

## **Chapter One**

### **Introduction**

Chapter one consists of an introduction to this study. There are six points outlined in this chapter. Those are the background of the study, the identification of the problem, the delimitation of this problem, the research questions, the study's objective, the study's significance, and the study's outline.

#### **Background of the Study**

The process of teaching and learning allows teacher to meet the problem. There are students become unmotivated, make noisy, and do not pay attention to the learning. This condition can be influenced by several things. First, learning has been going on for a long time, or the material is too complex, so students already feel bored, sleepy, and tired. Second, teachers do not use variations in learning; the teacher looks at the whiteboard too much and interacts less with students during learning. Thus, students start to make noise by talking to their chair's matte. Furthermore, teachers can overcome this circumstance by using varied and fun teaching methods that provide interesting activities such as ice breaking.

Ice breaking is a specific activity teacher does in the beginning or when learning occurs. The use of ice breaking in the teaching and learning process to prepare students before participating in learning also reduces tension. According to According to (Khoirunisa & Amirudin, 2020), ice breaking is a simple, light, and brief game or activity that breaks up learning

freezes, stiffness, boredom, tiredness and create a joyful learning environment. The usage of ice breaking can make the teaching and learning become fun and motivated. Particularly, when employing games as ice breaking strategies in the English teaching and learning process, it may help increase students' enthusiasm for English learning and their performance in participating during class. Many activities can be done in English teaching and learning by implementing ice breaking to motivate the student to join the learning, such as games, songs, clapping, and so on. Furthermore, games help the teacher create a pleasurable and meaningful learning experience. Jarrah et al. (2019) stated that games help the teacher to create contexts in which the language is useful and meaningful.

Ice breaking is an activity that can help the teacher to boost students' enthusiasm in the learning process. Damayanti (2017) discovered in her research that ice breaking is used in the teaching and learning process, particularly when games are used. Games assist teachers in boosting students' enthusiasm for learning English. Furthermore, it might help engage students' classroom participation and achievement. According to Astuti et al. (2020), there are various benefits to performing ice breaking activities, such as reducing boredom, nervousness, and fatigue. Since they can get away from the routine of the lesson by doing free and joyful activities. Using ice breaking allows teachers to experience challenges. Tamamala, Setiawan, and Nursalim (2020), challenges related to organizing and conditioning students in ice breaking. Chowdury (2022) confirmed that challenges might arise in teaching

and learning with the use of ice breaking can be influenced by various things such as students' motivation, readiness, and engagement.

According to Marzatifa et al. (2021), challenge in using ice breaking is about teacher's preparation and teaching performance. Teachers' limitations in mastering the types of activities of ice breaking can also become a challenge because it allows students to feel bored with repeated ice breaking activities. Thus, teachers must prepare varied and innovative ice breaking activities. Because when students are presented with the same ice breaking repeatedly, they will feel bored and less interested.

According to Yeganehpour (2016), there are five principles to consider when using ice breaking. First, Simple, the simpler, the better, because ice breaking implementation should not be too long so students can easily follow the activity. Second, non-threatening ice breaking should not make people involved feel uncomfortable. It should make the students relax and enjoy the activity. Third, open ice breaking should allow the students to show their uniqueness and express themselves. Fourth, relevant teachers should consider the students' needs and learning goals before selecting ice breaking activities. Fifth, energizing. Ice breaking should get students excited and improve their energy by involving them in physical or fun ice breaking activities. According to Flanigan (2011), implementing suitable ice-breaking activities can enhance students' engagement and maximize their learning outcomes while simultaneously fostering an enjoyable classroom environment.

Therefore, this researcher needs to be conducted to discover teachers' purpose and challenge in using ice breaking in English teaching and learning.

### **Identification of the Problem**

Ice breaking is a fun activity that English teachers use to make teaching and learning more enjoyable and motivating. Ice breaking is done at the beginning or the middle (afternoon class) of the teaching and learning process to relax and prepare the students to follow the learning. Moreover, it will help reduce students' boredom and exhaustion during teaching and learning.

