

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the research results will be presented and divided into two main parts, namely findings and discussion. The results of the data analysis are obtained through observations and interviews, while the discussion presents the results of the research findings.

A. Findings

This study was conducted from April 14, 2025 to April 23, 2025, covering five meetings that took place on Mondays and Wednesdays in class VII D of SMP Negeri 2 Muara Teweh, consisting of 32 students. Data were collected through observation of all students during the English learning process, as well as interviews with one English teacher and two students as representatives.

Based on the results of descriptive qualitative data analysis, it was found that the application of ice-breaking activities in English learning had a positive impact on the classroom atmosphere, learning motivation, and student participation. Ice-breaking is used by teachers in various forms and flexible implementation time, adjusted to the condition of students and the material being taught. The findings are presented systematically based on three main focuses: the types of ice-breaking used, the implementation of the activities, and the benefits felt by teachers and students.

To answer the first research question regarding the types of ice-breaking activities used by the teacher, the data obtained from classroom observations and interviews are presented below.

1. What kinds of ice-breaking activities are implemented, and how are they applied in the English teaching and learning process?

Based on classroom observations, the researcher found that the teacher implemented four types of ice-breaking activities during the English teaching and learning process in class VII D at SMP Negeri 2 Muara Teweh. These activities were applied at various stages of the lesson—beginning, middle, and end—depending on the students' condition and the learning objectives. The purposes of these activities included building enthusiasm, activating prior knowledge, restoring students' focus, and reinforcing understanding. A summary of the types of ice-breaking activities and their implementation was presented in Table 4.1.

Table 4.1.

School/Class : SMP Negeri 2 Muara Teweh/ VII D

Teacher's Name : Teacher A

| No | Date | Kinds of Ice-Breaking Activity | Classification | Media/Tools Used | Stage in Learning | Notes / Purpose |
|----|----------------|--------------------------------|------------------------|--------------------------------------|-------------------|-----------------------------|
| 1. | April 14, 2025 | Find the Verb | Media & Material-Based | Projector, Visual Puzzle, Whiteboard | Opening | Activating prior knowledge. |
| 2. | April | English Quiz | Media & | Video,LCD,Fill- | Opening | Draw |

| | | | | | | |
|----|----------------------|-----------------------------------|--------------------|---|-------------------|------------------------------------|
| | 16, 2025 | | Material Based | in Sentences, Board | | attention to new topics. |
| 3. | April 18, 2025 | Fill the Blank (Racing Game) | Material- Based | Sentence fragments, worksheets, whiteboard | Closing | Used as a competitive cover. |
| 4. | April 21, 2025 | Clapping Concentration Game | Method- Based | None | While Activity | Restore student focus. |

a. Find the Verb

This activity was carried out at the beginning of the lesson as a warm-up to arouse students' enthusiasm before entering the core material. The teacher used a projector to display a large letter puzzle containing random letters, in which several verbs were hidden. Students were divided into two large groups, and each group took turns sending one representative to the board. The student who came forward was given 10 seconds to find and circle one verb in the puzzle using colored markers. If the answer was correct, the group earned a point.

During the activity, the teacher encouraged the students with positive comments such as, “Let's give a round of applause for Team A!” or “Wow, you found it quickly!” so that the classroom atmosphere became lively and interactive.

The observation results showed that students were very enthusiastic and active in participating in this game. They cheered for their friends, laughed when someone answered incorrectly, and

eagerly waited for their turn. The time limit and point system added to the sense of healthy and enjoyable competition.

This activity succeeded in creating a fun and energetic classroom atmosphere and helped students recall the verb vocabulary they had learned previously. In addition, students became more prepared to follow the core learning with greater focus and confidence.

b. English Quiz

This activity was conducted at the beginning of the lesson as an ice-breaking activity to arouse students' interest in the new topic. The teacher began by playing a short video related to school rules, which was appropriate to the subject matter of the day. After watching the video, the teacher displayed several fill-in-the-blank sentences on the screen using the LCD projector. Students were asked to take turns writing the correct word to complete each sentence based on information from the video.

