



**STUDENTS' PERCEPTION TOWARD THE USE OF ICE
BREAKING TECHNIQUE IN TEACHING ENGLISH AT
NINTH GRADE STUDENTS OF SMPN 14 SINJAI**



A THESIS

Submitted in Partial Fulfillment of the Requirement of the
Thesis English Education Study Program

By:

KIKI AULIL AZMI

No. Reg: 170110027

Supervisors

1. Dr. Mustamir, M.Pd.
2. Harmilawati, S.S, S.Pd., M.Pd.

**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TARBIYAH AND TEACHER TRAINING
ISLAMIC INSTITUTE OF MUHAMMADIYAH SINJAI
YEAR 2021**

STATEMENT OF WORK'S ORIGINALITY

I signed below:

NAME : Kiki Aulil Azmi

Reg. Number : 170110027

Study Program : English Education

Stated in fact that:

1. This thesis proposal is truly my own work, not plagiarism or duplication of other people's writings/works which I acknowledge as my own writings or thoughts.
2. All parts of this Thesis Proposal are my own work other than the quotations indicated by the sources. Any mistakes in it are my responsibility.

Thus, this statement is made as it should. If later it turns out that this statement is not true, then I am willing to accept sanctions for such actions in accordance with the provisions of the applicable laws and regulations.

Sinjai, June 27, 2021

Who made the statement




Kiki Aulil Azmi

No. Reg.170110027

PENGESAHAN SKRIPSI

Skripsi berjudul *Students' Perception Toward The Use of Ice Breaking Tecnique in Teaching English at Ninth Grade Students of SMPN 14 Sinjai* yang ditulis oleh Kiki Aulil Azmi Nomor Induk Mahasiswa 170110027, Mahasiswa Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan IAI Muhammadiyah Sinjai, yang dimunaqasyahkan pada hari Selasa, tanggal 24 Agustus 2021 M bertepatan dengan 15 Muharram 1443 H, telah diperbaiki sesuai catatan dan permintaan Tim Penguji, dan diterima sebagai syarat memperoleh gelar Sarjana Pendidikan.

Dewan Penguji

Dr. Firdaus, M.Ag.	Ketua	(.....)
Dr. Ismail, M.Pd.	Sekretaris	(.....)
Hasmiati, S.Pd.I., M.Pd.I.	Penguji I	(.....)
Atmaranie Dewi Purnama, S.Pd., M.Pd.	Penguji II	(.....)
Dr. Mustamir, M.Pd.	Pembimbing I	(.....)
Harmilawati, S.S., S.Pd., M.Pd.	Pembimbing II	(.....)

Mengetahui,
Dekan FTIK IAIM Sinjai



Takdir, S.Pd.I., M.Pd.I.
NPM. 1213495

ABSTRACT

Kiki Aulil Azmi. Students perceptions Toward the use of Ice Breaking Technique in Teaching English at ninth grade Sudents of SMPN 14 sinjai. Thesis. Sinjai: English Education Study Program, Faculty of Tarbiyah and teacher training IAI Muhammadiyah Sinjai, 2021. This research aims to find out the perceptions toward the use of ice breaking technique in teaching English at ninth grade students of smpn 14 sinjai. The research using a qualitative approach. The samples of this research were students of ninth grade grade. The methods of data collection were interviews and documentation. The result perceptions toward the use of ice breaking technique in teaching English at ninth grade students of smpn 14 sinjai.

Keywords: perceptions of students, ice breaking

ABSTRACT

Kiki Aulil Azmi. Students' Perceptions of the Use of Ice Breaking Techniques in Learning English in Class IX Students of SMPN 14 Sinjai. Essay. Sinjai: English Education Study Program, Faculty of Tarbiyah and Teacher Training Islamic Institute of Muhammadiyah Sinjai, 2021.

This study aims to determine the perception of the use of ice breaking techniques in learning English in class IX students of SMPN 14 Sinjai. This study uses a qualitative approach. The sample of this research is grade IX students of SMPN 14 Sinjai. There are 13 students. Data collection methods are interviews and documentation. From the results of research conducted at SMPN 14 Sinjai, it shows that, students' perceptions of Ice Breaking in learning English, students give positive perceptions, but from some of the questions given there are negative perceptions. However, most of the students gave a positive perception about the use of ice breaking in learning English at SMPN 14 Sinjai.

Keywords: *Student perception, Ice breaking*

المستخلص

كيكي أوليا عزمي. ملاحظة التلاميذ على استخدام أسلوب أيش بركينج في تعليم اللغة الإنجليزية للتلاميذ الصف التاسع في المدرسة المتوسطة العامة الحكومة ١٤ سنجائي. الرسالة العلمية. سنجائي " قسم تدريس اللغة الإنجليزية كلية التربية وعلوم التربية جامعة الإسلامية المحمدية سنجائي، ٢٠٢١.

وهدف البحث لمعرفة ملاحظة التلاميذ على استخدام أسلوب أيش بركينج في تعليم اللغة الإنجليزية للتلاميذ الصف التاسع في المدرسة المتوسطة العامة الحكومة ١٤ سنجائي، وهذا البحث بحث الكيفي عينة البحث فيه التلاميذ الصف التاسع في المدرسة المتوسطة العامة الحكومة ١٤ سنجائي بعددهم ١٣ تلميذا. وأسلوب جمع البيانات باستخدام المقابلة والوثائق. ودلت نتائج البحث على ملاحظة التلاميذ على استخدام أسلوب أيش بركينج في تعليم اللغة الإنجليزية، لهم ملاحظة إيجابية ولكن من بعض الأسئلة، أعطوا ملاحظة سلبية.

٧

الكلمات الأساسية: ملاحظة التلاميذ، أيش بركينج

ACKNOWLEDGMENTS

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ
الحمد لله رب العلمين والصلاة والسلام على اشرف الانبياء والمرسلين سيد
نا محمد وعلى آله واصحابه أما بعد

On this occasion, the author would like to express his gratitude to all parties, who provided assistance in the form of direction and encouragement during the study authors. Therefore, the author expresses his gratitude and appreciation to:

1. The two beloved parents, Father Hanus and Mother Rosmina who gave birth and raised, the who has cared for, educated and financed, and for sister Niningismayanti who has always given her prayers and support for the author in his study activities from basic education to the present;
2. Dr. Firdaus, M. Ag. as Rector the Islamic Institute of MuhammadiyahSinjai;
3. Dr. Ismail, M.Pd. as Vice Rector I, Dr. HardiantoRahman, M.Pd as Vice Rector II, and Dr. Muh. Anis, M.Hum. as Vice Rector III of the Islamic Institute of MuhammadiyahSinjai;
4. Takdir, S.Pd.I.,M.Pd.I. as Dean of the Faculty of Tarbiyah and Teacher Training, the Islamic Institute of MuhammadiyahSinjai;

5. Dr. Mustamir .M.Pd. as Supervisor I and Harmilawati S.S., S.Pd., M.Pd. as supervisor II;
6. Harmilawati, S.S., S.Pd., M.Pd. as Head of English Education;
7. All lecturers who have guided and taught during their studies at the Islamic Institute of MuhammadiyahSinjai;
8. All employees and ranks of the Islamic Institute of MuhammadiyahSinjai who have helped smooth academics;
9. Head and Staff of the Library of the Islamic Institute of MuhammadiyahSinjai;
10. Students of the Islamic Institute of MuhammadiyahSinjai, various parties who cannot be mentioned one by one, who have provided moral support so that the author has finished his study.

With prayers that the good deeds of the various parties get a reward that doubles from Allah SubhanahuWaTa'ala. Hopefully this scientific work is useful for anyone who reads it. AamiinAllahummaAamiin.

Sinjai, June, 27, 2021


Kiki AulilAzmi
NIM. 170110027

TABLE OF CONTENT

COVER	i
TITTLE PAGE.....	ii
STATEMENT OF WORKS ORIGINALITY	iii
SUPERVISOR APPROVAL SHEET.....	iv
ABSTRAK.....	v
ABSTRACT.....	vi
مستخلص.....	vii
ACKNOWLEDGMENT.....	viii
TABLE OF CONTENTS.....	x
LIST OF APPENDICES	xii
CHAPTER I INTRODUCTION	1
A. Background of the Research.....	1
B. Scope of the Research	4
C. Research Question	4
D. Objective of the Research.....	5
E. Significance of the Research	5
CHAPTER II THEORETICAL REVIEW.....	7
A. Literature Review	7
B. Previous Research	15
CHAPTER III RESEARCH METHODS	20
A. Type and Approach of the Research	20

B. Operational Definition.....	20
C. Place and Time of the Research	20
D. Subject and Object of the Research.....	21
E. Techniques of Data Collection	21
F. Research Instrument	22
G. Data validity	24
H. Techniques of Data Analysis.....	24
CHAPTER IV RESULT OF THE RESEARCH	28
A. General Description Of Research Location	28
B. Result And Discussion Of The Research.....	31
Chapter V Conclusion.....	88
A. Conclusion	88
B. Suggestion.....	88
References.....	90

LIST OF APPENDICES

- Appendix 1 Research Instrument
- Appendix 2 Documentation
- Appendix 3 Research Supervisor Decree
- Appendix 4 Research Permit
- Appendix 5 Letter of Research Statement
- Appendix 6 Turnitin Results
- Appendix 7 Autobiography

CHAPTER I

INTRODUCTION

A. Background of the Research

Language is one of the very high human cultures value because with human language can communicate and interact with the surrounding community. With language, human are possible develop and abstract the various symptoms that appear on the surroundings. It is clear that language is very important role in life social and it can be said that human speak everyday from waking up sleep until sleep again, even dreaming humans speak too.

Language grows and is needed and all aspects of life community which includes social activities such as trade, government, health education, religion, so on. Language able to transfer desires, ideas, will, and emotions from someone to others¹

The Indonesian Government issued: law on the national education system foreign language can be as the language of instruction certain educational units to support foreign language skills learners. That is one of the most important reasons why Researcher must learn English at

¹ChaerAbdul., *Lingustik Umum* (Jakarta;Rineka Cipt.,2003.), h. 54.

school. Realizing the importance of the English language in the future, then English learning must be given and implemented as early as possible maybe in schools.²

English is one of the most important subjects to learn, because English has an important role as the language of communication in all countries. Therefore, students from an early age to an advance should learn this language. In this case, junior high school should have mastered it English well and fluently for future survival. Reason this makes a need for an interactive process in language learning activities English will be very important priority. Therefore, in learning English teacher should care more about how to convey knowledge that can be received well or not by students.

In fact, researcher still find that many students feel bored saturated with howthey learn English, both because of the students itself or from how teachers convey lesson material to them. Although learning boredom is a simple thing faced by everyone everyday, but it is not handled properly, than it can causing their teaching and learning process to be ineffective. Theory the subject matter that

²Republik Indonesia, Undang-Undang Nomor 20 Tahun 2003 tentang system pendidikan nasional, Bab I, Pasal I.

should be conveyed to students may not be able to well received as expected by the teachers. To solve this problem, the researcher tries to apply a strategy to overcome the boredom felt by these students by using ice breaking in the learning process. The researcher choose this strategy because it is suitable for overcoming the learning boredom felt by students in teaching and learning activities in the class, namely Ice Breaking.

The idea of implementing ice breaking is because researchers have also experienced it the same thing when in high school first. The English teacher of the researcher using ice breaking to overcome students boredom, and it works well. In addition, study conducted by Nila Arum Damayanti, "The Use of Ice Breaker To Improve Students Speaking Skill (Experimental Research of The Eleventh Grade Students of SMKN 1 TENGARAN in the academic year 2018/2019)" that the result of research showed that there was a difference of speaking skill of the eleventh grade students after they were taught by using ice breaker technique.

Based on the result of observation made by researcher at SMPN 14 Sinjai. The researcher found the fact that many students experienced boredom, did not focus on

the lesson, and were not enthusiastic about the English learning process. Therefore, researcher are interested in conducting research using the ice breaking Technique in the English learning process entitled “Student’s Perception Toward the Use Of Ice Breaking Tecnique in Teaching English Learning Ninth Grade Student’s Of SMPN 14 Sinjai.”

B. Scope of the Research

Based on the background of the study, then the authors limit the problem to be researched so that it does not spread to other problems, and in order to be more focused, the researcher limits the problem to:

1. Students perception toward to use of ice breaking technique.
2. Lack of student concentration and motivation.
3. Students are bored and tend to be sleepy in the classroom.

C. Research Question

The formulation of the problem in this study is ‘What does the Students' Perception Toward The Use of Ice Breaking Technique in Teaching English at Ninth Grade Students SMPN 14 Sinjai’?

D. Objective of the Research

As for the purpose of this study is to determine students' perception toward the use of ice breaking technique in teaching English at ninth grade students of SMPN 14 Sinjai.

E. Significance of the Research

This research is expected to provide benefits to all parties involved in the world of education, teachers, students, researchers, and other researchers for the world of education. It is hoped that it can foster creativity and professionalism in the school environment.

For teachers, it is expected that learning is not monotonous, so that teachers can use learning models, as well as new insights so that students do not experience boredom in the classroom so that students can feel excited and happy when in the learning process in the classroom.

For students themselves include: Eliminating boredom, boredom, anxiety, and fatigue because you can temporarily get out of the lesson routine by doing free and cheerful movement activities.

For the researcher, the benefits for researchers themselves are so that this is the beginning of becoming a

teacher to be able to start their creativity. For other researchers, it would be nice to be able to develop their creativity so that it is interesting to research.

BAB II

THEORITICAL REVIEW

A. Literature Review

1. Perception

a. Definition of Perception

Perception is a term that is very familiar to be heard in everyday conversation. Perception which means accept or take. As a complex psychological construct, perception is difficult to formulate as a whole. Therefore, experts vary in providing definitions of this perception. Perception is a process that involves the entry of messages or information into the human brain.¹

Meanwhile, according to Sondang P. Siagian, perception can be understood as a process through how a person organizes and interprets sensory impressions in an effort to give something specific meaning to his environment.² Called sensory processes, but the process does not just stop, but the

¹ Slameto, *Belajar dan Faktor yang mempengaruhinya*, (Jakarta: PT RinekaCipta, 2003), h.102.

² Sondang. P Siagian, *Teori Motivasi dan Aplikasinya* cet ke 3, (Jakarta:Rineka Cipta,2004), hlm100

stimulus is continued and the next process is the process of perception.¹

From the various definitions above, it can be concluded that perception is a process of how a person selects, organizes, and interprets existing information and experiences and then interprets them to create a meaningful overall picture.

Based on some definition above, it can be concluded that perception basically concerns human relations with the environment, how one understands and interprets the stimulus that is in the environment by using the knowledge he has.

b. Factors Affecting Perception

A person's perceptions do not just arise. Of course there are factors that influence it. Those factors which cause why two people are seeing something may give a different interpretation about that he saw it. In general, according to Sondang, there are three factors that affect a person's perception, namely:²

¹ Bimo Walgito, *Pengantar Psikologi Umum*, (Yogyakarta: Andi Offset, 2004), h.99.