The researcher conducted an observation in the teaching and learning process in one of classrooms that implements ice breaking regularly. Based on the result of the observation, indicate that teacher face several challenges in using ice breaking.

The first challenge is the students were passive and are not enthusiastic. Students do not seem engaged in class since they do not follow and pay attention to the learning process. They do not interact with their classmates to join the current activity, follow the activity without enthusiasm, and neglect learning activities present by teacher.

The second challenge is the implementation of ice breaking in the classroom is not always run smoothly. The classroom situation sometimes beyond teachers' expectation, the reality in the classroom does not align with the lesson plan. The class condition with many students can sometimes become

challenging to overcome. Because classroom with many students' sometimes difficult to organize.

The third challenge is related to the result of ice breaking do not suitable for what teacher expected. The result of using ice breaking is not appropriate because the application of ice breaking experiences obstacles from students' behaviour and the classroom condition such as distracting peers, chatting, and limited time.

The teacher implemented ice breaking by using games. The teacher used ice breaking such as song, clapping, and yelling. The teacher usually uses ice breaking at the beginning of the class as opener or in the middle of the learning as an energizer. Before starting the ice breaking, the teacher will give instructions to the students related to the activity they will do.

Therefore, the researcher is interested in investigating the teacher's perception of using ice breaking in the teaching and learning process. Because the teacher's perception of the use of ice breaking needs to be exposed to reveal information related to the use of ice breaking in teaching and learning.

### **Delimitation of the Problem**

The current research focuses on "Teacher's perceptions on the use of ice breaking in teaching and learning English," which has limitations. To do the research to be carried out and focused according to the research objective, researchers can examine it deeply. The researcher's primary goal is to identify teacher purpose and challenge that teachers encounter when using ice breaking in their teaching and learning. Therefore, the researcher does not study the

benefits of ice breaking. Because the researcher only focuses on teacher's purpose and challenge.

### **Research Question**

The purpose of this study is to provide answers to the following questions:

1. What are teachers' purposes for using ice breaking in the English teaching and learning process?
2. What challenges do teachers face in using ice breaking in their English teaching and learning process?

### **The Objectives of the Study**

Based on the research background, the objective of the research is to find out are mentioned below:

1. To find out the purpose of teachers in using ice braking in the teaching and learning process.
2. To find out the challenge teachers face in using ice braking in teaching and learning process.

### **Significance of the Study**

This research is expected to provide benefits for those in the field., particularly those in education. Furthermore, this research is expected to provide data to readers, particularly English teachers, and other researchers. The significance explains as follow:

#### **English teacher**

This research is expected to provide information to teachers about ice breaking implementation in English teaching and learning. Furthermore,

the researcher hopes that the results of her research can provide insight related to the purpose and challenge of using ice breaking in teaching. Moreover, the result of this study hopefully help English teachers improve the quality of teaching and learning especially when using ice breaking.

### **Students**

For students, this research is meant to increase their motivation in learning English. Researchers expected that, after reading this research students can be more aware about the positive impact of ice breaking for their learning outcomes. Besides, students are expected to be more cooperative, active, and enjoy participating in ice breaking activities in English teaching and learning process.

### **Other Researcher**

Hopefully, this study's results can be a reference for other researchers who keen on investigating further related to the use of ice breaking in English teaching and learning process.

### **Outline of the Research**

This research consists of five chapters. The explanation is in the two paragraph below.

The first chapter is an introduction. This chapter is made up of the following sections: background of the study, identification of the problem, delimitation of the problem, The research question, the research objective, the significance of the research, and the research outline. The second chapter is review of the literature. This chapter includes a related study about ice

breaking, its purpose, and its problems. The theory of the literature use to support this research. Moreover, there is a conceptual framework for the study. The third chapter is the methodological approach of the study. This section explains the study's research design. Research, research setting and participants, data collection methods, data collection procedure, data analysis, and trustworthiness.

The fourth chapter present the findings and discussion. Moreover, this chapter also demonstrate the answer to the research question, "Teacher's perception on the use of ice breaking in the teaching and learning process." The fifth chapter are the conclusion and recommendations. This chapter present the summary of the research. There also recommendations and suggestions for the next researcher.