Based on the observation, this activity made students more interested, focused, and actively engaged. They appeared to pay close attention to the video and showed curiosity toward the content of the incomplete sentences displayed. In addition, it was easier for them to follow the material because the context had been built through the video.

This activity also provided students with the opportunity to think critically in a lighthearted way, while building a positive and relaxed classroom atmosphere. The teacher used a flexible and non-rigid approach, so even though the activity was connected to the lesson content, it still felt like an enjoyable game.

c. Fill the Blank (Racing Game)

This activity was conducted at the end of the lesson as an ice-breaking activity aimed at strengthening students' understanding of the Simple Present Tense sentence structure that had been learned. The teacher first attached several incomplete sentence fragments on the board. These fragments contained parts of sentences that were intentionally left blank.

The teacher then prepared word pieces as the answers and distributed them to the students in the form of separate sentence strips. Next, students were divided into four equal groups. Each group was given a set of sentence pieces that they had to arrange completely and correctly.

After a brief group discussion, representatives from each group took turns running to the blackboard to paste the word pieces they believed were correct into the blank parts of the sentence. The classroom atmosphere became very active and competitive, yet remained under control. Students appeared enthusiastic, worked

collaboratively within their teams, and cheered for their representatives.

The teacher observed the game, provided light guidance when needed, and ensured that every student had the opportunity to participate. Once all groups had finished composing their sentences, the teacher gave feedback, announced the winning group, and concluded the session by giving appreciation to all students.

This activity succeeded in creating a competitive, enjoyable, and focused learning environment, which helped students review the material in a fun and engaging way.

d. Clapping Concentration Game

This activity is done in the middle of the lesson when the teacher sees that students are starting to lose focus. This ice-breaking aims to restore students' concentration and enthusiasm through light movements that involve speed and accuracy. Before starting the game, the teacher first explains three types of commands, namely clap, boom, and pen. Each command has different movements, and the teacher gives examples of the movements directly so that students understand the rules of the game.

Students are then asked to pair up with a friend next to them, based on their sitting position. After that, the teacher starts

giving commands randomly and quickly, with the speed gradually increasing. This makes students have to concentrate fully and respond to the movements quickly and precisely.

Students who make mistakes or are slow to respond are gradually eliminated, until the best two students remain. These two students then compete in the final round to determine the winner. The atmosphere of the class at that moment becomes lively and full of cheers, as the other friends cheer for the finalists enthusiastically. The final winner gets a small prize as a form of appreciation, such as a sticker or direct praise from the teacher. After the game was over, the teacher gave positive feedback to all students for their participation, and proceeded back to the core lesson with the atmosphere conducive again.

Observations show that this activity effectively restores students' focus, creates active interactions, and makes students more prepared to continue the learning process.

Teacher Interview

Question 1: What types of ice breaking have you used in English learning?

Teacher W:

Actually, the three types of ice breaking materials, media, and methods all have their own advantages and disadvantages. The types of ice breaking that I have used also vary, depending on the class situation. In terms of methods, I often use things like clapping boom pens, Simon

says, or guessing movements. These activities usually immediately get students active and the class atmosphere becomes fluid. In terms of media, I sometimes use funny videos or short animations that are still related to the topic of the lesson, or English songs that can be sung together to build a fun atmosphere. In terms of materials, I have used vocabulary guessing, quick quizzes, or composing random sentences related to the material being studied.

Of the three types based on material, media, and method, which one do you use most often and do you think is the most effective? Why?

Teacher W:

Of the three types, the one I use most often is the method-based one. The reason is because it is more practical and can be done spontaneously without the need for complicated preparation. For example, like the clapping boom pen, with just a short instruction, students can immediately play. Meanwhile, I usually use media or material-based ice breaking if I have more time to prepare tools such as videos, quizzes, cards, or other materials. Even so, I often use both because they can also be used to review the subject matter. If asked which one is most effective, I think it depends on the situation and the needs of the class. But in general, method-based ice breaking is the most flexible and easy to run at any time. However, media and materials can also be very effective, especially if they are directly related to the ongoing lesson. So besides being fun, ice breaking activities can also strengthen students' understanding of the material.