² Sondang P. Siagian, *Teori Motivasi dan Aplikasinya*, (cet ke 3; h.100-105.

a) The person concerned himself

When someone sees something and tries to give an interpretation of what he saw, he is influenced by the individual characteristics involved, such as attitudes, motives, interests, experiences and expectations.

b) Target perception

Targets can be people, objects or events. The characteristics of these targets affect the perception of people who saw it.

c) Situation factors

The situation is a factor that plays a role in the growth in one's perception.

d.) Interest and attention

Interest is a feeling of preference and attachment to a thing or activity, without being ordered. Interest basically is the acceptance of a relationship between oneself and something outside of oneself. The stronger or closer the relationship is, the bigger the interest.¹

¹Noor Komari Pratiwi, "Pengaruh Tingkat Pendidikan, Perhatian Orang Tua, Dan Minat Belajar Siswa Terhadap Prestasi Belajar Bahasa Indonesia

The meaning stated above, interest is closely related to feelings of pleasure and interest can occur because a happy attitude to something. So interest arises because of feelings happy in someone who causes always to pay attention and remembering continuously. Therefore, desires or interests and Willingness or volition greatly influences the mode of action to be someone noticed.¹

c. Types or Kinds of Perception

1. Visual Perception

Visual Perception of the sense of sight, namely the eyes this perception is earliest perception try thrive on baby and influencing babies and toddlers to understand world. Visual perception is a result of what we are see, either before see it or still imagining as well as after doing to the object which is aimed

Siswa Smk Kesehatan di kota Tangerang” , Vol. 1, Nomor 2, Desember 2015, h. 90.

¹Noor Komari Pratiwi, ”Pengaruh Tingkat Pendidikan, Perhatian Orang Tua, Dan Minat Belajar Siswa Terhadap Prestasi Belajar Bahasa Indonesia Siswa Smk Kesehatan di kota Tangerang” , Vol. 1, Nomor 2, Desember 2015, h. 91.

2. Perception Of Auditory or Hearing

Auditoria perception

Auditoria is the perception that is optaine from the sense of hearing, namely the ear. One can perceive something from what the hear.

3. Perception of Touch

Perception of touch is a perception that is optaine from the sense of touch, namely the skin. One can perceives something from what it touches or the result of something coming in to contact with the skin.

4. Perception of Smell

Perception of Smell is that perception optaine from sense of smell, namely the nose. One can perceives something from what is smell .

5. Perception of taste

Perception of Taste or taste constitutes is the kind of perception that is optaine from sense of taste, namely the tongue one can perceive something from what is taste or feel.

2. Ice Breaking

a. Definition of Ice Breaking

Ice breakings are interactive activities that can be used in the first class to relax adult students and created an atmosphere of fun in what is usually a formal environment. Additionally, many ices breaking allow adults to get to know each other can enable the researcher to acquire a better understanding of the background of his-her adults' students.¹

Ice breaking is a game or simple activity, that server to change the atmosphere of ice, stiffness bored or sleepiness in learning. So as to build a vibrant and enthusiastic learning environment that can create a fun,serious,but relaxing.²

Furthermore ice breaking is needed in the classroom. It is much needed in order to make the teaching learning process running well,interesting, keeping and the students keeping concentrate to the

¹Pits Errol ,*Ice breaker in the classroom*, (2016), h.182.

² Sunarto. 2012. *Ice Breaker Dalam Pembelajaran Aktif*. (Surakarta: Cakrawala Media), h.3

lesson. He also noted in teaching learning process intentionally or not, teacher always or once in a while gives ice breaking in the class, even though the type is not a game, physical action or other instrument. Interesting statements, anecdote, sounds that can attract students attention are included the type of ice breaking.¹

Based on some of the opinions above, ice breaking is a situation-breaker of the frozen mind of students or students' physicality, it is also intended to build a fun, enthusiastic, and full of enthusiasm for learning, ice breaking can be used at the beginning before learning, mid-learning to draw focus Students. ice breaking can also be used at the end of the lesson as a closing lesson.

b. Ice Breaking Variant

The ice breaking variants here are divided into two types, ive breaking without media and ice breaking with media. Ice breaking without media can be interpreted as a brain cooling game by not

¹Qomariah, N. Ima..*The Use Of Ice Breaker to Improve Students Motivation in Learning English at the Fourth Grade od SDN Randagwang IV Gresik.Gresik Muhammadiyah University*(2009), h.15.

using media outside the body. Meanwhile ice breaking with media can use any media so that the game is more lively.

c. Example of Ice Breaking Game

To reduce the boredom of the rest when learning activities take place, sometimes teachers also invite students to play games but do not leave the subject matter to be delivered. Indoor games are often called ice Breaking. Here are some example of ice Breaking that Teachers can do with their students.

- 1 .strip seven
2. long-fight
3. mention object
4. morning, afternoon, evening
5. cheek touch
6. if-then

d. Advantages and Disadvantages of Ice Breaking

In the learning model, there must be advantages and disadvantages of each, including from ice breaking.

1. Advantages:

- a. Makes long time seem fast.
- b. Bring a pleasant impact on learning.

- c. Can be used spontaneously or conceptually.
 - d. Create a compact or unified atmosphere.
 - e. More contextual with the learning situation and conditions at that time.
 - f. The teacher is more creative in utilizing the student's conditions for doing ice breakers interactively.
 - g. The boredom experienced by the students was quickly resolved.¹
2. While the disadvantages of ice breaking: application can be adjusted according to the conditions in each place.²

B. Previous Research

1. Research result NurulAzizahKurniawati"The relationship between interest in ice breaking and concentration in attending classical format services for class VII student's at SMP NEGERI 4 MAGELANG in the academic year 2015/2016. This study is to determine whether or not there is a relationship between interest in ice breaking and concentration in

¹ Sunarto, *Ice Breaker Dalam Pembelajaran Aktif*, h. 107.

² Sunarto, *Ice Breaker Dalam Pembelajaran Aktif*, (Surakarta: Cakrawala Media, 2012,h. 107.

classical format services for students of class VII at SMP Negeri 4 Magelang. This research method is descriptive quantitative correlation. The study population was 177 students with a sample of 127 students. The instrument test used the validity test and the reliability test. The validity test used the product moment. Reliability test using Alpha. The results of this study showed that students' interest in ice breaking was 72.2% and the concentration of students in participating in classical formal services for grade VII students was 71.1%. The conclusion from this research is that both students' interest in ice breaking or student concentration in participating in classical format services is both in the high category. In addition, there is a relationship between interest in ice breaking and concentration on classical format services.¹

2. Research result Sinta “*Improving students ability in speaking skill by using ice breaker strategy at the second grade of MTS TPI SAWIT SEBERANG in academic year 2017/2018* “.The object of this research

¹Nurul Azizah Kurniawati (*Hubungan antara minat terhadap ice breaking dengan konsentrasi dalam mengikuti layanan format klasikal siswa kelas VII di SMP negeri 4 Magelang tahun ajaran 2015\2016*).

was to improve students' speaking skill by the use of Ice Breaker strategy. This research was conducted by using Classroom Action Research. Qualitative and Quantitative data were used in this research. The qualitative data while the quantitative data were taken from students' score in Pre-Test, Post Test I, and Post-Test II. The result of analyzing data indicated that there was significance improvement on students' speaking skill after the use of Ice Breaker strategy. It can be seen for the students' score in every cycle. In Pre-Test, there were only 30% (12 students) whose score up to 75. In Post-Test I, there was 52.5% on the percentage of students whose score up to 75 (21 students), while in Post-Test II there were 80% students whose score up to 75 (32 students). From data analysis, it showed that there was improvement on students' speaking skill. It can be seen from the mean of Post-Test II was 80.3. In other words, students' speaking skill has improved. Based on the qualitative data, the students gave good responses and showed enthusiasm after the use of Ice Breaker strategy in speaking skill.¹

¹Sinta(Improving students ability in speaking skill by using ice breaker strategy at the second grade of MTS TPI SAWIT

3. Research result Nila Arum Damayanti “The use of ice breaker to improve students speaking skill(experimental research of the eleventh grade students of SMKN 1 TENGARAN in the academic year 2018/2019) .The objectives of this research are (1) to find out the difference of speaking skills after the students were taught by using ice breaker and (2) to find out the significant difference of speaking skills after were taught by using ice breaker. This was Experimental Research. The researcher took one group pre-test and post-test or one sample. The instruments of this research were test and non-test. The test type was oral; meanwhile non-test instrument was in the form of document. The samples of this research were 25 students. The data collection method used was test and documentation. The result of this research showed that there was a difference of speaking skills of the eleven grade students after they were taught by using ice breaker technique. It could be proven by the mean of pre-test and post-test. The mean of pre-test was 66 and post-test was 79; and there was a significant difference of speaking skills of the eleventh grade students after

they were taught by using ice breaker technique. The result of the t-calculation on the significant level 5% (25.6) is higher than t-table (2.06).¹

Based on the relevant research results above, there are differences in research that will be carried out by the researcher, namely regarding research methods. Research that will be carried out uses qualitative methods. While the equation is the use of ice breaking in learning English.

¹Nila Arum Damayanti (*The use of ice breaker to improve students speaking skill(experimental research of the eleventh grade students of SMKN 1 TENGARAN in the academic year 2018/201).*

BAB III

RESEARCH METHODOLOGY

A. Type and approach of the Research

The type of this research is a descriptive study with a qualitative approach. In this research, observation, interviews, and documentation was carried out systematically.

The research approach used in this research is qualitative research. Using qualitative methods, because the results are in the form of student's perceptions as a tool to find out students' perceptions from the interview results.

B. Operational Definition

The variables in this study are the perceptions of grade VIII students towards the use of ice breaking techniques in learning English, which included internal factors, namely interest and attention as well as internal factors, namely objects and the environment.

C. Place and Time of the Research

This research conducted at SMPN 14 Sinjai which is located at Batuleppa street South Sinjai, during 7 months, starting 1 January , 2021 until 23 July, 2021.

D. Subject and Object of the Research

1. Subject

The subject of this research is class ninth grade which amounts to 13 students.

2. Object

The object of this research at SMPN 14 Sinjai.

E. Techniques of Data Collection

1. Observation

Systematic observation and recording of phenomena being investigated. In this case the researcher make observations, namely conduct direct observations at SMP 14 Sinjai. This observation, used to see how the students interest and attention of students in the classroom when learning English.

2. Interview

Interview with students it is a dialogue that the interviewer conducts for obtain information from the interviewee. Interview conducted to students by asking questions about their perception about ice breaking.

3. Documentation

A method used to obtain data and information in the form of books, archives, documents, written numbers and pictures in the form of reports and

information that can support research. Documentation is used to collect data which is then analyzed¹.

This documentation sheet contains document notes that will support this research. Such as attendance lists and records of students' interview about the perceptions of the use of ice breaking in learning English in the ninth grade class at SMPN 14 Sinjai.

F. Research Instrument

1. Observation

Observation is a systematic observation and recording of the symptoms studied, observation is a complex process, which is composed of biological and psychological processes². This observation is carried out by researcher through participation in learning activities in the classroom. Researcher participate in learning activities on three dimensional space material.

Which is often referred to as an interview or oral questionnaire, is a dialogue conducted by the interviewer to obtain information from the

¹Sugiyono, *Metode Penelitian Kombinasi*, (2015), h.329.

² Suharsimi, Arikunto *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta PTRinekaCipta, 2010), h.198.

interviewer. Interviews used by researcher to asses a persons condition, for example to find data about background variables of students, parents, education, attention to attitudes towards something.¹

In this study, researcher conducted a structure interview technique. Structure interviews were used as data collection, when researcher or data collectors already know with certainty about the information to be obtain. Therefore, in conducting interviews, data collectors have prepared a research instrument in the form of written questions for which alternative answers have been prepare. With this structured interview each respondent is gave the same questions, and the data collectors record them.

2. Documentation

Documentation is a technique used by researchers to document their research. This document contains statements about the activities of the learning process in class and the process of interviewing students in the ninth grade class.

¹..... *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta PTRinekaCipta, 2010), h.198.

G. Data Validity

In obtaining the validity of the data, the research was conducted to first check the validity of the data. Explained that the validity of data in qualitative research can be obtained through triangulation¹.

Triangulation is a data validity checking technique that uses something else to check and compare the data.

In this study using source triangulation. Explained that the triangulation of sources is done by checking the data that has been obtained through several sources, while the technical triangulation is done by checking the data obtained through interviews, observation, and documentation².

H. Techniques of Data Analysis

Collecting data is observing the variables to be studied by means of observation, interviews, documentation, and so on. From this explanation, collecting data is observing the symptoms that will be investigated by a variety of existing methods. These methods are tailored to the needs of the study. The observed data were collected.

¹ Moleong, L.J. *Metodologi Penelitian Kualitatif* (Ed.; Rev.(Bandung: PT. Remaja Rosda karya, 2011).

² Sugiyono *Metode Penelitian Kombinasi* (mix methods). Bandung: Alfabeta.

Data collection techniques are the most important step in a study. Therefore, in this study the problem formulation will be answered using qualitative techniques.

Data analysis is an effort done by working with data, organizing data, sorting them out into manageable units, synthesizing them, seek and find patterns, find what is important and what is learned, and decide what to tell others¹. States that analysis techniques data in qualitative research includes:

1. Data Collection

Process and prepare data for analysis. This step involving interview transcripts, scanning material, typing data

field or sorting and organizing the data into different types depending on the source of the information². This data collection contains students' perceptions of the use of ice breaking in learning English.

2. Data Reduction

Data reduction is summarizing, choosing the main things by focusing on the important things, and

¹Sugiyono *metode penelitian kombinasi (mix method)*. Bandung: Alfabeta.

²Miles, M. B. & Huberman, M. (1992). *Analisis data kualitatif*, Jakarta: Penerbit. Universitas Indonesia.

discarding the unimportant things. So that the reduced data will provide a clearer picture and facilitate research. By analyzing data and collecting information in the field.

3. Data Collection

Process and prepare data for analysis. This step involving interview transcripts, scanning material, typing data

field or sorting and organizing the data into different types depending on the source of the information¹. This data collection contains students' perceptions of the use of ice breaking in learning English.

4. Data Presentation (Data Display)

Presentation of data is an analysis in the form of matrices, networks, cart, or graphics. In qualitative research, data presentation is carried out in form brief descriptions, tables, charts and relationships between categories. Through presentation of the data, then the data is organized, and structured so that the easier it will be to understand.

5. Conclusion Drawing / Verivication

¹Miles, M. B. & Huberman, M. (1992). *Analisis data kualitatif*, Jakarta: Penerbit. Universitas Indonesia.

Conclusions are conclusion and verification. The initial conclusions put forward are still provisional, and will be change if there is no strong evidence to support the stage next collection. Conclusions in qualitative research can beanswer the formulation of the problem that was formulated from the start.

BAB IV

RESULT OF THE RESEARCH

A. General Description Of Research Location

This chapter will describe various findings from researchers related to students' perception toward the use of ice breaking technique in teaching English at ninth grade students of SMPN 14 Sinjai which was obtain from interviews and documentation in the field.

