to greater enthusiasm and commitment to their studies.
- 7. Real-World Skills:** Speaking proficiency equips students with skills necessary for real-world interactions. Effective speaking is essential for social integration, professional communication, and personal relationships beyond the classroom.

Overall, speaking is an essential aspect of ELT that supports language acquisition, academic achievement, and learner motivation. By prioritizing speaking skills, educators can help students achieve greater fluency, confidence, and effectiveness in their communication.

c. Student Speaking Challenges in English Environments

The capacity to speak effectively is a crucial component of a student's academic success and personal development. However, several challenges can impede students' ability to communicate verbally, which can in turn affect their performance and overall learning experience. Ratnasari, as well as Jannah and Niati, explain that there are several difficulties that students commonly face when it comes to speaking.³³ There are such as:

1. Psychological Barriers

In educational settings, students often face psychological barriers such as fear of speaking in front of peers and self-doubt. Public speaking anxiety is a common problem where students worry about being judged or making mistakes during presentations or class discussions. This anxiety can manifest as nervousness, stuttering, or a lack of clarity in their speech, which can undermine their ability to communicate effectively. Overcoming these barriers involves creating a supportive classroom environment, providing positive reinforcement, and gradually increasing speaking opportunities to build students' confidence.

2. Language Proficiency Issues

For students learning a new language or those with limited language skills, language proficiency can be a significant challenge. Difficulties with

³³ Aisha G. Ratnasari, "EFL Students' Challenges in Learning Speaking Skills: A Case Study in Mechanical Engineering Department," *Journal of Foreign Language Teaching and Learning* 5, no. 1 (2020): 34-37, <https://doi.org/10.18196/ftl.5145>; Wirda J. Jannah, and Batdal Niati, "Students' Difficulties in Speaking English," *JEE* 8, no. 2 (2022): 121-126, <https://journal.upp.ac.id/index.php/JEE/article/view/1347>.

vocabulary, grammar, and pronunciation can hinder their ability to express themselves clearly. Mispronunciations and grammatical errors can lead to misunderstandings and reduce the effectiveness of their communication. Teachers must address these issues by providing targeted language instruction, opportunities for practice, and feedback to help students improve their language skills.

3. Situational Factors

The context in which students are asked to speak can also present challenges. For example, formal academic situations require students to adhere to certain conventions and articulate their arguments clearly and logically. Conversely, informal classroom discussions may require students to think on their feet and respond spontaneously. Adapting to different speaking contexts can be challenging and requires students to develop flexibility and situational awareness. Teachers can support students by providing clear guidelines, practice opportunities, and scaffolding to help them navigate different speaking situations.

4. Individual Differences

Students come from diverse backgrounds and have individual differences that can affect their speaking abilities. Factors such as personality traits, prior educational experiences, and cognitive abilities play a role in how students approach speaking tasks. For example, introverted students may find it challenging to participate in group discussions, while students with

learning disabilities may have difficulty organizing their thoughts or expressing themselves verbally. Educators must recognize these individual differences and tailor their teaching strategies to meet different needs, providing additional support and individualized feedback as needed.

Essential for teachers to identify the common situations and challenges students face when speaking. Addressing these challenges is critical to achieving intended learning outcomes and fostering effective communication skills. A lack of awareness of these issues not only affects learning outcomes but also hinders students' development in speaking, especially in an English language environment.

D. Review of Related Findings

Numerous studies over the past decade have investigated the influence of icebreaker activities on student self-confidence and how self-confidence plays an important role in speaking within ELT context. Dhuria's research demonstrated the effectiveness of incorporating appropriate icebreaker activities into an English classroom. These activities elicited positive responses by capturing students' attention, fostering meaningful student-teacher interaction, and creating an enjoyable learning environment.³⁴ The results showed that such an activity significantly increased students' engagement, performance, and proficiency in various components of English, including speaking, vocabulary, and pronunciation.

³⁴ Ayu Rizka Dhuhria, "Exploring Ice Breaker Usage in English Language Classroom," (Bachelor Thesis, State Islamic University of Ar-Raniry Banda Aceh 2020): 61.

Rezki, Halim, and Sentosa provide further support for the effectiveness of implementing tailored icebreaker activities in the classroom, particularly for enhancing students' motivation and enthusiasm for learning English.³⁵ The difference in the value of positive and negative statements among students increased significantly after the implementation of icebreaker activities, rising from 1268 prior to implementation to 1444 afterward. It implies that icebreaker activities fostered peer cohesion and contributed to an overall boost in students' confidence levels.

In his research, Gürler discovered a statistically significant correlation between self-confidence and speaking achievement. Participants who displayed awareness of their abilities, self-love, or emotional awareness achieved higher marks in their speaking courses compared to those who were hesitant to communicate and lacked sufficient self-confidence.³⁶ This positive correlation underscores the effectiveness of confident individuals in communication, particularly in speaking contexts.

On the basis of the aforementioned research, similarities were found in the implementation of icebreaker activities and their relevance to the role of confidence in speaking. However, most of the studies focused on either the effect of icebreaker activities on confidence or the effect of confidence on speaking. None of the researchers explicitly addressed how icebreaker activities affect students' confidence in the context of speaking.

³⁵ Anita Rezki, Abdul Halim, and Tegar Sentosa, "Motivating Students in Learning English Using Icebreaking IAIN Kendari," *Al Lughawiyat* 3, no. 1 (2022): 6-7, <https://ejournal.iainkendari.ac.id/index.php/allughawiyat/article/view/3554>.

³⁶ İsmail Gürler, "Correlation between Self-confidence and Speaking Skill of English Language Teaching and English Language and Literature Preparatory Students," *Curr Res Soc Sci* 1, no. 2 (2015): 18, <https://dergipark.org.tr/tr/download/article-file/49980>.

CHAPTER III

RESEARCH METHODOLOGY

This chapter provides the procedural methods that will be implemented in this research. It starts with research design, research site and participants, data collection technique, research instruments, validity and reliability, and data analysis.

A. Research Design

This research employs an exploratory sequential (mixed methods) design, implementing qualitative methods while also incorporating quantitative approaches as a secondary focus.¹ This method is an effective approach for research efforts that aim to gain a comprehensive understanding of a complex phenomenon and then develop broader, more generalizable insights based on that understanding.

Initially, qualitative descriptive analysis is used to explore the topic in-depth, providing detailed insights into the types of icebreakers used by English teachers at SMP IT Rabbi Radhiyyah and their implementation in the classroom. These qualitative findings will form the foundation for assessing the influence of icebreakers on students' self-confidence in speaking. Subsequently, quantitative descriptive analysis is integrated to generalize and provide a comprehensive overview of the results. The research method process is simplified below on the next page.

¹ John W. Creswell, *Fourth Edition Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, (Thousand Oaks: SAGE Publications, 2014): 224-225.

Table 3.1
Exploratory Sequential Design Mixed Methods

QUAL → quan	
Investigating Icebreaker Activities Used by Teachers and Their Implementation.	Analyzing The Influence of Implemented Icebreaker Activities on Students' Self-Confidence in Speaking

B. Subjects of The Research

The research will be conducted at SMP IT Rabbi Radhiyyah, as previously mentioned. In determining the subjects for this research, the researcher utilized purposive sampling, a technique aimed at better understanding specific criteria established by the researcher.² The subjects are divided into two categories below.

a. English Teachers Implementing Icebreaker Activities

The first group of participants in this research are English teachers who meet the criteria of integrating icebreaker activities into their classroom routines. In addition, these teachers have demonstrated their willingness to engage and collaborate with the researcher during the pre-research phase.

b. Students Engaged in Icebreaker Activities

The second group of participants in this research consists of students who participate in teacher-facilitated icebreaker activities. Through preliminary research, teachers mentioned that students were particularly receptive to engaging in icebreaker activities.

² John W. Creswell and J. David Creswell, *Fifth Edition Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, (Thousand Oaks: SAGE Publications, 2018): 301.

C. Data Collection Technique

Three essential data sets are required to conduct this research, as follows:

a. Interview

This research employs semi-structured interviews to gather the required information due to the relatively small and manageable number of subjects (English teachers) involved. This interview combines elements of both unstructured and structured interviews, which has several advantages, such as allowing respondents to express their opinions and ask questions freely without being limited by the interviewer's questions.³ The semi-structured format allows the interviewer to delve deeper into topics and gather detailed insights beyond the limitations of a rigid question format. In this initial phase, the researcher conducted face-to-face interviews.

b. Observation

Observation is the most commonly used method, especially in behavioral studies, and it is a way for the researcher to observe things around the way it is.⁴ The research utilizes non-participatory with structured observations in comprehending certain subjective events without interacting or participating within the scene of action.⁵ This procedure ensures that the researcher remains

³ Stefanie Keller, and Katharina Conradin, "Semi-Structured Interviews," SSWM, June 30, 2019, <https://sswm.info/planning-and-programming/decision-making/gathering-ideas/semi-structured-interviews>.

⁴ C.R. Kothari, *Research Methodology: Methods and Techniques*, (New Delhi, New Age International, 2004): 96.

⁵ Sugiyono, *Metode Penelitian Pendidikan: Kuantitatif, Kualitatif, Kombinasi, R&D, dan Penelitian Pendidikan* [Educational Research Methodology: Quantitative, Qualitative, Combination, R&D, and Educational Research], (Bandung: ALFABETA, 2019): 414.

a passive observer, allowing for an unbiased evaluation of the types of icebreakers used and their implementation by teachers in the classroom.

c. Questionnaire

This research employs a closed-ended questionnaire utilizing a five-point Likert scale, which is an effective technique for measuring and providing detailed data on students' attitudes and perceptions regarding the influence of icebreaker activities within the classroom.⁶ The questionnaire will be administered to the students of the participating teacher who have experienced the icebreaker activities. Respondents indicate their level of agreement on the influence of icebreakers on their self-confidence in speaking using an ordinal scale from "Strongly Disagree" to "Strongly Agree". To ensure clarity and avoid misinterpretation, the questionnaire will be translated into Bahasa before distribution.

D. Research Instrument

Three kinds of instruments will be used in this research. There are as follows:

a. Interview Guidance

Designing effective interview forms requires a clear set of protocols to guide the interview process and ensure consistency and reliability of results. The interview guidance used in this study is a list of questions that will be used to interview the English teacher at SMP IT Rabbi Radhiyyah, to obtain data

⁶ Sugiyono, "Penelitian" [Research], 234.

from the respondents about their understanding and knowledge of icebreaker activities. In order to create appropriate interview guidance, it is essential to consider a number of key elements, including the theoretical framework, indicators, questions, and validation requirements.

Initially, the interview guidance was made by referring to the theory of a Collection of Icebreakers and Connection activities by Pack.⁷ The researcher then developed a set of questions to guide the interviews for this study. The researcher thoroughly reviewed relevant theoretical concepts to ensure that the questions accurately addressed key points. These can be seen in the table below.

Table 3.1
Interview Blueprint of
Types of Icebreaker Activities Employed by Teachers in Their Classrooms

No	Aspect	Indicators	Questions
1.	Types of Icebreaker Activity (Pack, 2015)	1. Understanding of Low-risk Icebreaker Activities	1. What types of low-risk icebreaker activities do you use in your classroom?
			2. How often do you incorporate low-risk icebreaker activities into your lessons?
			3. How do you assess the effectiveness of these low-risk icebreaker activities in fostering student engagement?
		2. Understanding of Medium-risk Icebreaker Activities	4. What types of medium-risk icebreaker activities do you use in your classroom?
			5. How often do you incorporate medium-risk icebreaker activities into your lessons?
			6. How do you assess the effectiveness of these medium-risk icebreaker activities in

⁷ Pack, "Collection of Icebreaker Activities," 2-4.

			fostering deeper student connections?
		3. Understanding of High-risk Icebreaker Activities	7. What types of high-risk icebreaker activities do you use in your classroom?
			8. How often do you incorporate high-risk icebreaker activities into your lessons?
			9. How do you assess the effectiveness of these high-risk icebreaker activities in fostering trust and vulnerability among students?
		4. Implementation and Effectiveness of Icebreaker Activities	10. What criteria do you use to select appropriate icebreaker activities for your classroom?
			11. How do you adapt icebreaker activities to meet the diverse needs of your students?

b. Observation Checklist

In order to ascertain the effectiveness of teachers' use of icebreaker activities, it is crucial to employ an observation checklist. As Wilkinson and Birmingham assert, observation is a practical and indispensable tool for researchers in assessing such context-dependent issues.⁸ The use of a checklist is a means of determining whether an individual exhibits a particular (usually desirable) behavior when asked to perform a particular task. If the individual exhibits the desired behavior, the researcher marks it on the list with a tick (✓). There are several key elements to consider when developing a list of observations, including the theoretical framework, indicators, and topics related to the research objective.

⁸ David Wilkinson and Peter Birmingham, *Using Research Instruments: A Guide for Researchers*, (London: RoutledgeFalmer, 2003): 116.

The observation checklist was developed by drawing upon theories of icebreaker activities outlined in chapter two, which served as a framework for identifying aspects and key indicators. These indicators were then used to derive specific checklist items aimed at observing the implementation of teachers' icebreaker activities. Additionally, given the unique approaches teachers used to implement icebreaker activities, field notes were incorporated into the observation checklist to effectively capture essential details. This is in accordance with Bernard's emphasis on including field notes in observation research tools to accurately document all relevant events.⁹ Moreover, Expert validation is also required to ensure the quality of the observation checklist on point. The observation checklist blueprint will be shown on the following page.

⁹ H. Russell Bernard, *Research Methods in Anthropology Fourth Edition: Qualitative and Quantitative Approaches*, (Lanham: Altamira Press, 2006): 387-388.

Table 3.2
Observation Checklist Blueprint of Teachers' Implementation of Icebreaker Activities

No	Aspect	Indicators	Sub Indicators	Items	Checklist	Notes
1.	Implementation of Various Types of Icebreaker Activities	1. Principles in Implementing Icebreaker Activities, (Pack, 2015)	1. Voluntary Participation	1. The teacher explicitly states that participation is voluntary. 2. Students are given the option to pass or not participate without pressure.		
			2. Confidentiality	3. The teacher ensures that personal information shared is kept confidential. 4. The teacher creates a safe space for sharing by setting confidentiality rules.		
			3. Monitoring the Progress of Icebreaker Activities	5. The teacher observes and assesses students' engagement during the activity. 6. The teacher makes adjustments to the activity based on student feedback or observation.		
			4. Consideration to Participants	7. The teacher chooses activities that are not culturally sensitive and inclusive. 8. The teacher ensures that activities are accessible to all		

				students, considering any potential barriers.		
	2. Types of Ice-breaker Activities Utilized by The Teachers, (Pack, 2015)	5. Low-risk Ice-breaker Activities	9. The activities are non-threatening and comfortable for all participants. 10. The activities involve simple games or discussions on non-sensitive topics.			
		6. Medium-risk Icebreaker Activities	11. The activities require participants to share personal preferences or experiences. 12. The activities are designed to foster deeper connections while maintaining comfort.			
		7. High-risk Ice-breaker Activities	13. The activities involve more intimate or emotionally charged discussions. 14. Trust-building exercises or physical interaction are included in the activities.			
		3. Overall Effectiveness and Engagement in Implementing	8. Teacher Facilitation	15. The teacher effectively manages the flow of the activity. 16. The teacher provides clear instructions and support throughout the activity.		

		Icebreaker Activities, (Pack, 2015)	9. Achievement of Learning Goals	17. The icebreaker activities align with the intended learning goals. 18. The learning outcomes of the activities are clearly defined and achieved.		
--	--	--	----------------------------------	--	--	--

c. Questionnaire

In developing a valid and reliable questionnaire for quantitative measurement, the researcher first analyzed relevant literature to understand core theoretical concepts. The main tenets of these theories were then classified into three main categories: aspects, indicators, and sub-indicators. These categories formed the foundation of the questionnaire, ensuring it comprehensively addresses the theory and captures relevant data. The research utilizes a Likert-scale questionnaire to assess whether icebreaker activities influence students' self-confidence in speaking.

Participants will be instructed to rate the statements using a single rating scale and express their preferences by marking (√) on the 16-question questionnaire. This quantitative instrument will be administered to the students as elaborated below.

Table 3.3
Questionnaire Blueprint of The Influence of Icebreaker Activities on Students' Self-Confidence in Speaking

No	Aspect	Indicators	Items	SD (1)	D (2)	N (3)	A (4)	SA (5)
1.	The Influence of Icebreaker Activities on Students' Self-Confidence in Speaking (Kirby, 2022; Musdalifa, 2022; Ghifarah & Pusparini, 2023; Lestari, 2020)	1. Comfort and Anxiety Reduction	1. I feel relaxed during icebreaker activities.					
			2. I find it easy to initiate conversations with my peers after icebreakers.					
			3. I experience less fear of being judged during icebreakers.					
			4. I am more willing to participate in class discussions after icebreakers.					

		2. Social Interaction and Engagement	5. I build positive relationships with my peers through icebreakers.					
			6. I feel a greater sense of community and belonging because of icebreakers.					
			7. I am more motivated to participate in learning activities after icebreakers.					
			8. I enjoy and engage more during icebreaker activities.					
		3. Self-Confidence in Speaking	9. I feel more confident speaking in front of the class after participating in icebreakers.					
			10. I am more willing to volunteer answers and share my opinions after icebreakers.					
			11. I believe my speaking abilities have improved due to icebreakers.					
			12. I speak more frequently in class activities because of icebreakers.					
		4. Overall Influence on Learning Environment	13. I perceive a supportive and inclusive learning environment in the class.					
			14. I enjoy the class sessions more because of icebreaker activities.					

			15. I feel more comfortable communicating with the teacher after icebreakers.					
			16. I perceive support from the teacher during and after icebreakers.					

Notes.

Likert-Scale Response Model.¹¹ There are such as :

(1) SD : Strongly Disagree	(3) N : Neutral	(4) A : Agree
(2) D : Disagree		(5) SA : Strongly Agree

E. Data Analysis

As this research follows a sequential exploratory design, which is a form of mixed methods research, the data analysis will be divided into two distinct phases as outlined below next page.

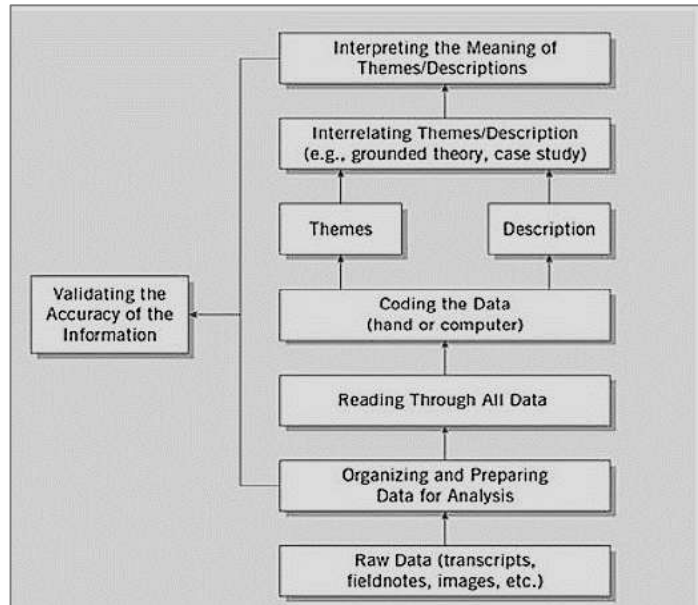
a. The Data From The Interview and Observation

This research follows the Creswell data analysis as shown in the figure on the next page below.¹²

¹¹ "Guidelines for Likert Survey Questions," James Madison University, Accessed August 04, 2024, https://www.jmu.edu/assessment/sass/_files/likert_scale_guide.pdf.

