ICE BREAKING UNTUK MENINGKATKAN KETERAMPILAN BERBICARA BAHASA INGGRIS PADA SISWA PRATHOM DI MAITREECHIT WITTAYATHAN SCHOOL BANGKOK THAILAND

ICE BREAKING TO IMPROVE ENGLISH SPEAKING SKILLS IN PRATHOM STUDENTS AT MAITREECHIT WITTAYATHAN SCHOOL BANGKOK THAILAND

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Abstract

The importance of improving English speaking skills in early childhood as a foundation for forming their identity. The aim of this research is to find out how ice breaking in improving the English speaking skills of Prathom students at Maitreechit Wittayathan School.


Kata Kunci: Ice-Breaking, Keterampilan, Berbicara, Inggris

Abstrak


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This research uses a qualitative approach. With a qualitative descriptive method. Data sources were taken from documentation, interview results, and participant observation results. The validation technique in this research uses triangulation techniques. The research results show that the use of ice-breaking improves English speaking skills based on the results of interviews with teachers, students, and participant observations. It can be concluded that ice-breaking tailored to achieving goals can effectively stimulate the development of English-speaking skills.

**Keywords:** Ice-Breaking, skills, Speaking, English

**INTRODUCTION**

In Southeast Asia, especially in Indonesia and Thailand, English is an important second language to master. Therefore, English language learning in elementary schools needs to be done effectively. Ideal English learning in elementary schools requires teachers to use fun learning strategies and age-appropriate materials. To increase student involvement in learning English, teachers create interactive lessons to help students learn aspects of the language, such as listening, speaking, reading, and writing. This creates a positive and supportive learning atmosphere where students feel safe participating in the learning process (Susanto, 2024).

If English is not taught well in elementary school, there will be limitations in speaking skills in English (Putri, 2023). Students who have difficulty learning English are less confident in speaking the language. Students not receiving quality English instruction may experience gaps in access to quality education and future opportunities (Febriani, 2022).

Considers clarify how significant learning encounters altogether influence scholastic victory and communicative competence. A learning handle requires differentiating educating strategies in arrange for the learning to reflect the genuine level of understudy accomplishment. In spite of the fact that numerous learning models and encounters have bolstered and progressed accomplishment and problem-solving aptitudes, the learning involvement remains fundamental in accomplishing communicative execution. Different benefits when understudies lock in in learning, counting expanded inspiration and scholastic accomplishment, and an assortment of scales can degree this, counting measuring engagement in an e-learning environment. Learning encounter will without a doubt influence the involvement of learners within the scholastic accomplishment of communicative competence (Sya et al., 2021).

Therefore, improving English speaking skills in early childhood is essential for forming their identity. Children in the early stages of life are honing communication skills and carving out a deep foundation for their cognitive and social abilities (Na'imah, 2022). Teaching methods and processes includes classroom knowledge, management, assessment, development of learning plans for students content knowledge related to the teaching process (Kholik et al., 2020). One form of strategy teachers use in English classes at Maitreechit Wittayathan School Bangkok, Thailand, is breaking. Ice breaking is a series of activities designed to break the
ice and build relationships between students. Ice breaking can help students feel more comfortable and reduce awkwardness. In addition, ice-breaking can encourage students to speak and interact in English (Wibowo, 2023). Learners' interaction with true episodes and individuals can influence them to create a intentional circumstance for seem help understudies in coming to superior command of English dialect competencies (Sya et al., 2021). Using English as the delivery of promotional language has a new perspective because most students are already familiar with the language (Sya & Helmanto, 2020).

Based on the explanation above, this research aims to find out how to break down and improve the English-speaking skills of Prathom students at Maitreechit Wittayathan School in Bangkok, Thailand. Icebreakers can break boredom and saturation, allow the atmosphere to melt and return to a more conducive state, and encourage students to get used to speaking and interacting using English (Sukmajadi, 2021). Hopefully, this research can inspire educators and readers to use ice-breaking in learning English to improve students' speaking skills.

RESEARCH METHODS

This research uses a qualitative approach. Qualitative research aims to investigate, discover, describe, and explain the nature and characteristics of social influence that cannot be described, measured, or explained using a quantitative approach (Nasution, 2023).