1. Identitas Sekolah				
1	Nama Sekolah	:	UPTD SMP NEGERI 14 SINJAI	
2	NPSN	:	40304521	
3	Jenjang Pendidikan	:	SMP	
4	Status Sekolah	:	Negeri	
5	Alamat Sekolah	:	Jl. Persatuan Batuleppa	
	RT / RW	:	1	/ 1
	Kode Pos	:	92661	
	Kelurahan	:	Talle	
	Kecamatan	:	Kec. Sinjai Selatan	
	Kabupaten/Kota	:	Kab. Sinjai	
	Provinsi	:	Prov. Sulawesi Selatan	
	Negara	:		
6	Posisi Geografis	:	-5	Lintang
			120	Bujur
2. Data Pelengkap				
7	SK Pendirian Sekolah	:	0886.0.1986	
8	Tanggal SK Pendirian	:	1986-12-22	

9	Status Kepemilikan	:	Pemerintah Daerah
10	SK Izin Operasional	:	-
11	Tgl SK Izin Operasional	:	1910-01-01
12	Kebutuhan Khusus Dilayani	:	Tidak ada
13	Nomor Rekening	:	2147483647
14	Nama Bank	:	BANK SULSEL
15	Cabang KCP/Unit	:	SINJAI
16	Rekening Atas Nama	:	SLTPN 3 SINJAI SELATAN
17	MBS	:	Ya
18	Luas Tanah Milik (m2)	:	10500
19	Luas Tanah Bukan Milik (m2)	:	100
20	Nama Wajib Pajak	:	BENDAHARA SMP NEGERI 3 SINJAI SELATAN
21	NPWP	:	2147483647

3. Kontak Sekolah

20	Nomor Telepon	:	2147483647
21	Nomor Fax	:	0
22	Email	:	smpn3tallesinjaiselatan@gmail.com
23	Website	:	http://smpn3talle.com

4. Data Periodik

24	Waktu Penyelenggaraan Bersedia Menerima	:	Pagi
25	Bos?	:	Bersedia Menerima
26	Sertifikasi ISO	:	Belum Bersertifikat
27	Sumber Listrik	:	PLN
28	Daya Listrik (watt)	:	2200
29	Akses Internet	:	Telkomsel Flash

Akses Internet :

--

30 Alternatif :

5. Data Lainnya

31	Kepala Sekolah	:	Muhammad Raji Luluang
32	Operator Pendataan	:	RIZKI AMALIAH
33	Akreditasi	:	B
34	Kurikulum	:	Kurikulum 2013

1. Data PTK dan PD

No	Uraian	Guru	Tendik	PTK	PD
1	Laki - Laki	7	4	11	116
2	Perempuan	16	3	19	114
TOTAL		23	7	30	230

2. Data Sarpras

No	Uraian	Jumlah
1	Ruang Kelas	14
2	Ruang Lab	2
3	Ruang Perpus	1
TOTAL		17

3. Data Rombongan Belajar

No	Uraian	Detail	Jumlah	Total
1	Kelas 7	L	45	81
		P	36	
2	Kelas 8	L	44	86
		P	42	

3	Kelas 9	L	27	63
		P	36	

Source: SMPN 14 Sinjai²⁵

B. Result and Discussion of the Research

The following are the data that have been obtained in the research

1. Research Results

From the results of the study, the researcher asked to students about In the first to Students, Do you like English lessons? (Apakah anda menyukai pelajaran bahasa Inggris?)

FN: *"Emmm,saya tidak suka sebenarnya miss , karena susah penyebutannya " ("Emmm, I dont not really like it miss, because it's hard to pronounce").*²⁶

²⁵dokumen Profil SMPN 14 Sinjai

²⁶ Wawancara:Firsya Nur, (15), Siswa Kelas ix. a. tanggal 16 Juli 2021

HSR: "*Tidak. Karena kurang kosa kata yang saya tau miss*"(Not. Because I lack vocabulary that I know miss").²⁷

HS: "*kalau menurut saya,saya suka miss,karena bahasa u like miss, because it's a foreign language, so we can know*".²⁸

HS: "*kalau menurut saya,saya suka miss,karena bahasa u like miss, because it's a foreign language, so we can know*".²⁹

ISF: "*Tidak miss. Karena susah,saya tidak tau sah juga menghafal kosa katanya*"("No Sis. Because it's difficult, I unciation, and it's also difficult to memorize the vocabulary").³⁰

IL: "*Kalau bagi saya,saya suka miss, karena pelajaran menantang*"("For me, I like the

²⁷ Wawancara:Hasrianti, (15), Siswa Kelas ix. a. tanggal 16 Juli 2021

²⁸ Wawancara:Hernandy Saputra, (15), Siswa Kelas ix. a. tanggal 16 Juli 2021

²⁹ Wawancara:Hernandy Saputra, (15), Siswa Kelas ix. a. tanggal 16 Juli 2021

³⁰ Wawancara:Ikna Safira Fahim, (15), Siswa Kelas ix. a. tanggal 16 Juli 2021

lessons, miss because the lessons are challenging").³¹

IM: "*Suka miss, apalagi kalau materi mengenai reading*"("I y if the material is about reading").³²

MAW: "*saya suka miss, karena gurunya baik*"("I like miss, because the teacher is good")³³

MR: "*eeemm suka miss*"("Uuumm, I like miss").³⁴

NA: "*Saya suka sihh miss, karena gurunya tidak sering marah*"("I the teacher does not get angry often").³⁵

NAF: "*Suka miss, tidak terlalu susah*"("Like miss, not too difficult").³⁶

AA: "*Yahh suka miss, karena banyak pengetahuan mengenai bahasa luar*

³¹ Wawancara: ilham, (15), Siswa Kelas ix. a. tanggal 16 Juli 2021

³² Wawancara: Irfan Maulana, (15), Siswa Kelas ix. a. tanggal 16 Juli 2021

³³ Wawancara: Muh. Akbar Wijaya, (15), Siswa Kelas ix. a. tanggal 16 Juli 2021

³⁴ Wawancara: Muh. Risal, (15), Siswa Kelas ix. a. tanggal 16 Juli 2021

³⁵ Wawancara: Nur Anisa, (15), Siswa Kelas ix. a. tanggal 16 Juli 2021

³⁶ Wawancara: Nur Afisa, (15), Siswa Kelas ix. a. tanggal 16 Juli 2021

negeri"("Well I like miss, because I have a lot of knowledge about foreign languages").³⁷

AR:"*Iya saya suka miss,karena gurunya juga menjelaskan dengan baik*"("Yes I like miss, because the teacher also explains well").³⁸

In the second question, the researcher asked about do you find it easier to understand learning English by using ice breaker? (Apakah anda merasa lebih mudah dalam memahami pembelajaran Bahasa Inggris dengan penggunaan ice breaking?)

MAW: "*Iya miss,karena pasti pikiran merasa baru lagi setelah melakukan ice breaking*"(Yes, miss, because the mind must feel new again after doing ice breaking").³⁹

³⁷Wawancara:Aswar Anwar, (15), Siswa Kelas ix. a. tanggal 16 Juli 2021

³⁸Wawancara:A. Rusdiawan, (15), Siswa Kelas ix. a. tanggal 16 Juli 2021

³⁹Wawancara:Muh. Akbar Wijaya, (15), Siswa Kelas ix. a. tanggal 16 Juli 2021

MR: "*bisa saja miss, karena merasa bersemangat lagi untuk belajar*" (I could miss, because I feel excited again to learn").⁴⁰

NA: "*Kalau menurut saya miss, mungkin lebih mudah karena gamesnya*" ("In my opinion, miss, maybe it's easier because of the games").⁴¹

MU: "*Tergantung dari pelajarannya miss, tapi kalau penggunaan ice breaking saya suka*" ("Depends on the lesson miss, but I like using ice breaking").⁴²

AR "*Tergantung dari gurunya miss*" ("Depends on the teacher miss").⁴³

AA: "*Tergantung pelajarannya miss*" ("Depends on the teacher miss").⁴⁴

FN "*Tergantung pelajarannya miss*" ("Depends on the lesson miss").⁴⁵

⁴⁰Wawancara: Muh. Risal, (15), Siswa Kelas ix. a. tanggal 16 Juli 2021

⁴¹Wawancara: Muh. Takdir, (15), Siswa Kelas ix. a. tanggal 16 Juli 2021

⁴²Wawancara: Muhlis, (15), Siswa Kelas ix. a. tanggal 16 Juli 2021

⁴³Wawancara: A. Rusdiawan, (15), Siswa Kelas ix. a. tanggal 16 Juli 2021

⁴⁴Wawancara: Aswar Anwar, (15), Siswa Kelas ix. a. tanggal 16 Juli 2021

HSR: "*Bisa miss, karena sudah bermain games*" ("Can miss, because already playing games").⁴⁶

HS: "*Tergantung miss, kalau mudah pelajarannya*" ("Depends on miss, if the lesson is easy").⁴⁷

IKS: "*Kalau sudah bermain games, pikiran pasti merasa baru lagi miss*" ("When you play games, your mind will feel new again, miss").⁴⁸

IL "*Iya miss*" ("Yes miss").⁴⁹

IM: "*Bisa saja miss*" ("Could miss").⁵⁰

NAF "*Mungkin miss*" ("maybe miss").⁵¹

In the third question, the researcher asked about do you feel more enthusiastic in

⁴⁵ Wawancara: Firsya Nur, (15), Siswa Kelas ix. a. tanggal 16 Juli 2021

⁴⁶ Wawancara: Hasrisnti, (15), Siswa Kelas ix. a. tanggal 16 Juli 2021

⁴⁷ Wawancara: Hernandy Saputra, (15), Siswa Kelas ix. a. tanggal 16 Juli 2021

⁴⁸ Wawancara: Ikna Safira Fahim, (15), Siswa Kelas ix. a. tanggal 16 Juli 2021

⁴⁹ Wawancara: Ilham, (15), Siswa Kelas ix. a. tanggal 16 Juli 2021

⁵⁰ Wawancara: Irfan Maulana, (15), Siswa Kelas ix. a. tanggal 16 Juli 2021

⁵¹ Wawancara: Nur Afisa, (15), Siswa Kelas ix. a. tanggal 16 Juli 2021

learning by using the English learning model used? (Apakah anda merasa lebih antusias dalam belajar dengan menggunakan model pembelajaran bahasa inggris yang digunakan?).

MS: *"Iya miss, karena pasti dalam pembelajaran menyenangkan"*("Yes, miss, because it must be fun learning").⁵²

NA: *"Iya miss,karena ada gamesnya"*("Yes, miss, because there are games").⁵³

NAF: *"Iya miss, karena tidak bosan di dalam kelas"*("Yes, miss, because you are not bored in class").⁵⁴

AR: *"Iya miss, pasti saya lebih antusias karena saya suka bermain games"*("Yes miss, I'm definitely more enthusiastic because I like playing games").⁵⁵

⁵²Wawancara:Musfira, (15), Siswa Kelas ix. a. tanggal 16 Juli 2021

⁵³Wawancara:Nur Anisa, (15), Siswa Kelas ix. a. tanggal 16 Juli 2021

⁵⁴Wawancara:Nur Afisa, (15), Siswa Kelas ix. a. tanggal 16 Juli 2021

⁵⁵Wawancara:A. Rusdiawan, (15), Siswa Kelas ix. a. tanggal 16 Juli 2021

AA: "*Iya miss, karena tidak saya tidak bosan*" ("Yes miss, because no I'm not bored").⁵⁶

FN: "*Iya miss, karena tidak mengantuk*" ("Yes miss, because not sleepy").⁵⁷

HSR: "*Emmm iya miss, karena bermain game*" ("Emmm yes miss, because playing games").⁵⁸

HS: "*Antusias miss*" ("Enthusiastic miss").⁵⁹

IKS: "*Iya miss*" ("Yes miss").⁶⁰

IL: "*Iya miss*" ("Yes miss").⁶¹

IM: "*Iya miss, karena seru*" ("Yes miss, because it's fun").⁶²

⁵⁶Wawancara: Aswir Anwar, (15), Siswa Kelas ix. a. tanggal 16 Juli 2021

⁵⁷Wawancara: Firsy Nur, (15), Siswa Kelas ix. a. tanggal 16 Juli 2021

⁵⁸Wawancara: Hasrianti, (15), Siswa Kelas ix. a. tanggal 16 Juli 2021

⁵⁹Wawancara: Hernandy Saputra, (15), Siswa Kelas ix. a. tanggal 16 Juli 2021

⁶⁰Wawancara: Ikna Safira Fahim, (15), Siswa Kelas ix. a. tanggal 16 Juli 2021

⁶¹Wawancara: Ilham, (15), Siswa Kelas ix. a. tanggal 16 Juli 2021

⁶²Wawancara: Irfan Maulana, (15), Siswa Kelas ix. a. tanggal 16 Juli 2021

MAW:"*Antusias miss, apalagi jika ada gamesnya*"("Enthusiastic miss, especially if there are games").⁶³

MR:"*Iya miss*"("Yes miss").⁶⁴

In the fourth question, the researcher asked to students to know students e you more interested in the English learning model gave in class? (Apakah anda lebih tertarik dengan model pembelajaran Bahasa Inggris yang diberikan di kelas?)

AR:"*Iya miss,apalagi kalau selalu diberikan games*"("Yes, miss, especially if you are always given games").⁶⁵

AA:"*Tertarik miss,karena seru*"("Interesting miss, because it's fun").⁶⁶

NAF:"*Iya miss,karena pasti tidak bosan belajar bahasa inggris apalagi saya termasuk siswa*

⁶³Wawancara:Muh. Akbar Wijaya, (15), Siswa Kelas ix. a. tanggal 16 Juli 2021

⁶⁴Wawancara:Muh. Risal, (15), Siswa Kelas ix. a. tanggal 16 Juli 2021

⁶⁵ Wawancara:A. Rusdiawan, (15), Siswa Kelas ix. a. tanggal 16 Juli 2021

⁶⁶ Wawancara:Aswir Anwar, (15), Siswa Kelas ix. a. tanggal 16 Juli 2021

yang kurang menyukai pelajaran bahasa Inggris"("Yes, miss, because I definitely don't get bored studying English, especially since I am one of the students who don't like English lessons").⁶⁷

NA:"Belum tentu miss,kalau pelajarannya mudah"("Not necessarily miss, if the lesson is easy").⁶⁸

FN:"Tertarik miss, menyenangkan bagi saya"("Interested miss, it's fun for me").⁶⁹

HSR:"Iya miss tertarik"("Yes miss interested").⁷⁰

HS:"Tertarik miss, apalagi jika bermain games"("Interested miss, especially when playing games").⁷¹

⁶⁷ Wawancara:Nur Afisa, (15), Siswa Kelas ix. a. tanggal 16 Juli 2021

⁶⁸ Wawancara:Nur Anisa, (15), Siswa Kelas ix. a. tanggal 16 Juli 2021

⁶⁹ Wawancara:Firsya Nur, (15), Siswa Kelas ix. a. tanggal 16 Juli 2021

⁷⁰ Wawancara:Hasrainti, (15), Siswa Kelas ix. a. tanggal 16 Juli 2021

⁷¹ Wawancara:Hernandy Saputra, (15), Siswa Kelas ix. a. tanggal 16 Juli 2021

IKS: "*Iya miss, saya tertarik*"("Yes miss interested").⁷²

IL: "*Tertarik miss*"("Interested miss").⁷³

IM: "*Iya miss tertarik*"("Yes miss, interested").⁷⁴

MAW: "*Kalau menurut saya, saya tertarik miss karena tidak mudah bosan didalam kelas*"("In my opinion, I am interested in miss because it is not easy to get bored in class").⁷⁵

MR: "*Iya miss*"("Yes miss").⁷⁶

MU: "*Iya miss heheh*"("Yes miss, heheh").⁷⁷

In the fifth question, the researcher asked to Students about do you find it easier to develop and conclude the English materials that have been studied? (Apakah anda merasa lebih mudah dalam mengembangkan dan

⁷²Wawancara:Ikna Safira Fahim (15), Siswa Kelas ix. a. tanggal 16 Juli 2021

⁷³Wawancara:Ilham, (15), Siswa Kelas ix. a. tanggal 16 Juli 2021

⁷⁴Wawancara:Irfan Maulana, (15), Siswa Kelas ix. a. tanggal 16 Juli 2021

⁷⁵Wawancara:Muh. Akbar Wijaya, (15), Siswa Kelas ix. a. tanggal 16 Juli 2021

⁷⁶Wawancara:Muh. Risal, (15), Siswa Kelas ix. a. tanggal 16 Juli 2021

⁷⁷Wawancara:Musfira, (15), Siswa Kelas ix. a. tanggal 16 Juli 2021

menyimpulkan materi-materi Bahasa Inggris yang telah dipelajari?)