¹² J. Creswell and D. Creswell, "Research Design," 309.

Picture 3.1
Creswell Data Analysis



The data collected will be analyzed through a series of necessary steps, covering multiple levels of analysis as follows:

1. **Organizing Data:** Initially, The researcher will manage and analyze data collected from interviews and observations. First, interview data will be used to assess the English teachers' understanding and perspectives of the icebreaker activities at SMP IT Rabbi Radhiyyah. Observation data will then be collected to examine how teachers implement these icebreaker activities in the classroom. This will allow the researcher to see if there is a correlation between the teachers' stated views and their actual practices.
2. **Reading:** After managing the incoming data, the researcher will review the transcripts of interviews, observations, and notes several times and relate them to existing theories and relevant literature. The purpose of this thorough

analysis is to gain a deep understanding of the data and ensure its validity. As a result, the researcher will be able to effectively organize and contextualize the data to support the research objectives.

3. **Coding:** During this step, the data from interviews and observations regarding teachers' understanding of icebreaker activities and their implementation in the classroom will be categorized and labeled with specific terms. This thematic organization will help in gathering and analyzing the data more precisely.
4. **Generating The Data Coding:** After compiling all the labeled and categorized findings with necessary details, the subsequent step involves examining whether there are relationships among them. This entails conducting further analysis to explore potential connections, patterns, or correlations between the identified categories.
5. **Interrelating Themes:** Once the findings have been labeled, categorized, and compiled, the next step is to analyze the potential relationships between the interview and observation data. This involves exploring connections, patterns, or correlations among the identified categories and comparing them to existing or related theories.
6. **Interpreting Findings:** After analyzing the established themes or categories, the researcher will interpret the data to understand SMP IT Rabbi Radhiyyah's English teachers' understanding of icebreaker activities and their implementation in the classroom.

b. The Data From Questionnaire

After collecting all of the qualitative data, the next step is to evaluate the influence of teachers' icebreaker activities on students' self-confidence in confidence. Given the research focus on delineating the influence of teachers' icebreaker activities on students' confidence in speaking with ordinal data, this stage of analysis will employ descriptive statistical analysis to elucidate the effectiveness of the activities.

In analyzing the questionnaire, this research follows the following equation below.¹³

$$P = \frac{f}{n} \cdot 100\%$$

Notes.

P : Percentage	n : Total maximum score
f : Total of each questionnaire response score	

Once the percentage value is determined, the next step is to classify the students' responses to the teachers' icebreaker activities based on this Likert scale percentage criteria.

Table 3.4
Likert Scale Percentage Categories

Percentage	Category
0% – 20%	Very Low
21% – 40%	Low
41% - 60 %	Medium
61% - 80 %	Strong
81 % - 100%	Very Strong

¹³ Sugiyono, "Penelitian" [Research], 177.

Following the analysis, the next crucial step involves creating visual representations such as graphs. These graphical depictions help illustrate the frequency distribution of the results, thereby improving the overall understanding and clarity of the findings.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the research findings and provides a comprehensive discussion of the results. The primary objectives of this research were to examine the implementation of icebreaker activities by English teachers within the full-day school system at SMP IT Rabbi Radhiyyah and to analyze how these activities affect students during the learning process. To collect the required data, the researcher utilized observations, interviews, and questionnaires. The discussion section interprets the results and connects them to the existing theoretical foundation and previous research, thereby offering a broader understanding of the study.

A. Findings

The findings are organized according to the main research questions, providing detailed insights into the types of icebreakers used, their implementation, frequency, effectiveness, and the adaptations made to meet diverse student needs. This structured presentation ensures a comprehensive understanding of the observed implementation of icebreaker activities and their implications for students' self-confidence in speaking.

1. Types of Teachers' Icebreaker Activities

The interviews were conducted over the course of a week, from July 17 to 21, 2024, with three English teachers who utilized icebreaker activities in their respective classes. The interview questions were developed based on the theoretical framework presented in the previous chapter and validated by an expert

to ensure their relevance and rigor. The primary aim of these interviews was to gain deeper insights into the types and variations of icebreaker activities used, as well as the teachers' understanding and perspectives on their effectiveness.

By exploring these aspects, this section seeks to provide a comprehensive understanding of how icebreaker activities are perceived and utilized in the classroom setting. While teachers may have different views on the use of icebreakers in the classroom, there are some commonalities they share.¹ There are such as:

a. Teacher I

Teacher I uses all types of icebreakers in her classroom, including low-risk, medium-risk, and high-risk icebreaker activities. From her point of view, a low-risk icebreaker is a versatile activity that does not depend on the learning material and can be used in any type of situation. She mentioned some of the low-risk icebreaker activities she used in her class, such as counting, marina dance on the tower (focus on concentration), and gendang-gendang (focus on physical and auditory training).

In addition, her perspective on medium-risk icebreakers is more nuanced compared to low-risk icebreakers. Before implementing a medium-risk icebreaker, she emphasizes the importance of reaching a mutual agreement between students and teachers on the type of icebreaker to be used. For instance, she suggested activities such as guessing characteristics or

¹ See Appendix v, xxxvii.

interpreting pictures based on students' interests as potential medium-risk icebreakers.

When it comes to the high-risk icebreaker, she sees this activity as a way to strengthen the relationship between her and her respective students, which is mostly a question-and-answer icebreaker activity session that delves deeper into the students' personal thoughts and experiences, such as their untold perspectives on their teacher, friends, or even their parents. She also mentioned that there is a stricter agreement before doing this activity, after the high-risk icebreaker is over, anything that is revealed cannot be shared outside.

In terms of frequency, low-risk icebreakers are used during less urgent or overly complex learning periods and typically last 10 to 20 minutes. Medium-risk icebreakers are used only about half the time during the semester and require careful preparation. High-risk icebreakers are used infrequently, usually around exams, about 2-4 times a year, and require more careful preparation than medium-risk icebreakers.

For effectiveness, low-risk icebreakers are generally 90% effective with female students, while male students are 60% effective at best and prefer more active and meaningful icebreaker activities. Regarding medium-risk icebreakers, this type of icebreaker is more effective and preferred by male students. In discussing their interests, male students tend to follow the icebreaker activity accordingly. As for high-risk icebreakers, the activities are

more effective but only applicable at specific times, as they relate to deeper personal information of the students.

The fundamental criteria for her icebreakers are that icebreakers should make students feel better and happier which can foster their responsibility and obedience when it comes to learning. In determining whether the icebreaker is suitable since each class has its own characteristics, she deploys icebreakers in each session and evaluates their effectiveness to identify which class benefits the most.

b. Teacher II

Teacher II used only two types of icebreaker activities, low-risk and medium-risk icebreakers. He often uses low-risk icebreakers because he finds them an effective way to get students' attention back on learning, especially during class changes.

He also mentioned two icebreaker activities in particular that he uses frequently, counting, and clapping. For the medium-risk icebreaker, the teacher prepares it in advance and there is agreement with the students that the medium-risk icebreaker will be introduced a few days before it is implemented. However, he stated that he does not use high-risk icebreakers in his class and considers them more of a personal discussion-based activity.

As for the frequency of implementation, low-risk icebreakers are employed twice a week per class, particularly at the beginning of afternoon sessions, totaling up to 12 times per semester. Medium-risk icebreakers are

used 3-4 times a semester, usually near the end of the learning or post-tests. High-risk icebreaker activities are not incorporated within his classroom.

In terms of icebreakers' effectiveness, teacher II finds low-risk icebreakers very effective in getting students excited and improving their physical and mental readiness for learning. He also views medium-risk icebreakers as effective as low-risk ones but their preparation takes more time. In addition, a basic criterion that must be present when conducting icebreaker activities is the selection of icebreakers based on the needs of the learning material. The more difficult the material, the longer the icebreaker. As for choosing the right icebreaker activities for students' needs, this is done according to students' gender, with girls generally enjoying all types of icebreakers and boys preferring active activities.

c. Teacher III

Teacher III uses all types of icebreakers. There are three low-risk icebreakers that she often uses in her class, such as clapping, naming body parts, and flying marker. From her perspective, the point of a low-risk icebreaker is to make students feel comfortable and happy before learning begins.

As for medium-risk icebreakers, they are already related to the learning materials, and she often uses question-and-answer icebreakers when implementing this type of icebreaker. When it comes to high-risk icebreakers, they require more preparation than the previous types. Instead of just asking

about interests, the question is more personal, delving into honest thoughts, personal life, and other related topics.

She explained that low-risk icebreakers are used situationally, depending on the mood of the students, yet she also stated that they are used in almost every meeting. She sees low-risk icebreakers as simple and straightforward activities that can be used at any stage of the learning process. Medium-risk icebreakers are used selectively on students until all students have had a turn and depend on the learning material. The application is rotated among students until everyone gets their turn. In contrast, high-risk icebreakers are typically used at the end of a chapter or semester, or right before an exam.

In regards to effectiveness, she finds low-risk icebreakers to be effective in all classes. For medium-risk icebreakers, it is as effective as low-risk icebreakers. Unlike the previous types of icebreakers, high-risk icebreakers are only fifty percent effective. Furthermore, the essential criteria of what makes a good icebreaker from her point of view is that the activity should get the students excited before the class begins to prevent boredom that can lead to laziness during the learning process.

Lastly, in determining proper icebreakers are chosen based on students' needs. As long as students are happy with the activity, then it can be used within the class. Lastly, the selection of appropriate icebreakers is based on the students' needs. As long as the students are content with the chosen activity, it can be utilized within the classroom.

2. Teachers' Implementation of Icebreaker Activities

Observations for this study began on March 6, 2023, and continued until May 28, 2024, during which a total of eight sessions were video-recorded. The decision to end the observations after eight sessions was based on data saturation, which is the point at which additional data collection no longer makes a significant contribution to gaining new insights or understanding.

The researcher also collected taped examples of icebreakers that English teachers at this school had previously conducted to provide a more nuanced understanding and comparison. This approach aimed to offer a comprehensive understanding of how these activities are typically conducted in that actual setting, thereby enriching the study's findings with a broader perspective.

1st Observation (Female Class)

Teacher III

Icebreaker Activity: Describe With Drawing

Date and Time : March 6, 2024 at 10.00-11.15

During the first observation, the teacher conducted a question-and-answer icebreaker activity. Participation was not voluntary, but students seemed willing to participate. The icebreaker activity did not involve sensitive information and the teacher created a comfortable atmosphere during its implementation.

In addition, the teacher monitored student engagement with the icebreaker quite well and all students followed the directions accordingly, even though the situation was more focused and not playful.

The type of icebreaker used was a medium risk icebreaker, designed to get closer with through their personal interests by drawing and as well as increase their focus. Although the icebreaker activity seemed well executed, it did not fully achieve the intended learning outcomes.

2nd Observation (Female Class)

Teacher I

Icebreaker Activity: Question and Answer

Date and Time: March 13, 2024 at 13.00-14.15

In the second observation, the teacher used a commonly used icebreaker activity that centered on a question-and-answer format. Although the teacher did not explicitly state that the activity was optional, students willingly participated. The icebreaker focused on exploring students' personal interests in certain topics rather than their sensitive information, which created a comfortable atmosphere.

Throughout the icebreaker, the teacher actively engaged with each student to maintain their participation and enthusiasm, resulting in full participation by all students. The activity was categorized as a medium-risk icebreaker and was well-aligned with the learning material (descriptive text). It sparked meaningful conversations among students and between students and the teacher.

At times, however, students became too preoccupied with their own interactions and momentarily lost sight of the primary goal of the activity. Despite this, the overall implementation of the icebreaker was well done.

3rd Observation (Female Class)

Teacher II

Activity Type: -

Date and Time: March 15, 2024 at 09.00-10.15

In the third observation, the teacher did not incorporate an icebreaker activity at all but instead engaged the students solely in a brainstorming session.

4th Observation (Female Class)

Teacher I

Activity Type: Clapping and Dancing

Date and Time: March 22, 2024 at 14.00-15.15

During the fourth observation, the teacher conducted a clapping and dancing icebreaker activity. Although the teacher mentioned that participation was voluntary, students were not explicitly asked if they wanted to participate. This icebreaker focused solely on fostering a positive learning atmosphere and did not involve any personal information from the students.

The teacher implemented the activity at various stages throughout the lesson—beginning, middle, and end. Classified as a low-risk icebreaker, the teacher managed its progression effectively with clear instructions. While the icebreaker did not directly align with the specific learning material, it played a crucial role in uplifting students' moods and enhancing their readiness to engage in the learning process.

5th Observation (Male Class)

Teacher I

Activity Type: Whispering Icebreaker

Date and Time: April 29, 2024 at 10.15-11.15

In the fifth observation, the teacher introduced a whispering icebreaker activity. The teacher did not explicitly state that participation was voluntary, and students seemed to participate without objection. The icebreaker was designed to create a fun learning atmosphere and did not require any personal information from the students. Throughout the activity, the teacher made adjustments, such as imposing penalties on students who did not follow the activity properly, and guided students to complete the icebreaker to the end.

As a result, all students participated, although some were distracted by their own activities. The type of icebreaker used was classified as a low-risk activity that focused on improving students' moods and encouraging enthusiastic participation. However, the icebreaker was not directly related to the lesson's learning material, as its primary goal was simply to create an element of fun in the classroom.

6th Observation (Female Class)

Teacher II

Activity Type: Clapping, Catch the Bottle, and Marker Delivery

Date and Time: May 3, 2024 at 09.00-10.15

In the sixth observation, three icebreakers were introduced: clapping, catch the bottle, and marker delivery. Although it wasn't explicitly stated that participation was voluntary, the students seemed to enjoy the activities. These icebreakers were purely recreational and did not involve any personal information about the students. Throughout the session, the teacher monitored engagement and made adjustments accordingly.

The icebreakers chosen were low risk and promoted inclusivity, which contributed to a happy atmosphere. Although these activities were not linked to specific learning objectives, they successfully cultivated a positive classroom environment among the students.

7th Observation (Female Class)

Teacher I

Activity Type: Musical Chair

Date and Time: May 11, 2024, 13.00-14.15

In the seventh observation, the teacher introduced a musical chairs icebreaker. Participation was clearly stated as voluntary and all students agreed to participate. The icebreaker did not include any personal information. The

implementation of the icebreaker was closely monitored and adjusted based on student preferences.

This low-risk icebreaker was designed to prevent boredom, and students enthusiastically participated. The instructions were clear and aligned with the learning material, and focused on improving students' quick decision-making and attention.

8th Observation (Male Class)

Teacher I

Activity Type: Guessing Game

Date and Time: May 26, 2024 at 10.15-11.15

In the eighth and final observation, the teacher implemented a guessing game icebreaker. There was no statement at all that the activity was voluntary, some students were not willing to participate but kept following the activity. The icebreaker did not involve any personal or sensitive information. The teacher closely monitored the students' participation and she also made adjustments to ensure that all students participated accordingly.

The type of icebreaker used was a low-risk icebreaker with nothing complicated and the instructions were understandable. This icebreaker activity was focused on stimulating sharpness and readiness (as was the icebreaker implemented in the 7th observation). However, during the process, since the participants were male students, the implementation was not quite effective, which caused some students to create little ruckus. The icebreaker activity was not

related to the learning material and was purely recreational in creating a happy learning atmosphere.

3. Teachers' Icebreaker Activities Influence on Students' Self-Confidence in Speaking

The questionnaire data was collected on June 21, 2024, from two classes (8F male class and 7D female class) selected based on gender to provide a broader perspective between male and female students' responses. These classes were chosen because their English teacher applies icebreaker activities more actively and frequently than other English teachers. This research utilized a 5-point likert-scale questionnaire consisting of 16 questions. The questionnaire provides five response options: strongly disagree (Scored 1), disagree (Scored 2), neutral (Scored 3), agree (Scored 4), and strongly agree (Scored 5) with a maximum score of 80. All data collected were processed and analyzed using the methods and formula described in the previous chapter.² The results of the questionnaire responses are shown in the table below.

Table 4.1
8F Male Class Questionnaire Results

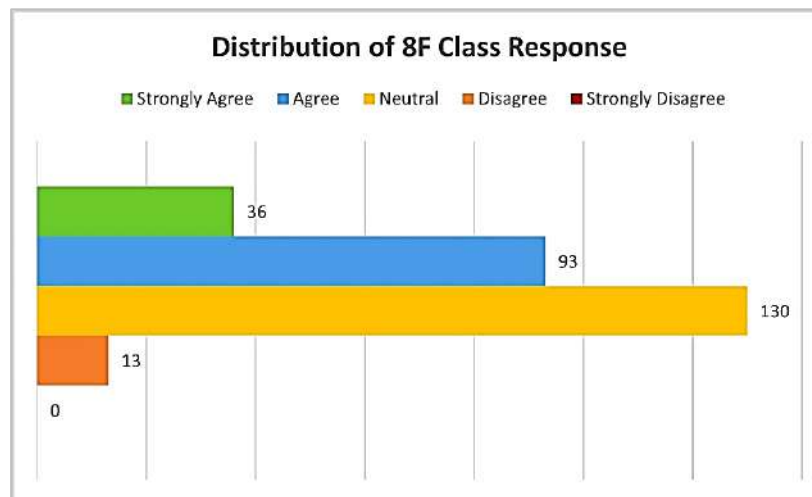
No.	Students	Total Score	Score Percentage
1	S1	53	66,25%
2	S2	41	51,25%
3	S3	72	90%
4	S4	61	76,25%
5	S5	55	68,75%
6	S6	51	63,75%
7	S7	60	75%
8	S8	55	68,75%
9	S9	45	56,25%

² See Appendix VII, lxvii.

10	S10	56	70%
11	S11	53	66,25%
12	S12	55	68,75%
13	S13	59	73,75%
14	S14	58	72,5%
15	S15	54	67,5%
16	S16	80	100%
17	S17	59	73,75%
Percentage Average			71,10%

The table above shows that the average percentage of students' responses regarding the influence of icebreaker activities on their self-confidence in speaking is approximately 71.10%, which falls into the strong category. Moreover, the distribution of the male students' responses falls mostly into the neutral category, the majority of students have a neutral view on the influence of icebreaker activities, as shown below.

