

**THE EFFECTIVENESS OF ICE BREAKING IN IMPROVING
STUDENTS' SPEAKING SKILLS IN GRAMMAR ASPECTS**

**BY
RONA SALSABILA**



**ANTASARI STATE ISLAMIC UNIVERSITY
BANJARMASIN
2024 M/1446 H**

**THE EFFECTIVENESS OF ICE BREAKING IN IMPROVING
STUDENTS' SPEAKING SKILLS IN GRAMMAR ASPECTS**

Undergraduate Thesis

Presented to Faculty of Tarbiyah and Teacher Training
in partial fulfillment of the requirements for the degree of
Sarjana Pendidikan

By

**Rona Salsabila
SRN. 200101030010**

**ANTASARI STATE ISLAMIC UNIVERSITY
FACULTY OF TARBIYAH AND TEACHER TRAINING
ENGLISH EDUCATION DEPARTMENT
BANJARMASIN
2024 M/1446 H**

STATEMENT OF AUTHENTICITY

I, the undersigned, Rona Salsabila, declare that this undergraduate thesis is my original work, gathered and utilized specially to fulfill the purposes and objectives of this study, and has not been previously submitted to any other university for any degree or other purposes. I also declare that the publications cited in this work have been properly acknowledged. If someday, it is proven otherwise, I understand that my degree will be revoked.

Banjarmasin, September 30th 2024

The writer,



Rona Salsabila

PLAGIARISME LETTER



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI ANTASARI
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI TADRIS BAHASA INGGRIS**

Jalan Jenderal Ahmad Yani KM. 4,5 Banjarmasin Telepon (0511) 3253939 Faksimile (0511) 3274492
Web: www.ftk.iain-antasari.ac.id

SURAT BUKTI BEBAS PLAGIASI

Nomor: B-526/Un.14/III.1.f/PP.00.9/10/2024

Ketua Program Studi Tadris Bahasa Inggris menerangkan bahwa mahasiswa dengan identitas berikut:

Nama : Rona Salsabila
NIM : 200101030010
Program : S-1
Program Studi : Tadris Bahasa Inggris

Judul Skripsi:

The Effectiveness of Ice Breaking in Improving Students' Speaking Skills in Grammar Aspects

Hasil Uji Plagiasi : 17 %

Berdasarkan hasil uji plagiasi dengan menggunakan www.drillbitplagiarismcheck.com bahwa naskah skripsi ini dinyatakan memenuhi syarat batas maksimal plagiasi 25%.

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Banjarmasin, 03 Oktober 2024

Ketua Program Studi

Tadris Bahasa Inggris



Afifah Linda Sari

APPROVAL

Title : The Effectiveness Of Ice Breaking In Improving Students'
Speaking Skills In Grammar Aspects

Name : Rona Salsabila

SRN : 200101030010

Faculty : Tarbiyah dan Teacher Training

Program : Undergraduate Study (S-1)

Department : English Education Department

Academic Year : 2024/2025

Place Date of Birth : Sungai Danau, March 26th 2003

Address : Gg. Murni RT.09, Sungai Danau

After being checked and revised, the thesis has been approved to be examined in front of the board of Examiners of Faculty of Tarbiyah and Teacher Training UIN Antasari Banjarmasin.

Banjarmasin, September 30th 2024
Advisor



Fajranor, S.Pd., M.Pd
NIP. 199103262023211017

Acknowledged by
English Education Department
Tarbiyah and Teacher Training Banjarmasin,



VALIDATION

Title: The Effectiveness Of Ice Breaking In Improving Students' Speaking Skills In Grammar Aspects.

Name: Rona Salsabila, SRN 200101030010 has been examined by the beard of thesis examiners of Faculty of Tarbiyah and Teacher Training UIN Antasari Banjarmasin.