MU:"*Tergantung dari pelajarannya miss,karena terkadang saya bisa kadang juga tidak*"("Depends on the lesson miss, because sometimes I can sometimes not").⁷⁸

FN:"*Mungkin bisa miss, karena saya suka bahasa s*, because I like English").⁷⁹

HS:"*Tidak tau miss, tapi saya suka jika pembelajaran ada gamesnya*"("I don't know miss, but I like it if there are games in learning").⁸⁰

HSR:"*Mungkin bisa miss*".("Maybe i can miss").⁸¹

IKS:"*Tergantung miss, heheh*"("Depends on miss, heheh.").⁸²

⁷⁸Wawancara:Musfira, (15), Siswa Kelas ix. a. tanggal 16 Juli 2021

⁷⁹Wawancara:Firsya Nur, (15), Siswa Kelas ix. a. tanggal 16 Juli 2021

⁸⁰Wawancara:Hernandy Saputra, (15), Siswa Kelas ix. a. tanggal 16 Juli 2021

⁸¹Wawancara:Hasrianti, (15), Siswa Kelas ix. a. tanggal 16 Juli 2021

IL: "*Emmm, tergantung sihh miss.*" (: "Ummm, it depends, miss").⁸³

IM: "*Jika pelajarannya mudah miss*" ("If the lesson is easy miss").⁸⁴

MAW: "*Sedikit miss, heheh*". ("Little bit, miss heheh").⁸⁵

MR: "*Bisa sedikit miss*" ("Could be a little miss").⁸⁶

NA: "*Kadang bisa kadang tidak miss*". (: "Sometimes you can, sometimes you don't miss").⁸⁷

NAF: "*Kadang-kadang bisa miss*". (Sometimes can miss").⁸⁸

⁸²Wawancara: Ikna Safira Fahim, (15), Siswa Kelas ix. a. tanggal 16 Juli 2021

⁸³Wawancara: Ilham, (15), Siswa Kelas ix. a. tanggal 16 Juli 2021

⁸⁴Wawancara: Irfan Maulana, (15), Siswa Kelas ix. a. tanggal 16 Juli 2021

⁸⁵Wawancara: Muh. Akbar Wijaya, (15), Siswa Kelas ix. a. tanggal 16 Juli 2021

⁸⁶Wawancara: Muh. Risal, (15), Siswa Kelas ix. a. tanggal 16 Juli 2021

⁸⁷Wawancara: Nur Anisa, (15), Siswa Kelas ix. a. tanggal 16 Juli 2021

⁸⁸Wawancara: Nur Afisa, (15), Siswa Kelas ix. a. tanggal 16 Juli 2021

AA: "*Kadang bisa miss*". (": "Sometimes i can miss).⁸⁹

AR: "*Tergantung miss*". ("Depends on miss).⁹⁰

In the sixth question, the researcher asked to Students do you like the use of ice breaking in learning English? (Apakah anda menyukai penggunaan ice breaking dalam pembelajaran Bahasa Inggris?)

MS: "*suka miss, karena pastinya menyenangkan*", (I like miss, miss, because it must be fun")⁹¹

NAF: "*Suka miss, karena bagi saya sendiri saya adalah orang yang bosan saat belajar*". ("I like to miss, because for myself I am a person who is bored while studying").⁹²

⁸⁹Wawancara: Aswir Anwar, (15), Siswa Kelas ix. a. tanggal 16 Juli 2021

⁹⁰Wawancara: A. Rusdiawan, (15), Siswa Kelas ix. a. tanggal 16 Juli 2021

⁹¹Wawancara: Musfira, (15), Siswa Kelas ix. a. tanggal 23 Juli 2021

⁹²Wawancara: Nur Afisa, (15), Siswa Kelas ix. a. tanggal 23 Juli 2021

MR: "*Suka miss, karena suasana dikelas jadi menyenangkan*" ("Like miss, because the atmosphere in class is so fun").⁹³

MAW: "*Tidak tau miss*". (I do not know miss).⁹⁴

AR: "*Suka miss, karena tidak bosan belajar*". ("I like to miss, because I don't get tired of studying").⁹⁵

AA: "*Suka miss, pastinya suasana pembelajaran tidak membosankan*". ("Like miss, surely the learning atmosphere is not boring").⁹⁶

FN: "*Iya miss, saya suka karena ada gamesnya*". ("Yes, miss, I like it because there are games").⁹⁷

HSR: "*Suka miss, tidak bosan di kelas*". ("Like miss, not bored in class").⁹⁸

⁹³Wawancara: Nur Anisa, (15), Siswa Kelas ix. a. tanggal 23 Juli 2021

⁹⁴Wawancara: Muh. Risal, (15), Siswa Kelas ix. a. tanggal 23 Juli 2021

⁹⁵Wawancara: A. Rusdiawan, (15), Siswa Kelas ix. a. tanggal 23 Juli 2021

⁹⁶Wawancara: Aswir Anwar, (15), Siswa Kelas ix. a. tanggal 23 Juli 2021

⁹⁷Wawancara: Firsy Nur, (15), Siswa Kelas ix. a. tanggal 23 Juli 2021

⁹⁸Wawancara: Hasrianti, (15), Siswa Kelas ix. a. tanggal 23 Juli 2021

HS: "*Iya miss, suka karena ada gamesnya dan suasana jadi menyenangkan*" ("Yes, miss, I like it because there are games and the atmosphere is fun").⁹⁹

IKS: "*Iya miss, karena menyenangkan*". (": "Yes miss, because it's fun").¹⁰⁰

IL: "*Suka miss, merasa bersemanagat*". (I like miss, feeling excited").¹⁰¹

NA: "*Iya miss, karena suasana kelas tidak bosan, dan antusias*". ("Yes miss, because the class atmosphere is not bored, and enthusiastic").¹⁰²

MU: "*Antusias miss, menyenangkan*". (": "Enthusiastic miss, fun").¹⁰³

⁹⁹Wawancara: Hernandy Saputra, (15), Siswa Kelas ix. a. tanggal 23 Juli 2021

¹⁰⁰Wawancara: Ikna Safira Fahim, (15), Siswa Kelas ix. a. tanggal 23 Juli 2021

¹⁰¹Wawancara: Ilham, (15), Siswa Kelas ix. a. tanggal 23 Juli 2021

¹⁰²Wawancara: Nur Anisa., (15), Siswa Kelas ix. a. tanggal 23 Juli 2021

¹⁰³Wawancara: Musfira, (15), Siswa Kelas ix. a. tanggal 23 Juli 2021

In the seventh question, the researcher asked to Students, do you agree that giving ice breaker is interesting?(Apakah anda setuju bahwa dengan diberikannya ice breaking itu menarik?)

IM:"Setuju miss,tadi saat miss memberikan contoh ice breaking suasana di kelas menjadi menyenangkan dan tidak mengantuk"("I agree, 2miss, earlier when I gave an example of ice breaking the atmosphere in the class became fun and not sleepy").¹⁰⁴

IL:"Setuju miss, karena bagi saya,itu menarik dan meningkatkan bersemangat"("Agree miss, because for me, it's interesting and enthusiastic ").¹⁰⁵

ISF:"Menarik miss,harusnya setiap guru memberikan games begitu juga

¹⁰⁴Wawancara:Muh. Akbar Wijaya, (15), Siswa Kelas ix. a. tanggal 23 Juli 2021

¹⁰⁵Wawancara:Irfan Maulana, (15), Siswa Kelas ix. a. tanggal 23 Juli 2021

*dikelas*__("Interesting miss, every teacher should give games as well as in class").¹⁰⁶

AR:"*Setuju miss, karena suasana di kelas menjadi menyenangkan*".(:"Agree miss, because the atmosphere in the class becomes fun").¹⁰⁷

AA "*Menarik miss, tidak mengantuk dan tidak bosan*".("Interesting miss, not sleepy and not bored").¹⁰⁸

FN:"*Emmm,menarik miss*".("Emmm, interesting miss").¹⁰⁹

HSR:"*Setuju miss, pembelajaran yang menyenangkan jika ada gamesnya*".(:"I agree, miss, learning is fun if there are games").¹¹⁰

IKS:"*Menarik miss, karena di selingi dengan games*".("Interesting miss, because it is interspersed with games").¹¹¹

¹⁰⁶Wawancara:Ikna Safira Fahim, (15), Siswa Kelas ix. a. tanggal 23 Juli 2021

¹⁰⁷Wawancara:A. Rusdiawan, (15), Siswa Kelas ix. a. tanggal 23 Juli 2021

¹⁰⁸Wawancara:Aswir Anwar, (15), Siswa Kelas ix. a. tanggal 23 Juli 2021

¹⁰⁹Wawancara:Firsya Nur, (15), Siswa Kelas ix. a. tanggal 23 Juli 2021

¹¹⁰Wawancara:Hasrianti, (15), Siswa Kelas ix. a. tanggal 23 Juli 2021

MAW: "*Iya miss, setuju heheh*". ("Yes miss, I agree heheh").¹¹²

MR: "*Kalau pembelajarannya dan suasananya menurut saya akan menyenangkan*". (I think the learning and the atmosphere will be fun").¹¹³

NAF: "*Menarik miss, dan tidak bosan*". (": Interesting miss, and not bored").¹¹⁴

MU: "*Setuju miss, heheh*". ("Agreed miss, heheh").¹¹⁵

In the eighth question, the researcher asked to Students about, do you agree that your interest in learning English has increased since being given the ice breaker?(Apakah anda

¹¹¹Wawancara: Ikna Safira Fahim, (15), Siswa Kelas ix. a. tanggal 23 Juli 2021

¹¹²Wawancara: Muh. Akbar Wijaya, (15), Siswa Kelas ix. a. tanggal 23 Juli 2021

¹¹³Wawancara: Muh. Risal, (15), Siswa Kelas ix. a. tanggal 23 Juli 2021

¹¹⁴Wawancara: Nur Afisa, (15), Siswa Kelas ix. a. tanggal 23 Juli 2021

¹¹⁵Wawancara: Musfira, (15), Siswa Kelas ix. a. tanggal 23 Juli 2021

setuju bahwa minat belajar Bahasa Inggris anda meningkat semenjak diberikan ice breaking?).¹¹⁶

HSR"*Kalau bagi saya, bisa saja begitu miss, karena saya merasa bersemangat untuk belajar*"("For me, it could be so miss, because I feel excited to learn").¹¹⁷

FN:"*Setuju miss,karena menyenangkan dan tidak mudah bosan*"("I agree, miss, because it's fun and not easily bored")¹¹⁸

AA:"*Setuju miss,emmm.karena lebih antusias*"("I agree, miss, ummm, because it's more enthusiastic").¹¹⁹

AR:"*Bisa saja miss,karena Pembelajaran tidak diam disitu saja*".("I could miss, because learning doesn't just sit there").¹²⁰

¹¹⁶Wawancara:Hernandy Saputra, (15), Siswa Kelas ix. a. tanggal 23 Juli 2021

¹¹⁷Wawancara:Hasrianti, (15), Siswa Kelas ix. a. tanggal 23 Juli 2021

¹¹⁸Wawancara:Firsy Nur, (15), Siswa Kelas ix. a. tanggal 23 Juli 2021

¹¹⁹Wawancara:Aswir Anwar, (15), Siswa Kelas ix. a. tanggal 23 Juli 2021

¹²⁰Wawancara:Andi Rusdiawan, (15), Siswa Kelas ix. a. tanggal 23 Juli 2021

HS: "*Iya miss, kalau bagi saya tergantung pelajarannya juga heheh*". ("Yes miss, for me it depends on the lesson too heheh").¹²¹

IKS: "*Emmm, mungkin saja miss*" ("Erm, maybe miss").¹²²

IL: "*Kalau mudah miss heheh*". (": "If it's easy to miss heheh").¹²³

IM: "*Kalau bagi saya kalau pembelajarannya menyenangkan siswa juga merasa terbuka pikirannya miss*" (For me, if the learning is fun, the students also feel open-minded, miss.).¹²⁴

MAW: "*Emm tidak tahu miss*". (Emm I don not know miss").¹²⁵

MR: "*Iya miss*" ("Yes miss").¹²⁶

¹²¹Wawancara:Hernandy Saputra, (15), Siswa Kelas ix. a. tanggal 23 Juli 2021

¹²²Wawancara:Ikna Safira Fahim, (15), Siswa Kelas ix. a. tanggal 23 Juli 2021

¹²³Wawancara:Ilham, (15), Siswa Kelas ix. a. tanggal 23 Juli 2021

¹²⁴Wawancara:Irfan Maulana, (15), Siswa Kelas ix. a. tanggal 23 Juli 2021

¹²⁵Wawancara:Muh. Akbar Wijaya, (15), Siswa Kelas ix. a. tanggal 23 Juli 2021

¹²⁶Wawancara:Muh, Risal, (15), Siswa Kelas ix. a. tanggal 23 Juli 2021

NA: "*Bisa saja miss, karena pelajaran yang tidak membuat bosan jika ada ice breaking*". (": "It could be miss, because the lesson is not boring if there is ice breaking").¹²⁷

NAF: "*Tidak tahu miss*". (I dont know miss).¹²⁸

MS: "*Sedikit miss*". (little miss).¹²⁹

In the ninth question, the researcher asked to students about, do you feel that the ice breaking provided feels more creative, colorful, and fun? (Apakah anda merasa dengan adanya ice breaking yang diberikan terasa lebih kreatif, berwarna, dan menyenangkan?)