Question 2: Do you adapt the type of ice breaking to the subject matter or theme? Can you give an example?

Teacher W:

Yes, I usually try to adjust the ice breaking with the material being studied. The goal is to connect and at the same time be an introduction or repetition of the material. For example, when I taught Simple Present Tense, I used Fill the Blank (Racing Game). I prepared some incomplete sentences, printed them in the form of worksheets, then pasted them on the board. I divided the students into several groups and they competed to complete the blank sentences with the pieces of words provided. So while playing, they also repeat the Simple Present Tense material. So, it's not just for fun, but it still helps them understand the lesson that day. But if time is limited or the class is not conducive, I also sometimes use more general ice breakers. The important thing is to get the students excited and focused again. For example, Clapping Game or Boom Pen. Although it is not always related to the material, it is effective enough to draw students' attention back to the lesson.

Question 3: How do you determine whether media (tools), method (movement/patting), or material (lesson content)-based ice breaking is most suitable for your class?

Teacher W:

I usually look at the class situation first. If the kids are getting sleepy or unfocused, I use methods like Simon Says or Guess the Movement to get them active again. If the material of the day can be related, I use material-based ice breaking, like a fill-in-the-dots game. But if I have time to prepare, I use media, such as quiz on the LCD or using cards. So it all depends on the conditions and needs.

Question 4: Have you ever combined two types of ice breaking in one session? For example, a game that also involves movement and content?

Teacher W:

Oh yes, I once combined two types of ice breaking in one session. So that time I used LCD media to display a quiz, and the content of the quiz was connected to the material we wanted to discuss that day. I usually give fill the blank style questions that I display using the LCD, and the questions are completed with the use of must or mustn't. The children have to fill in the blanks. They can answer together or go one by one. So they are thinking, while having fun too. I combine media-based ice breaking - because I use LCD - with material-based, because the questions are in line with the learning topic. I think it's quite effective, the children become more enthusiastic, more prepared to enter the core material, and more active during the lesson.

Question 5: When do you think is the most appropriate time to implement ice breaking - at the beginning, middle or end of the lesson?

Teacher W:

The timing is actually flexible yes, depending on the conditions in the class. In my personal opinion, ice breaking can be used at any time — it can be at the beginning, middle, or end of the lesson, as long as you see the situation. For example, in the first hour, I often use ice breaking at the beginning to check whether the students are ready to learn or not. So it's like a warm-up first, so they aren't surprised to go straight into the material. But sometimes I also give it in the middle, especially if the children have started to look sleepy or lose focus. If at the end, I usually use it if the atmosphere of the class is getting tired or to make the closing of the lesson more fun. So yeah... it just depends on the conditions, it doesn't always have to be at the beginning or the end.

Interview Students

Question 1: What types of ice breaking have you experienced during English lessons? For example, guessing games, group discussions, ball toss games, clapping, or fill in the missing word.

S1:

A lot, sis, because Miss quite often also uses ice breaking in English class. For example, like guessing or filling in the dots, it's usually related to the material we learn. So while playing, we can also repeat the lesson too. Then sometimes there is also something like Clap, Boom, Pen, that moves and makes concentration, especially if you are getting sleepy in the afternoon. It's fun, especially if those who win are given prizes. There was also a time when we used LCD, Miss showed a quiz, we answered together. So the class becomes lively but still learning.

S2:

A lot, sis. I also often get ice breaking in class. Some that I remember were movements like Clap, Boom, Pen, it was really fun because it was lively and made me more focused when I started to get tired. Miss also likes to give quizzes on the screen using the LCD, we answer with our friends. So is like learning but in the form of a game, is more fun. If it's connected to the lesson, it's usually like fill in the missing words or guess grammar guesses, so while playing also keep learning the material.

Question 2: Of the ice breakers that the teacher has used, which one do you like the most? Why do you like it?

S1:

I like the on-screen quizzes the best. So Miss usually shows the questions on the LCD and then we answer together. I think it's really fun because it feels like playing a game but

it's a lesson. Sometimes they use a timer too, so it's nerve-wracking but exciting. I like that because it makes learning less difficult and easier to understand.