Picture 4.1
Response Distribution



As for the response from female students regarding the influence of icebreaker activities on their self-confidence in speaking is approximately

75.07%, which also falls into the strong category, similar to the overall response, as shown below.³

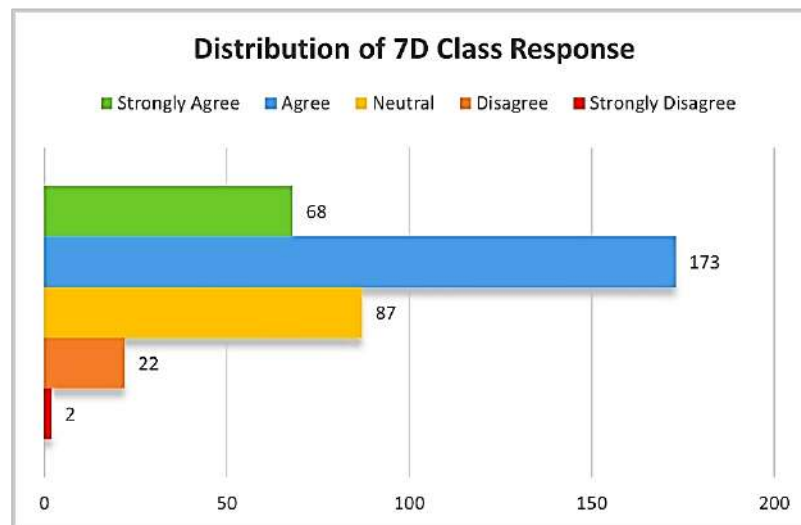
Table 4.2
8F Female Class Questionnaire Results

No.	Students	Total Score	Score Percentage
1	S1	59	73,75%
2	S2	44	55%
3	S3	44	55%
4	S4	56	70%
5	S5	62	77,5%
6	S6	72	90%
7	S7	60	75%
8	S8	68	85%
9	S9	73	91,25%
10	S10	60	75%
11	S11	64	80%
12	S12	63	78,75%
13	S13	64	80%
14	S14	60	75%
15	S15	60	75%
16	S16	52	65%
17	S17	60	75%
18	S18	62	77,5%
19	S19	68	85%
20	S20	60	75%
21	S21	72	90%
22	S22	56	70%
Percentage Average			75,07%

Additionally, the distribution of female students' responses falls predominantly into the "agree" category, the majority hold favorable views on the influence of icebreaker activities, as shown below in the next page.

³ Ibid, lxviii.

Picture 4.2
Response Distribution



B. Discussion

This subchapter provides an in-depth discussion of the findings of the study on the implementation of icebreaker activities by English teachers at SMP IT Rabbi Radhiyyah a school that implements a full-day school system. The primary objective of this research was to examine the types, implementation, frequency, effectiveness, and adaptations of icebreaker activities in promoting students' confidence in speaking.

By integrating the findings with related literature and existing theoretical frameworks, this discussion aims to provide a deeper understanding of the impact of these activities on student engagement and confidence. The discussion aims to provide a comprehensive understanding of how icebreaker activities contribute to the learning environment and to identify key factors that influence their effectiveness in enhancing student engagement and confidence.

a. The Role of Creativity in Icebreaker Activities

Several findings emerged from the interviews and observations, indicating that most teachers have similar understandings and implementation of icebreaker activities, regardless of whether they are categorized as low, medium, or high risk. This similarity suggests that teachers may be drawing from the same sources for their understanding of icebreakers. While it is not uncommon for teachers to rely on established resources, it is important to consider the impact of this on the learning experience. If teachers repeatedly use similar icebreaker activities, it could lead to a monotonous learning environment, potentially diminishing students' engagement and motivation.

Research by Kholili indicates that a lack of variety in learning activities can result in student boredom and decreased motivation.⁴ Similarly, Wahyuni and Thohiriyah argue that teachers should avoid monotonous practices and instead embrace innovative and up-to-date teaching strategies.⁵ Relying on repetitive learning activities, such as using the same icebreakers repeatedly without incorporating creativity, is unlikely to yield positive results. To prevent negative learning experiences, teachers need to cultivate creativity and innovation in their teaching methods, particularly with icebreakers. Utilizing a diverse range of engaging and inventive activities can significantly boost student participation and lead to more effective learning outcomes.

⁴ Achmad Kholili, "Investigating Factors Underlying Boredom in Learning English: The Case of Secondary School," *Al-Lisan: Jurnal Bahasa* 8, no.1 (2023): 22-23, <https://doi.org/10.30603/al.v8i1.3185>.

⁵ Erny Wahyuni, and Thohiriyah, "Infographic: Avoiding Monotony in Presenting Teaching Materials," *English Language and Literature International Conference* 2, (2018): 280-283, <https://jurnal.unimus.ac.id/index.php/ELLIC/article/view/3548>.

Davidovitch et al., as cited in Kasmaienezhadfad et al., found that teachers who possess strong creative problem-solving skills are more adept at adapting to students' needs, thus facilitating and continually enhancing the classroom learning experience.⁶ This trait is essential for teachers to remain relevant and effective in meeting current educational standards. Similarly, research by Nuha and Fathoni further highlights that teachers who cultivate and apply their creativity can better adapt to student needs and deliver more effective classroom activities.⁷

Creativity is essential for designing effective icebreaker activities in the classroom. Icebreakers are designed to ease students into the learning environment, promoting comfort and engagement from the beginning. When teachers use creative approaches, they can develop icebreakers that are both enjoyable and tailored to the specific needs and dynamics of their students. This personalized approach fosters a more inclusive and welcoming atmosphere, making students more likely to feel at ease and engaged in the activities. This aligns with Pack's principles of effective icebreaker activities.⁸

Maintaining and developing creativity provides substantial benefits for teachers, fostering both their professional growth and enhancing student learning outcomes. Without creativity, teaching can become monotonous, leading to disengaged and unmotivated students, which contradicts the goals of

⁶ Sara Kasmaienezhadfad et al., "Students' Learning Through Teaching Creativity: Teachers' Perception," *Journal of Educational, Health and Community Psychology* 4, no. 1 (2015): 5, <https://media.neliti.com/media/publications/24806-EN-students-learning-through-teaching-creativity-teachers-perception.pdf>.

⁷ Aulia U. Nuha, and Achmad Fatoni, "Teacher Creativity and Student Learning Motivation on Science Achievement Results of Fifth Grade Elementary School Students," *International Journal of Elementary Education* 6, no. 4 (2022): 597, <https://ejournal.undiksha.ac.id/index.php/IJEE/article/view/56184/24521>.

⁸ Pack, "Collection of Icebreaker Activities," 2.

Indonesian educational regulations. Creativity is a fundamental component of effective teaching and should be integrated into instructional practices. Although the findings are specific to English teachers at SMP IT Rabbi Radhiyyah and may not be universally applicable, the importance of creativity in teaching is a crucial and universally relevant aspect of effective education.

b. Diversity of Icebreaker Influence by Student Gender.

The questionnaire results highlight a significant gender disparity in how icebreaker activities affect self-confidence in speaking. Female students generally reported a more positive impact compared to their male peers. This observation is consistent with research by Omar and Iqbal, who found that female students are more likely to view icebreakers favorably, both in terms of boosting speaking confidence and enhancing motivation and classroom dynamics.⁹ These findings, along with similar research, suggest the need to investigate the underlying factors contributing to this gender difference and emphasize the importance of understanding gender-specific responses to icebreaker activities.

One possible explanation for this discrepancy could be related to differences in initial self-confidence and comfort levels in social settings between genders. Research suggests that females may be more inclined toward collaborative and interactive activities, which aligns with the nature of many

⁹ Muhammad Iqbal, "The Comparison Between Male and Female Students' Motivation in Learning English at The Second Year of SMA Al-Huda Pekanbaru," (Bachelor Thesis, State Islamic University Of Sultan Syarif Kasim Riau Pekanbaru 2010): 32-38; Aseel M. K. Abu Omar, "The Effectiveness of Ice-breaker Strategy in Enhancing Motivation and Producing Conducive Classroom Atmosphere for the Tenth Graders in English Classes in Nablus City Schools from the Perspectives of Teachers and Students," (Master Thesis, An-Najah National University 2019): 32-38.

icebreaker activities.¹⁰ This inclination could make icebreakers, which often involve group discussions and interactive elements, especially beneficial for female students, resulting in a greater perceived improvement in self-confidence.

Conversely, males may have different preferences or comfort levels in group settings, which can influence their responses to icebreaker activities. If the icebreakers are not tailored to align with the interests of male students, their impact on self-confidence might be less pronounced. This misalignment could lead to disengagement and irrelevant behavior, as noted by Feng et al. in their research.¹¹ As a result, males might perceive the activities as less effective, contributing to the observed discrepancy in responses.

Activities that are more collaborative and discussion-oriented might cater more effectively to the strengths of female students, who might thrive in interactive and communicative environments. On the other hand, activities that are less suited to the preferences of male students could fail to produce the same level of confidence boost, highlighting the need for a diverse range of icebreaker activities. By creating a variety of icebreakers that engage different types of learners, teachers can ensure that all students benefit from these activities, regardless of gender.

Understanding the influence of gender on the effectiveness of icebreaker activities is also important for promoting equitable educational practices.

¹⁰ Qing Feng et al., "Effects of gender diversity on college students' collaborative learning: From individual gender to gender pairing," *Heliyon* 9, no.6 (2023): 9, <https://doi.org/10.1016/j.heliyon.2023.e16237>.

¹¹ Feng et al., "Gender Diversity", 8-9.

Recognizing and addressing these differences can lead to more inclusive teaching strategies that support the development of self-confidence in speaking for all students.¹² This approach not only fosters a supportive learning environment but also helps in addressing potential gender disparities in educational outcomes.

In conclusion, the observed differences in the impact of icebreaker activities based on gender highlight the need for a more nuanced approach to designing these activities. By considering gender-specific preferences for icebreaker activities, teachers can create more effective and inclusive icebreakers. This will ultimately contribute to a more equitable and supportive learning experience, enhancing self-confidence in speaking for all students.

¹² Parisa Yeganehpour, "Ice-breaking as A Useful Teaching Policy for Both Genders," *Journal of Education and Practice* 8, no.22 (2017): 139-140, <https://files.eric.ed.gov/fulltext/ED577116.pdf>.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter represents the analysis and interpretation of the data presented in the previous chapter, this section provides the conclusions and recommendations for this research. The conclusions address the research questions and findings discussed earlier, while the suggestions aim to provide guidance for future researchers interested in further exploration of this field.

A. Conclusion

This research underscores the vital role of creativity in designing and implementing icebreaker activities. Observations and interviews reveal that many teachers use similar icebreaker strategies, leading to a monotonous learning environment that may reduce student engagement and motivation. Embracing creativity allows teachers to develop diverse and engaging icebreakers, thereby enhancing the learning experience.

The study also highlights a gender disparity in how icebreaker activities affect self-confidence in speaking, with female students reporting more positive effects (75,07%) than male students (71,10%). This difference may stem from varying preferences and comfort levels between genders. To address this, it is crucial for teachers to design icebreakers that cater to diverse preferences and learning styles, ensuring that all students benefit.

Incorporating proper icebreaker activities is critical to fostering a dynamic and inclusive learning environment. By accommodating gender preferences and providing a variety of engaging activities, teachers can increase student participation and build confidence in speaking.

B. Suggestion

a. Practical Recommendations

It is recommended that schools provide professional development opportunities for teachers to learn about and practice a variety of icebreaker activities. Additionally, incorporating feedback mechanisms from students can help tailor these activities to better meet their needs.

b. Future Research

Future research could explore the long-term impact of different types of icebreakers on student confidence and academic performance. Additionally, studies involving a larger and more diverse sample could provide more generalizable results.

c. Limitations

One limitation of this study is the small sample size and the focus on a single school, which may limit the generalizability of the findings. Future research could involve multiple schools across different regions to provide a more comprehensive understanding.

REFERENCES

- Ackerman, Courtney E. "What Is Self-Confidence? (+ 9 Proven Ways to Increase It)." *Positive Psychology*. July 9, 2018. <https://positivepsychology.com/self-confidence/>.
- Achmad Kholili. "Investigating Factors Underlying Boredom in Learning English: The Case of Secondary School." *Al-Lisan: Jurnal Bahasa* 8, no. 1 (2023). <https://doi.org/10.30603/al.v8i1.3185>.
- Aisyah G. Ratnasari. "EFL Students' Challenges in Learning Speaking Skills: A Case Study in Mechanical Engineering Department." *Journal of Foreign Language Teaching and Learning* 5, no. 1 (2020). <https://doi.org/10.18196/ftl.5145>.
- Astuti, Ayu Rindu, Asti Solihat, and Intan Satriani. "The Influence of Ice Breaker to Students' Motivation in Teaching English." *Professional Journal of English Education* 3, no. 2 (2020). <https://doi.org/10.22460/project.v3i2.p210-216>.
- Bernard, H. Russell. *Research Methods in Anthropology: Qualitative and Quantitative Approaches*. 4th ed. Lanham: Altamira Press, 2006.
- Cambridge Dictionary. "Speaking (n)." Accessed July 29, 2024. <https://dictionary.cambridge.org/dictionary/english/speaking>.
- Cherry, Kendra. "Self-Efficacy and Why Believing in Yourself Matters." *Verywell Mind*. February 27, 2023. <https://www.verywellmind.com/what-is-self-efficacy-2795954>.
- Creswell, John W. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. 4th ed. Thousand Oaks: SAGE Publications, 2014.
- Creswell, John W., and J. David Creswell. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. 5th ed. Thousand Oaks: SAGE Publications, 2018.
- Diona, Welli Septia, and Aryuliva Adnan. "Improving Speaking Ability of Senior High School Students by Using Truth or Dare Game." *Journal of English Language Teaching* 7, no. 2 (2018). <https://ejournal.unp.ac.id/index.php/jelt/article/view/9019>.
- Ekaterina Uglanova. "Self-Confidence." In *Encyclopedia of Quality of Life and Well-Being Research*. 2014. https://doi.org/10.1007/978-94-007-0753-5_2624.

- Exley, Kate, and Reg Dennick. *Small Group Teaching: Tutorials, Seminars and Beyond*. 1st ed. London: Routledge, 2004.
- Fatchurahman, M. "The Correlation of Full-Day School on Student Academic Stress." *Jurnal Konseling dan Pendidikan* 9, no. 3 (2021). <https://doi.org/10.29210/154900>.
- Feng, Qing, et al. "Effects of Gender Diversity on College Students' Collaborative Learning: From Individual Gender to Gender Pairing." *Heliyon* 9, no. 6 (2023). <https://doi.org/10.1016/j.heliyon.2023.e16237>.
- Ghafar, Zanyar Nathir. "The Influence of Self-Confidence on English Language Learning: A Systematic Review." *International Journal of Applied Educational Research* 1, no. 1 (2023). <https://journal.multitechpublisher.com/index.php/ijaer/article/view/452>.
- Gürler, İsmail. "Correlation Between Self-Confidence and Speaking Skill of English Language Teaching and English Language and Literature Preparatory Students." *Curr Research Society Science* 1, no. 2 (2015). <https://dergipark.org.tr/tr/download/article-file/49980>.
- Iful R. Mega, and Dody Sugiarto. "Speaking Skills in Correlation with English Speaking Learning Habit and Self Confidence of Vocational High School Students." *Journal of Foreign Language Teaching and Learning* 5, no. 2 (2020). <https://doi.org/10.18196/ftl.5253>.
- Jannah, Wirda J., and Batdal Niati. "Students' Difficulties in Speaking English." *Journal of English Education* 8, no. 2 (2022). <https://journal.upp.ac.id/index.php/JEE/article/view/1347>.
- John W. Creswell, and J. David Creswell. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. 5th ed. Thousand Oaks: SAGE Publications, 2018.
- Kendra Cherry. "Self-Efficacy and Why Believing in Yourself Matters." *Verywell Mind*. February 27, 2023. <https://www.verywellmind.com/what-is-self-efficacy-2795954>.
- Kothari, C. R. *Research Methodology: Methods and Techniques*. New Delhi: New Age International, 2004.
- Lestari, Febriani P. "The Effectiveness of Ice Breaking Technique To Improve Students' Speaking Skill at MTSN 8 Magetan." Bachelor's thesis, IAIN Ponorogo, 2020.




- Makhmudovna, K. G. "Importance of Ice Breaking Activities in Teaching English." *Science and Innovation: International Scientific Journal* 1, no. 7 (2022). <https://doi.org/10.5281/zenodo.7223440>.
- Maulidiyah, et al. "Relationship Between The Application of a Full Day School System and Stress Levels in Junior High School." *Jurnal Ners* 14, no. 3 (2019). <https://doi.org/10.20473/jn.v14i3.17217>.
- Mercer, Sarah. "Enhancing Learner Self-Confidence." Oxford University Press. March 14, 2023. <https://teachingenglishwithoxford.oup.com/2023/03/14/enhancing-learner-self-confidence/>.
- Musdalifa. "The Effect of Icebreaker in Increasing Students' Motivation to Learn English at The 7th Grade of SMPN 01 Noling." Bachelor's thesis, IAIN Palopo, 2022.
- Naila Al Ghifarah, and Ririn Pusparini. "Students' Perception Towards The Role of Ice Breaking Activities in Learning English at Senior High School." *Journal of English Language and Literature* 6, no. 2 (2023). <https://doi.org/10.47080/jeltl.v6i2.2793>.
- Ni Komang Ayu Setia Permata Dewi, et al. "Students' Self-Confidence and Speaking Skill: A Correlational Study." *ICSD* 5 (2021). <https://e-journal.unmas.ac.id/index.php/icsd/article/view/5201>.
- Ni Wayan Ema Parmita. "The Correlation Between Self Confidence and English Speaking Skill of The Eighth-Grade Students of SMPN 1 Blahbatuh." *Academic Journal on English Studies* 2, no. 1 (2022). <https://e-journal.unmas.ac.id/index.php/ajoes/article/view/5008>.
- Nurmalasari, M. Tahir, and Chairil A. Korompot. "The Impact Of Self-Confidence On Students' Public Speaking Ability." *International Journal of Business, English, and Communication* 1, no. 2 (2023). <https://journal.unm.ac.id/index.php/ijobec/article/view/70>.
- Pack, Julie A. "A Collection of Icebreakers and Connection Activities." Inclusive Schools Network. September 9, 2015. https://inclusiveschools.org/wp-content/uploads/Student_Connection_Activities_and_Icebreakers.pdf.
- Pitts, Errol. "An Icebreaker Activity for ESL Students." *The Internet TESL Journal*. Accessed April 20, 2024. <http://iteslj.org/Lessons/Pitts-Icebreaker.html>.
- Qing Feng, et al. "Effects of Gender Diversity on College Students' Collaborative Learning: From Individual Gender to Gender Pairing." *Heliyon* 9, no. 6 (2023). <https://doi.org/10.1016/j.heliyon.2023.e16237>.

