

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Research Design**

This study used a qualitative approach with a descriptive design as it aimed to explore the benefits of implementing ice breaking activities in English language teaching. This research was conducted at SMP Negeri 2 Muara Teweh by involving English teachers and grade VIII D students as research subjects. This approach was chosen so that the researcher could deeply understand how ice breaking was applied and its impact on the teaching and learning process through data collection in the form of observation, interviews, and documentation. Moleong (2013) said in (Fiantika et al., 2022), qualitative research is a type of research that aims to thoroughly understand the phenomena experienced by the subject, such as behavior, perceptions, motivations, and actions. This understanding is done descriptively through the use of words and language in a certain natural context, and by utilizing various scientific methods.

Descriptive research is a type of research that aims to describe or explain a problem. This research is focused on systematically and accurately describing a population, condition, or phenomenon. This type of research is able to answer questions such as what, where, when, and how an event occurs, but is not designed to answer the question why (Fiantika et al., 2022).

In relation to the theories that have been explained, it can be concluded that this research uses a qualitative descriptive approach, which is considered the most suitable for understanding in depth the benefits of implementing ice breaking activities in English language teaching.

This approach allows researchers to explore various aspects, including the behavior, perceptions, and motivations of students and teachers in a natural learning context. By using the descriptive method, this research seeks to provide a systematic and structured description of the implementation of ice breaking activities including the time, place, and form of implementation.

Through this approach, researchers not only describe the facts, but also interpret the meaning behind the learning phenomena that occur. Thus, the research results are expected to make a significant contribution to the development of more effective and enjoyable teaching strategies.

## **B. Research Setting**

This research was conducted at SMP Negeri 2 Muara Teweh which is located in Kabupaten Barito Utara, Central Kalimantan. This school was chosen because it uses a fun way of learning and makes students more active, including ice breaking activities as a technique to help English language learning, and in accordance with the objectives to be achieved by the researcher.

### **C. Population and Sample/Participants**

The population of focus in this study were all students of class VII D at SMP Negeri 2 Muara Teweh, as well as one teacher who taught English in the class. In this study, the sample consisted of two students who were selected to be interviewed and observed to explore their views, experiences, and responses to the ice breaking activities implemented in the classroom. In addition, one teacher was also observed and interviewed to understand more deeply how the implementation of ice breaking activities took place in the English learning process.

### **D. Data**

In this section, the researcher explains the types of data collected in the study. The first source of data was obtained through classroom observations. The researcher observed the teaching and learning process, focusing especially on how the teacher implemented ice-breaking activities during English lessons. An observation sheet was used to record students' behavior and teacher strategies in real-time classroom situations.

To support and enrich the findings, the second source of data came from interviews. The researcher interviewed the English teacher and selected students to gain deeper insights into their experiences, perceptions, and opinions about the use of ice-breaking activities. These two types of data helped the researcher understand both the classroom implementation and its impact on student engagement and learning atmosphere.

## **E. Technique of Data Collection**

In this study, the researcher used two data collection methods, namely observation and interview. The researcher used two data collection techniques, namely observation to observe the learning process in the English class, and interviews to gather information from teachers and students.

### **1. Observation**

Based on (Siti Romdona et al., 2025), observation is a way to collect information by directly observing events or behaviors that occur at a particular location. Observation is usually carried out by researchers to record the activities, behavior, or situation of the object under study without intervening.

In this study, the observation technique was used to find out how teachers implemented ice breaking activities in English learning, as well as to see students' responses to these activities in the classroom. The researcher recorded the activities systematically using the observation sheet.

### **2. Interview**

According to (Sugiyono, 2013), interview is a data collection technique by conducting direct question and answer between researchers and respondents to obtain more in-depth information.

Researchers conducted interviews with English teachers and several students to explore their experiences in implementing and

responding to ice breaking activities. Through this technique, researchers obtained data regarding the planning, benefits, and challenges faced during the implementation of ice breaking in the learning process.

## **F. Data Analysis**

Data from observations and interviews have been collected to be analyzed. The researcher used a qualitative descriptive method to make the research results more in-depth. In processing the data, researchers followed the steps of Miles and Huberman (2014) in (Fiantika et al., 2022), data reduction, data presentation, and conclusion drawing.

### **1. Data Reduction**

Data reduction is the process of simplifying, sorting, and categorizing important information from interviews, observations, or documents to make it more focused and easier to understand. Excessive data is filtered and summarized according to the research objectives. Fiantika et al. (2022) state that reduced information will be easier to interpret and helps guide the next stages of data collection. In this study, data from observations and interviews were reduced by selecting relevant information that aligned with the research questions and objectives, ensuring that the findings remain focused and consistent.

### **2. Data Display**

After reducing the data, the next step is to organize the data that has been reduced to make it easier to read and interpret. In this study,

the data is presented in the form of tables and narrative descriptions to help researchers understand the patterns, relationships, and meanings of the data obtained. Data presentation is done systematically to make it easier for researchers to draw conclusions (Fiantika et al., 2022).

### 3. Conclusion Drawing

After the data reduction and display processes were completed, the researcher proceeded to the final step: drawing conclusions. At this stage, the researcher identified meanings, patterns, and relationships in the data to answer the research questions. The conclusions drawn not only summarize the main findings, but also interpret the meaning behind the data in the context of the study. Furthermore, the researcher conducted verification to ensure the truth and accuracy of the data by thoroughly comparing interview and observation results. This was done to ensure that the conclusions are valid, objective, and reflect the reality in the field.