S2:

I like Clap, Boom, Pen the most. It's really crowded and we have to concentrate so we don't make any mistakes.

Question 3: When does your teacher usually do ice breaking during English lessons at the beginning, middle, or end of the lesson?

S1:

Miss, I don't usually do ice breaking. Sometimes at the beginning, sometimes in the middle or end of the lesson. So it depends on the situation.

S2:

If it's about ice breaking, Miss usually doesn't do it at a fixed time, sis. It's more like when she feels it's needed, then she'll do it. As far as I know, that's how it is. It's not in every lesson for sure, so it's more like random. Sometimes it's at the beginning, sometimes in the middle, or even at the end of the lesson. So yeah, it just depends on the situation in the class.

Question 4: What kind of ice breakers does your teacher usually use during English lessons? For example, games that contain material, using tools such as balls or cards, or through methods such as clapping or movement.

S1:

As far as I've noticed, Miss mostly uses ice breaking activities that involve movement, sis. For example, the one like Clap, Boom, Pen.

S2:

From what I see, the most common one is concentration games, sis. Like Clap, Boom, Pen, or sometimes Simon Says, Miss uses those quite often, especially when we start to feel tired or lose focus.

Based on the interview results, it can be concluded that both the teacher and the students responded positively to the implementation of ice-breaking activities in the English learning process. The teacher applied various types of ice-breaking activities depending on the learning goals, classroom situation, and available resources. The students also expressed that these activities were enjoyable, helped them stay focused, and made the lessons more engaging and easier to understand. In general, the interview results supported the findings from the classroom observations, confirming that ice-breaking activities played an important role in improving the learning atmosphere and student participation.

2. The Benefits of Implementing Ice-Breaking Activities in English Language Teaching

Based on the results of observations made by researchers in class VII D at SMP Negeri 2 Muara Teweh, which became the object of research, namely teachers and students, it was found that ice breaking activities provide various positive benefits in English learning. These

benefits are divided into two main categories, namely for students and for teachers.

a. Benefits of Ice Breaking for Students

Table 4.2.

School/Class : SMP Negeri 2 Muara Teweh/ VII D

Teacher's Name : Teacher A

| No. | Benefit Observed | April 14, 2025 | April 16, 2025 | April 18, 2025 | April 21, 2025 | April 23, 2025 | Notes |
|-----|---|----------------|----------------|----------------|----------------|----------------|---|
| 1. | Builds social relationships | ✓ | ✓ | ✓ | ✓ | - | Students actively cooperate in group quizzes and discussions. |
| 2. | Increases participation in learning | ✓ | ✓ | ✓ | ✓ | - | Many students enthusiastically answered and performed in front. |
| 3. | Creates a positive learning environment | ✓ | ✓ | ✓ | ✓ | - | The class atmosphere is lively, cheerful, and not tense. |
| 4. | Increases self-confidence | ✗ | ✓ | ✓ | ✓ | - | Shy students started to become active from the second meeting. |
| 5. | Helps recognize students' interests/talents | ✗ | ✓ | ✓ | ✓ | - | Seen when students explain the results of group work. |
| 6. | Trains cooperation skills in groups | ✓ | ✓ | ✓ | ✓ | - | Happened while playing Fill the Blank and Team Quiz. |
| 7. | Reduces stress and anxiety while learning | ✓ | ✓ | ✓ | ✓ | - | Students look relaxed and laugh during ice-breaking. |

Based on the observations made during the five meetings, it was found that the implementation of ice breaking activities

provided various important benefits for students in the English learning process. The following is an explanation of each of these benefits:

1) Building social relationships between students

Ice breaking helps break the ice and remove awkwardness between students. Through activities such as group games or light discussions, students become easier to interact and get to know each other. This was observed consistently over the five meetings, where students actively cooperated in quizzes and group discussions.

2) Increase participation in learning

After ice breaking, students seem more enthusiastic and active in participating in the learning process. They tend to be more courageous in answering questions, participating in quizzes, and performing in front of the class. Based on observation, this was seen in all meetings; many students voluntarily answered questions and performed in front of the class.