Day : Thursday




Date : October 10th, 2024

Score : 80,1 (A)



Dr. H. Hamdan, M.PN
NIP. 196604051993031005

THE BOARD OF EXAMINERS:

No	Name	Signature
1.	Afifah Linda Sari, S.S, M.Pd (Chaiperson)	1. 
2.	Hidayah Nor, S.Pd, M.Pd (Member)	2. 
3.	Fajrianor, S.Pd, M.Pd (Member)	3. 

ABSTRACT

Rona Salsabila. 200101030010. The Effectiveness Of Ice Breaking In Improving Students' Speaking Skills In Grammar Aspects. Thesis. English Education Department, Tarbiyah and Teacher Training Faculty, Antasari State Islamic University. Advisor: Fajrianor, M.Pd. 2024.

Keywords: Ice Breaking, Speaking, Grammar Aspect

This research was based on pre-observations made by researcher at MTsN 3 Tanah Bumbu, especially in class VIII, there was a problem where some students still had difficulty and made mistakes in pronunciation of English words when having a conversation because when the learning process students feel bored and not enthusiast because they feel difficult when learning English especially in grammar aspects. Regarding this problem, the author proposes a learning approach to improve students' speaking skills in grammar aspects with ice breaking activities. The objective of this research are: (1) Find out the results of the pre-test and post-test of students' speaking skills in the grammar aspect of the control class and the experimental class, (2) Find out whether there is a significant difference between the control class and the experimental class in improving students' speaking skills in the grammar aspect before and after being taught through ice breaking activities. This type of research is field research with a quantitative approach. The design of this study is an quasi experimental design. The population in this study were 72 students in two class grade VIII, where class VIII D was the control class and class VIII C was the experimental class. The statistical analysis used was a difference test, namely the t-test or Paired Sample T-test. The results of the study were: (1) Students' speaking skills in the grammar aspect in the control class were in the poor category with an average score of 1.7 on the pre-test and were in the fairly good category with an average score of 3 on the final test. Meanwhile, the experimental class was in the same category during the pre-test with an average value of 1.8 and then was in the good category in the post-test results with an average value of 4. (2) There was a significant difference between the control class and the experimental class in improving students' speaking skills in the grammatical aspect before and after being taught through icebreaking activities with a sig value of $0.00 < 0.05$ where H_a was accepted and H_0 was rejected, which means that there is a level of effectiveness in using icebreaking which can improve students' speaking skills in the grammatical aspect in the experimental class.

ABSTRAK

Rona Salsabila. 200101030010. *The Effectiveness of Ice Breaking in Improving Students' Speaking Skills in Grammar Aspects*. Skripsi. Jurusan Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Antasari. Dosen Pembimbing: Fajrianor, M.Pd. 2024.

Kata Kunci: *Ice Breaking*, Berbicara, Aspek Tata Bahasa

Penelitian ini berdasar pada hasil observasi awal yang dilakukan oleh peneliti di MTsN 3 Tanah Bumbu khususnya di kelas VIII, terdapat permasalahan dimana sebagian siswa masih mengalami kesulitan dan melakukan kesalahan dalam pengucapan kata-kata dalam bahasa Inggris ketika melakukan percakapan karena pada saat proses pembelajaran siswa merasa bosan dan kurang bersemangat karena merasa kesulitan ketika belajar bahasa Inggris khususnya pada aspek tata bahasa. Terkait dengan permasalahan tersebut, penulis mengusulkan suatu pendekatan pembelajaran untuk meningkatkan kemampuan berbicara siswa pada aspek tata bahasa dengan kegiatan ice breaking. Tujuan dari penelitian ini adalah: (1) Mengetahui hasil pre-test dan post-test kemampuan berbicara siswa pada aspek tata bahasa kelas kontrol dan kelas eksperimen, (2) Mengetahui apakah terdapat perbedaan yang signifikan antara kelas kontrol dan kelas eksperimen dalam meningkatkan kemampuan berbicara siswa pada aspek tata bahasa sebelum dan sesudah diajarkan melalui kegiatan ice breaking. Jenis penelitian ini adalah penelitian lapangan dengan pendekatan kuantitatif. Desain penelitian ini adalah desain quasi eksperimen. Populasi dalam penelitian ini adalah dua kelas siswa kelas VIII yang berjumlah 72 siswa, dimana kelas VIII D sebagai kelas kontrol dan kelas VIII C sebagai kelas eksperimen. Analisis statistik yang digunakan adalah uji perbedaan yaitu uji-t atau Paired Sample T-test. Hasil penelitian adalah: (1) Keterampilan berbicara siswa pada aspek grammar di kelas kontrol berada pada kategori kurang baik dengan nilai rata-rata 1,7 pada pre-test dan berada pada kategori cukup baik dengan nilai rata-rata 3 pada tes akhir. Sedangkan kelas eksperimen berada pada kategori yang sama pada saat pre-test dengan nilai rata-rata 1,8 kemudian berada pada kategori baik pada hasil post-test dengan nilai rata-rata 4. (2) Terdapat perbedaan yang signifikan antara kelas kontrol dan kelas eksperimen dalam peningkatan keterampilan berbicara siswa pada aspek tata bahasa sebelum dan sesudah diajarkan melalui kegiatan ice breaking dengan nilai sig sebesar $0,00 < 0,05$ dimana H_a diterima dan H_0 ditolak yang berarti terdapat tingkat keefektifan penggunaan ice breaking yang dapat meningkatkan keterampilan berbicara siswa pada aspek tata bahasa di kelas eksperimen.