MS: "*Eee iya miss, menyenangkan juga*" ("Eee yes miss, it's fun too").¹³⁰

AR: "*Pasti miss, apalagi kalau banyak gamesnya*" ("Definitely miss, especially if there are a lot of games").¹³¹

¹²⁷Wawancara: Nur Anisa, (15), Siswa Kelas ix. a. tanggal 23 Juli 2021

¹²⁸Wawancara: Nur Afisa, (15), Siswa Kelas ix. a. tanggal 23 Juli 2021

¹²⁹Wawancara: Musfira, (15), Siswa Kelas ix. a. tanggal 23 Juli 2021

¹³⁰Wawancara: Musfira, (15), Siswa Kelas ix. a. tanggal 23 Juli 2021

NA: "Iya miss, suasana di kelas ribut dan menyenangkan dibandingkan tidak adanya ice breaking" (: "Yes miss, the atmosphere in class is noisy and fun compared to the absence of ice breaking").¹³²

NAF: "Tentu miss, pasti suasana kelas menyenangkan" (: "Of course miss, definitely a fun class atmosphere").¹³³

AA: "Saya merasa seperti itu miss". ("I feel like it miss").¹³⁴

FN: "Iya miss, saya lebih suka pembelajaran yang tidak terlalu serius, apalagi saya termasuk siswa yang kurang suka dengan pembelajaran bahasa Inggris". ("Yes, miss, I prefer learning that is not too serious, especially since I am one of the students who don't like learning English").¹³⁵

¹³¹Wawancara: A. Rusdiawan, (15), Siswa Kelas ix. a. tanggal 23 Juli 2021

¹³²Wawancara: Nur Afisa, (15), Siswa Kelas ix. a. tanggal 23 Juli 2021

¹³³Wawancara: Nur Afisa, (15), Siswa Kelas ix. a. tanggal 23 Juli 2021

¹³⁴Wawancara: Aswir Anwar, (15), Siswa Kelas ix. a. tanggal 23 Juli 2021

¹³⁵Wawancara: Firsya Nur, (15), Siswa Kelas ix. a. tanggal 23 Juli 2021

HSR "*Tentu miss*". ("Sure miss").¹³⁶

HS: "*Iya miss*". ("Yes miss").¹³⁷

IKS: "*Iya miss*". ("Yes miss").¹³⁸

IL: "*Iya miss, menyenangkan*". ("Yes miss, it's fun").¹³⁹

IM: "*Eee iya miss*". ("Umm yes miss").¹⁴⁰

MAW: "*Iya miss, saya merasa begitu*". ("Yes miss, I feel so").¹⁴¹

MR: "*Iya miss, dengan adanya ice breaking saya merasakan hal yang begitu*". ("Yes miss, with the ice breaking I feel that way").¹⁴²

In the tenth question, the researcher asked to Students about do you agree that ice

¹³⁶Wawancara:Hasrianti, (15), Siswa Kelas ix. a. tanggal 23 Juli 2021

¹³⁷Wawancara:Hernandy Saputra, (15), Siswa Kelas ix. a. tanggal 23 Juli 2021

¹³⁸Wawancara:Ikna Safira Fahim, (15), Siswa Kelas ix. a. tanggal 23 Juli 2021

¹³⁹Wawancara:Ilham (15), Siswa Kelas ix. a. tanggal 23 Juli 2021

¹⁴⁰Wawancara:Irfan Maulana, (15), Siswa Kelas ix. a. tanggal 23 Juli 2021

¹⁴¹Wawancara:Muh.Akbar Wijaya, (15), Siswa Kelas ix. a. tanggal 23 Juli 2021

¹⁴²Wawancara:Muh, Risal, (15), Siswa Kelas ix. a. tanggal 23 Juli 2021

breaking activities are always given when learning English is carried out?(Apakah anda setuju apabila kegiatan ice breaking selalu diberikan ketika pembelajaran Bahasa Inggris dilakukan?).

MS:"*Setuju sekali miss,pasti saya dikelas paling antusias dan selalu mau masuk pemebelajaran yang ada ice breakingnya*"("I totally agree, miss, I'm definitely the most enthusiastic class in the class and always want to join the ice-breaking lessons").¹⁴³

HS:"*Emm pasti misss setuju,karena biasanya bosan jika proses pembelajarannya monoton*"("Umm definitely miss agree, because usually bored if the learning process is monotonous").¹⁴⁴

HSR:"*Tentu miss, pembelajaran pasti merasa hidup dan dikelas tidak mengantuk*"("Of course

¹⁴³Wawancara:Musfira, (15), Siswa Kelas ix. a. tanggal 23 Juli 2021

¹⁴⁴Wawancara:Hernandy Saputra, (15), Siswa Kelas ix. a. tanggal 16 Juli 2021

miss, learning must feel alive and class is not sleepy").¹⁴⁵

AR:"*Setuju miss, karena pelajaran menjadi berwarna*"("Agreed miss, because the lesson becomes colorful").¹⁴⁶

AA:"*Iya miss, saya setuju*"(Yes miss, I agree).¹⁴⁷

FN:"*Setuju miss, suasana dikelas menjadi lebih hidup jika diberikan seperti itu*"("Agree miss, the atmosphere in class becomes more lively if it is given like that").¹⁴⁸

IKS:"*Setuju miss, heheh*"("I agree miss, heheh").¹⁴⁹

IL:"*Iya miss, saya setuju* "("Yes miss, I agree").¹⁵⁰

IM:"*Setuju miss*"("Agree miss").¹⁵¹

¹⁴⁵Wawancara:Hasrianti, (15), Siswa Kelas ix. a. tanggal 23 Juli 2021

¹⁴⁶Wawancara:A. Rusdiawan, (15), Siswa Kelas ix. a. tanggal 23 Juli 2021

¹⁴⁷Wawancara:Aswir Anwar, (15), Siswa Kelas ix. a. tanggal 23 Juli 2021

¹⁴⁸Wawancara:Firsya Nur, (15), Siswa Kelas ix. a. tanggal 23 Juli 2021

¹⁴⁹Wawancara:Ikna Safira Fahim, (15), Siswa Kelas ix. a. tanggal 23 Juli 2021

¹⁵⁰Wawancara:Ilham, (15), Siswa Kelas ix. a. tanggal 23 Juli 2021

MAW: "*Iya miss*" ("Yes miss").¹⁵²

MR: "*Tentu setuju miss*" ("Of course miss").¹⁵³

NA: "*Iya miss, saya setuju*" ("Yes miss, I agree").¹⁵⁴

NAF: "*Iya miss, setuju*" ("Yes miss, agree").¹⁵⁵

2. Research Discussion

In this chapter the researcher will present the result of interviews and documentation, Interview result are used by the research to convince and strengthen students responses in the questions. The research presents interview data consisting of 10 basic questions that are slightly developed, as follows:

a. Students' Perceptions

In the first question, the researcher asked about to Students, Do you like English lessons?(Apakah anda menyukai pelajaran bahasa Inggris?)

¹⁵¹Wawancara:Irfan Maulana, (15), Siswa Kelas ix. a. tanggal 23 Juli 2021

¹⁵²Wawancara:Muh.Akbar Wijaya, (15), Siswa Kelas ix. a. tanggal 23 Juli 2021

¹⁵³Wawancara:Muh.Risal, (15), Siswa Kelas ix. a. tanggal 23 Juli 2021

¹⁵⁴Wawancara:Nur Anisa, (15), Siswa Kelas ix. a. tanggal 23 Juli 2021

¹⁵⁵Wawancara:Nur Afisa, (15), Siswa Kelas ix. a. tanggal 23 Juli 2021

FN: *"Emmm,saya tidak suka sebenarnya miss , karena susah penyebutannya"*("Emmm, I dont not really like it miss, because it's hard to pronounce").¹⁵⁶

HSR: *"Tidak. Karena kurang kosa kata yang saya tau miss"*(Not. Because I lack vocabulary that I know miss").¹⁵⁷

HS: *"kalau menurut saya,saya suka miss,karena bahasa u like miss, because it's a foreign language, so we can know"*).¹⁵⁸

ISF: *"Tidak miss. Karena susah,saya tidak tau sah juga menghafal kosa katanya"*("No Sis. Because it's difficult, I unciation, and it's also difficult to memorize the vocabulary").¹⁵⁹

IL: *"Kalau bagi saya,saya suka miss, karena pelajaran menantang"*("For me, I like the

¹⁵⁶ Wawancara:Firsya Nur, (15), Siswa Kelas ix. a. tanggal 16 Juli 2021

¹⁵⁷ Wawancara:Hasrianti, (15), Siswa Kelas ix. a. tanggal 16 Juli 2021

¹⁵⁸ Wawancara:Hernandy Saputra, (15), Siswa Kelas ix. a. tanggal 16 Juli 2021

¹⁵⁹ Wawancara:Ikna Safira Fahim, (15), Siswa Kelas ix. a. tanggal 16 Juli 2021

lessons, miss because the lessons are challenging").¹⁶⁰

IM: "*Suka miss, apalagi kalau materi mengenai reading*"("I y if the material is about reading").¹⁶¹

MAW: "*saya suka miss, karena gurunya baik*"("I like miss, because the teacher is good")¹⁶²

MR: "*eeemm suka miss*"("Uuumm, I like miss").¹⁶³

NA: "*Saya suka sihh miss, karena gurunya tidak sering marah*"("I the teacher does not get angry often").¹⁶⁴

NAF: "*Suka miss, tidak terlalu susah*"("Like miss, not too difficult").¹⁶⁵

¹⁶⁰ Wawancara: ilham, (15), Siswa Kelas ix. a. tanggal 16 Juli 2021

¹⁶¹ Wawancara: Irfan Maulana, (15), Siswa Kelas ix. a. tanggal 16 Juli 2021

¹⁶² Wawancara: Muh. Akbar Wijaya, (15), Siswa Kelas ix. a. tanggal 16 Juli 2021

¹⁶³ Wawancara: Muh. Risal, (15), Siswa Kelas ix. a. tanggal 16 Juli 2021

¹⁶⁴ Wawancara: Nur Anisa, (15), Siswa Kelas ix. a. tanggal 16 Juli 2021

¹⁶⁵ Wawancara: Nur Afisa, (15), Siswa Kelas ix. a. tanggal 16 Juli 2021

AA: "Yahh suka miss, karena banyak pengetahuan mengenai bahasa luar negeri" ("Well I like miss, because I have a lot of knowledge about foreign languages").¹⁶⁶

AR: "Iya saya suka miss, karena gurunya juga menjelaskan dengan baik" ("Yes I like miss, because the teacher also explains well").¹⁶⁷

From the result of the interviews above regarding students interest learning English, it is known that from 13 students many as 3 students do not like learning English and 10 students like learning English.

In the second question, the researcher asked about do you find it easier to understand learning English by using ice breaker? (Apakah anda merasa lebih mudah dalam memahami pembelajaran Bahasa Inggris dengan penggunaan ice breaking?)

¹⁶⁶Wawancara: Aswar Anwar, (15), Siswa Kelas ix. a. tanggal 16 Juli 2021

¹⁶⁷Wawancara: A. Rusdiawan, (15), Siswa Kelas ix. a. tanggal 16 Juli 2021

MAW: "*Iya miss,karena pasti pikiran merasa baru lagi setelah melakukan ice breaking*"(Yes, miss, because the mind must feel new again after doing ice breaking").¹⁶⁸

MR:"*bisa saja miss,karena merasa bersemangat lagi untuk belajar*"(I could miss, because I feel excited again to learn").¹⁶⁹

NA: "*Kalau menurut saya miss,mungkin lebih mudah karena gamesnya*"("In my opinion, miss, maybe it's easier because of the games").¹⁷⁰

MU: "*Tergantung dari pelajarannya miss,tapi kalau penggunaan ice breaking saya suka*"("Depends on the lesson miss, but I like using ice breaking").¹⁷¹

¹⁶⁸Wawancara:Muh. Akbar Wijaya, (15), Siswa Kelas ix. a. tanggal 16 Juli 2021

¹⁶⁹Wawancara:Muh. Risal, (15), Siswa Kelas ix. a. tanggal 16 Juli 2021

¹⁷⁰Wawancara:Muh. Takdir, (15), Siswa Kelas ix. a. tanggal 16 Juli 2021

¹⁷¹Wawancara:Muhlis, (15), Siswa Kelas ix. a. tanggal 16 Juli 2021

AR "*Tergantung dari gurunya miss*"("Depends on the teacher miss").¹⁷²

AA:"*Tergantung pelajarannya miss*"("Depends on the teacher miss").¹⁷³

FN" *Tergantung pelajarannya miss*"("Depends on the lesson miss").¹⁷⁴

HSR:"*Bisa miss,karena sudah bermain games*"("Can miss, because already playing games").¹⁷⁵

HS:"*Tergantung miss,kalau mudah pelajarannya*"("Depends on miss, if the lesson is easy").¹⁷⁶

IKS: "*Kalau sudah bermain games,pikiran pasti merasa baru lagi miss*"("When you play

¹⁷² Wawancara:A.Rusdiawan, (15), Siswa Kelas ix. a. tanggal 16 Juli 2021

¹⁷³ Wawancara:Aswar Anwar, (15), Siswa Kelas ix. a. tanggal 16 Juli 2021

¹⁷⁴ Wawancara:Firsy Nur, (15), Siswa Kelas ix. a. tanggal 16 Juli 2021

¹⁷⁵ Wawancara:Hasrisnti, (15), Siswa Kelas ix. a. tanggal 16 Juli 2021

¹⁷⁶ Wawancara:Hernandy Saputra, (15), Siswa Kelas ix. a. tanggal 16 Juli 2021

games, your mind will feel new again, miss").¹⁷⁷

IL "*Iya miss*"("Yes miss").¹⁷⁸

IM: "*Bisa saja miss*"("Could miss").¹⁷⁹

NAF "*Mungkin miss*"("maybe miss").¹⁸⁰

From the result of the interviews above regarding whether students find it easier to understand learning English with the use of ice breaking, it is known 13 students, 5 students gave postive perceptions and 8 studnts gave negative perceptions.

In the third question, the researcher asked about do you feel more enthusiastic in learning by using the English learning model used?(Apakah anda merasa lebih antusias dalam belajar dengan menggunakan model pembelajaran bahasa inggris yang digunakan?).

¹⁷⁷ Wawancara:Ikna Safira Fahim, (15), Siswa Kelas ix. a. tanggal 16 Juli 2021

¹⁷⁸ Wawancara:Ilham, (15), Siswa Kelas ix. a. tanggal 16 Juli 2021

¹⁷⁹ Wawancara:Irfan Maulana, (15), Siswa Kelas ix. a. tanggal 16 Juli 2021

¹⁸⁰ Wawancara:Nur Afisa, (15), Siswa Kelas ix. a. tanggal 16 Juli 2021

MS: *"Iya miss, karena pasti dalam pembelajaran menyenangkan"*("Yes, miss, because it must be fun learning").¹⁸¹

NA: *"Iya miss,karena ada gamesnya"*("Yes, miss, because there are games").¹⁸²

NAF: *"Iya miss, karena tidak bosan di dalam kelas"*("Yes, miss, because you are not bored in class").¹⁸³

AR: *"Iya miss, pasti saya lebih antusias karena saya suka bermain games"*("Yes miss, I'm definitely more enthusiastic because I like playing games").¹⁸⁴

AA:*"Iya miss, karena tidak saya tidak bosan"*("Yes miss, because no I'm not bored").¹⁸⁵

FN:*"Iya miss, karena tidak mengantuk"*("Yes miss, because not sleepy").¹⁸⁶

¹⁸¹Wawancara:Musfira, (15), Siswa Kelas ix. a. tanggal 16 Juli 2021

¹⁸²Wawancara:Nur Anisa, (15), Siswa Kelas ix. a. tanggal 16 Juli 2021

¹⁸³Wawancara:Nur Afisa, (15), Siswa Kelas ix. a. tanggal 16 Juli 2021

¹⁸⁴Wawancara:A. Rusdiawan, (15), Siswa Kelas ix. a. tanggal 16 Juli 2021

¹⁸⁵Wawancara:Aswir Anwar, (15), Siswa Kelas ix. a. tanggal 16 Juli 2021

HSR: "*Emmm iya miss, karena bermain game*" ("*Emmm yes miss, because playing games*").¹⁸⁷

HS: "*Antusias miss*" ("*Enthusiastic miss*").¹⁸⁸

IKS: "*Iya miss*" ("*Yes miss*").¹⁸⁹

IL: "*Iya miss*" ("*Yes miss*").¹⁹⁰

IM: "*Iya miss, karena seru*" ("*Yes miss, because it's fun*").¹⁹¹

MAW: "*Antusias miss, apalagi jika ada gamesnya*" ("*Enthusiastic miss, especially if there are games*").¹⁹²

MR: "*Iya miss*" ("*Yes miss*").¹⁹³

¹⁸⁶Wawancara: Firsya Nur, (15), Siswa Kelas ix. a. tanggal 16 Juli 2021

¹⁸⁷Wawancara: Hasrianti, (15), Siswa Kelas ix. a. tanggal 16 Juli 2021

¹⁸⁸Wawancara: Hernandy Saputra, (15), Siswa Kelas ix. a. tanggal 16 Juli 2021

¹⁸⁹Wawancara: Ikna Safira Fahim, (15), Siswa Kelas ix. a. tanggal 16 Juli 2021

¹⁹⁰Wawancara: Ilham, (15), Siswa Kelas ix. a. tanggal 16 Juli 2021

¹⁹¹Wawancara: Irfan Maulana, (15), Siswa Kelas ix. a. tanggal 16 Juli 2021

¹⁹²Wawancara: Muh. Akbar Wijaya, (15), Siswa Kelas ix. a. tanggal 16 Juli 2021

¹⁹³Wawancara: Muh. Risal, (15), Siswa Kelas ix. a. tanggal 16 Juli 2021

From the results of interviews related to whether students feel more enthusiastic in learning by using the English learning model used, it can be seen that from the 13 students all students gave positive perceptions regarding the use of the learning model.