- Ratnasari, Aisyah G. "EFL Students' Challenges in Learning Speaking Skills: A Case Study in Mechanical Engineering Department." *Journal of Foreign Language Teaching and Learning* 5, no. 1 (2020). <https://doi.org/10.18196/ftl.5145>.
- Rao, Parupalli S. "The Importance of Speaking Skills in English Classrooms." *ACIELJ* 2, no. 2 (2019). [https://www.acielj.com/Papers/vol2issue2/1.ACIELJ%20-Srinu%20sir%20\(1-12\)%20OK.pdf](https://www.acielj.com/Papers/vol2issue2/1.ACIELJ%20-Srinu%20sir%20(1-12)%20OK.pdf).
- Robertson, Callum, and Richard Acklam. *Action Plan for Teachers: A Guide to Teaching English*. London: British Broadcasting Corporation, 2000.
- Rezki, Anita, Abdul Halim, and Tegar Sentosa. "Motivating Students in Learning English Using Icebreaking." *Al Lughawiyaat* 3, no. 1 (2022). <https://ejournal.iainkendari.ac.id/index.php/allughawiyaat/article/view/3554>.
- Rizka Duhria, Ayu. "Exploring Ice Breaker Usage in English Language Classroom." Bachelor's thesis, State Islamic University of Ar-Raniry Banda Aceh, 2020.
- Sara Kasmaienezhadfad, et al. "Students' Learning Through Teaching Creativity: Teachers' Perception." *Journal of Educational, Health and Community Psychology* 4, no. 1 (2015). <https://media.neliti.com/media/publications/24806-EN-students-learning-through-teaching-creativity-teachers-perception.pdf>.
- Sugiyono. *Metode Penelitian Pendidikan: Kuantitatif, Kualitatif, Kombinasi, R&D, dan Penelitian Pendidikan [Educational Research Methodology: Quantitative, Qualitative, Combination, R&D, and Educational Research]*. Bandung: ALFABETA, 2019.
- Wahyuni, Erny, and Thohiriyah. "Infographic: Avoiding Monotony in Presenting Teaching Materials." *English Language and Literature International Conference* 2 (2018). <https://jurnal.unimus.ac.id/index.php/ELLIC/article/view/3548>.
- Wilson, Chauncey. *Brainstorming and Beyond: A User-Centered Design Method*. Waltham: Elsevier, 2013.
- Yeganehpour, Parisa. "Ice-Breaking as a Useful Teaching Policy for Both Genders." *Journal of Education and Practice* 8, no. 22 (2017). <https://files.eric.ed.gov/fulltext/ED577116.pdf>.
- Zanyar Nathir Ghafar. "The Influence of Self-Confidence on English Language Learning: A Systematic Review." *International Journal of Applied Educational Research* 1, no. 1 (2023). <https://journal.multitechpublisher.com/index.php/ijaer/article/view/452>.

APPENDICES

APPENDIX I

ARCHIVAL DOCUMENTATION

	KEMENTERIAN AGAMA REPUBLIK INDONESIA INSTITUTE AGAMA ISLAM NEGERI CURUP FAKULTAS TARBIYAH PROGRAM STUDI TADRIS BAHASA INGGRIS	
Jalan AK Gani No. 01 Kota pos 108 Telp. (0732) 21010-21759 Fax. 21010 Homepage: http://www.iaincurup.ac.id Email: admin@iaincurup.ac.id Kode Pos 39119		
<hr/>		
SURAT REKOMENDASI Nomor: B-047/FT.2/PP.00.9/TBI/10/2023		
Yang bertanda tangan di bawah ini :		
Nama	: Jumatul Hidayah, M.Pd	
NIP	: 19780224 200212 2 002	
Jabatan	: Ketua Program Studi Tadris Bahasa Inggris	
Merekomendasikan :		
Nama	: Andrea Reffalleo	
NIM	: 19551006	
Prodi	: Tadris Bahasa Inggris	
Fakultas	: Tarbiyah IAIN Curup	
Untuk melakukan observasi di sekolah yang bapak/ibu pimpin dalam rangka mengumpulkan data awal penyusunan Skripsi.		
Curup, 12 Oktober 2023 Ketua-Prodi TBI,		
		
Jumatul Hidayah, M.P.d NIP. 19780224 200212 2 002		



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH

Alamat : Jalan DR. A.K. Gani No 1 Kotak Pos 108 Curup-Bengkulu Telpn. (0732) 21010
Fax. (0732) 21010 Homepage <http://www.iaincurup.ac.id> E-Mail : admin@iaincurup.ac.id

Nomor : 589 Tahun 2023

Tentang
PENUNJUKAN PEMBIMBING I DAN 2 DALAM PENULISAN SKRIPSI
INSTITUT AGAMA ISLAM NEGERI CURUP

- Menimbang** : a. Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
b. Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;
- Mengingat** : 1. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
2. Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup;
3. Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup;
4. Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi;
5. Keputusan Menteri Agama RI Nomor 019558/B.II/3/2022, tanggal 18 April 2022 tentang Pengangkatan Rektor IAIN Curup Periode 2022 - 2026.
6. Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup
7. Keputusan Rektor IAIN Curup Nomor : 0317 tanggal 13 Mei 2022 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup.
- Memperhatikan** : 1. Surat Rekomendasi dari Ketua Prodi TBI Nomor : B.76/In.34/FT.5 /PP.00.9/9/2023
2. Berita Acara Seminar Proposal Pada Hari Rabu, 11 Oktober 2023

MEMUTUSKAN :

Menetapkan

- Pertama** : 1. **Dr. Leffi Noviyenti, M.Pd** **19761106 200312 2 004**
2. **Jumatul Hidayah, M.Pd** **19780224 200212 2 002**

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A : **Andrea Reffalleo**
N I M : **19551006**

JUDUL SKRIPSI : **Investigating the Use of Icebreaker Activities and Its Impact on Students' Self-Confidence in Speaking**

- Kedua** : Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
- Ketiga** : Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
- Keempat** : Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
- Kelima** : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
- Keenam** : Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
- Ketujuh** : Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;

Ditetapkan di Curup,
pada tanggal 19 Oktober 2023

Dekan,



A. Sutarta,

Tembusan :

1. Rektor
2. Bendahara IAIN Curup;
3. Kabag Akademik kemahasiswaan dan kerja sama;
4. Mahasiswa yang bersangkutan;



PEMERINTAH KABUPATEN REJANG LEBONG
**DINAS PENANAMAN MODAL
DAN PELAYANAN TERPADU SATU PINTU**
Basuki Rahmat No.10 ■ Telp. (0732) 24622 Curup

SURAT IZIN

Nomor : 503/253 /IP/DPMPTSP/V/2024

**TENTANG PENELITIAN
KEPALA DINAS PENANAMAN MODAL DAN PTSP KABUPATEN REJANG LEBONG**

- Dasar :
1. Keputusan Bupati Rejang Lebong Nomor 14 Tahun 2022 Tentang Pendelegasian Wewenang Pelayanan Perizinan Berusaha Berbasis Resiko dan Non Perizinan Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Rejang Lebong
 2. Surat dari Wakil Dekan I Fakultas Tarbiyah IAIN Curup Nomor :529/In.34/FT/PP.00.9/05/2024 tanggal 02 Mei 2024 Hal Rekomendasi Izin Penelitian

Dengan ini mengizinkan, melaksanakan Penelitian kepada :

Nama /TTL : Andrea Reffalleo/Curup, 20 Februari 1998
NIM : 19551006
Pekerjaan : Mahasiswa
Program Studi/Fakultas : Tarbiyah /TBI
Judul Proposal Penelitian : "Investigation The Use Of Icebreaker Activity and Its Impact on Students Self- Confidence in Speaking"
Lokasi Penelitian : SMPIT Rabbi Radhiyyah Rejang Lebong
Waktu Penelitian : 15 Mei 2024 s/d 08 Agustus 2024
Penanggung Jawab : Wakil Dekan I Fakultas Tarbiyah IAIN Curup

Dengan ketentuan sebagai berikut :

- a) Harus mentaati semua ketentuan Perundang-Undangan yang berlaku.
- b) Selesai melakukan penelitian agar melaporkan/menyampaikan hasil penelitian kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Rejang Lebong.
- c) Apabila masa berlaku Izin ini sudah berakhir, sedangkan pelaksanaan penelitian belum selesai perpanjangan izin Penelitian harus diajukan kembali kepada instansi pemohon.
- d) Izin ini dicabut dan dinyatakan tidak berlaku, apabila ternyata pemegang surat Izin ini tidak menaati/mengindahkan ketentuan-ketentuan seperti tersebut di atas.

Demikian Izin ini dikeluarkan untuk dapat dipergunakan sebagaimana mestinya.

Ditetapkan di : Curup
Pada Tanggal : 15 Mei 2024



Kepala Dinas Penanaman Modal dan
Pelayanan Terpadu Satu Pintu
Kabupaten Rejang Lebong


ZULKARNAIN, SH
Pembina
NIP. 19751010 200704 1 001

Tembusan :

1. Kepala Badan Kesbangpol Kab. RL
2. Wakil Dekan I Fakultas Tarbiyah IAIN Curup
3. Kepala Sekolah SMPIT Rabbi Radhiyyah Rejang Lebong
4. Yang Bersangkutan
5. Arsip



YAYASAN PENDIDIKAN SOSIAL DAN DAKWAH AL-ISHLAH CURUP
SEKOLAH MENENGAH PERTAMA ISLAM TERPADU
RABBI RADHIYYA

Jl. Air Meles Gading, Desa Air Meles Bawah Curup Timur,
Kab. Rejang Lebong - Bengkulu
email : sekolah@yayasanpiscurup.org



AKREDITASI A

SURAT KETERANGAN

Nomor : 421.3/273/SKet/SMPIT-RR/RL/2024

Yang bertandatangan dibawah ini :

Nama : **RIKI APRIANSYAH, S.SI**
NIY : 292 04 0218 0022
Jabatan : Kepala Sekolah

Dengan ini menerangkan bahwa :

Nama : **Andrea Reffalleo**
NIM : 19551006
Program Studi : Tadris Bahasa Inggris
Tahun Akademik : 2024 / 2025
Semester : Ganjil
Peguruan Tinggi : IAIN Curup
Judul Skripsi : Investigating the use of Icebreaker
Activities and Its Influence on Students'
Self-Confidence in Speaking
Waktu Penelitian : 15 Mei s.d 31 Juli 2024

Yang bersangkutan telah melaksanakan penelitian di SMP IT Rabbi Radhiyya dengan *baik*.

Demikian surat keterangan ini dibuat untuk diketahui dan dipergunakan sebagaimana mestinya.



Rejang Lebong, 01 Agustus 2024
Kepala Sekolah

RIKI APRIANSYAH, S.Si
292 04 0218 0022

LETTER OF INTERVIEW CONFIRMATION

Hereby certifies that,

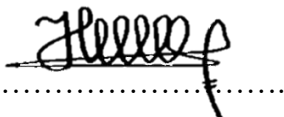
Name : Andrea Reffalleo
NIM : 19551006
Department : Faculty of Tarbiyah
Study Program : English Education

Has conducted an interview with English teachers in SMP IT Rabbi Radhiyyah in preparation for a thesis entitled **“Investigating The Use of Icebreaker Activities and Its Influence on Students' Confidence in Speaking.”**

This letter of interview confirmation is issued truthfully for its intended purpose.

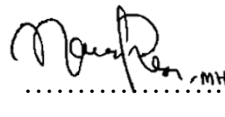
Curup, 19 June 2024
Acknowledge by,

Interviewee I,



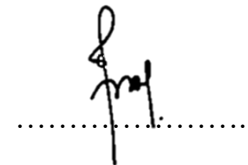
Karmila D. Br Siregar S.Pd, Gr.

Interviewee II,



Muchroji S.Pd.I.

Interviewee III,



Uci S. Rimadhanti S.Pd.

APPENDIX II

PRE-RESEARCH SURVEY RESULTS

As explained in the introductory chapter, this research focuses on the application of icebreaking by English teachers, recorded in videos, in schools implementing the full-day school system in Curup. These schools *include SMP IT Rabbi Radhiyah, SMP IT Khoiru Ummah, SMP Muhammadiyah Hidayatullah, and SMP IT Aisyiyah.*







Out of the various schools listed above, the pre-research survey could not be conducted at the *SMP Muhammadiyah Hidayatullah*. This was due to technical issues such as its distance and location (Safety reasons), which takes about an hour round trip. Therefore, this pre-research survey was only conducted in three other locations.

After conducting several pre-research surveys in the three schools at different times and weeks, the researcher found that few teachers consistently implemented icebreaker activities. In addition, there were barriers to data collection due to the learning schedule of the PPL students, and some teachers were on family leave during these 2 months of pre-research from October to November. The various data found are explained as follows:

a. SMP IT Aisyiyah

In this junior high school, there are two English teachers. The pre-survey was conducted four times, but the researcher obtained only three recordings. This limitation arose from issues such as the English teacher's schedule being taken

by PPL students and the other teacher being on family leave. The following provides additional details:







<p style="text-align: center;">Pre-Research Survey 1 Retrieved on November 8, 2023</p> <p style="text-align: center;">In this learning session, icebreaker activities were implemented exclusively during the early stage. However, no icebreaker activities were incorporated in the middle and end of the session.</p>	<div style="text-align: center;">  <p>Early Learning Section</p>  <p>Mid Learning Section</p>  <p>Late Learning Section</p> </div>
<p style="text-align: center;">Pre-Research Survey 2 Retrieved on November 15, 2023</p> <p style="text-align: center;">Icebreaker activities were implemented at the beginning and end of the learning process. However, the icebreaker activity was not implemented during the middle of the session.</p>	<div style="text-align: center;">  <p>Early Learning Section</p>  <p>Mid Learning Section</p>  <p>Late Learning Section</p> </div>




<p>Pre-Research Survey 3 Retrieved on December 4, 2023</p>	<div data-bbox="1010 315 1323 488" data-label="Image"> </div> <p data-bbox="1058 495 1262 517">Early Learning Section</p> <div data-bbox="1010 539 1323 712" data-label="Image"> </div> <p data-bbox="1058 719 1262 741">Mid Learning Section</p> <div data-bbox="1010 757 1323 929" data-label="Image"> </div> <p data-bbox="1058 943 1262 965">Late Learning Section</p>
<p>In this lesson, the teacher only included icebreaker activities at the beginning of the lesson and did not include icebreakers in the middle and at the end of the lesson.</p>	

b. SMP IT Khoiruh Ummah

There are two English teachers in this school. The pre-research was conducted four times. Unfortunately, icebreakers were only implemented once. Further explanation follows:

<p>Pre-Research Survey 1 Retrieved on October 30, 2023</p>	<div data-bbox="970 1375 1355 1529" data-label="Image"> </div> <p data-bbox="1058 1536 1262 1559">Early Learning Sec-</p> <div data-bbox="970 1576 1355 1731" data-label="Image"> </div> <p data-bbox="1058 1738 1262 1760">Mid Learning Section</p> <div data-bbox="970 1760 1355 1915" data-label="Image"> </div> <p data-bbox="1058 1921 1262 1944">Late Learning Section</p>
<p>In this learning session, unfortunately, the teacher does not implement any icebreaker activities at all from the beginning of the learning process till the end of it, except brainstorming.</p>	










<p style="text-align: center;">Pre-Research Survey 2 Retrieved on November 9, 2023</p> <p style="text-align: center;">In this learning session, the teacher applied the icebreaker activity only at the beginning of the lesson, neglecting the middle and end of the lesson.</p>	 <p style="text-align: center;">Early Learning Section</p>  <p style="text-align: center;">Mid Learning Section</p>  <p style="text-align: center;">Late Learning Section</p>
<p style="text-align: center;">Pre-Survey Research 3 Retrieved on November 13, 2023</p> <p style="text-align: center;">Unfortunately, in this learning session, the teacher skipped the icebreaker activity altogether and proceeded to teach the learning material directly to the students.</p>	 <p style="text-align: center;">Early Learning Section</p>  <p style="text-align: center;">Mid Learning Section</p>  <p style="text-align: center;">Late Learning Section</p>
<p style="text-align: center;">Pre-Research Survey 4 Retrieved on November 20, 2023</p>	










<p>In this learning section, the teacher did not incorporate ice-breaker activities at the beginning, middle, and end of the lesson. Unfortunately, the teacher proceeded to explain the material directly.</p>	 <p>Early Learning Section</p>  <p>Mid Learning Section</p>  <p>Late Learning Section</p>
---	---

c. SMP IT Rabbi Radhiyah

There are three English teachers at this school. The pre-research survey conducted in this junior high school took place four times. From these four surveys, the researcher found that of the three English teachers, only two conducted icebreaker activities. Further explanation follows:

<p>Pre-Research Survey 1 Retrieved on October 31, 2023</p>	
--	--

<p>In this learning session, ice-breaker activities were implemented only at the beginning and middle stages. However, there was no application of an icebreaker activity at the end of the session.</p>	 <p>Early Learning Sec-</p>  <p>Mid Learning Section</p>  <p>Late Learning Section</p>
<p>Pre-Research Survey 2 Retrieved on November 3, 2023</p>	 <p>Early Learning Section</p>  <p>Mid Learning Section</p>  <p>Late Learning Section</p>
<p>In this learning session, the icebreaker activity was introduced at the beginning and middle stages. However, similar to the preceding pre-survey, as the lesson approached the conclusion minutes, the icebreaking activity was omitted.</p>	 <p>Early Learning Section</p>  <p>Mid Learning Section</p>  <p>Late Learning Section</p>
<p>Pre-Research Survey 3 Retrieved on November 7, 2023</p>	

<p>In this learning session, regrettably, the teacher did not incorporate any icebreaker activities. Instead, only a brainstorming session was conducted with the students at the beginning, followed by the continuation of the learning process in the usual manner until the end of the session.</p>	 <p>Early Learning Section</p>  <p>Mid Learning Section</p>  <p>Late Learning Section</p>
<p>Pre-Research Survey 4 Retrieved on November 17, 2023</p>	 <p>Early Learning Section</p>  <p>Mid Learning Section</p>  <p>Late Learning Section</p>
<p>In this learning session, the teacher integrates icebreaker activities at every stage, encompassing the beginning, middle, and end of the session. This is exemplified by diverse physical movement activities designed to re-engage students' focus.</p>	 <p>Early Learning Section</p>  <p>Mid Learning Section</p>  <p>Late Learning Section</p>

Based on the above findings, it is evident that almost all the teachers do not implement icebreaker activities at all phases, except for one teacher at SMP IT Rabbi Radhiyyah. The majority of them only use this activity in specific sections of the learning process and then proceed to the teaching process without further implementation.

Even though only one teacher at SMP IT Rabbi Radhiyyah implemented this activity at all phases while the rest did not, in comparison to teachers from other schools, selecting SMP IT Rabbi Radhiyyah as the research site for this research is a reasonable choice.