3) Create a positive learning environment

Ice breaking can create a classroom atmosphere that is fun, relaxed and conducive to learning. Students seem to enjoy learning English because the classroom atmosphere feels livelier and more energetic. From the observation, the

classroom atmosphere was cheerful and not tense during the whole meeting.

4) Increase confidence

Some students who were previously passive began to show courage to perform and speak in front of the class after participating in interactive ice breaking activities. Based on observations, this improvement began to be seen from the second to the fifth meeting, where students who were shy began to show their active involvement.

5) Help teachers recognize students' interests and talents

Through ice breaking activities, teachers can observe students' characteristics, interests, and potentials. Observations show that students show their talents, such as leadership and speaking courage, when they explain the results of group work, especially since the second meeting.

6) Train the ability to work together in groups

Ice breaking activities done in groups encouraged students to communicate and work together. Each meeting showed that students worked together while doing games such as “Fill the Blank” and group quizzes, demonstrating their collaborative skills.

7) Reduces stress and anxiety while studying

Ice breaking also plays a role in reducing student tension, especially when facing new material or challenging learning situations. In each meeting, students seemed more relaxed, laughed and enjoyed the ice breaking activities, indicating that they felt more comfortable and less stressed during the learning process.

b. Benefits of Ice Breaking for Teachers

In addition to having a positive impact on students, the observation results also show that ice breaking activities provide a variety of significant benefits for teachers. Table 4.3. below summarizes the results of observations for five meetings related to these benefits.

Table 4.3.

School/Class: SMP Negeri 2 Muara Teweh/ VII D

Teacher's Name: Teacher W

| No. | Benefit Observed | April 14, 2025 | April 16, 2025 | April 18, 2025 | April 21, 2025 | April 23, 2025 | Notes |
|-----|---|----------------|----------------|----------------|----------------|----------------|---|
| 1. | Build closer relationships with students. | ✓ | ✓ | ✓ | ✓ | - | The teacher looks closer to leading the ice-breaking activity |
| 2. | Understand students' needs and interests. | ✗ | ✓ | ✓ | ✓ | - | Teacher recognizes students through responses. |
| 3. | Increase teacher involvement in | ✓ | ✓ | ✓ | ✓ | - | Teacher actively instructs and |

| | | | | | | | |
|----|---|---|---|---|---|---|---|
| | the learning process. | | | | | | plays. |
| 4. | Help manage classes more effectively. | ✓ | ✓ | ✓ | ✓ | - | Ice breaking to refocus. |
| 5. | Improve teachers' communication skills. | ✓ | ✓ | ✓ | ✓ | - | The teacher gives clear and communicative instructions. |
| 6. | Help to overcome conflicts and tensions in the classroom. | ✗ | ✓ | ✓ | ✓ | - | Class atmosphere is more conducive and cheerful. |
| 7. | Creating an inclusive learning environment. | ✓ | ✓ | ✓ | ✓ | - | All students participate. |

1) Build closer relationships with students

Ice-breaking activities create fun interactions between teachers and students. During the five observations, teachers appeared to be emotionally closer to students, as evidenced by more fluid two-way communication and teacher involvement in leading games. This strengthens the positive relationship that supports the learning atmosphere.

2) Understand students' needs and interests

Through ice breaking, teachers can observe how students respond to the activities, both in terms of their interest, activeness, and the way they learn. This began to be seen from the second meeting, where teachers began to recognize students' characters through their participation in group games and light discussions.

3) Increase teacher involvement in the learning process

The teacher not only acts as a guide, but also as an active facilitator in creating a dynamic learning atmosphere. At each meeting, teachers were seen actively giving instructions, participating in games, and strategizing ice-breaking activities to suit the learning material.

4) Help manage classes more effectively

Ice breaking was used by the teacher to attract students' attention when concentration began to decline. This was observed throughout the meetings, especially when the classroom atmosphere was not conducive. By inserting ice breaking, the teacher can effectively reset the classroom dynamics.