In the fourth question, the researcher asked to students to know students e you more interested in the English learning model gave in class?(Apakah anda lebih tertarik dengan model pembelajaran Bahasa Inggris yang diberikan di kelas?)

AR:"*Iya miss,apalagi kalau selalu diberikan games*"("Yes, miss, especially if you are always given games").¹⁹⁴

AA:"*Tertarik miss,karena seru*"("Interesting miss, because it's fun").¹⁹⁵

¹⁹⁴ Wawancara:A. Rusdiawan, (15), Siswa Kelas ix. a. tanggal 16 Juli 2021

¹⁹⁵ Wawancara:Aswir Anwar, (15), Siswa Kelas ix. a. tanggal 16 Juli 2021

NAF: "*Iya miss, karena pasti tidak bosan belajar bahasa inggris apalagi saya termasuk siswa yang kurang menyukai pelajaran bahasa inggris*" ("Yes, miss, because I definitely don't get bored studying English, especially since I am one of the students who don't like English lessons").¹⁹⁶

NA: "*Belum tentu miss, kalau pelajarannya mudah*" ("Not necessarily miss, if the lesson is easy").¹⁹⁷

FN: "*Tertarik miss, menyenangkan bagi saya*" ("Interested miss, it's fun for me").¹⁹⁸

HSR: "*Iya miss tertarik*" ("Yes miss interested").¹⁹⁹

HS: "*Tertarik miss, apalagi jika bermain games*" ("Interested miss, especially when playing games").²⁰⁰

¹⁹⁶ Wawancara: Nur Afisa, (15), Siswa Kelas ix. a. tanggal 16 Juli 2021

¹⁹⁷ Wawancara: Nur Anisa, (15), Siswa Kelas ix. a. tanggal 16 Juli 2021

¹⁹⁸ Wawancara: Firsya Nur, (15), Siswa Kelas ix. a. tanggal 16 Juli 2021

¹⁹⁹ Wawancara: Hasrainti, (15), Siswa Kelas ix. a. tanggal 16 Juli 2021

IKS: "*Iya miss, saya tertarik*"("Yes miss interested").²⁰¹

IL: "*Tertarik miss*"("Interested miss").²⁰²

IM: "*Iya miss tertarik*"("Yes miss, interested").²⁰³

MAW: "*Kalau menurut saya, saya tertarik miss karena tidak mudah bosan didalam kelas*"("In my opinion, I am interested in miss because it is not easy to get bored in class").²⁰⁴

MR: "*Iya miss*"("Yes miss").²⁰⁵

MU: "*Iya miss heheh*"("Yes miss, heheh").²⁰⁶

from the result of interviews, with related students, whether students are more

²⁰⁰Wawancara:Hernandy Saputra, (15), Siswa Kelas ix. a. tanggal 16 Juli 2021

²⁰¹Wawancara:Ikna Safira Fahim (15), Siswa Kelas ix. a. tanggal 16 Juli 2021

²⁰²Wawancara:Ilham, (15), Siswa Kelas ix. a. tanggal 16 Juli 2021

²⁰³Wawancara:Irfan Maulana, (15), Siswa Kelas ix. a. tanggal 16 Juli 2021

²⁰⁴Wawancara:Muh. Akbar Wijaya, (15), Siswa Kelas ix. a. tanggal 16 Juli 2021

²⁰⁵Wawancara:Muh. Risal, (15), Siswa Kelas ix. a. tanggal 16 Juli 2021

²⁰⁶Wawancara:Musfira, (15), Siswa Kelas ix. a. tanggal 16 Juli 2021

interested in the English learning model gave in class, it is known that out of 13 students, 12 students answered with positive perceptions and 1 students answered with negative perceptions.

In the fifth question, the researcher asked to Students about do you find it easier to develop and conclude the English materials that have been studied?(Apakah anda merasa lebih mudah dalam mengembangkan dan menyimpulkan materi-materi Bahasa Inggris yang telah dipelajari?)

MU:"*Tergantung dari pelajarannya miss,karena terkadang saya bisa kadang juga tidak*"("Depends on the lesson miss, because sometimes I can sometimes not").²⁰⁷

FN:"*Mungkin bisa miss, karena saya suka bahasa s, because I like English*".²⁰⁸

HS:"*Tidak tau miss, tapi saya suka jika pembelajaran ada gamesnya*"("I don't know

²⁰⁷Wawancara:Musfira, (15), Siswa Kelas ix. a. tanggal 16 Juli 2021

²⁰⁸Wawancara:Firsya Nur, (15), Siswa Kelas ix. a. tanggal 16 Juli 2021

miss, but I like it if there are games in learning").²⁰⁹

HSR: "*Mungkin bisa miss*". ("Maybe i can miss").²¹⁰

IKS: "*Tergantung miss, heheh*" ("Depends on miss, heheh.").²¹¹

IL: "*Emmm, tergantung sihh miss*". ("Ummm, it depends, miss").²¹²

IM: "*Jika pelajarannya mudah miss*" ("If the lesson is easy miss").²¹³

MAW: "*Sedikit miss, heheh*". ("Little bit, miss heheh").²¹⁴

MR: "*Bisa sedikit miss*" ("Could be a little miss").²¹⁵

²⁰⁹Wawancara:Hernandy Saputra, (15), Siswa Kelas ix. a. tanggal 16 Juli 2021

²¹⁰Wawancara:Hasrianti, (15), Siswa Kelas ix. a. tanggal 16 Juli 2021

²¹¹Wawancara:Ikna Safira Fahim, (15), Siswa Kelas ix. a. tanggal 16 Juli 2021

²¹²Wawancara:Ilham, (15), Siswa Kelas ix. a. tanggal 16 Juli 2021

²¹³Wawancara:Irfan Maulana, (15), Siswa Kelas ix. a. tanggal 16 Juli 2021

²¹⁴Wawancara:Muh. Akbar Wijaya, (15), Siswa Kelas ix. a. tanggal 16 Juli 2021

NA: "*Kadang bisa kadang tidak miss*". (": "Sometimes you can, sometimes you don't miss").²¹⁶

NAF: "*Kadang-kadang bisa miss*". (": "Sometimes can miss").²¹⁷

AA: "*Kadang bisa miss*". (": "Sometimes i can miss").²¹⁸

AR: "*Tergantung miss*". (": "Depends on miss").²¹⁹

From the result of the interviews above with students regarding whether students find it easier to develop and conclude the English language material studied, it is known that out of 13 students, all students gave negative perceptions of the question.

In the sixth question, the researcher asked to Students do you like the use of ice breaking in learning English? (Apakah anda

²¹⁵Wawancara: Muh. Risal, (15), Siswa Kelas ix. a. tanggal 16 Juli 2021

²¹⁶Wawancara: Nur Anisa, (15), Siswa Kelas ix. a. tanggal 16 Juli 2021

²¹⁷Wawancara: Nur Afisa, (15), Siswa Kelas ix. a. tanggal 16 Juli 2021

²¹⁸Wawancara: Aswir Anwar, (15), Siswa Kelas ix. a. tanggal 16 Juli 2021

²¹⁹Wawancara: A. Rusdiawan, (15), Siswa Kelas ix. a. tanggal 16 Juli 2021

menyukai penggunaan ice breaking dalam pembelajaran Bahasa Inggris?)

MS: "*su ka miss, karena pastinya menyenangkan*", (I like miss, miss, because it must be fun")²²⁰

NAF: "*Suka miss, karena bagi saya sendiri saya adalah orang yang bosan saat belajar*". ("I like to miss, because for myself I am a person who is bored while studying").²²¹

MR: "*Suka miss, karena suasana dikelas jadi menyenangkan*" ("Like miss, because the atmosphere in class is so fun").²²²

MAW: "*Tidak tau miss*". (I do not know miss).²²³

AR: "*Suka miss, karena tidak bosan belajar*". ("I like to miss, because I don't get tired of studying").²²⁴

²²⁰ Wawancara: Musfira, (15), Siswa Kelas ix. a. tanggal 23 Juli 2021

²²¹ Wawancara: Nur Afisa, (15), Siswa Kelas ix. a. tanggal 23 Juli 2021

²²² Wawancara: Nur Anisa, (15), Siswa Kelas ix. a. tanggal 23 Juli 2021

²²³ Wawancara: Muh. Risal, (15), Siswa Kelas ix. a. tanggal 23 Juli 2021

²²⁴ Wawancara: A. Rusdiawan, (15), Siswa Kelas ix. a. tanggal 23 Juli 2021

AA: "*Suka miss, pastinya suasana pembelajaran tidak membosankan*". ("Like miss, surely the learning atmosphere is not boring").²²⁵

FN: "*Iya miss, saya suka karena ada gamesnya*". ("Yes, miss, I like it because there are games").²²⁶

HSR: "*Suka miss, tidak bosan di kelas*". ("Like miss, not bored in class").²²⁷

HS: "*Iya miss, suka karena ada gamesnya dan suasana jadi menyenangkan*". ("Yes, miss, I like it because there are games and the atmosphere is fun").²²⁸

IKS: "*Iya miss, karena menyenangkan*". (":Yes miss, because it's fun").²²⁹

IL: "*Suka miss, merasa bersemanagat*". (I like miss, feeling excited").²³⁰

²²⁵Wawancara: Aswir Anwar, (15), Siswa Kelas ix. a. tanggal 23 Juli 2021

²²⁶Wawancara: Firsya nur, (15), Siswa Kelas ix. a. tanggal 23 Juli 2021

²²⁷Wawancara: Hasrianti, (15), Siswa Kelas ix. a. tanggal 23 Juli 2021

²²⁸Wawancara: Hernandy Saputra, (15), Siswa Kelas ix. a. tanggal 23 Juli 2021

²²⁹Wawancara: Ikna Safira Fahim, (15), Siswa Kelas ix. a. tanggal 23 Juli 2021

NA: "*Iya miss, karena suasana kelas tidak bosan, dan antusias*". ("Yes miss, because the class atmosphere is not bored, and enthusiastic").²³¹

MU: "*Antusias miss, menyenangkan*". ("Enthusiastic miss, fun").²³²

From the result of the interview above regarding whether students like the use of ice breaking in learning English, it can be seen that from the 13 students' perceptions above, as many as 12 students gave positive perceptions and 1 student gave negative perceptions.

In the seventh question, the researcher asked to Students, do you agree that giving ice breaker is interesting? (Apakah anda setuju bahwa dengan diberikannya ice breaking itu menarik?)

²³⁰Wawancara: Ilham, (15), Siswa Kelas ix. a. tanggal 23 Juli 2021

²³¹Wawancara: Nur Anisa, (15), Siswa Kelas ix. a. tanggal 23 Juli 2021

²³²Wawancara: Musfira, (15), Siswa Kelas ix. a. tanggal 23 Juli 2021

IM: "Setuju miss, tadi saat miss memberikan contoh ice breaking suasana di kelas menjadi menyenangkan dan tidak mengantuk" ("I agree, 2miss, earlier when I gave an example of ice breaking the atmosphere in the class became fun and not sleepy").²³³

IL: "Setuju miss, karena bagi saya, itu menarik dan meningkatkan bersemangat" ("Agree miss, because for me, it's interesting and enthusiastic").²³⁴

ISF: "Menarik miss, harusnya setiap guru memberikan games begitu juga di kelas" ("Interesting miss, every teacher should give games as well as in class").²³⁵

²³³Wawancara: Muh. Akbar Wijaya, (15), Siswa Kelas ix. a. tanggal 23 Juli 2021

²³⁴Wawancara: Irfan Maulana, (15), Siswa Kelas ix. a. tanggal 23 Juli 2021

²³⁵Wawancara: Ikna Safira Fahim, (15), Siswa Kelas ix. a. tanggal 23 Juli 2021

AR:"*Setuju miss, karena suasana di kelas menjadi menyenangkan*".(:"*Agree miss, because the atmosphere in the class becomes fun*").²³⁶

AA "*Menarik miss, tidak mengantuk dan tidak bosan*".("Interesting miss, not sleepy and not bored").²³⁷

FN:"*Emmm,menarik miss*".("Emmm, interesting miss").²³⁸

HSR:"*Setuju miss, pembelajaran yang menyenangkan jika ada gamesnya*".(:"*I agree, miss, learning is fun if there are games*").²³⁹

IKS:"*Menarik miss, karena di selingi dengan games*".("Interesting miss, because it is interspersed with games").²⁴⁰

MAW:"*Iya miss, setuju heheh*".("Yes miss, I agree heheh").²⁴¹

²³⁶Wawancara:A. Rusdiawan, (15), Siswa Kelas ix. a. tanggal 23 Juli 2021

²³⁷Wawancara:Aswir Anwar, (15), Siswa Kelas ix. a. tanggal 23 Juli 2021

²³⁸Wawancara:Firsya Nur, (15), Siswa Kelas ix. a. tanggal 23 Juli 2021

²³⁹Wawancara:Hasrianti, (15), Siswa Kelas ix. a. tanggal 23 Juli 2021

²⁴⁰Wawancara:Ikna Safira Fahim, (15), Siswa Kelas ix. a. tanggal 23 Juli 2021

MR: "*Kalau pembelajarannya dan suasanaanya menurut saya akan menyenangkan*". (I think the learning and the atmosphere will be fun").²⁴²

NAF: "*Menarik miss, dan tidak bosan*". (":Interesting miss, and not bored").²⁴³

MU: "*Setuju miss, heheh*". ("Agreed miss, heheh").²⁴⁴

From the results of the interview above regarding whether students agree that giving ice breaking is interesting, it is known that from 13 students as many as 12 students gave positive perceptions and 1 student gave negative perceptions.