APPENDIX III

ORIGINAL BLUEPRINTS OF VALIDATED RESEARCH INSTRUMENTS

**Interview Blueprint of
Types of Icebreaker Activities Employed by Teachers in Their Classrooms
(VALIDATED)**

No	Aspect	Indicators	Sub Indicators	Questions
1.	Types of Icebreaker Activity (Pack, 2015)	1. Understanding of Low-risk Icebreaker Activities	1. Knowledge of different types of low-risk icebreakers	1. Can you describe some low-risk icebreaker activities you use in your classroom?
			2. Frequency of using low-risk icebreakers	2. How often do you incorporate low-risk icebreaker activities into your lessons?
			3. Perceived effectiveness of low-risk icebreakers	3. How do you assess the effectiveness of these low-risk icebreaker activities in fostering student engagement?
		2. Understanding of Medium-risk Icebreaker Activities	1. Knowledge of different types of medium-risk icebreakers	4. Can you describe some medium-risk icebreaker activities you use in your classroom?
			2. Frequency of using medium-risk icebreakers	5. How often do you incorporate medium-risk icebreaker

No	Aspect	Indicators	Sub Indicators	Questions
				activities into your lessons?
			3. Perceived effectiveness of medium-risk icebreakers	6. How do you assess the effectiveness of these medium-risk icebreaker activities in fostering deeper student connections?
		3. Understanding of High-risk Icebreaker Activities	1. Knowledge of different types of high-risk icebreakers	7. Can you describe some high-risk icebreaker activities you use in your classroom?
			2. Frequency of using high-risk icebreakers	8. How often do you incorporate high-risk icebreaker activities into your lessons?
			3. Perceived effectiveness of high-risk icebreakers	9. How do you assess the effectiveness of these high-risk icebreaker activities in fostering trust and vulnerability among students?
		4. Implementation and Effectiveness of Icebreaker Activities	4. Selection criteria for different icebreaker activities	10. What criteria do you use to select appropriate icebreaker activities for your classroom?

No	Aspect	Indicators	Sub Indicators	Questions
			5. Adaptation of icebreaker activities based on student needs	11. How do you adapt icebreaker activities to meet the diverse needs of your students?

Validation Notes:

1. The validated version offers a structured interview guide focusing on different risk levels of icebreaker activities: low-risk, medium-risk, and high-risk.
2. It includes a more detailed framework with sub-indicators for each type of icebreaker activity, enhancing the depth of the investigation.
3. Questions are categorized by the type of icebreaker activity, emphasizing understanding, frequency of use, and perceived effectiveness.
4. New sub-indicators such as selection criteria and adaptation of icebreaker activities based on student needs are included, broadening the scope of inquiry.

Validator,



.....
Rizki Indra Guci, M.Pd.

**Observation Checklist Blueprint of
Teachers' Implementation of Icebreaker Activities
(VALIDATED)**

No	Aspect	Indicators	Sub Indicators	Items	Yes	No	Notes
1.	Implementation of Icebreaker Activities	1. Adherence to Principles of Icebreaker Activity (Pack, 2015)	1. Voluntary Participation	1. The teacher explicitly states that participation is voluntary. 2. Students are given the option to pass or not participate without pressure.			
			2. Confidentiality	3. The teacher ensures that personal information shared is kept confidential. 4. The teacher creates a safe space for sharing by setting confidentiality rules.			
			3. Monitoring the Progress of Icebreaker Activities	5. The teacher observes and assesses students' engagement during the activity. 6. The teacher makes adjustments to the activity based on student feedback or observation.			

			4. Consideration to Participants	7. The teacher chooses activities that are not culturally sensitive and inclusive. 8. The teacher ensures that activities are accessible to all students, considering any potential barriers.			
		2. Implementation of Different Types of Icebreaker Activities (Pack, 2015)	5. Low-risk Icebreaker Activities	9. The activities are non-threatening and comfortable for all participants. 10. The activities involve simple games or discussions on non-sensitive topics.			
			6. Medium-risk Icebreaker Activities	11. The activities require participants to share personal preferences or experiences. 12. The activities are designed to foster deeper connections while maintaining comfort.			
			7. High-risk Icebreaker Activities	13. The activities involve more intimate or emotionally charged discussions.			

				14. Trust-building exercises or physical interaction are included in the activities.			
		3. Overall Effectiveness and Engagement (Pack, 2015)	8. Teacher Facilitation	15. The teacher effectively manages the flow of the activity. 16. The teacher provides clear instructions and support throughout the activity.			
			9. Achievement of Learning Goals	17. The icebreaker activities align with the intended learning goals. 18. The learning outcomes of the activities are clearly defined and achieved.			

Validation Notes:

1. The initial checklist had five main aspects: Teacher and Students Interaction, Implementation of Icebreaker Activities, Students' Participation, Class Atmosphere, and Teachers' Response to Students' Contribute. The validated version consolidated these into one main aspect: Implementation of Icebreaker Activities, with several sub-aspects and indicators.
2. The validated version introduced specific sub-indicators and items under each indicator, providing a more detailed framework.
3. The validated version includes Yes/No columns for easier checklist marking.

Validator,



.....
Rizki Indra Guci, M.Pd.

**Questionnaire Blueprint of
The Influence of Icebreaker Activities on Students' Self-Confidence in Speaking
(VALIDATED)**

No	Aspect	Indicators	Items	SD (1)	D (2)	N (3)	A (4)	SA (5)
1.	The Influence of Icebreaker Activities on Students' Self-Confidence in Speaking (Kirby, 2022; Musdalifa, 2022; Ghifarah & Pusparini, 2023; Lestari, 2020)	1. Comfort and Anxiety Reduction	1. I feel relaxed during icebreaker activities.					
			2. I find it easy to initiate conversations with my peers after icebreakers.					
			3. I experience less fear of being judged during icebreakers.					
			4. I am more willing to participate in class discussions after icebreakers.					
		2. Social Interaction and Engagement	5. I build positive relationships with my peers through icebreakers.					
			6. I feel a greater sense of community and belonging because of icebreakers.					
			7. I am more motivated to participate in learning activities after icebreakers.					
			8. I enjoy and engage more during icebreaker activities.					

	3. Self-Confidence in Speaking	9. I feel more confident speaking in front of the class after participating in icebreakers.					
		10. I am more willing to volunteer answers and share my opinions after icebreakers.					
		11. I believe my speaking abilities have improved due to icebreakers.					
		12. I speak more frequently in class activities because of icebreakers.					
	4. Overall Influence on Learning Environment	13. I perceive a supportive and inclusive learning environment in the class.					
		14. I enjoy the class sessions more because of icebreaker activities.					
		15. I feel more comfortable communicating with the teacher after icebreakers.					
		16. I perceive support from the teacher during and after icebreakers.					

Validation Notes:

1. **The initial version** included three main aspects: Students' Self-Confidence, Students' Perspective on Icebreaker Activities, and Students' Self-Confidence in Speaking. It contained 25 items distributed across various sub-indicators. Meanwhile, **the validated version** consolidates the questionnaire into a single aspect: The Influence of Icebreaker Activities on Students' Self-Confidence in Speaking. It includes 16 items categorized into four indicators: Comfort and Anxiety Reduction, Social Interaction and Engagement, Self-Confidence in Speaking, and Overall Influence on Learning Environment.
2. The initial version had 25 items, while the validated version had 16 items. This reduction focuses on the most critical and relevant questions.
3. Items in the validated version are more specific and clearer, focusing on particular aspects of self-confidence, social interaction, and the learning environment related to icebreaker activities.

Validator,



.....

Rizki Indra Guci, M.Pd.

(QUESTIONNAIRE TRANSLATION)

ANGKET PENGARUH KEGIATAN *ICEBREAKER* TERHADAP

KEPERCAYAAN DIRI SISWA DALAM BERBICARA

Nama :

Kelas :

No	Pertanyaan	ST	T	N	S	SS
1.	Saya merasa rileks selama kegiatan <i>icebreaker</i> .					
2.	Saya merasa lebih mudah untuk memulai percakapan dengan rekan-rekan saya setelah <i>icebreaker</i> .					
3.	Saya tidak merasa takut dihakimi selama <i>icebreaker</i> .					
4.	Saya lebih bersedia untuk berpartisipasi dalam diskusi kelas setelah <i>icebreaker</i> .					
5.	Saya membangun hubungan yang positif dengan teman sebaya saya melalui <i>icebreaker</i> .					
6.	Saya merasakan rasa kebersamaan dan rasa terhubung dengan rekan saya yang lebih besar karena <i>icebreaker</i> .					
7.	Saya lebih termotivasi untuk berpartisipasi dalam kegiatan pembelajaran setelah <i>icebreaker</i> .					
8.	Saya lebih menikmati dan terlibat selama kegiatan <i>icebreaker</i> .					
9.	Saya merasa lebih percaya diri untuk berbicara di depan kelas setelah berpartisipasi dalam <i>icebreaker</i> .					
10.	Saya lebih bersedia untuk menjawab secara sukarela dan berbagi pendapat setelah <i>icebreaker</i> .					
11.	Saya yakin kemampuan berbicara saya meningkat setelah mengikuti kegiatan <i>icebreaker</i> .					
12.	Saya lebih sering berbicara dalam kegiatan kelas karena adanya <i>icebreaker</i> .					
13.	Saya merasakan lingkungan belajar yang mendukung dan semua orang berpartisipasi di kelas.					
14.	Saya lebih menikmati pembelajaran setelah adanya kegiatan <i>icebreaker</i> .					
15.	Saya merasa lebih nyaman berkomunikasi dengan guru setelah kegiatan <i>icebreaker</i> .					
16.	Saya merasakan dukungan dari guru selama dan setelah kegiatan <i>icebreaker</i> .					

N.B.

Centang (√) salah satu.

ST : Sangat Tidak Setuju	N : Netral	S : Setuju
T : Tidak Setuju		SS : Sangat Setuju

APPENDIX IV

INTERVIEW TRANSCRIPTS

Interview I

- Interviewer : *Low-risk icebreaker* seperti apa yang mam terapkan didalam kelas dan seperti apa menggunakannya mam? (*What kind of low-icebreakers do you use in class and how do you use them, mam?*)
- Mrs. Karmila : Ada banyak (variasinya) dan ini (*low-risk icebreaker*) yang paling disukai anak-anak, karena mereka tidak perlu untuk banyak berpikir karena tujuannya hanya untuk fun saja. Contohnya, ada *counting*, *marina menari di atas menara (Focus training with body movement)*, *gendang-gendang (Auditory training with body movement)*. Pada intinya, *low-risk icebreaker* itu ada banyak sekali dan tujuannya membuat anak senang dan penerapannya tidak tergantung dengan pelajaran. [*There are many (variations) and this (low-risk icebreaker) is the one the kids like the most because they don't have to think much because the goal is just to have fun. For example, there is counting, marina dancing on the tower (focus training with body movement), gendang-gendang (auditory training with body movement). Basically, there are many low-risk icebreakers whose purpose is to make children happy and their use does not depend on the lesson.*]
- Interviewer : Baik mam, selanjutnya, berapa sering mam menerapkan *low-risk icebreaker*? (*How often do you apply low-risk icebreaker?*)
- Mrs. Karmila : Penerapan tergantung waktu belajar kelas, misal kelas 7 total jam mengajar itu 120 menit, berarti biasanya *icebreaker*-nya sekitar 10 hingga 20 menit, dan itu udah di bagi dengan tahap proses belajar yang lain juga. (*The application depends on the class learning time, for example class 7 the total teaching hours are 120 minutes, meaning that usually the icebreaker is around 10 to 20 minutes, and that has been divided with other stages of the learning process as well.*)
- Interviewer : Oh ya mam, kira-kira mam menerapin *low-risk icebreaker* dalam satu minggu itu hampir setiap pelajaran atau waktu-waktu tertentu? (*Oh ya mam, approximately in applying low-risk icebreaker in one week is almost every lesson or certain times?*)

- Mrs. Karmila : Pada waktu tertentu saja, misalnya kalau materinya tidak terlalu mengejar (*near deadline*). Selain itu, tergantung situasi anak juga, dan disesuaikan dengan *lesson plan*. Karena ada beberapa materi yang cukup ribet dan membutuhkan *icebreaker*. (*At certain times, for example, when the material is not too urgent (close to a deadline). It also depends on the situation of the children and is adapted to the lesson plan. Because there are some materials that are quite complicated and require an icebreaker.*)
- Interviewer : Berarti Penerapan *icebreaker* ini tergantung dengan intensitas pembelajaran (*Learning material*) juga ya mam? (*Does this mean that the use of this icebreaker also depends on the intensity of the learning material, mam?*)
- Mrs. Karmila : Iya, *icebreaker* itu terkadang tidak harus di terapin hanya di awal pembelajaran, tetapi bisa juga di tengah, atau di akhir pembelajaran. (*Yes, sometimes icebreakers do not have to be used only at the beginning of a lesson, but can also be used in the middle or at the end of a lesson.*)
- Interviewer : Apakah penerapan *low-risk icebreaker* yang mam telah terapkan, efektif atau tidak, mam? (*Is the low-risk icebreaker implemented effective or not, mam?*)
- Mrs. Karmila : Bila di lokal Perempuan hampir 90% itu efektif membalikkan semangat belajar anak-anak. Kalau anak cowok itu sekitar 60% efektif, dan biasanya mereka lebih aktif. Murid cowok lebih prefer ke *medium-risk icebreaker*. Biasanya mereka malah mau main terus bila diterapin *low-risk icebreaker*. (*If it's in the girls' class, it's almost 90% effective in changing the children's enthusiasm for learning. For boys, it's about 60% effective, and they tend to be more active. Boys prefer medium-risk icebreakers. They usually want to keep playing if you use a low-risk icebreaker too often.*)
- Interviewer : *Speaking of medium-risk icebreaker activity*, bagaimana dengan penerapan *medium-risk (Related to students' personal interest)* *icebreaker*, mam? [*Speaking of medium-risk icebreaker activity, how about a medium-risk (in terms of students' personal interests) icebreaker, mam?*]
- Mrs. Karmila : Biasanya, terdapat kesepakatan *medium-risk icebreaker* apa yang ingin diterapkan, Misalnya murid cewek itu lebih *make sense*, dan (Pilihan mereka) berkaitan dengan mata pelajaran, tetapi walaupun begitu, murid cowok lebih condong ke *medium-risk* ketimbang *low-risk*. Contoh kegiatannya adalah tebak-tebakkan dalam materi *descriptive text*, satu kelompok menyebutkan ciri-ciri dalam Bahasa Inggris, lalu kelompok yang lain menebak apa yang di diskripsikan. Selain itu juga dengan menggunakan media foto, lalu mereka mendeskripsikannya

berdasarkan pemahaman dan ketertarikan terhadap foto tersebut. Sama halnya dengan *low-risk icebreaker* sebelumnya, (*Icebreaker used*) tetap menyesuaikan dengan materi dan kondisi siswa. [*Usually, there is agreement on which medium-risk icebreaker to use, e.g., girls make more sense, and (their choice) is usually associated with learning material, but even still, boys prefer medium-risk than low-risk. An example of an activity is guessing in descriptive text material, one group mentions the characteristics in English, then the other group guesses what is being described. In addition, it also uses photographic media, then they describe it based on their understanding and interest in the photo. Similar to the previous low-risk icebreaker, it (Icebreaker used) still adapts to the material and the students' conditions.*]

Interviewer : Berapa sering *mam* menerapkan *medium-risk icebreaker* dibandingkan dengan *low-risk icebreaker activity*? (*How often do you conduct medium-risk icebreakers compared to low-risk icebreaker activities?*)

Mrs. Karmila : Sebenarnya ini *depends on material* ya. Misalkan dalam satu semester ada 20 kali pertemuan biasanya setengahnya (10). Jika *low-risk icebreaker* tidak perlu banyak persiapan asalkan anak senang, tetapi bila *medium-risk icebreaker* ini harus dipersiapkan dengan matang. (*Actually, it depends on the material. For example, in a semester there are 20 sessions, usually half (10). If it's a low-risk icebreaker, it doesn't need much preparation as long as the kids are happy, but if it's a medium-risk icebreaker, it needs to be carefully prepared.*)

Interviewer : According to you *mam*, *medium-risk icebreaker* ini efektif atau tidak *mam*? (*According to you mam, is this medium-risk icebreaker effective or not?*)

Mrs. Karmila : Bila dibandingkan dengan *low-risk icebreaker*, *medium-risk icebreaker* tentu lebih efektif mengembalikan fokus anak, karena *icebreaker* ini persiapannya lebih matang. (*Compared to low-risk icebreakers, medium-risk icebreakers are certainly more effective at regaining children's focus because these icebreakers are better prepared.*)

Interviewer : Selanjutnya *mam*, bagaimana dengan penerapan *high-risk icebreaker*? (*Next mam, how about the implementation of the high-risk icebreaker?*)

Mrs. Karmila : Oh misalnya seperti ini, siapa yang pernah gibahin guru-gurunya, atau siapa yang pernah gibahin orang tuanya, atau siapa yang pernah *chat lawan* jenis diam-diam (*Question and answer icebreaker*). [*For example, (Mr. Karmila asking students) "who has ever talked on their teacher's back?", or "Who has ever talked on their parent's back", or "Who*

- has ever secretly chatted with the opposite sex?" (Question and answer icebreaker).]*
- Interviewer : Baik selanjutnya, tentang penerapan *high-risk icebreaker* mam itu berapa sering di kelas dan bagaimana ya mam? (*Well then, about the application of high-risk icebreakers mam, how often in class and how?*)
- Interviewer : Karena ini jarang (Diterapkan), ini biasanya di terapin saat mendekati ujian sekaligus evaluasi (Siswa), kira-kira 2-4 kali dalam satu tahun (Dua semester). [*Because this is rarely (Applied), this is usually applied when the exams are near as well as to evaluate (Students), about 2-4 times in a year (Two semesters).*]
- Interviewer : Baik mam, selanjutnya, apakah mam menilai *high-risk icebreaker* ini efektif dibandingkan dengan tipe *icebreaker* sebelumnya? (*Okay mam, next, do you think this high-risk icebreaker is effective compared to the previous type of icebreaker?*)
- Mrs. Karmila : Dalam meningkat rasa *trust* antara guru dan siswa, *high-risk icebreaker* ini cukup efektif ya, mungkin lebih efektif ketimbang *medium-risk icebreaker*, namun ada penekanan bahwasanya untuk *icebreaker* ini (*Personal/sensitive information*) yang di sampaikan siswa cukup berada di kelas saja tidak di ceritakan di luar. (*In increasing the sense of trust between teachers and students, this high-risk icebreaker is quite effective, perhaps more effective than the medium-risk icebreaker, but there is an emphasis that for this icebreaker (personal sensitive information) the students convey is enough to be in the classroom, not told outside.*)
- Interviewer : *I see mam*, selanjutnya, apakah kriteria utama yang harus di ada di dalam *icebreaker* mam? (*I see mam, next, what are the main criteria that should be in an icebreaker mam?*)
- Mrs. Karmila : Sama halnya dengan tipe *icebreaker* lainnya, yang paling mudah itu melihat bahwasanya *icebreaker* yang diterapin membuat *mood* anak lebih baik. Saya percaya bahwa jika anak-anak *happy* pelajaran lebih mudah dimengerti. Selanjutnya harus ada hikmah (Intisari) pada setiap *icebreaker* yang di terapin, for example, siswa paham bahwa *icebreaker* yang diterapkan dapat membangun rasa tanggung jawab dan patuh sama guru. [*As with other types of icebreakers, the easiest thing to see is that the icebreaker used makes the students feel better. I believe that when children are happy, the lessons are easier to understand. In addition, there must be wisdom (Main essence of the activity) in every icebreaker that is used. For example, students understand that the icebreaker used can build a sense of responsibility and obedience to the teacher.*]

- Interviewer : Selanjutnya, bagaimana cara *mam* mengadaptasi icebreaker yang digunakan (*According to students' needs*)? [*Next, how do you adapt the icebreaker used (According to the students' needs)?*]
- Mrs. Karmila : Oh ya, biasanya tadzah (Mrs.Karmila) menerapkan icebreaker (Same icebreaker) di setiap lokal. Nah, nanti ketahuan lokal mana yang cocok, misal lokal a senang bergerak, sedangkan lokal tidak senang bergerak. Ada juga yang senang belajar dan kurang suka terlalu lama dengan *ice-breaker*. Jadi menempatkan sesuai dengan kebutuhan anak-anak. [*Oh ya, usually Tadzah (Mrs. Karmila) uses Icebreaker (Same Icebreaker) in every Local. Well, later you will find out which local is suitable, for example, Local A likes to move, while Local does not like to move. There are also people who like to learn and don't like to take too long with icebreakers. So place them according to the children's needs.*]
- Interviewer : I think that's all, thank you *mam* for your time.
- Mrs. Karmila : Alright, no problem.