5) Improve teachers' communication skills

Ice breaking requires teachers to provide clear and interesting directions. During the observation process, teachers are accustomed to using body language, intonation, and a communicative approach so that the instructions in ice breaking are easily understood by students.

6) Help to overcome conflicts and tensions in the classroom

The tense classroom atmosphere can be melted with ice breaking. Since the second meeting, the class atmosphere has

become more positive, students are no longer passive or tense, and the teacher can control class dynamics more calmly.

7) Creating an inclusive learning environment

Ice breaking allows all students to be involved, regardless of their academic ability. During the observation, the teacher provided opportunities for all students to participate, both in groups and individually, creating a fair and fun atmosphere.

8) Increase teachers' creativity in teaching

Teachers are required to choose and modify various types of ice breaking according to the material and class character. In five observations, teachers were seen using various variations of ice breaking activities, such as Find the Verb, Clap Boom Pen, Fill in the Blank, and English Quiz.

These variations show that teachers are creative in designing activities that are not only fun, but also relevant to the context of English learning.

Thus, the various benefits of ice breaking activities described above show that this strategy plays an important role in creating a conducive learning atmosphere and supporting the overall English learning process. These observational findings will be strengthened by additional data from the interviews.

After conducting observations, the researcher also conducted interviews with two students of class VII D to obtain a more in-depth picture of the implementation and impact of ice breaking activities. The results of this interview provide a direct perspective from the students regarding the types of ice breaking used by the teacher as well as the benefits they feel during English learning.

Interview Students

Question 1 : In your opinion, do you think ice breaking makes it easier for you to interact with your friends and reduce awkwardness when learning in class?

S1 :

In my opinion, it really helps, especially when the ice-breaking involves working in pairs or groups. It makes a big difference because I used to not be very close with some classmates, but through those activities, it became easier to talk to them. So, the atmosphere in class feels less awkward.

S2 :

Yes, it really helps with interaction, Sis. Ice-breaking makes the class atmosphere more lively and fun. Everyone seems to enjoy it, and naturally, we end up mingling and talking. Especially when the activity requires us to pair up or play in groups those who weren't close before start talking. If someone used to feel shy or awkward, over time they become more comfortable.

Question 2 : Does the ice beaking activity make you more enthusiastic and confident and motivated in learning English?

S1 :

That's right, sis. Our teacher always use unique and varied games, media or teaching methods in English lessons. So we never feel bored, instead we get more excited to learn. Especially if the lesson uses games, it really boosts our confidence because it helps us understand the material more easily. The way Miss teaches by combining it with games really motivates us. It makes me want to keep learning again and again.

S2 :

Definitely, sis. If there are ice-breaking activities, the learning atmosphere becomes more fun, so I'm more enthusiastic. You usually insert games related to the material, and it really helps me to understand the lesson better. Because I understand better, I also feel more confident when speaking or doing English assignments. And because the learning process is fun, I am no longer afraid of English. In fact, it makes me want to keep learning and become better.

Question 3 : Do the ice breaking activities carried out by the teacher make you feel happy and relieve boredom while learning?

S1 :

Yes sis, I feel really happy. It makes the class less boring and the learning feels easier.

S2 :

Yes, definitely. Ice-breaking activities make the atmosphere more fun, so I don't feel sleepy or bored during the lesson.

Question 4 : Do ice breaking activities make you feel more comfortable and less anxious when facing new lessons or situations in class?

S1 :

Yes, sis. I feel more comfortable and not too tense when there's a new lesson.

S2 :

Yes, because it creates a relaxed atmosphere, so I don't feel too anxious even if the material is new.

Teacher Interview

Question 1 : Do ice breaking activities help you get closer to students and make the classroom atmosphere more comfortable?

Teacher W:

Yes, definitely. Interaction increases when there's an ice-breaking activity. There's a stronger connection between me and the students, and they also become more open. Sometimes they say things like, "Miss, let's play the game again!" or "Let's listen to music again, Miss!" and you can really see that they're enjoying it. When they express their opinions, they seem more comfortable because the class atmosphere is fun and not stiff. It also makes me feel closer to them because we have relaxed moments together, even though it's still within the learning context.