In the eighth question, the researcher asked to Students about, do you agree that your interest in learning English has increased since being given the ice breaker?(Apakah anda

²⁴¹Wawancara:Muh.Akbar Wijaya, (15), Siswa Kelas ix. a. tanggal 23 Juli 2021

²⁴²Wawancara:Muh.Risal, (15), Siswa Kelas ix. a. tanggal 23 Juli 2021

²⁴³Wawancara:Nur Afisa, (15), Siswa Kelas ix. a. tanggal 23 Juli 2021

²⁴⁴Wawancara:Musfira, (15), Siswa Kelas ix. a. tanggal 23 Juli 2021

setuju bahwa minat belajar Bahasa Inggris anda meningkat semenjak diberikan ice breaking?).²⁴⁵

HSR"*Kalau bagi saya, bisa saja begitu miss, karena saya merasa bersemangat untuk belajar*"("For me, it could be so miss, because I feel excited to learn").²⁴⁶

FN:"*Setuju miss,karena menyenangkan dan tidak mudah bosan*"("I agree, miss, because it's fun and not easily bored")²⁴⁷

AA:"*Setuju miss,emmm.karena lebih antusias*"("I agree, miss, ummm, because it's more enthusiastic").²⁴⁸

AR:"*Bisa saja miss,karena Pembelajaran tidak diam disitu saja*".("I could miss, because learning doesn't just sit there").²⁴⁹

²⁴⁵Wawancara:Hernandy Saputra, (15), Siswa Kelas ix. a. tanggal 23 Juli 2021

²⁴⁶Wawancara:Hasrianti, (15), Siswa Kelas ix. a. tanggal 23 Juli 2021

²⁴⁷Wawancara:Firsya Nur, (15), Siswa Kelas ix. a. tanggal 23 Juli 2021

²⁴⁸Wawancara:Aswir Anwar, (15), Siswa Kelas ix. a. tanggal 23 Juli 2021

²⁴⁹Wawancara:Andi Rusdiawan, (15), Siswa Kelas ix. a. tanggal 23 Juli 2021

HS: "*Iya miss, kalau bagi saya tergantung pelajarannya juga heheh*". ("Yes miss, for me it depends on the lesson too heheh").²⁵⁰

IKS: "*Emmm, mungkin saja miss*" ("Erm, maybe miss").²⁵¹

IL: "*Kalau mudah miss heheh*". (": "If it's easy to miss heheh").²⁵²

IM: "*Kalau bagi saya kalau pembelajarannya menyenangkan siswa juga merasa terbuka pikirannya miss*" (For me, if the learning is fun, the students also feel open-minded, miss.).²⁵³

MAW: "*Emm tidak tahu miss*". (Emm I don not know miss").²⁵⁴

MR: "*Iya miss*" ("Yes miss").²⁵⁵

²⁵⁰Wawancara:Hernandy Saputra, (15), Siswa Kelas ix. a. tanggal 23 Juli 2021

²⁵¹Wawancara:Ikna Safira Fahim, (15), Siswa Kelas ix. a. tanggal 23 Juli 2021

²⁵²Wawancara:Ilham, (15), Siswa Kelas ix. a. tanggal 23 Juli 2021

²⁵³Wawancara:Irfan Maulana, (15), Siswa Kelas ix. a. tanggal 23 Juli 2021

²⁵⁴Wawancara:Muh. Akbar Wijaya, (15), Siswa Kelas ix. a. tanggal 23 Juli 2021

²⁵⁵Wawancara:Muh, Risal, (15), Siswa Kelas ix. a. tanggal 23 Juli 2021

NA: "*Bisa saja miss, karena pelajaran yang tidak membuat bosan jika ada ice breaking*". (": *It could be miss, because the lesson is not boring if there is ice breaking*").²⁵⁶

NAF: "*Tidak tahu miss*". (I dont know miss).²⁵⁷

MS: "*Sedikit miss*". (little miss).²⁵⁸

From the results of the interviews above regarding whether students agree that their interest in learning English has increased since being given the ice breaking, it is known that from the 13 students, 8 students gave positive perceptions and 5 students gave negative perceptions.

In the ninth question, the researcher asked to students about, do you feel that the ice breaking provided feels more creative, colorful, and fun? (Apakah anda merasa dengan adanya ice breaking yang diberikan terasa lebih kreatif, berwarna, dan menyenangkan?)

²⁵⁶Wawancara: Nur Anisa, (15), Siswa Kelas ix. a. tanggal 23 Juli 2021

²⁵⁷Wawancara: Nur Afisa, (15), Siswa Kelas ix. a. tanggal 23 Juli 2021

²⁵⁸Wawancara: Musfira, (15), Siswa Kelas ix. a. tanggal 23 Juli 2021

MS: "*Eee iya miss, menyenangkan juga*" ("*Eee yes miss, it's fun too*").²⁵⁹

AR: "*Pasti miss, apalagi kalau banyak gamesnya*" ("*Definitely miss, especially if there are a lot of games*").²⁶⁰

NA: "*Iya miss, suasana di kelas ribut dan menyenangkan dibandingkan tidak adanya ice breaking*" (: "*Yes miss, the atmosphere in class is noisy and fun compared to the absence of ice breaking*").²⁶¹

NAF: "*Tentu miss, pasti suasana kelas menyenangkan*" (: "*Of course miss, definitely a fun class atmosphere*").²⁶²

AA: "*Saya merasa seperti itu miss*". ("I feel like it miss").²⁶³

FN: "*Iya miss, saya lebih suka pembelajaran yang tidak terlalu serius, apalagi saya*

²⁵⁹Wawancara: Musfira, (15), Siswa Kelas ix. a. tanggal 23 Juli 2021

²⁶⁰Wawancara: A. Rusdiawan, (15), Siswa Kelas ix. a. tanggal 23 Juli 2021

²⁶¹Wawancara: Nur Afisa, (15), Siswa Kelas ix. a. tanggal 23 Juli 2021

²⁶²Wawancara: Nur Afisa, (15), Siswa Kelas ix. a. tanggal 23 Juli 2021

²⁶³Wawancara: Aswir Anwar, (15), Siswa Kelas ix. a. tanggal 23 Juli 2021

termasuk siswa yang kurang suka dengan pembelajaran bahasa Inggris".("Yes, miss, I prefer learning that is not too serious, especially since I am one of the students who don't like learning English").²⁶⁴

HSR "*Tentu miss*".("Sure miss").²⁶⁵

HS: "*Iya miss*".("Yes miss").²⁶⁶

IKS: "*Iya miss*".("Yes miss").²⁶⁷

IL: "*Iya miss, menyenangkan*"("Yes miss, it's fun").²⁶⁸

IM: "*Eee iya miss*"("Umm yes miss").²⁶⁹

MAW: "*Iya miss, saya merasa begitu*"("Yes miss, I feel so").²⁷⁰

²⁶⁴Wawancara: Firsya Nur, (15), Siswa Kelas ix. a. tanggal 23 Juli 2021

²⁶⁵Wawancara: Hasrianti, (15), Siswa Kelas ix. a. tanggal 23 Juli 2021

²⁶⁶Wawancara: Hernandy Saputra, (15), Siswa Kelas ix. a. tanggal 23 Juli 2021

²⁶⁷Wawancara: Ikna Safira Fahim, (15), Siswa Kelas ix. a. tanggal 23 Juli 2021

²⁶⁸Wawancara: Ilham (15), Siswa Kelas ix. a. tanggal 23 Juli 2021

²⁶⁹Wawancara: Irfan Maulana, (15), Siswa Kelas ix. a. tanggal 23 Juli 2021

²⁷⁰Wawancara: Muh. Akbar Wijaya, (15), Siswa Kelas ix. a. tanggal 23 Juli 2021

MR: "*Iya miss, dengan adanya ice breaking saya merasakan hal yang begitu*" ("Yes miss, with the ice breaking I feel that way").²⁷¹

From the results of the interviews above regarding whether students felt that the ice breaking provided felt more creative, colorful, and fun, it was found that out of 13 students gave positive perceptions.

In the tenth question, the researcher asked to Students about do you agree that ice breaking activities are always given when learning English is carried out? (Apakah anda setuju apabila kegiatan ice breaking selalu diberikan ketika pembelajaran Bahasa Inggris dilakukan?).

MS: "*Setuju sekali miss, pasti saya dikelas paling antusias dan selalu mau masuk pembelajaran yang ada ice breakingnya*" ("I totally agree, miss, I'm definitely the most enthusiastic class in

²⁷¹Wawancara: Muh, Risal, (15), Siswa Kelas ix. a. tanggal 23 Juli 2021

the class and always want to join the ice-breaking lessons").²⁷²

HS: "*Emm pasti misss setuju, karena biasanya bosan jika proses pembelajarannya monoton*" ("Umm definitely miss agree, because usually bored if the learning process is monotonous").²⁷³

HSR: "*Tentu miss, pembelajaran pasti merasa hidup dan dikelas tidak mengantuk*" ("Of course miss, learning must feel alive and class is not sleepy").²⁷⁴

AR: "*Setuju miss, karena pelajaran menjadi berwarna*" ("Agreed miss, because the lesson becomes colorful").²⁷⁵

AA: "*Iya miss, saya setuju*" (Yes miss, I agree).²⁷⁶

²⁷²Wawancara: Musfira, (15), Siswa Kelas ix. a. tanggal 23 Juli 2021

²⁷³Wawancara: Hernandy Saputra, (15), Siswa Kelas ix. a. tanggal 16 Juli 2021

²⁷⁴Wawancara: Hasrianti, (15), Siswa Kelas ix. a. tanggal 23 Juli 2021

²⁷⁵Wawancara: A. Rusdiawan, (15), Siswa Kelas ix. a. tanggal 23 Juli 2021

²⁷⁶Wawancara: Aswir Anwar, (15), Siswa Kelas ix. a. tanggal 23 Juli 2021

FN:"*Setuju miss, suasana dikelas menjadi lebih hidup jika diberikan seperti itu*"("Agree miss, the atmosphere in class becomes more lively if it is given like that").²⁷⁷

IKS:"*Setuju miss, heheh*"("I agree miss, heheh").²⁷⁸

IL:"*Iya miss, saya setuju*"("Yes miss, I agree").²⁷⁹

IM:"*Setuju miss*"("Agree miss").²⁸⁰

MAW:"*Iya miss*"("Yes miss").²⁸¹

MR:"*Tentu setuju miss*"("Of course miss").²⁸²

NA:"*Iya miss, saya setuju*"("Yes miss, I agree").²⁸³

NAF:"*Iya miss, setuju*"("Yes miss, agree").²⁸⁴

²⁷⁷Wawancara:Firsya Nur, (15), Siswa Kelas ix. a. tanggal 23 Juli 2021

²⁷⁸Wawancara:Ikna Safira Fahim, (15), Siswa Kelas ix. a. tanggal 23 Juli 2021

²⁷⁹Wawancara:Ilham, (15), Siswa Kelas ix. a. tanggal 23 Juli 2021

²⁸⁰Wawancara:Irfan Maulana, (15), Siswa Kelas ix. a. tanggal 23 Juli 2021

²⁸¹Wawancara:Muh.Akbar Wijaya, (15), Siswa Kelas ix. a. tanggal 23 Juli 2021

²⁸²Wawancara:Muh.Risal, (15), Siswa Kelas ix. a. tanggal 23 Juli 2021

²⁸³Wawancara:Nur Anisa, (15), Siswa Kelas ix. a. tanggal 23 Juli 2021

From the results of the interview above regarding whether students agree that ice breking activities are always given when learning English is carried out, it is known that out of 13 students all students gave positive perceptions.

Based on the research interviews, the researcher conclude that the use of ice breaking technique in Teaching English at ninth grade of SMPN 14 Sinjai, Research on students' perceptions of the use of ice breaking in learning English shows that out of 13 students gave positive and negative perceptions, the majority of students gave positive perceptions of the use of ice breaking in learning English.

This is in line with the researcher who used ice breaking Nurul Azizah Kurniawati "The relationship between interest in ice breaking and concentration in attending classical format services for class VII student's at SMP NEGERI 4 MAGELANG in the academic year 2015/2016

²⁸⁴Wawancara:Nur Afisa, (15), Siswa Kelas ix. a. tanggal 23 Juli 2021

, The conclusion from the research is that both students' interest in ice breaking or student concentration in participating in classical format services is both in the high category. In addition, there is a relationship between interest in ice breaking and concentration on classical format services.

BAB V

CONCLUSION

A. CONCLUSION

From the results of research conducted at SMPN 14 Sinjai it can be concluded that, The students perceptions of the Ice Breaking in learning English, the student gave a positive perception, but from some of the questions given there were negative perceptions. However, the majority of students gave a positive perception of the use of ice breaking in learning English. This is because ice breaking is able to provide a class atmosphere that is fun, interesting, colorful, and not bored. That is why ice breaking can be used in learning English in the classroom because the students can fee learning is more interesting, fun, not bored, and of course. more creative and not monotonous.

B. SUGGESTION

a. For the English Teacher

In an effort to improve teacher competence so that they can take advantage of learning media, teachers

can learn and share with other teachers so that it is not only one school but can be in other schools so that teaching can vary, teachers can also attend seminars and training in certain forums. in order to improve learning and the appropriate use of technology today.

b. For the Students

Students should pay attention explanation from the teacher, students should more learn English practically, so that they are able to practice easily, and students to be active and creative in enriching their vocabularies.

c. For Researcher

This researcher is only limited to students' perceptions of the use of ice breaking in learning English in the ninth grade class at SMPN 14 Sinjai. Other researchers are expected to add better theories and solutions, and this research can be use to be additional for the further research with different occasional or discussion.

REFERENCES

- Rusdiawan *Wawancara*, (15), Siswa Kelas ix. a. tanggal 23 & 16 Juli 2021: SMPN 14 Sinjai
- Aswir Anwar *Wawancara*, (15), Siswa Kelas ix. a. tanggal 23& 16 Juli 2021: SMPN 14 Sinjai
- BimoWalgito, *Pengantar Psikologi Umum*, (Yogyakarta: AndiOffset, 2004), h.99.
- Chaer Abdul., *Lingustik Umum* (Jakarta;Rineka Cipt.,2003.), h. 54.
- dokumen Profil SMPN 14 Sinjai
- Firsya Nur *Wawancara*, (15), Siswa Kelas ix. a. tanggal 16 & 23 Juli 2021:SMPN 14 Sinjai
- Hasrianti *Wawancara*, (15), Siswa Kelas ix. a. tanggal 16&23 Juli 2021:SMPN 14 Sinjai.
- Hernandy Saputra *Wawancara*, (15), Siswa Kelas ix. a. tanggal 16&23 Juli 2021:SMPN 14 Sinjai.
- Ikna Safira Fahm *Wawancara* , (15), Siswa Kelas ix. a. tanggal 16 & 23 Juli 202:SMPN 14 Sinjai.
- Ilham *Wawancara*, (15), Siswa Kelas ix. a. tanggal 16 & 23 Juli 2021 :SMPN 14 Sinjai.
- Irfan Maulana*Wawancara* , (15), Siswa Kelas ix. a. tanggal 16 & 23 Juli 2021 :SMPN 14 Sinjai.

- Miles, M. B. & Huberman, M. (1992). *Analisis data kualitatif*, Jakarta: Penerbit. Universitas Indonesia.
- Moleong, L.J. (2011). *Metodologi Penelitian Kualitatif* (Ed.; Rev. Bandung::
- Moleong, L.J. *Metodologi Penelitian Kualitatif* (Ed.; Rev.(Bandung: PT. Remaja Rosda karya, 2011).
- Muh. Akbar Wijaya *Wawancara*, (15), Siswa Kelas ix. a. tanggal 16& 23 Juli 2021:Smpn 14 Sinjai
- Muh.Risal *Wawancara*, (15), Siswa Kelas ix.a. tanggal 16 & 23 Juli 2021 :SMPN 14 Sinjai.
- Musfira *Wawancara*, (15), Siswa Kelas ix. a. tanggal 23 &16 Juli 2021:SMPN 14 Sinjai
- Noor Komari Pratiwi, ”*Pengaruh Tingkat Pendidikan, Perhatian Orang Tua, Dan Minat Belajar Siswa Terhadap Prestasi Belajar Bahasa Indonesia Siswa Smk Kesehatan di kotaTangerang*” , Vol. 1, Nomor 2, Desember 2015, h. 90.
- Noor Komari Pratiwi, ”*Pengaruh Tingkat Pendidikan, Perhatian Orang Tua, Dan Minat Belajar Siswa Terhadap Prestasi Belajar Bahasa Indonesia Siswa Smk Kesehatan di kotaTangerang*” , Vol. 1, Nomor 2, Desember 2015, h. 91.

