

CHAPTER V

CLOSURE

This chapter contains conclusions and suggestions based on the research results related to the implementation of ice breaking activities in English language learning and the benefits of ice breaking. The conclusions are based on the formulation of the problem and the main findings from the observations and interviews. Suggestions are aimed at teachers, students, and researchers as a reference in developing more interactive and fun learning strategies.

A. Conclusion

Based on the results of the observations and interviews, the researcher drew conclusions that summarized the main findings of the two instruments. Based on the research findings, it can be concluded that:

1. The first research question concerns the types of ice-breaking activities implemented and how they are applied in the English teaching and learning process. The findings showed that the teacher implemented four types of ice-breaking activities, namely: Find the Verb, English Quiz, Fill the Blank (Racing Game), and Clapping Concentration Game. These activities were categorized into method-based, media-based, and material-based types, as described in Prihatini's (2021) classification. The teacher applied these activities flexibly, depending on classroom conditions, student energy levels, lesson content, and

available time. Ice-breaking was used at the beginning, middle, or end of the lesson to match the learning atmosphere and re-engage students.

2. The second research question addresses the benefits of implementing ice-breaking activities in English language teaching. The results revealed that ice-breaking activities bring multiple benefits for both students and teachers. For students, they help increase motivation, boost enthusiasm, reduce anxiety, and enhance self-confidence, especially in speaking tasks. Students also became more active, collaborative, and focused during lessons. From the teacher's perspective, ice breaking was helpful in managing the classroom, sustaining attention, and creating a more positive, relaxed, and engaging learning environment. It also allowed the teacher to get to know students better, including their interests and learning needs.

B. Suggestions

Based on the research results that have been obtained, here are some suggestions that can be considered by related parties:

1. English teachers are advised to continue using and developing ice breaking variations in learning activities. Teachers should choose the type of ice breaking that is suitable for the class condition and learning material so that it not only serves as an atmosphere refresher, but can also strengthen students' understanding of the material being taught. Integrating learning elements into ice breaking can also increase the effectiveness of learning.

2. Students are expected to be more active in participating in ice breaking activities because this activity is not only fun, but also helps improve focus, confidence, and understanding of the subject matter. Students' active involvement in ice breaking will create a livelier and more cooperative classroom atmosphere.
3. Schools and educational institutions should provide support in the form of facilities and training for teachers in designing and implementing interactive learning strategies, including ice breaking. Providing tools such as LCD, flashcards, or other supporting media will make it easier for teachers to develop interesting ice breaking variations.
4. For future researchers, it is recommended to conduct further research with a broader scope, such as comparing the effectiveness of ice breaking between education levels or examining its effect on learning outcomes in the long term. Research with a quantitative or mixed approach can also be conducted to measure the impact of ice breaking more objectively.