Question 2 : Do ice-breaking activities help you get to know students' needs, interests and concerns, so that you can make lessons more relevant and interesting?

Teacher W:

Absolutely. During ice-breaking activities, I can immediately see the students' responses. For example, when I invite them to play games that involve movement or listen to music while doing guessing games, I notice how excited they get. From that, I can tell they enjoy active and non-monotonous learning. Sometimes, even the usually quiet students become active during ice-breaking. So I realize that maybe they're not incapable, they're just shy or afraid of making mistakes. That helps me think, "Okay, next time I need to create more fun activities that help them build confidence." It also encourages me to adjust my lessons so they connect better with the students and don't feel too rigid.

Question 3 : Do you think ice breaking helps create a more positive, relaxed classroom atmosphere and makes it easier to manage student discipline?

Teacher W:

When it comes to creating a relaxed, positive, and enjoyable atmosphere, definitely yes. The students become more enthusiastic, more open, and less tense in class. But in terms of discipline, to be honest, sometimes it actually goes a bit overboard. For example, when we're playing clapping games and it's time to get them to refocus, they sometimes keep clapping and don't stop right away. So it can be a bit challenging to bring their attention back to the lesson. In my opinion, ice-breaking is not always effective for managing discipline. It's more useful for making students feel comfortable and keeping the atmosphere light.

Question 4 : Do creative ice breaks help you make teaching more interesting?

Teacher W:

Absolutely. When the ice-breaking activity is fun and suits the students, it really helps make the teaching more interesting. The students become more enthusiastic and more focused when it's time to start the core lesson. But if we choose an ice-breaking activity that's boring or unrelated to the lesson, they quickly lose interest. So I think it's very important to select creative ice breakers that match the classroom situation so it's not just for fun, but also meaningful and supportive of the learning process.

Question 5 : Can the application of ice breaking make students happier, relieve boredom, relieve tension, and increase cooperation and collaboration so that they more actively participate in classroom activities?

Teacher W:

Yes, ice-breaking activities can really support the learning process, because honestly, learning can sometimes be very boring. When students feel bored, they can't absorb the material fully. But when the atmosphere is fun and they feel happy, they become more comfortable. Maybe they don't understand everything right away, but they definitely pick up something. So I believe ice breaking is very helpful—as long as we choose the right type. Ice-breaking activities can also really help students become more united, especially when we organize them in teams or groups. There are so many positive things about ice breaking, but of course, it depends on how we manage it.

Question 5 : Are there any challenges or obstacles you face when implementing ice breaking in the classroom?

Teacher W:

Yes, there are definitely some challenges. Sometimes, I prepare an ice-breaking activity that I think will be fun, but

when I apply it in class, the students don't respond as expected—they seem flat or uninterested. Maybe it's because not all students have the same interests, or maybe they're just tired.

Another challenge is time management. Sometimes the ice-breaking activity becomes too fun, and the students get carried away, which makes it hard to bring them back to focus on the lesson. So I have to be smart in managing the duration and transitions, so the activity doesn't disrupt the flow of the lesson.

B. Discussion

The main objective of this research is to explore the benefits of implementing ice-breaking activities in English language learning for students in class VII D at SMP Negeri 2 Muara Teweh. This research focuses on two main aspects: (1) the types of ice-breaking activities and how they are implemented in the English teaching and learning process, and (2) the benefits of these activities for both teachers and students. This section presents a discussion and analysis of the findings in relation to the theoretical framework and previous research. The data will be interpreted to understand the meaning behind the results, assess the impact of ice-breaking activities in real classroom settings, and compare the field findings with existing theories.

1. What Kinds of Ice-Breaking Activities are Implemented, and how are They Applied in the English Teaching and Learning Process?

Based on classroom observation in class VII D of SMP Negeri 2 Muara Teweh and interviews with the English teacher, it was found that the teacher implemented several types of ice-breaking activities during the English learning process. The main types included Find the Verb,

English Quiz, Fill the Blank (Racing Game), and Clapping Concentration Game. Each of these activities served different purposes and was applied flexibly depending on the classroom condition and students' engagement.