Nur Afisa Wawancara, (15), Siswa Kelas ix. a. tanggal 16 & 23 Juli 2021 :Smpn 14 Sinjai.

Nur Anisa Wawancara, (15), Siswa Kelas ix. a. tanggal 16 & 23 Juli 2021 :Smpn 14 Sinjai

Nurul Azizah Kurniawati, "*Hubungan Antara Minat Terhadap Ice Breaking Dengan Konsentrasi Dalam Mengikuti Layanan Format Klasikal Siswa Kelas VII di SMP Negeri 4 Magelang.*

Pits Errol ,*Ice breaker in the classroom*, (2016), h.182.

PT. Remaja Rosda karya.

Qomariah, N. Ima..*The Use Of Ice Breaker to Improve Students Motivation in Learning English at the Fourth Grade od SDN Randaguang IV Gresik.GresikMuhammadiyah University*(2009), h.15.

Republik Indonesia, *Undang-Undang Nomor 20 Tahun 2003 tentang system pendidikan nasional*, Bab I, Pasal I.

Sinta, "*Improving students Ability In Speaking Skill By Using Ice Breaker Strategy At The Second Grade Of MTS Tpi Sawit Seberang In Academy year 2017/2018.*

Slameto, *Belajardan Faktor yang mempengaruhinya*, (Jakarta: PT RinekaCipta, 2003), h.102.

Sondang .P .Siagian, *Teori Motivasi dan Aplikasinya* , (cetke 3;) h.100-105.

Sondang. P Siagian, *Teori Motivasi dan Aplikasinya cetke 3*, (Jakarta:Rineka Cipta,2004), hlm100.

Sugiyono *Metode Penelitian Kombinasi* (mix methods). Bandung: Alfabeta.

Sugiyono, *Metode Penelitian Kombinasi*, (2015), h.329.

Suharsimi, *ArikuntoProsedur Penelitian Suatu Pendekatan Praktik*, (Jakarta PT RinekaCipta, 2010), h.198.

Suharsimi, *ArikuntoProsedur Penelitian Suatu Pendekatan Praktik*, (Jakarta PT Rineka Cipta, 2010), h.198.

Suharsimi, *ArikuntoProsedur Penelitian Suatu Pendekatan Praktik*, (Jakarta PT RinekaCipta, 2010).

Sunarto, *Ice Breaker Dalam Pembelajaran Aktif*, (Surakarta: Cakrawala Media, 2012), h.107.

Sunarto, *Ice Breaker Dalam Pembelajaran Aktif*, h.107.

Sunarto. 2012. *Ice Breaker Dalam Pembelajaran Aktif*. (Surakarta: Cakrawala Media), h.3.

LIST OF APPENDICES

APPENDIX:

List of student's interviews toward to use of ice breaking technique in teaching English.

No.	QUESTION	ANSWER
1.	<i>Apakah anda menyukai pelajaran Bahasa Inggris?</i>	
2.	<i>Apakah anda merasa lebih mudah dalam memahami pembelajaran Bahasa Inggris dengan penggunaan ice breaking?</i>	
3.	<i>Apakah anda merasa lebih antusias dalam belajar dengan menggunakan model pembelajaran Bahasa Inggris yang digunakan?</i>	
4.	<i>Apakah anda lebih tertarik dengan model pembelajaran Bahasa Inggris yang diberikan di kelas?</i>	
5.	<i>Apakah anda merasa lebih mudah dalam</i>	

	<i>mengembangkan dan menyimpulkan materi-materi Bahasa Inggris yang telah dipelajari?</i>	
6.	<i>Apakah anda menyukai penggunaan ice breaking dalam pembelajaran Bahasa Inggris?</i>	
7.	<i>Apakah anda setuju bahwa dengan diberikannya ice breaking itu menarik?</i>	
8.	<i>Apakah anda setuju bahwa minat belajar Bahasa Inggris anda meningkat semenjak diberikan ice breaking?</i>	
9.	<i>Apakah anda merasa dengan adanya ice breaking yang diberikan terasa lebih kreatif, berwarna, dan menyenangkan?</i>	
10.	<i>Apakah anda setuju apabila kegiatan ice breaking selalu</i>	

	<i>diberikan ketika pembelajaran Bahasa Inggris dilakukan?</i>	
--	--	--







DAFTAR HADIR SISWA
TAHUN PELAJARAN 2022/2022

No	Nama Siswa	Tanggal
		1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30
1	A. Rusdiawan	
2	Aswir Anwar	
3	Firya Nur	
4	Husrianti	
5	Hernandy Saputra	
6	Ika Safira Fahim	
7	Ilham	
8	Irfan Maulana	
9	Moh. Akbar Wijaya	
10	Musfirah	
11	Muh. Rival	
12	Nur Anisa	
13	Nur Afifa	
14		
15		
16		
17		



**FAKULTAS TARBIYAH DAN ILMU KEGURUAN
INSTITUT AGAMA ISLAM MUHAMMADIYAH SINJAI**

Kampus : Jl. Sultan Hasanuddin No. 20 Kab. Sinjai, Tlp/Fax 048221418, Kode Pos 92612

Email : info.iainsinjai@yahoo.com

Website : <http://www.iainsinjai.ac.id>

TERAKREDITASI INSTITUSI BAN-PT SK NOMOR : 456/SK/BAN-PT/AK-PKP/PT/XII/2019



**SURAT KEPUTUSAN
NOMOR: 637 /I.3.AU/F/KEP/2020**

TENTANG

**DOSEN PEMBIMBING PENULISAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN T.A 2020/2021**

**DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN
INSTITUT AGAMA ISLAM MUHAMMADIYAH SINJAI**

- Menimbang** :
1. Bahwa untuk penulisan Skripsi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Muhammadiyah Sinjai Tahun Akademik 2019/2020, maka dipandang perlu ditetapkan Dosen Pembimbing penulisan Skripsi dalam Surat Keputusan.
 2. Bahwa nama-nama yang tercantum dalam Surat Keputusan ini dipandang cakap dan memenuhi syarat untuk melaksanakan tugas yang di amanahkan kepadanya.
- Mengingat** :
- a. Anggaran Dasar dan Anggaran Rumah Tangga Muhammadiyah.
 - b. Undang-undang No.20 tahun 2003 tentang Sisdiknas.
 - c. Undang-undang R.I No. 12 Tahun 2012, tentang Pendidikan Tinggi.
 - d. Keputusan Menteri Agama R.I No. 6722 Tahun 2015, tentang perubahan nama STAI Muhammadiyah Sinjai menjadi Institut Agama Islam Muhammadiyah Sinjai.
 - e. Surat Keputusan Rektor IAIM Nomor : 216/I.3.AU/D/KEP/2016 tentang Pendirian Fakultas Tarbiyah dan Ilmu Keguruan (FTIK)
 - f. Pedoman PP. Muhammadiyah No. 02/PED/1.0/B/2012 tentang Perguruan Tinggi Muhammadiyah.
 - g. Statuta Institut Agama Islam Muhammadiyah Sinjai.

- Memperhatikan** :
1. Kalender Akademik Institut Agama Islam Muhammadiyah Sinjai Tahun Akademik 2020/2021.

MEMUTUSKAN

- Menetapkan** :
1. Keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Muhammadiyah Sinjai tentang Dosen Pembimbing penulisan skripsi mahasiswa.
- Pertama** :
1. Mengangkat dan menetapkan saudara :

Pembimbing I	Pembimbing II
Dr. Mustamir, M.Pd.I	Harmilawati, S.S., S.Pd., M.Pd.

untuk penulisan skripsi mahasiswa:

Nama : **KIKI AULIL AZMI**

NIM : 170 110 027

Prodi : Tadris Bahasa Inggris (TBI)

Judul Skripsi : The Students' Perception Toward to Use of Ice Breaking Technique in Teaching English at Ninth Grade Students of SMPN 14 Sinjai.

- Kedua** :
1. Hal-hal yang menyangkut pendapatan/nafkah karena tugas dan tanggung jawabnya diberikan sesuai peraturan yang berlaku di Institut Agama Islam Muhammadiyah Sinjai.



**FAKULTAS TARBIYAH DAN ILMU KEGURUAN
INSTITUT AGAMA ISLAM NUHAMMADIYAH SINJAI**

Kampus : Jl. Sultan Hasanaddin No. 20 Kab. Sinjai, Tlp/Fax 048221418, Kode Pos 92612

Email : info.iainsinjai@yahoo.com

Website : <http://www.iainsinjai.ac.id>

TERAKREDITASI INSTITUSI BAN-PT SK NOMOR : 456/SK/BAN-PT/AK-PKP/PT/XII/2019



- Ketiga : Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagai amanat dengan penuh rasa tanggung jawab.
- Keempat : Keputusan ini berlaku sejak tanggal ditetapkan, apabila dikemudian hari terdapat kekeliruan dalam keputusan ini akan diadakan perbaikan sebagaimana mestinya.

Ditetapkan di : Sinjai

Pada Tanggal : 01 Oktober 2020 M

: 13 Shafar 1442 H



T. H. S. Pd.L. M.Pd.I
NBM 1213495

Tembusan :

1. BPH IAIM Sinjai di Sinjai
2. Rektor IAIM Sinjai di Sinjai.
3. Ketua Prodi PAI, PGMI, PBA, TBI & TM IAIM Sinjai di Sinjai.



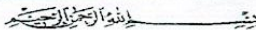
INSTITUT AGAMA ISLAM MUHAMMADIYAH SINJAI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

KAMPUS : JL. SULTAN HASANUDDIN NO. 20 KAR. SINJAI, TLP. 085299899166, KODE POS 92612

Email: ftikiaim@gmail.com

Website: <http://www.iaimsinjai.ac.id>

TERAKREDITASI INSTITUSI BAN-PT SK N OMOR : 41098/SK/BAN-PT/Akred/PT/XII/2020



Nomor : 320.D1 / III.3. AU/F/2021
Lamp : Satu Rangkap
Hal : Permohonan Izin Penelitian

Sinjai, 28 Dzul Qaidah 1442 H
9 Juli 2021 M

Kepada Yang Terhormat

Kepala SMPN 14 Sinjai

Di -

Sinjai

Assalamu'alaikum Warahmatullahi Wabarakatuh.

Dalam rangka penulisan skripsi mahasiswa program Strata Satu (S1) **Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) IAIM Sinjai**, dengan ini disampaikan bahwa mahasiswa yang tersebut namanya di bawah ini :

Nama : Kiki Aulil Azmi
NIM : 170110027
Program Studi : Tadris Bahasa Inggris (TBI)
Semester : VIII (Delapan)

Akan mengadakan penelitian dengan judul :

"Students' Perception Toward The Use Of Ice Breaking Technique In Teaching English At Ninth Grade Students Of SMPN 14 Sinjai"

Sehubungan dengan hal tersebut di atas dimohon kiranya yang bersangkutan dapat diberikan izin melaksanakan penelitian di *SMPN 14 Sinjai*.

Atas perhatian dan kerjasama yang baik diucapkan terima kasih.

Wassalamu'alaikum Warahmatullahi Wabarakatuh.



La'liha S.Pd.I., M.Pd.I.
DEK: 1213495

Tembusan disampaikan Kepada Yth :

1. Rektor IAIM Sinjai
2. Kepala Dinas Pendidikan Kabupaten Sinjai



PEMERINTAH KABUPATEN SINJAI

DINAS PENDIDIKAN

UPTD SMPN 14 SINJAI

Alamat : Jl. Persatuan Baruleppa No. B.55 Desa Talle Email : smpn3tallesinsel@gmail.com KP 92661

SURAT KETERANGAN TELAH MELAKUKAN PENELITIAN

NO. 421/04.125/UPTD SMPN 14

Yang bertanda tangan dibawah ini, Kepala UPTD SMP Negeri 14 Sinjai, Kabupaten Sinjai Provinsi Sulawesi Selatan menerangkan bahwa :

Nama	: KIKI AULIL AZMI
Nim	: 170110027
Program Study	: TADRIS BAHASA INGGRIS (TDI)
Fakultas	: Tarbiyah dan Ilmu Keguruan Institut Agama Islam Muhammadiyah (IAIM) Sinjai
Semester	: VIII (Delapan)

Benar bahwa Nama tersebut diatas telah melakukan penelitian di UPTD SMP Negeri 14 Sinjai dari tanggal 16 juli s/d 03 Agustus 2021, dengan Judul "*Students Perception Toward The Use Off Ice Breaking Technique In Teaching English At Nine Grade SMPN 14 Sinjai*"

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.



Sinjai, 18 Agustus 2021

Kepala UPTD SMPN 14 Sinjai

MUHAMMAD RAJI LULUANG, S.Pd, S.Sos, MM

Pembina Tk.I

NIP-19651231 199203 1 127



PEMERINTAH KABUPATEN SINJAI

DINAS PENDIDIKAN

UPTD SMPN 14 SINJAI

Alamat : Jl. Persatuan Batuieppa No. B.55 Desa Talie Email : smpn3tallesinsel@gmail.com KP 92661

SURAT KETERANGAN TELAH MELAKUKAN PENELITIAN

NO. 421/04.125/UPTD SMPN 14

Yang bertanda tangan dibawah ini, Kepala UPTD SMP Negeri 14 Sinjai, Kabupaten Sinjai Provinsi Sulawesi Selatan menerangkan bahwa :

Nama : KIKI AULIL AZMI
Nim : 170110027
Program Study : TADRIS BAHASA INGGRIS (TDI)
Fakultas : Tarbiyah dan Ilmu Keguruan Institut Agama Islam
Muhammadiyah (IAIM) Sinjai
Semester : VIII (Delapan)

Benar bahwa Nama tersebut diatas telah melakukan penelitian di UPTD SMP Negeri 14 Sinjai dari tanggal 16 juli s/d 03 Agustus 2021, dengan Judul "*Students Perception Toward The Use Off Ice Breaking Technique In Teaching English At Nine Grade SMPN 14 Sinjai*"

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.



Sinjai, 18 Agustus 2021
Kepala UPTD SMPN 14 Sinjai

MUHAMMAD RAJI LULUANG, S.Pd, S.Sos, MM
Pangkat Pembina Tk.I
NIP 19651231 199203 1 127

AUTOBIOGRAPHY

Name : Suryaningsih

NIM : 170110027

Date of Birth : Sinjai, 09 September , 1999

Adress : Sinjai Selatan

Organization Experience: English Students Association
(ESA) Sinjai, 2017/2018.

Education Background: SD Negeri 54 Batuleppa, 2011

SMP Negeri 14 Sinjai, 2014

SMA Negeri 7 Sinjai, 2017

Email : kikiaulilazmii@gmail.com

Parents :

Father : Hanu

Mother : Rosmina

PAPER NAME

170110027

AUTHOR

Kiki Aulil Azmi

WORD COUNT

8944 Words

CHARACTER COUNT

50950 Characters

PAGE COUNT

52 Pages

FILE SIZE

86.0KB

SUBMISSION DATE

Mar 30, 2022 10:52 AM GMT+7

REPORT DATE

Mar 30, 2022 10:53 AM GMT+7

● 20% Overall Similarity

The combined total of all matches, including overlapping sources, for each database.

- 18% Internet database
- 4% Publications database
- Crossref database
- Crossref Posted Content database
- 13% Submitted Works database


f.
Wahyuni