Interview II

- Interviewer : Menurut pemahaman Mr. Roji, *low-risk* (Sederhana, *Fun Oriented Only*) *icebreaker* itu yang bagaimananya, *sir*? (*According to you Mr. Roji, what is your understanding of low-icebreaker activity?*)
- Mr. Roji : Untuk *low-risk icebreaker* yang sederhana biasanya itu dimulai dengan berhitung. Kenapa dengan hitungan? Pada dasarnya hitungan itu untuk melatih konsentrasi siswa. Biasanya menghitung dari satu hingga sekian, atau membagi angka ganjil atau genap. Selain itu ada *clapping*. Kedua *icebreaker* ini yang paling sederhana dan biasanya sering terapan sebelum pembelajaran. (*A simple, low-risk icebreaker usually starts with counting. Why count? Basically, counting is used to help students focus. Usually it is counting from one to so many, or dividing odd or even numbers. There is also clapping. These two icebreakers are the simplest and are usually used often before learning.*)
- Interviewer : Berapa sering (Mr. Roji) menerapkan *icebreaker*? [*How often does (Mr. Roji) use icebreakers?*]
- Mr. Roji : Pada dasarnya, penerapan *icebreaker* ini sering diterapkan, tidak memakan waktu yang lama dan biasanya diterapkan saat awal pembelajaran. Biasanya dalam kurun waktu satu minggu, penerapannya bisa dua kali, dua kali setiap satu kelas. Ada di awal (pembelajaran) dan di penutupan. (*Basically, the use of icebreakers is frequent, it does not take a long time and is usually used at the beginning of learning. Usually, it*

- can be used twice within a week, twice per class. At the beginning and at the end.)
- Interviewer : Dalam kurun waktu satu minggu tersebut, berapa sering penerapan icebreaker dalam satu kelas, sir? In that one week period, how often are icebreakers implemented in one class, sir?)
- Mr. Roji : Bisa sampai 12 icebreaker tergantung jam mengajar kelas. Misal, dalam satu kelas saya menerapkan icebreaker di awal dan di akhir atau hanya salah satu tergantung situasi setiap kelas. Biasanya saya terapin di awal pembelajaran saat jam belajar siang karena kondisi anak sudah lelah (Siswa perlu ditumbuhkan kembali semangat belajarnya). [There can be up to 12 icebreakers depending on the class time. For example, in a class I use icebreakers at the beginning and at the end or only one of them depending on the situation of each class. I generally apply it at the beginning of learning during afternoon study hours (It is needed to regain students enthusiasm for learning).]
- Interviewer : Sering diterapkan pada waktu tersebut ya, sir? (Is it often applied at that time, sir?)
- Mr. Roji : Ya. (Yes.)
- Interviewer : Apakah low-risk icebreaker ini efektif sir? (Is the implementation of icebreaker activity effective sir?)
- Mr. Roji : Low-risk icebreaker ini sangat menguntungkan (bagi saya) dan sangat efektif dalam membangkitkan gairah anak untuk belajar terutama pada saat awal pembelajaran atau saat penggantian pembelajaran. Dengan disiapkannya siswa dengan icebreaker itu membuat kondisi fisik dan mental siswa menjadi lebih baik untuk belajar. [This low-risk icebreaker is very useful (for me) and very effective in getting children excited about learning, especially at the beginning of learning or when changing learning times. By preparing the students with icebreakers, it improves their physical and mental conditions for learning.]
- Interviewer : Jadi dengan adanya icebreaker ini, gairah anak untuk belajar itu jelas ya, sir? (So with this icebreaker, the children's enthusiasm for learning is clear, sir?)
- Mr. Roji : Dengan adanya penerapan icebreaker ini, semangat anak untuk belajar itu tampak jelas keinginan mereka untuk belajar. (With the use of this icebreaker, children's enthusiasm for learning becomes evident in their desire to learn.)
- Interviewer : Bagaimana dengan Medium-risk Icebreaker, sir? (What about Medium-risk Icebreaker sir?)
- Mr. Roji : Ada juga saya terapin, tetapi pada kurun waktu tertentu saja dan biasanya lebih ke fisik (physical movement). Biasanya guru (saya)

menyiapkan sebelumnya dan sudah di konfirmasi dengan siswa. Misalnya saya mengadakan *icebreaker* tebak-tebakkan maka saya mengingatkan siswa untuk belajar tentang ini (Materi tersebut). [*I have also used it, but only for a certain period of time and usually related to physical movement. Usually the teacher (Mr. Roji) prepares it in advance and has confirmed it with the students. For example, I will do a guessing icebreaker and then I remind the students to learn this (Learning material) in the next meeting.*]

Interviewer : Apakah di *medium-risk* ini (Mr. Roji) sudah mengaitkan dengan personal interest anak, *sir*? [*Is this medium-risk (Mr. Roji's icebreaker) involved with the personal interest of the child, sir?*]

Mr. Roji : Ya ada sih, biasanya sudah berkaitan dengan mata pelajaran dan saya *mix* dengan *low-risk icebreaker* (According to Mr. Roji). [*Yes, there is, usually it is related to the learning topic and I mix it with a low icebreaker.*]

Interviewer : Berapa sering Mr. Roji menerapkan *medium-risk icebreaker*? [*How often do you use medium-risk icebreakers, sir?*]

Mr. Roji : Biasanya kalau *medium-risk icebreaker* itu diterapin saat penutupan materi pembelajaran, saat mendekati ujian, *post-test*, atau saat test akhir materi. Dalam kurun waktu satu semester, paling saya terapin tiga-empat kali. Saya gunain (*Medium-risk icebreaker*) ini untuk membantu pemantapan pemahaman anak (Lebih semangat belajar). [*Typically, the medium-risk icebreaker is used at the end of the material, as exams or post-tests near, or at the end of the material. In one semester, I use it no more than three to four times. I use this (medium-risk icebreaker) to help solidify children's understanding (To keep them excited in learning).*]

Interviewer : Apakah *medium-risk icebreaker* yang di terapkan Mr. Roji efektif dan bagaimana Mr. Roji menilai bahwasanya *medium-risk icebreaker* ini efektif? [*Is Mr. Roji's medium-risk icebreaker effective, and how does Mr. Roji rate the effectiveness of this medium-risk icebreaker?*]

Mr. Roji : Bagi saya, penggunaan *medium-risk icebreaker* ini memerlukan waktu yang lebih panjang sehingga penerapannya lebih *intense* ketimbang *low-risk icebreaker*. Sama halnya dengan *low-risk icebreaker*, dalam menilai efektifitas *medium-risk icebreaker activity* ini efektif, tentunya dengan melihat apakah anak lebih semangat untuk belajar atau tidak. (For me, *the use of this medium-risk icebreaker requires more time, so its use is more intensive than the low-risk icebreaker. Of course, as with the low-risk icebreaker, you will evaluate the*

- effectiveness of this medium-risk icebreaker activity by looking at whether or not the children are more eager to learn.)*
- Interviewer : Bagaimana dengan *high-risk icebreaker, sir?* (*How about a high-risk icebreaker sir?*)
- Mr. Roji : Kalau yang *high-risk* itu bagi saya sedikit susah diterapin dan jarang saya gunain dalam kelas. (Menurut saya) penerapannya membutuhkan waktu yang lama. Saya melihat *high-risk icebreaker* lebih mirip dengan diskusi personal. [*For me, the high-risk one is a little difficult to apply and I rarely use it in class. (I think) it takes a long time to implement. I see the high-risk icebreaker as more similar to a personal discussion.*]
- Interviewer : Oh begitu *sir*, bila dalam kurun beberapa semester yang lalu adakah Mr. Roji menerapkannya? (*Oh I see sir, in the last few semesters has Mr. Roji implemented it?*)
- Mr. Roji : Tidak pernah tampaknya. (*Never it seems.*)
- Interviewer : Baik *sir* kalau begitu, pertanyaan selanjutnya apa kriteria tertentu yang harus ada dalam penerapan *icebreaker*? (*Okay, sir, so the next question is, what are certain criteria that should be present in the application of icebreakers?*)
- Mr. Roji : Sebetulnya kriteria *icebreaker* yang paling tepat itu sesuai dengan kebutuhan materi. Bila materinya mengurus energi berpikir siswa yang mendalam, penerapan durasi *icebreaker*-nya akan lebih lama. Membuat *icebreaker* yang menarik diperlukan agar siswa tidak merasa terbebani pada saat proses pembelajaran. (*In fact, the most appropriate icebreaker criteria are based on the needs of the material. If the material requires deep thinking energy from the students, the icebreaker duration will be longer. Creating interesting icebreakers is necessary so that students do not feel burdened during the learning process.*)
- Interviewer : Bagaimana Mr. Roji menentukan *icebreaker* yang tepat untuk siswa? (*How does Mr. Roji determine the right icebreaker for the students?*)
- Mr. Roji : Sekolah inikan, (dibagi jam belajar dan kelasnya) berdasarkan *gender*, maka *icebreaker* itu disesuaikan *gender (boys and girls)*. (*For girls, whatever kind of icebreaker is used, they will find it exciting, but for boys, physical movement is needed, something that is not stagnant.*)
- Mr. Roji : *All right, that's all sir, thank you.*
- Interviewer : *Okay.*

Interview III

- Interviewer : Apa saja penggunaan *low-risk icebreaker* yang Mrs. Uci terapkan dalam kelas? (*What are some low-risk icebreakers that Mrs. Uci uses in class?*)
- Mrs. Uci : Menurut saya, *icebreaker* ini intinya sama dan tujuannya membuat anak senang belajar sekaligus juga menghilangkan rasa bosan. *Icebreaker* ini diterapin biasanya sebelum proses pembelajaran atau pada saat peralihan jam pembelajaran. Diantaranya ada *clapping* terus sampai diberi kode *stop* (Yang telat diberi *punishment*), terkadang dimainkan dengan spidol, ketika spidol dilempar berputar, anak-anak tepuk tangan dan harus *stop* ketika spidol telah digenggaman saya. Selanjutnya ada *part of body*, misal, saya menyebutkan salah satu bagian muka, murid memegang bagian tersebut dengan menyebutkannya dalam Bahasa Inggris. [*In my opinion, the icebreaker is essentially the same and its purpose is to make children enjoy learning while eliminating boredom. Icebreakers are usually used before the learning process or during the transition between learning periods. They include clapping until a stop code is given (those who are late are punished), sometimes playing with markers, when the marker is thrown around, the children clap and must stop when the marker is in my hand. In addition, there are body parts, for example, I mention a part of the face, the students hold the part by mentioning it in English*]
- Interviewer : Dalam Penerapannya, *how often do you apply low-risk icebreaker activity* dalam kelas? (*In practice, how often do you use low-risk icebreakers in the classroom?*)
- Mrs. Uci : Untuk itu *situational*, penerapannya ada di awal dan di akhir atau di terapkan pada waktu awal, tengah, dan akhir, tergantung *mood* anak. Misalnya di awal mereka tidak *mood* belajar, lalu diterapin *icebreaker*, setelah itu terkadang mereka bosan lagi, maka diterapin lagi *icebreaker*-nya itu agar mereka kembali semangat belajar. (*It is situational, it is sometimes used at the beginning and at the end, or it is used at the beginning, in the middle and at the end, depending on the mood of the students. For example, in the beginning they are not in the mood to learn, then the icebreaker is used, after some time they sometimes get bored again, then the icebreaker is used again to get them excited to learn again.*)
- Interviewer : Kalau dalam kurun waktu satu minggu biasanya berapa sering ya Mrs. Uci? [*How many times a week does Ms. Uci usually apply (Low-risk icebreaker) this?*]

- Mrs. Uci : Biasanya, rata-rata penerapannya hampir disetiap pertemuan karena gampang dan tidak terlalu ribet. (*Usually, the average application is almost in every meeting because it is easy and not too complicated.*)
- Interviewer : Selanjutnya mam, bagaimana cara mam menilai bahwasanya (Low-risk) icebreaker yang di terapkan itu efektif?] *Next one, how would you rate the effectiveness of the (Low-risk icebreaker that was used?)*
- Mrs. Uci : Caranya itu diterapin di semua kelas nanti ketahuan gimana reaksi siswa dari penerapan *icebreaker* tersebut. Misalnya sebelum penerapan *icebreaker* itu, kita harus tahu karakter, situasi, dan kemampuannya siswa. Tentunya setiap siswa itu beda-beda. Ada kelasnya yang aktif dan ada kelas yang anaknya tidak suka terlalu aktif. (*The trick is to use it in all classes and then find out how students respond to using the icebreaker. For example, before using the icebreaker, we need to know the students' character, situation, and ability. Of course, each student is different. There are classes that are active and there are classes whose children do not like to be too active.*)
- Interviewer: Selanjutnya, bagaimana dengan *medium-risk icebreaker* Mrs. Uci, please describe. (*Next, how about Mrs. Uci's medium-risk icebreaker, please describe?*)
- Mrs. Uci : Oh tentu, bila hanya menerapkan *low-risk icebreaker* saja, anak akan bosan. Sesekali diterapkan icebreaker yang berbeda. Bila *low-risk icebreaker* tidak harus berkaitan dengan materi, *medium-risk icebreaker* sudah berkaitan dengan materi. Misalnya, kalau materinya *descriptive text*, siswa itu bercerita dulu atau saya pancing, “Kalian punya nggak benda favorit? Terus gimana ciri-cirinya?” Selain itu, misalnya, “Si A suka kucing ya? Siapa nama kucingnya? Warnanya apa?” Jadi *personal interest* anak sudah dikaitkan juga dengan pelajaran sekaligus *icebreaker* pada waktu yang sama. (*Oh sure, if you only use low-risk icebreakers, children will get bored. Occasionally, I use different icebreakers. If the low-risk icebreaker does not have to be related to the material, the medium-risk icebreaker (for me) is related to the material. For example, if the material is descriptive text, the student tells a story first or I lure them by asking, “Do you have a favorite object? What are its characteristics?” In addition, for example, “Si A likes cats, right? What is the cat's name? What color is it?.” So at the same time, the child's personal interest is also linked to the lesson as well as an icebreaker.*)
- Interviewer : Berapa sering Mrs. Uci menerapkan *medium-risk icebreaker*? (*How often do you apply medium-risk icebreakers?*)

- Mrs. Uci : Kalau *medium-risk icebreaker* ini sifatnya situasional, tergantung materi dan sistemnya pilih-pilih (Siswanya). Kalau *low-risk icebreaker* dapat diterapkan untuk seluruh anak, sedangkan *medium-risk* itu pilih-pilih sampelnya (siswa). Misalnya, (*Questioning icebreaker*) siswa A tentang hewan-hewan, sedangkan siswa yang lain tentang keluarga, dan sebagainya. [*The medium-risk icebreaker is situational, depending on the material, and the sample is selective (students)*]. For example, (*question icebreaker*) Student A is about animals, while other students are about families, and so on.]
- Interviewer : Dalam menilai *medium-risk icebreaker* yang terapkan ini efektif bagaimana ya Mrs. Uci? (*In assessing the effectiveness of this medium-risk icebreaker, how is Mrs. Uci?*)
- Mrs. Uci : Owh, disilang-silang dalam penerapannya, misalnya hari ini si a, b, c, dan d, pertemuannya selanjutnya si z, x, y dan sebagainya sampai semuanya dapat giliran. Tujuannya untuk melatih anak mau berpartisipasi dan belajar memberanikan diri dalam memberikan pendapatnya. Intinya lebih spesifik sampelnya. Minimal mereka setidaknya mengerti apa tujuan dari apa yang diterapkan (*Icebreaker*) kepada mereka. [*Owh, it is crossed in its application, for example, today students a, b, c, and d, the next meeting students z, x, y, and so on until everyone gets a turn. The aim is to train children to participate and learn to be brave in giving their opinions. The point is to make the sample more specific. At least they understand what the purpose of what is applied (Icebreaker) to them.*]
- Interviewer : Baik mam, selanjutnya bagaimana dengan *high-risk icebreaker* ? Can you describe your high-risk icebreaker? (*Okay mam, then how about the high-risk icebreaker? Can you describe your high-risk icebreaker?*)
- Mrs. Uci : Untuk *high-risk icebreaker* itu harus disesuaikan dengan materinya. Misalnya materinya tentang *recount text* atau *past tense*. Misalnya, “Pada hari minggu aku dan keluargaku pergi ke Bengkulu” selanjutnya dilanjutkan oleh siswa *and so on* (*Training their believe/reliance on others*). Kalo udah masuk *high-risk icebreaker* itu tidak hanya sekedar *interest*-nya mereka saja tetapi lebih spesifik lagi. Sebelum menerapin *high-risk icebreaker* ini, biasanya saya menyuruh anak untuk persiapan lebih dahulu, seperti baca materi terkait agar prosesnya nanti berjalan dengan baik. [*For high-risk icebreakers, it must be adjusted to the material. For example, the material is about recount text or past tense. For example, "On Sunday my family and I went to Bengkulu" then continued by students and so on (Training their belief/reliance on others)*]. *High-risk icebreaker is not just their basic interest, but more*

- specifically on their personal interest. Before applying this high-risk icebreaker, I usually tell the children to prepare first, such as reading related material so that the process will run well.]*
- Interviewer : Berapa sering ya, Mrs. Uci menerapkan *high-risk icebreaker* di dalam kelas? (*How often does Mrs. Uci use high-risk icebreakers in class?*)
- Interviewer : Biasanya saya terapkan mendekati akhir bab pelajaran, atau akhir ujian. Terkadang juga mengukur kesiapan anak juga tentang materi yang telah dipelajari. (*I usually use it near the end of the chapter or near the end of the semester test. Sometimes it also measures the students' readiness to learn the material.*)
- Interviewer : Cara Mrs. Uci menilai *high-risk icebreaker* yang diterapkan itu efektif itu bagaimana ya? (*How does Mrs. Uci assess the effectiveness of the high-risk icebreaker?*)
- Mrs. Uci : Terkadang efektif, atau terkadang tidak. Intinya setiap kegiatan yang diterapkan itu setidaknya anak mengerti apa yang sedang dilakukan walaupun hanya sedikit (*Mrs. Uci seems associated this icebreaker with learning material*). (*Sometimes it's effective, or sometimes it's not. The point is that every activity that is implemented, at least the child understands what is being done, even if only a little.*)
- Interviewer : Apakah ada *criteria* tertentu yang harus ada dalam *icebreaker*? (*Are there certain criteria that must be present in an icebreaker?*)
- Mrs. Uci : Intinya, *icebreaker* itu membantu mereka dalam mengerti materi belajar, dan juga agar mereka tidak bosan. Selama anak *fun* dan paham, maka *icebreaker*-nya dapat di terapkan. (*In essence, icebreakers help them understand the material and also keep them from getting bored. As long as the kids are having fun and understand (What is going on), the icebreaker can be used.*)
- Interviewer : Bagaimana cara Mrs. Uci beradaptasi dalam menyesuaikan penggunaan *icebreaker* kepada siswa? (*How did you adapt the use of icebreakers to the students?*)
- Mrs. Uci : Sebagaimana kita ketahui, terdapat banyak macam *icebreaker* yang tersedia di luar sana, maka dari itu biasanya saya memahami dulu *icebreaker* apa yang akan digunakan sebelum diterapkan di dalam kelas. Misalnya setelah diterapkan di kelas kita lihat reaksi siswa paham atau tidak, mungkin diterapkan lagi nanti untuk melihat apakah *icebreaker* yang diterapkan benar-benar memiliki efek terhadap siswa. (*As we know, there are many kinds of icebreakers available out there, so usually, I first understand what icebreaker to use before applying it in class. For example, after the icebreaker is applied in class, we see whether the students' responses are understood or not, and perhaps*

apply it again later to see if the icebreaker that was applied really had an effect on the students.)