This research was conducted to find out how ice-breaking improves the English-speaking skills of Prathom students at Maitreechit Wittayathan School in Bangkok, Thailand. The subjects in this research are words, and the rest of the actions are additional, such as documentation. Data sources were taken from documentation, interview results, and observation results. In the interview session, the researcher can develop various questions according to needs; apart from the interview session, the researcher also makes observations. Data collection techniques in this research used documentation and teacher interview results. The method of data collection used in this research was direct observation and direct interviews. The validation technique in this research uses triangulation techniques.

RESULTS AND DISCUSSION

Based on the results of research observations and interviews with teacher Fatma Dothe at Maitreechit Wittayathan School Bangkok Thailand, Ice breaking is applied to improve students' speaking skills, one of which is to familiarize students with speaking English by singing, indirectly students memorize vocabulary as a component of speaking skills. At least in one theme, for example, body parts, before reaching perfect speaking ability. The following are some icebreakers that have been implemented in English classes at Maitreechit Wittayathan School Bangkok, Thailand, in learning English to improve speaking skills:

1. First ice breaking (singing with movements)
   For example, with the song title: Magic Fingers
   One Fingers, One Fingers, turn, turn, turn.
   Turn to a worm, crawl, crawl, crawl!
   Two Fingers, Two Fingers, turn, turn, turn.
Turn to a rabbit, jump, jump, jump!
Three Fingers, three Fingers, turn, turn, turn.
Turn to a butterfly, fly, fly, fly!
Four Fingers, Four Fingers, turn, turn, turn.
Turn to a cat, meow, meow, meow!
Five Fingers, Five Fingers, turn, turn, turn.
Turn to a tiger, roar, roar, roar!
This activity aims for students to understand and speak English pleasantly.
Method: The teacher gives directions to the students while giving an example by singing with movements according to the lyrics above, and the students follow. This gets students involved in activities that require them to speak English, and with movements, students can easily understand what is being said. Singing with movement can be an effective method in helping students improve their speaking skills and increase their understanding of English vocabulary (Tisngaeni, 2023). According to the results of the interview with English teacher Fatma Dothe:
"By singing, children can also easily remember what is said, so they are used to English pronunciation. When accompanied by movement, it makes it easier for children to understand the new vocabulary conveyed from each lyric". Based on the results of participant observation in the field:
"It can be seen that students are more enthusiastic about learning to speak and demonstrate their speaking skills with songs and movements."

2. Second ice-breaking (game) Contohnya dengan "Getting to Know You Q&A"

Method: The teacher explains the purpose of the material so that students are expected to be able to communicate using English. Then, the teacher lists simple questions covering various aspects of life, interests, and experiences. For example:
What is your favorite hobby?
What did you eat for lunch?
What are you doing now?
Then, the teacher also gives examples of answers as follows:
My hobby is singing.
This lunch I ate something.
I am preparing lunch for a picnic.
After providing examples and explanations, students are asked to ask questions and prepare answers. Each student is asked to come to the front of the class to conduct a question-and-answer session. With this icebreaker, all students are involved in activities requiring them to communicate to improve their speaking skills. Getting to Know You Q&A is designed to help students improve their speaking skills (Kamilah, 2024). According to the results of the interview with English teacher Fatma Dothe:
"With Getting to Know You Q&A, it is hoped that all students can learn to speak and communicate in English, using simple sentences but relevant to daily activities so that this activity can improve their English speaking skills."
From the results of participant observation, it was found:
"There are still students who are shy about speaking in front of the class during question and answer activities, but overall, this activity is good because, indirectly, all students can carry out simple communication in English, which
results in increased speaking ability in English.”
From the research results, the use of icebreakers improves English speaking skills. The use of Ice Breaking can improve students’ speaking skills, meaning that the application of Ice Breaking in learning activities makes a positive contribution to student learning, especially in speaking skills (Lambu et al., 2022).

CONCLUSION

This research concludes that ice-breaking adapted to achievement goals can effectively stimulate the development of English-speaking skills in Prathom students at Maitreechit Wittayathan School Bangkok, Thailand.

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