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ
الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ وَالصَّلَاةُ وَالسَّلَامُ عَلَى أَشْرَفِ الْأَنْبِيَاءِ وَالْمُرْسَلِينَ سَيِّدِنَا
مُحَمَّدٍ وَعَلَى آلِهِ وَاصْحَابِهِ أَجْمَعِينَ. أَمَّا بَعْدُ.

Praise to Allah the Almighty who has been giving me guidance till the writer finished this thesis entitled “The Effectiveness Of Ice Breaking In Improving Students' Speaking Skills In Grammar Aspects”. Peace and salutation always be upon Prophet Muhammad P.B.U.H and all his friends who struggle for Allah. The writer like to express appreciation and gratitude to:

1. Dr. H. Hamdan, M.Pd as the Dean of Faculty of Tarbiyah and Teacher Training of Antasari State Islamic University and all his staff for their help in the Administrative matters.
2. Afifah Linda Sari, S.S, M.Pd, as the Head of English Education Department for the assistance and motivation.
3. My academic advisor, Drs. Saadillah, M.Pd, for the guidance and encouragement.
4. My thesis advisors, Fajrianor, M.Pd, for the guidance and encouragement; and also for every advice, help, suggestion, and correction in writing my thesis.
5. All lecturers and assistants at the Faculty of Tarbiyah and Teacher Training, especially for English Education Department, for their invaluable knowledge.
6. My Superhero and Role Model, Alm. H. Rudy, Alhamdulillah now the writer is at this stage. Thank you for fighting for the writer's life, even though he did

not have time to accompany the writer until she completed her undergraduate education, he always motivated the writer to fight and continue to survive until she had enough family. The lessons during his life are what led the writer to become a person who continues to learn to be better until now.

7. *Pintu surgaku*, Hj. Mariatul Kamilah, who never stops giving affection with full of love and always provides motivation, prayers, and support both mentally and materially until the writer is able to complete her studies to undergraduate level. May Allah SWT give blessings in the world and the best place in the hereafter, for being the best mother figure for the writer.
8. My younger sisters, Maudika Nabila and Keisha Azkia. Thank you for being part of the writer's life journey. Always believing in the writer's dreams to providing motivation to continue to show positive morals. Contributing a lot in supporting, entertaining, listening to complaints, and providing encouragement to never give up.
9. My bestfriends Amalia, Maria, Bebe, Ulima, Aisy, and Mutia who have accompanied the writer throughout the process, assisting in writing, and providing suggestions for the purposes of writing until this thesis is completed. Thank you for always accompanying the writer in difficult and happy times and providing many life experiences.
10. Someone whose presence is no less important, Muhammad Zaini, thank you for always accompanying the writer in good and bad times, listens to complaints and gives full support to the writer. Who has contributed in terms of energy, time, and materials so that this thesis can be completed properly.

