



**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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Abstrak

Pentingnya peningkatan kemampuan berbicara bahasa Inggris pada anak usia dini sebagai landasan pembentukan jati diri mereka. Tujuan dari penelitian ini adalah untuk mengetahui bagaimana penggunaan ice breaking dalam meningkatkan keterampilan berbicara dalam bahasa Inggris siswa Prathom di Maitreechit Wittayathan School Bangkok Thailand. Penelitian ini menggunakan pendekatan kualitatif. Dengan metode kualitatif deskriptif. Sumber data diambil dari dokumentasi, hasil wawancara, dan hasil observasi partisipan. Teknik validasi dalam penelitian ini menggunakan teknik triangulasi. Hasil penelitian menunjukkan bahwa penggunaan ice breaking meningkatkan kemampuan berbicara bahasa Inggris berdasarkan hasil wawancara guru, siswa dan obesvasi partisipan. Dapat disimpulkan bahwa ice-breaking yang disesuaikan dengan tujuan pencapaian dapat secara efektif merangsang pengembangan keterampilan berbicara bahasa Inggris.

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

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 howice breaking in improving the English speaking skills of Prathom students at Maitreechit Wittayathan School

Bangkok Thailand. 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 icebreaking 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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