Interviewer : *Alright thank you for your time.*

Mrs. Uci : *You're welcome.*

APPENDIX V

TRANSCRIPT ANALYSIS RESULTS

No	Interviewed Teachers	Theme	Codes Included	Codes Description
1.	Karmila D. Br Siregar S.Pd, Gr.	Types of Icebreakers	Low-risk icebreakers Counting, marina dancing on the tower (focus training with body movement), and gendang-gendang (auditory training with body movement).	Their use does not depend on the lesson.
			Medium-risk Icebreakers Guessing characteristics of something or interpreting pictures according to students understanding (Interest).	There is mutual agreement between students and teachers on the medium-risk icebreaker to be used.
			High-risk Icebreakers. Question and answer icebreaker.	Related with students' personal thoughts and experience.
		Frequencies of Icebreaker Use	Low-risk icebreakers At specific times. Icebreakers can be used in any lesson and usually last 10 to 20 minutes.	They are used during less urgent or complex learning periods (Learning Material Intensity).
			Medium-risk Icebreakers Applied for about half of the meetings in a semester. (10 times)	It needs carefully to be prepared.
			High-risk Icebreakers It is rarely used. Usually near the exams. About 2-4 times a year (two semesters).	Usually applied when the exams are near as well as to evaluate (Students).
			Low-risk icebreakers	

		The Effectiveness of Icebreaker	90% effective on female classes, but only 60% effective on male classes at best.	Female students in general follow whatever kind of low-risk icebreaker activities applied to them, except male students who prefer more active low-risk icebreaker activities.
			Medium-risk Icebreakers More effective and much preferable for male students.	Male students show a preference for discussing their interests, especially when it comes to sharing what they enjoy.
			High-risk Icebreakers. More effective than the medium-risk icebreaker at certain times and can strengthen trust between students and teachers.	There is an emphasis that for this icebreaker (personal sensitive information) the students convey is enough to be in the classroom, not told outside.
		The Fundamental Criteria of Icebreaker	The icebreakers used need to make the students feel better and happy.	Each icebreaker must convey wisdom, such as fostering students' sense of responsibility and obedience to the teacher.
		Adaptation of Icebreaker Activities for Diverse Student Needs	Use the icebreakers in each class and then evaluate their effectiveness to determine which class works best.	Apply the icebreakers according to the needs of the students.
2.	Muchroji, S.Pd.I.	Types of Icebreakers	Low-risk Icebreakers Usually, it starts with counting, and sometimes clapping.	These two icebreakers are the simplest and are usually used often to help students focus.
			Medium-risk Icebreakers Physical movement icebreakers	It will be prepared in advance and has confirmed it with the students. For example, a guessing icebreaker (A learning material) something.
			High-risk Icebreakers Personal discussion.	The teacher's perspective of this icebreaker type is more like a discussion.

		Frequencies of Icebreaker Use	Low-risk Icebreakers Twice within a week per class.	Quite frequently, there can be up to 12 icebreakers depending on class time. Usually used at the beginning of the class, especially in the afternoon class.		
			Medium-risk Icebreakers No more than three or four times in a semester.	It is used at the end of the material, as exams or post-tests are near, or at the end of the material to help solidify children's understanding.		
			High-risk Icebreakers -	He did not apply this icebreaker in his class.		
		The Effectiveness of Icebreaker	Low-risk Icebreakers Useful and very effective in getting students excited.	By preparing the students with an icebreaker, the physical and mental conditions for learning will be improved.		
			Medium-risk Icebreakers As effective as low-risk icebreaker activities.	This medium-risk icebreaker takes more time to use than a low-risk one.		
			High-risk Icebreakers -	-		
		The Fundamental Criteria of Icebreaker	Based on the needs of the material it must be present.	It depends on the material. The heavier the material, the longer the icebreaker, and of course it must be a fun activity.		
		Adaptation of Icebreaker Activities for Diverse Student Needs	According to students' gender.	For girls, any type of icebreaker is generally exciting, whereas boys often prefer activities involving physical movement, avoiding stagnant options.		
		3.	Uci Sherly Rimadhanti, S.Pd.	Types of Icebreakers	Low-risk Icebreakers Clapping, flying marker, and naming body parts.	They clap until a stop code is given (late students are punished), sometimes play with markers, and clap when I throw the marker. They also use body parts, for example, holding a part of the face when I mention it in English.

			<p>Medium-risk Icebreakers Question and answer icebreaker.</p>	The medium-risk icebreaker is related to the material. For example, if the material is descriptive text, the student will tell a story first, or the teacher will lure them in by asking about their personal interest related to the lesson.
			<p>High-risk Icebreakers A question-and-answer activity that covers students' personal experiences.</p>	Teachers tell students to prepare before using this high-risk icebreaker.
	Frequencies of Icebreaker Use	<p>Low-risk Icebreakers Situational. Almost applied in every meeting.</p>		The application is simple and not too complicated. It can be used at the beginning, middle, and end of the learning process, depending on the mood of the students.
		<p>Medium-risk Icebreakers More situational than a low-risk icebreaker.</p>	Depending on the material and sample, the selection will be selective, but eventually, all students will get their turn.	
		<p>High-risk Icebreakers At the end of the chapter or semester.</p>	It also helps teachers know when students are ready to learn.	
	The Effectiveness of Icebreaker	<p>Low-risk Icebreakers Use it in all classes and then find out how students respond to using the icebreaker.</p>		Before using the icebreaker, we need to get to know the students. They are all different. Some like to be active, others do not.
		<p>Medium-risk Icebreakers The application is rotated; for example, today it's students A, B, C, and D, and in the next meeting, it's students Z, X, Y, and so on, ensuring everyone gets a turn.</p>		The implementation is not done at the same time, but on different days until every student has had their turn.
		<p>High-risk Icebreakers Fifty/fifty percent.</p>		For every icebreaker activity that is done, at least the child understands what is being done, even if only a little.

		The Fundamental Criteria of Icebreaker	To help students excited to understand the material and to keep them from getting bored.	As long as the students have fun and understand, the icebreaker can be used.
		Adaptation of Icebreaker Activities for Diverse Student Needs	Understand the icebreaker to be used before using it in class, and then evaluate it after the icebreaker is implemented.	After using the icebreaker, we assess students' understanding and may use it again later to evaluate its effectiveness.

APPENDIX VI

LIST OF OBSERVATION FINDINGS

1st Observation **Teacher Name :** Uci Sherly Rimadhanti, S.Pd. **(Describe with Drawing)**

No	Aspect	Indicators	Sub Indicators	Items	Yes	No	Notes
1.	Implementation of Icebreaker Activities	1. Adherence to Principles of Icebreaker Activity (Pack, 2015)	1. Voluntary Participation	1. The teacher explicitly states that participation is voluntary. 2. Students are given the option to pass or not participate without pressure.		✓ ✓	The teacher not really state that in the early stages of learning. Students seem willing to participate, but they have not expressed whether they want to or not.
			2. Confidentiality	3. The teacher ensures that the personal information shared is kept confidential 4. The teacher creates a safe space for sharing by setting confidentiality rules.		✓ ✓	The applied icebreaker is not related to personal issues but their interest in something. The teacher created a comfortable space for students to participate in the icebreaker session but it was not in a confidentiality/serious case.

			3. Monitoring the Progress of Icebreaker Activities	5. The teacher observes and assesses students' engagement during the activity. 6. The teacher adjusts the activity based on student feedback or observation.	✓ ✓		The teacher seemed to check the students' icebreaker progress one by one. The learning situation is more focused and not playful. The teacher adapted the icebreaker to relate to the learning material.
			4. Consideration of Participants	7. The teacher chooses activities that are not culturally sensitive and inclusive. 8. The teacher ensures that activities are accessible to all students, considering any potential barriers.	✓ ✓		Focus on student interest instead. Every student did the icebreaker.
		2. Implementation of Different Types of Icebreaker Activities (Pack, 2015)	5. Low-risk Icebreaker Activities	9. The activities are non-threatening and comfortable for all participants. 10. The activities involve simple games or discussions on non-sensitive topics.	- -	- -	-
			6. Medium-risk Icebreaker Activities	11. The activities require participants to share personal preferences or experiences.	✓		The icebreaker focuses on describing the student's interest in hobbies, preferences, etc. The teacher also engages students about their interests by drawing specific objects on the board.

				12. The activities are designed to foster deeper connections while maintaining comfort.	✓		To get a deeper connection to themselves (the students) and to the teacher.
			7. High-risk Icebreaker Activities	13. The activities involve more intimate or emotionally charged discussions. 14. Trust-building exercises or physical interaction are included in the activities.	- -	- -	-
		3. Overall Effectiveness and Engagement (Pack, 2015)	8. Teacher Facilitation	15. The teacher effectively manages the flow of the activity. 16. The teacher provides clear instructions and support throughout the activity.	✓ ✓		Yes. By checking them one by one during the icebreaker. She explained well enough for the students to understand.
			9. Achievement of Learning Goals	17. The icebreaker activities align with the intended learning goals. 18. The learning outcomes of the activities are clearly defined and achieved.	✓	✓	In line with the material (descriptive text). It did not seem that the results were achieved, but the icebreaker activity was well executed.

2nd Observation

Teacher Name : Karmilla Dewi BR Siregar S.Pd (Question and Answer)

No	Aspect	Indicators	Sub Indicators	Items	Yes	No	Notes
1.	Implementation of Icebreaker Activities	1. Adherence to Principles of Icebreaker Activity (Pack, 2015)	1. Voluntary Participation	1. The teacher explicitly states that participation is voluntary.		✓	The teacher did not explicitly state the activity directly saying the activity is voluntary.
				2. Students are given the option to pass or not participate without pressure.		✓	Nope, but the students just follow whatever the icebreakers just fine.
			2. Confidentiality	3. The teacher ensures that personal information shared is kept confidential.		✓	The implemented icebreaker is not something related to sensitive information, only personal interest.
				4. The teacher creates a safe space for sharing by setting confidentiality rules.	✓	The students seemed eager to share their interest in something.	
3. Monitoring the Progress of Icebreaker Activities	5. The teacher observes and assesses students' engagement during the activity.	✓	The teacher checked each student individually during the icebreaker activity to make sure students were excited.				
	6. The teacher makes adjustments to the activity based on student feedback or observation.	✓	By observing how students react and follow the icebreaker.				
4. Consideration to Participants	7. The teacher chooses activities that are not culturally sensitive and inclusive.	✓	Related to students' personal preferences, not sensitive matters.				
	8. The teacher ensures that activities are accessible to	✓					

				all students, considering any potential barriers.			All students follow the icebreakers accordingly, although some of them misunderstand the icebreakers a bit.
	2. Implementation of Different Types of Icebreaker Activities (Pack, 2015)	5. Low-risk Icebreaker Activities	9. The activities are non-threatening and comfortable for all participants. 10. The activities involve simple games or discussions on non-sensitive topics.	- -	- -	-	
		6. Medium-risk Icebreaker Activities	11. The activities require participants to share personal preferences or experiences. 12. The activities are designed to foster deeper connections while maintaining comfort.	✓ ✓			Since the material is related to descriptive text, the teacher used a medium-risk icebreaker activity to encourage students to describe their personal interests. Students seem to have good conversations with their peers as well as with the teacher.
		7. High-risk Icebreaker Activities	13. The activities involve more intimate or emotionally charged discussions. 14. Trust-building exercises or physical interaction are included in the activities.	- -	- -	-	

		3. Overall Effectiveness and Engagement (Pack, 2015)	8. Teacher Facilitation	15. The teacher effectively manages the flow of the activity.	✓	It was not really effective at certain points, and the students were sometimes busy with their own things. Only at certain times, not all the time.
				16. The teacher provides clear instructions and support throughout the activity.	✓	
			9. Achievement of Learning Goals	17. The icebreaker activities align with the intended learning goals.	✓	In line with today's material, descriptive text and students seemed to be able to describe themselves. Students learned little about today's material. (Describe something).
				18. The learning outcomes of the activities are clearly defined and achieved.	✓	

3rd Observation Name : Muchroji S.Pd.I (The teacher only did **brainstorming** instead of **icebreakers**)

No	Aspect	Indicators	Sub Indicators	Items	Yes	No	Notes
1.	Implementation of Icebreaker Activities	1. Adherence to Principles of Icebreaker Activity (Pack, 2015)	1. Voluntary Participation	1. The teacher explicitly states that participation is voluntary. 2. Students are given the option to pass or not participate without pressure.	-	-	-
			2. Confidentiality	3. The teacher ensures that personal information shared is kept confidential. 4. The teacher creates a safe space for sharing by setting confidentiality rules.	-	-	-
			3. Monitoring the Progress of Icebreaker Activities	5. The teacher observes and assesses students' engagement during the activity. 6. The teacher makes adjustments to the activity based on student feedback or observation.	-	-	-
			4. Consideration to Participants	7. The teacher chooses activities that are not culturally sensitive and inclusive. 8. The teacher ensures that activities are accessible to	-	-	-

				all students, considering any potential barriers.			
	2. Implementation of Different Types of Icebreaker Activities (Pack, 2015)	5. Low-risk Icebreaker Activities	9. The activities are non-threatening and comfortable for all participants. 10. The activities involve simple games or discussions on non-sensitive topics.	-	-	-	
6. Medium-risk Icebreaker Activities		11. The activities require participants to share personal preferences or experiences. 12. The activities are designed to foster deeper connections while maintaining comfort.	-	-	-		
7. High-risk Icebreaker Activities		13. The activities involve more intimate or emotionally charged discussions. 14. Trust-building exercises or physical interaction are included in the activities.	-	-	-		

		3. Overall Effectiveness and Engagement (Pack, 2015)	8. Teacher Facilitation	15. The teacher effectively manages the flow of the activity. 16. The teacher provides clear instructions and support throughout the activity.	-	-	-
			9. Achievement of Learning Goals	17. The icebreaker activities align with the intended learning goals. 18. The learning outcomes of the activities are clearly defined and achieved.	-	-	-

4th Observation **Teacher Name : Karmilla Dewi BR Siregar S.Pd (Clapping)**

No	Aspect	Indicators	Sub Indicators	Items	Yes	No	Notes
1.	Implementation of Icebreaker Activities	1. Adherence to Principles of Icebreaker Activity (Pack, 2015)	1. Voluntary Participation	1. The teacher explicitly states that participation is voluntary.		✓	She stated the activity but did not explicitly ask the students if they wanted to do it or not.
				2. Students are given the option to pass or not participate without pressure.		✓	Students just followed what the teacher told them to do.
			2. Confidentiality	3. The teacher ensures that personal information shared is kept confidential.	-	-	The icebreaker is not related to students' personal information.
				4. The teacher creates a safe space for sharing by setting confidentiality rules.	-	-	
3. Monitoring the Progress of Icebreaker Activities	5. The teacher observes and assesses students' engagement during the activity.	✓	She checked the progress of the students' icebreakers throughout the learning phases.				
	6. The teacher makes adjustments to the activity based on student feedback or observation.	✓		The icebreaker activity is implemented at all stages as the material requires a lot of focus from the students.			
4. Consideration to Participants	7. The teacher chooses activities that are not culturally sensitive and inclusive.	✓	Low-risk icebreaker, focus on fun.				
8. The teacher ensures that activities are accessible to							

				all students, considering any potential barriers.	✓		All students enthusiastically participate in the icebreaker.	
		2. Implementation of Different Types of Icebreaker Activities (Pack, 2015)	5. Low-risk Icebreaker Activities	9. The activities are non-threatening and comfortable for all participants.	✓		The implementation was quite simple, and students did the icebreaker with ease.	
				10. The activities involve simple games or discussions on non-sensitive topics.	✓		Clapping and body movement at all phases of the learning process.	
			6. Medium-risk Icebreaker Activities	11. The activities require participants to share personal preferences or experiences.	-	-		-
				12. The activities are designed to foster deeper connections while maintaining comfort.	-	-		-
			7. High-risk Icebreaker Activities	13. The activities involve more intimate or emotionally charged discussions.	-	-		-
				14. Trust-building exercises or physical interaction are included in the activities.	-	-		-

		3. Overall Effectiveness and Engagement (Pack, 2015)	8. Teacher Facilitation	15. The teacher effectively manages the flow of the activity.	✓		She controls the flow of the activity at specific phases of learning.
					16. The teacher provides clear instructions and support throughout the activity.	✓	
			9. Achievement of Learning Goals	17. The icebreaker activities align with the intended learning goals.		✓	Not related at all.
				18. The learning outcomes of the activities are clearly defined and achieved.	✓		The icebreaker that was implemented seemed to help students regain focus much more quickly.