The activity Find the Verb was used as a warm-up at the beginning of the lesson to stimulate students' recall of vocabulary. It falls into the media and material-based category since it involves the use of visual cues and grammatical content. Similarly, English Quiz was often used in the middle of the lesson to regain attention, using both digital media and content review, making it both interactive and educational. Fill the Blank (Racing Game) was designed as a competitive group activity that helped students focus on sentence construction while also building teamwork. Meanwhile, Clapping Concentration Game was categorized as method-based and was used when students showed signs of fatigue or loss of concentration.

The application of ice-breaking activities was not based on a fixed structure. The teacher mentioned that she selected and adjusted the activities based on classroom atmosphere and students' mood. Sometimes, ice-breaking was applied at the beginning of the class to attract attention, in the middle to re-energize students, or at the end to maintain a fun and memorable closing. This practice is consistent with Fitria (2023) who stated that ice-breaking can be carried out at any

phase of the lesson as long as it suits the students' condition and the teacher's goal.

Moreover, the teacher was also found to combine types of ice breaking in one activity. For instance, English Quiz involved the use of media while at the same time reviewing grammar points. This integration of content and entertainment aligns with the concept of student-centered learning, where teaching strategies are designed to match students' needs, preferences, and learning engagement.

In summary, the teacher used a variety of ice-breaking activities in the English teaching and learning process, choosing the type and timing based on classroom dynamics. These activities were not only helpful for energizing students but also supported learning objectives by making the classroom atmosphere more interactive, enjoyable, and focused.

2. The Benefits of Implementing Ice-Breaking Activities in English Language Teaching

Based on observations in class VII D of SMP Negeri 2 Muara Teweh and interviews with the teacher and two students, it was found that the application of ice-breaking in English learning provides various benefits, both in terms of academic and psychological. In general, ice-breaking is able to improve students' focus, foster enthusiasm for learning, strengthen social interaction, and build self-confidence.

In activities such as the Clapping Concentration Game, students seemed to refocus after losing concentration in the middle of the lesson.

Activities such as English Quiz and Fill the Blank (Racing Game) generated enthusiasm and active student engagement. Students also mentioned that ice-breaking made the learning atmosphere more fun and “less heavy”, even helping them understand the material indirectly. The teacher also said that through ice-breaking, she found it easier to build a positive classroom atmosphere and keep students' attention throughout the lesson.

These benefits are in line with Prautami and Hindun's (2023) theory which explains that ice breaking can increase student engagement, build more positive social interactions, and create a more conducive learning environment. In addition, Rusman (2022) also stated that ice breaking helps activate a passive class, foster learning motivation, and strengthen the relationship between teachers and students. This finding also corroborates Fitria's (2023) statement which emphasizes the importance of ice breaking in creating a supportive atmosphere and lowering students' anxiety levels when learning English. This can be seen when students are more courageous in answering questions in quiz activities or more active when participating in simple movement games such as Clap, Boom, and Pen.

However, there is a slightly different emphasis between the theory and the findings in the field regarding the form of benefits felt by students. If previous theories, such as those presented by Fitria (2023) and Prautami & Hindun (2023), emphasize emotional benefits such as

reducing anxiety and building self-confidence, then the results of interviews and observations in the field show that students feel these benefits along with practical benefits. Students reported that ice-breaking made them feel more relaxed, less tense, and more courageous to actively speak in class. On the other hand, they also considered that the activity helped them understand the material faster and remember vocabulary more easily. This can be explained because teachers in practice often integrate elements of the subject matter into ice-breaking, such as through quizzes or games directly related to grammar topics. Thus, both affective and cognitive benefits of ice-breaking appear dominant and complementary in the observed learning context.

Thus, it can be concluded that ice-breaking in English learning provides comprehensive benefits. Not only does it break the ice and maintain enthusiasm, but it also plays a direct role in supporting students' understanding of the subject matter. Both observations and interviews show that ice-breaking can be an effective strategy to improve the overall quality of learning, especially if it is appropriately designed and contextualized according to students' needs and learning objectives.