11. Last but not least, I wanna thank me. I wanna thank me for believing in me, I wanna thank me for doing all this hard work, I wanna thank me for having no days off, I wanna thank me for never quitting, I wanna thank me for just being me at all times.

Finally, the writer hopes that this research will be useful for the next researchers. The writer admits that this research paper is not perfect yet. Therefore, suggestions will be expected to make it better.

Banjarmasin, Rabiul Awal 30th, 1446 A.H
September 4th, 2024, A.D



Writer

CONTENTS

COVER PAGE
TITLE PAGE	i
STATEMENT OF AUTHENTICITY	ii
PLAGIARISM CERTIFICATE	iii
APPROVAL	iv
VALIDATION	v
ABSTRACT	vi
ABSTRAK	vii
ACKNOWLEDGEMENT	viii
CONTENTS	xi
LIST OF FIGURE	xiii
LIST OF TABLE	xiv
LIST OF APPENDICES	xv
CHAPTER I INTRODUCTION	1
A. Background of Study	1
B. Definition of Key Terms	4
C. Research Questions	5
D. Objectives of Study	6
E. Significance of Study	6
CHAPTER II THEORETICAL REVIEW	7
A. Theoretical Review	7
1. Speaking Skills	7
2. Ice Breaking.....	11
3. Grammatical Aspects.....	14
B. Conceptual Framework	17

C. Review of Previous Study	19
CHAPTER III RESEARCH METHODS	22
A. Research Design	22
B. Research Setting	23
C. Population And Sample	24
D. Data And Data Sources	25
E. Technique of Data Collection	26
F. Research Instrument	27
G. Data Analysis	29
CHAPTER IV FINDINGS AND DISCUSSIONS	31
A. Findings	31
B. Discussions	45
CHAPTER V CLOSURE	48
A. Conclusion	48
B. Suggestion.....	49
REFERENCES	50
APPENDICES	52
CURRICULUM VITAE	98

LIST OF FIGURES

Figure 2.1 Conceptual Framework.....	19
Figure 3.1 Experimental Research Paradigm.....	23

LIST OF TABLE

Table 3.1 Experimental Research Design	22
Table 3.2 Research Population.....	24
Table 3.3 Speaking Scale Criteria in Grammatical Aspects	28
Table 3.4 N-Gain Earning Criteria.....	30
Table 4.1 Details of Meeting activities	31
Table 4.2 Analysis of Invalid Question Items.....	36
Table 4.3 Results of students' speaking skills in the grammatical aspect at MTsN 3 Tanah Bumbu	38
Table 4.4 Data on Results of the Normality Test for Pretest and Posttest in Experimental Class	39
Table 4.5 Data on Results of the Normality Test for Pretest and Posttest in Control Class	40
Table 4.6 Data Homogeneity Test Results of Experimental Class	41
Table 4.7 Data Homogeneity Test Results of Control Class	42
Table 4.8 Paired Sample T-test results.....	43
Table 4.9 N-Gain Earning Criteria.....	44

LIST OF APPENDICES

Appendix 1: Transliteration of Quran Verse.....	52
Appendix 2: Documentation	53
Appendix 3: <i>Alur Tujuan Pembelajaran (ATP)</i>	56
Appendix 4: Test Instrument Trial Questions.....	76
Appendix 5: Analysis of Invalid Questions	78
Appendix 6: Instrument Test Questions.....	79
Appendix 7: Results of Descriptive and Inferential Analysis.....	80
Appendix 8: “r” table	85
Appendix 9: Certificate of Seminar Proposal	86
Appendix 10: Seminar Proposal Letter	87
Appendix 11: Title Change Letter.....	88
Appendix 12: Research Letter.....	89
Appendix 13: Research Completion Letter.....	92
Appendix 14: Thesis Consultation Notes.....	93