5th Observation **Teacher Name : Karmilla Dewi BR Siregar S.Pd (Whispering icebreaker)**

No	Aspect	Indicators	Sub Indicators	Items	Yes	No	Notes
1.	Implementation of Icebreaker Activities	1. Adherence to Principles of Icebreaker Activity (Pack, 2015)	1. Voluntary Participation	1. The teacher explicitly states that participation is voluntary. 2. Students are given the option to pass or not participate without pressure.		✓ ✓	She stated the activity but did not state whether the activity was voluntary. Students do not really mind and just follow the activity.
			2. Confidentiality	3. The teacher ensures that personal information shared is kept confidential. 4. The teacher creates a safe space for sharing by setting confidentiality rules.	- -	- -	The icebreaker implemented is fun-oriented only, not related to personal information.
			3. Monitoring the Progress of Icebreaker Activities	5. The teacher observes and assesses students' engagement during the activity. 6. The teacher makes adjustments to the activity based on student feedback or observation.	✓ ✓		The teacher observed each student's engagement during the icebreaker process. The teacher made some adjustments to make sure the activity went well, such as giving a warning or punishment (Eliminating students from the game).
			4. Consideration to Participants	7. The teacher chooses activities that are not culturally sensitive and inclusive. 8. The teacher ensures that activities are accessible to	✓		Focusing on regaining students' mood to learn only.

				all students, considering any potential barriers.	✓		Each student participates in the ice-breaker activities, although some do not seem to be very interested.	
		2. Implementation of Different Types of Ice-breaker Activities (Pack, 2015)	5. Low-risk Ice-breaker Activities	9. The activities are non-threatening and comfortable for all participants.	✓		The activity conducted relied on the students' listening skills, which sometimes led to misunderstandings of the message, causing hilarious reactions among the students.	
				10. The activities involve simple games or discussions on non-sensitive topics.	✓		Whisper icebreaker, if the last person to deliver the wrong message then his team gets a penalty (get fewer points).	
			6. Medium-risk Icebreaker Activities	11. The activities require participants to share personal preferences or experiences.	-	-		-
				12. The activities are designed to foster deeper connections while maintaining comfort.	-	-		-
		7. High-risk Ice-breaker Activities	13. The activities involve more intimate or emotionally charged discussions.	-	-			
			14. Trust-building exercises or physical interaction are included in the activities.	-	-			

		3. Overall Effectiveness and Engagement (Pack, 2015)	8. Teacher Facilitation	15. The teacher effectively manages the flow of the activity. 16. The teacher provides clear instructions and support throughout the activity.	✓ ✓		The teacher guides the students through the icebreaker until it is completed. The teacher clearly stated the instructions before the activity began.
			9. Achievement of Learning Goals	17. The icebreaker activities align with the intended learning goals. 18. The learning outcomes of the activities are clearly defined and achieved.	✓ ✓		Not related at all, just to make sure the students are in a good mood to learn. The purpose was just to make the students happy and have fun.

6th Observation Name : Muchroji S.Pd.I (Clapping. Catch the Bottle and Marker Delivery.)

No	Aspect	Indicators	Sub Indicators	Items	Yes	No	Notes
1.	Implementation of Icebreaker Activities	1. Adherence to Principles of Icebreaker Activity (Pack, 2015)	1. Voluntary Participation	1. The teacher explicitly states that participation is voluntary. 2. Students are given the option to pass or not participate without pressure.		✓	Straight to implementation without asking the student.
			2. Confidentiality	3. The teacher ensures that personal information shared is kept confidential. 4. The teacher creates a safe space for sharing by setting confidentiality rules.	-	-	Not related to students' personal information.
			3. Monitoring the Progress of Icebreaker Activities	5. The teacher observes and assesses students' engagement during the activity. 6. The teacher makes adjustments to the activity based on student feedback or observation.	✓	✓	Until the end of activities. He just used his own icebreakers without too much consideration of the student's feedback, but the student seemed fine.
			4. Consideration to Participants	7. The teacher chooses activities that are not culturally sensitive and inclusive. 8. The teacher ensures that activities are accessible to	✓		Fun-oriented only.

				all students, considering any potential barriers.	✓		Each student eagerly follows the activities.
		2. Implementation of Different Types of Icebreaker Activities (Pack, 2015)	5. Low-risk Icebreaker Activities	9. The activities are non-threatening and comfortable for all participants. 10. The activities involve simple games or discussions on non-sensitive topics.	✓ ✓		Every student seemed to enjoy the activities throughout the process. Clapping, Catch the Bottle, Marker Delivery.
			6. Medium-risk Icebreaker Activities	11. The activities require participants to share personal preferences or experiences. 12. The activities are designed to foster deeper connections while maintaining comfort.	- -	- -	-
			7. High-risk Icebreaker Activities	13. The activities involve more intimate or emotionally charged discussions. 14. Trust-building exercises or physical interaction are included in the activities.	- -	- -	-

		3. Overall Effectiveness and Engagement (Pack, 2015)	8. Teacher Facilitation	15. The teacher effectively manages the flow of the activity.	✓		Although in some cases students seemed confused about what to do, all of the icebreakers were done well.
					16. The teacher provides clear instructions and support throughout the activity.		✓
			9. Achievement of Learning Goals	17. The icebreaker activities align with the intended learning goals.		✓	Not related.
					18. The learning outcomes of the activities are clearly defined and achieved.	✓	Focus only on creating a happy atmosphere among students.

7th ObservationTeacher Name : Karmilla Dewi BR Siregar S.Pd (**Musical Chair**, female class)

No	Aspect	Indicators	Sub Indicators	Items	Yes	No	Notes
1.	Implementation of Icebreaker Activities	1. Adherence to Principles of Icebreaker Activity (Pack, 2015)	1. Voluntary Participation	1. The teacher explicitly states that participation is voluntary.	✓		At this meeting, the teacher made it clear that this activity was voluntary and the students seemed to want to participate.
				2. Students are given the option to pass or not participate without pressure.	✓		Students agree to participate in this icebreaker.
			2. Confidentiality	3. The teacher ensures that personal information shared is kept confidential.	-	-	Not related to any personal details of students.
				4. The teacher creates a safe space for sharing by setting confidentiality rules.	-	-	
3. Monitoring the Progress of Icebreaker Activities	5. The teacher observes and assesses students' engagement during the activity.	✓		She observed the icebreaker process until the end of the activities.			
	6. The teacher makes adjustments to the activity based on student feedback or observation.	✓		The activities implemented seemed to be based on what the students preferred.			
4. Consideration to Participants	7. The teacher chooses activities that are not culturally sensitive and inclusive.	✓		Focus on getting rid of students' boredom.			

				8. The teacher ensures that activities are accessible to all students, considering any potential barriers.	✓		Accessibility is present, all students follow the icebreaker in the correct order.	
		2. Implementation of Different Types of Icebreaker Activities (Pack, 2015)	5. Low-risk Icebreaker Activities	9. The activities are non-threatening and comfortable for all participants.	✓		The students seemed so enthusiastic and followed the activity until the end of the icebreaker.	
				10. The activities involve simple games or discussions on non-sensitive topics.	✓		Musical Chair. Students compete to sit on the chair when the music stops, and the total number of chairs gets smaller and smaller until the last person sits on the last chair.	
			6. Medium-risk Icebreaker Activities	11. The activities require participants to share personal preferences or experiences.	-	-		-
				12. The activities are designed to foster deeper connections while maintaining comfort.	-	-		-
			7. High-risk Icebreaker Activities	13. The activities involve more intimate or emotionally charged discussions.	-	-	-	

				14. Trust-building exercises or physical interaction are included in the activities.	-	-	
		3. Overall Effectiveness and Engagement (Pack, 2015)	8. Teacher Facilitation	15. The teacher effectively manages the flow of the activity.	✓		The teacher implemented the icebreaker well.
				16. The teacher provides clear instructions and support throughout the activity.	✓		All students followed the activity as described by the teacher prior to the icebreaker.
			9. Achievement of Learning Goals	17. The icebreaker activities align with the intended learning goals.	✓		In line with today's theme, to train students' listening and decision-making.
				18. The learning outcomes of the activities are clearly defined and achieved.	✓		Icebreaker is well implemented and in line with today's learning material, which is to train students' sharpness before the learning process begins.

8th Observation

Teacher Name : Karmilla Dewi BR Siregar S.Pd (**Musical Chair**, different class, male students)

No	Aspect	Indicators	Sub Indicators	Items	Yes	No	Notes
1.	Implementation of Icebreaker Activities	1. Adherence to Principles of Icebreaker Activity (Pack, 2015)	1. Voluntary Participation	1. The teacher explicitly states that participation is voluntary.		✓	The teacher did not state this.
				2. Students are given the option to pass or not participate without pressure.		✓	Some students were unwilling to follow the activities but kept doing them anyway.
			2. Confidentiality	3. The teacher ensures that personal information shared is kept confidential.	-	-	Not related to students' personal information.
				4. The teacher creates a safe space for sharing by setting confidentiality rules.	-	-	
3. Monitoring the Progress of Icebreaker Activities	5. The teacher observes and assesses students' engagement during the activity.	✓		She verified that each student was correctly executing the icebreaker. She continued in implementing it despite the apparent lack of engagement from a few students.			
	6. The teacher makes adjustments to the activity based on student feedback or observation.		✓				
4. Consideration to Participants	7. The teacher chooses activities that are not culturally sensitive and inclusive.	✓		Only focus on creating a happy atmosphere for learning.			
8. The teacher ensures that activities are accessible to							

				all students, considering any potential barriers.	✓		All the students participated, and even a few of them seemed bored. Overall, they were quite interested and seemed happy.
		2. Implementation of Different Types of Icebreaker Activities (Pack, 2015)	5. Low-risk Icebreaker Activities	9. The activities are non-threatening and comfortable for all participants. 10. The activities involve simple games or discussions on non-sensitive topics.	✓ ✓		The icebreaker trained the students to be ready and quick to determine something through listening and body movement. Nothing complicated, just like the musical in the other class.
			6. Medium-risk Icebreaker Activities	11. The activities require participants to share personal preferences or experiences. 12. The activities are designed to foster deeper connections while maintaining comfort.	- -	- -	-
			7. High-risk Icebreaker Activities	13. The activities involve more intimate or emotionally charged discussions. 14. Trust-building exercises or physical interaction are included in the activities.	- -	- -	-

		3. Overall Effectiveness and Engagement (Pack, 2015)	8. Teacher Facilitation	15. The teacher effectively manages the flow of the activity. 16. The teacher provides clear instructions and support throughout the activity.	✓ ✓	Not entirely effective, but implemented well enough. The instructions were clear, and the teacher guided the students accordingly.
			9. Achievement of Learning Goals	17. The icebreaker activities align with the intended learning goals. 18. The learning outcomes of the activities are clearly defined and achieved.	✓ ✓	The activity was not aligned with the learning objectives. It was purely recreational and did not involve any educational material.

APPENDIX VII

QUESTIONNAIRE FINDINGS AND ANALYSIS

CLASS 8F																					
MALE CLASS																					
No.	Students	Questions Total																Max	Score Percentage		
		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Score Total		Score	
1	S1	4	4	4	3	3	3	3	4	3	3	4	3	3	3	3	3	53	80	66,25	
2	S2	3	2	4	2	3	2	3	3	2	2	2	2	3	3	2	3	41	80	51,25	
3	S3	5	4	5	5	5	5	4	5	4	5	4	4	5	4	4	4	72	80	90	
4	S4	4	4	3	4	4	4	4	4	3	4	3	4	4	4	4	4	61	80	76,25	
5	S5	4	3	3	3	4	3	4	3	4	3	4	3	4	3	4	3	55	80	68,75	
6	S6	4	3	3	3	3	3	3	4	3	3	3	3	3	4	3	3	51	80	63,75	
7	S7	4	3	3	3	4	3	4	4	4	3	5	4	5	4	3	4	60	80	75	
8	S8	3	3	4	3	4	4	5	4	3	2	2	3	3	5	4	3	55	80	68,75	
9	S9	3	3	2	3	3	3	2	3	3	3	3	3	3	2	3	3	45	80	56,25	
10	S10	3	5	4	3	5	3	4	3	5	3	3	3	3	3	3	3	56	80	70	
11	S11	3	3	4	3	4	4	4	3	3	3	3	3	4	3	3	3	53	80	66,25	
12	S12	3	4	3	3	4	3	3	4	3	4	4	3	3	4	3	4	55	80	68,75	
13	S13	3	4	3	5	4	4	4	3	3	3	4	4	3	3	5	4	59	80	73,75	
14	S14	4	4	4	3	4	4	4	4	4	3	3	3	4	3	4	3	58	80	72,5	
15	S15	4	3	3	3	3	3	4	4	4	4	3	3	4	3	3	3	54	80	67,5	
16	S16	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	80	80	100	
17	S17	4	3	5	4	3	5	3	4	5	3	4	2	3	4	4	3	59	80	73,75	
																			Percentage Average		71,10
Percentage		Category		(8F Male Class) Icebreaker activities have strong impact on students' self-confidence in speaking.																	
0% - 20%		Very Low		Percentage of the average result (71,10%) in the strong category.																	
21% - 40%		Low																			
41% - 60%		Medium																			
61% - 80%		Strong																			
81% - 100%		Very Strong																			

**CLASS 7D
FEMALE CLASS**

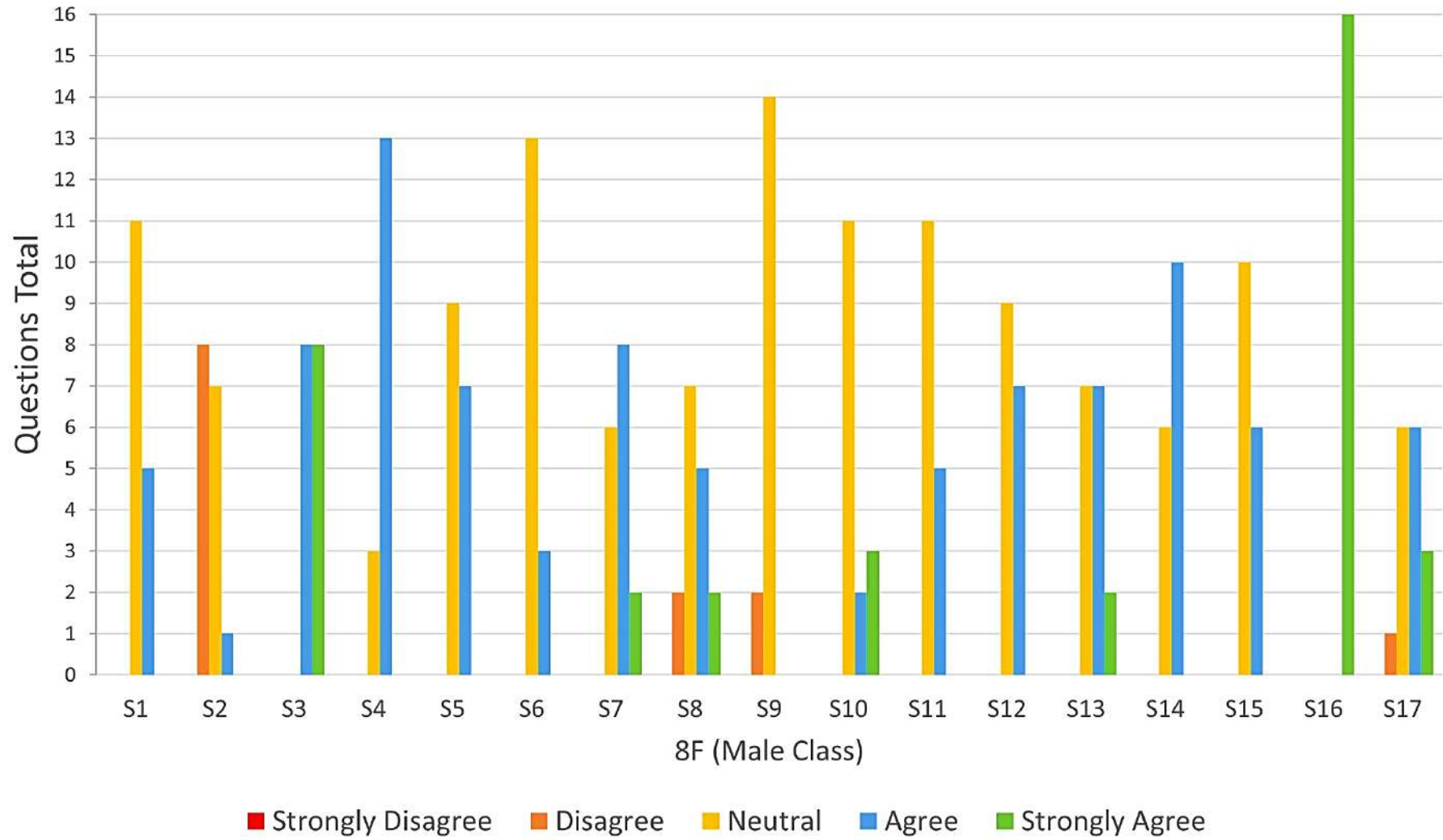
No.	Students	Questions Total																Max Score	Score Percentage	
		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16			Score Total
1	S1	4	3	3	4	4	4	3	3	4	3	3	3	4	5	4	5	59	80	73,75
2	S2	3	3	2	2	4	4	3	3	1	2	2	2	2	4	4	3	44	80	55
3	S3	3	4	4	2	3	3	4	2	2	3	3	3	2	2	2	2	44	80	55
4	S4	4	4	3	4	3	4	3	4	3	3	3	4	4	3	4	3	56	80	70
5	S5	5	4	1	3	5	4	4	3	4	4	4	4	4	4	4	5	62	80	77,5
6	S6	5	4	3	4	5	5	3	5	4	5	5	5	4	5	5	5	72	80	90
7	S7	4	4	2	3	4	5	4	4	4	3	4	4	4	4	3	4	60	80	75
8	S8	4	5	3	5	5	3	5	5	4	5	3	5	3	5	5	3	68	80	85
9	S9	5	5	5	4	5	5	4	5	5	4	3	4	5	5	5	4	73	80	91,25
10	S10	4	4	4	5	4	4	4	4	3	3	3	4	4	3	3	4	60	80	75
11	S11	4	4	4	3	4	4	5	4	4	3	4	4	4	4	4	5	64	80	80
12	S12	4	4	3	4	4	4	4	4	4	4	4	4	4	4	4	4	63	80	78,75
13	S13	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	64	80	80
14	S14	5	5	4	3	3	4	5	3	5	2	4	2	5	3	4	3	60	80	75
15	S15	3	4	5	3	3	4	4	3	3	4	4	3	5	4	4	4	60	80	75
16	S16	4	4	2	4	4	3	3	5	2	3	3	2	3	3	3	4	52	80	65
17	S17	4	4	2	3	5	4	4	4	3	4	4	4	4	3	4	4	60	80	75
18	S18	4	3	3	4	4	5	5	3	4	3	4	5	4	5	3	3	62	80	77,5
19	S19	5	5	2	5	4	4	4	4	4	5	5	5	4	4	4	4	68	80	85
20	S20	4	4	2	3	4	5	4	4	4	3	4	4	4	4	3	4	60	80	75
21	S21	5	4	3	4	5	5	3	5	4	5	5	5	4	5	5	5	72	80	90
22	S22	4	4	3	4	3	4	3	4	3	3	3	4	4	3	4	3	56	80	70

Percentage Average 75,07

Percentage	Category
0% - 20%	Very Low
21% - 40%	Low
41% - 60%	Medium
61% - 80%	Strong
81% - 100%	Very Strong

(7D Female Class) Icebreaker activities have **strong** impact on students' self-confidence in speaking.
Percentage of the average result (75.07%) in the **strong** category.

Questionnaire Results Chart



Questionnaire Results Chart

