



**IMPLEMENTATION OF THE ICE-BREAKING METHOD TO
INCREASE FOURTH-GRADE STUDENT UNDERSTANDING OF THE
MATERIAL “TELLING TIME” IN AL – A’RAF BILINGUAL
ELEMENTARY SCHOOL**

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Abstract

Ice Breaking is a learning method that can change the atmosphere from being less focused, boring, and boring to being fun and interesting. So that students concentrate on the teaching and learning process. This study aims to determine the application of the Ice breaking method can improve students' understanding of English subjects in telling material in fourth grade at Bilingual Al – A'raf elementary school. The design of this study uses a true experimental design technique using purposive random sampling. One class is the control class and the other is the experimental class. By giving a pretest and posttest. The sample in the study was 26 Bilingual Al – Al – A'raf Elementary School students. implementation research in the even semester of the 2022/2023 academic year. The results of the study show that the application of the Ice breaking method can increase the understanding of Tagged students with the results of the analysis of sig.0.02 <0.05. This means that H_0 is rejected and H_1 is accepted. There was an increase between the pretest and post-test scores in the experimental class, namely, the results of pretest score of 84.69 while the post-test obtained an average score of 91.07. Thus the research hypothesis is accepted. It can be concluded that the application of ice-breaking has a significant and significant effect on students' understanding of learning.

Keywords: *Ice-Breaking - Telling Time – Teaching Method – Joyful Learning*

INTRODUCTION

The challenges of times and the rapid flow of technology are increasingly challenging in the current era education has an important role in preparing the next generation. Curriculum Development continues to be carried out as an effort to meet required competency needs. The Merdeka curriculum is a curriculum that is expected to be able to provide a learning process to provide a learning process to prepare for the demands of skills in the 21st century.

In the 21st century, teachers are required to innovate in learning, have teaching skills and be able to design interesting and fun learning (Inayati,2022). In the learning process, interest in learning is one of the most important things (Dasar,2021). Moreover, in the teaching and learning process which is not fun, it makes motivation of students to learn decreases. When a student's interest has arisen learning will be fun.

Students who are still studying at the elementary school level sometimes lack focus in paying attention to learning especially in English lessons, which are not their mother tongue. In addition, students are easily bored because the delivery

of learning material is monotonous and boring, making it less attractive to students. However, learning English is still needed in this modern era which is growing rapidly in any field likewise, humans are required to have the ability to keep abreast of the times (Susanthi,2021). To achieve this, one way is to develop English language skills starting early, namely from the elementary school level.

The learning method is one of the supporting factors in the process of transferring knowledge from teachers to students so that learning is not boring and can improve the motivation of students in following the teaching and learning process. In the process of teaching children, various teaching methods are needed to reduce students' boredom. To bring out the enthusiasm of students, teachers can apply one of the learning methods options, namely ice breaking. It is the learning method that everyone can apply to attract the focus of attention and melt the atmosphere in the room into an initial state, namely excitement (Satriani, N.P.Pudjawan 2018).

According to the opinion of Mi & Baten (2020), *Ice Breaking* is used to create a learning atmosphere from passive to active, from stiff to motion, and from bored to cheerful. Several types of *ice-breaking* can be applied including yelling, games, singing, applause, humor, and doing limb movements with the help of *ice-breaking* learning becomes fun and can encourage and eliminate boredom (Prasiscka & Putra, 2021). It is expected that by using this method, teachers' teaching is more interesting for the students and facilitates a more enjoyable learning atmosphere at school.

Al-A'raf Bilingual Elementary School is one of the private schools in the Blangpidie sub-district, southwest Aceh Regency. The school uses English as the language of instruction in its daily teaching and learning activities. This school still implements the 2013 Curriculum to guide their daily activities along with additional subjects that signify the school. Nevertheless, the school has already used various learning activities to support its teaching and learning process. After an initial, the researcher found that several students in fourth grade did not understand the concept of telling time.

Telling time is a topic for teaching children about time in English. In telling time topics, students will learn about how to tell or explain time. According to Moyer (1988) in Sinaga, et al. (2021) students learn to recognize time through class activities and playgrounds that involve the use of time. Some skills need to be developed by the teacher so that students understand how to determine time such as determining hours, minutes, quarter hours, and minutes before the hour which some students find difficult in using English.

In addition to that, telling time is a skill that is important for speaking English well. Nonetheless, little research on teaching the topic has been done in the literature. Hence, the researcher wants to explore whether ice breaking method may help students to improve their understanding of *telling time* concepts.

The purpose of this study is to explore the effectiveness of ice breaking method in improving students' comprehension of the *telling time* concept at Al – A'raf Bilingual Elementary School. The researcher uses the following research questions to guide this study: 1) Can Ice Braking Method improve students' comprehension of telling time?, 2) What are the issues encountered by the students in learning the *telling time concept* by using the *Ice breaking* method? To support this research, the researcher hypothesizes that there is or is not a

difference after the pretest and post-test in the experiment class or control class.

METHODS

The purpose of this study is to improve students' comprehension skills in understanding telling time material in fourth grade at Al – A'raf Bilingual Elementary School. The data analysis technique used in this study is a research experimental design technique using purposive random sampling. To obtain the objective of the current study, an experimental study was conducted. Experimental research is defined as the most complete quantitative research approach, meaning that it fulfills all the requirements for testing causal relationships it is said to be true experimental because in this design the researcher can control all external variables that affect the course of the experiment (Asriningsih,2015).

The true experiment relies on the external variable, which affects the course of the experiment. Thus, the internal validity (the quality of the implementation of the research design) can be high. The main feature of a true experiment is that the sample used for the experiment as well as the control group is taken randomly from a certain population. This study used a True experimental design with pretest-posttest and control group design, where respondents were selected at random, then given a pretest to determine the initial state between the experimental group and the control group.

In this true experimental design study, researchers use two classes, especially the fourth grade of Al - A'raf Bilingual School. Based on random results using random cards, the experiment group (E) was given treatment, and the control group (C) was given the material as usual. The teaching was held in five meetings from April 10 2023 to May 21 2023 which began with achievement and ended with a post-test.

The population is the area to be studied by researchers. According to Sugiyono (2011), the population is a generalization area that consists of an object/subject that has certain qualities and characteristics determined by researchers to be studied and concluded. The population in this study were fourth-grade students at Al – A'raf Bilingual Elementary School even semester school years (2022/2023). Due to the suitability of the material for telling time is in grade fourth of Elementary School. The sampling technique in the study was carried out using simple random sampling. Simple random sampling or simple random sampling is a sampling technique that provides equal opportunities for the population to be sampled (Dermawan,2014). Therefore, in this study, the researcher used two classes using random cards (random) to determine the control class and the experimental class especially fourth grade at Al – A'raf Bilingual Elementary School. Where Usman's class was an experiment group and Umar's class control group.

The sample taken from this study was the fourth grade of Al- A'raf Bilingual Elementary School. In the School year (2023/2024). The sampling technique in this study was carried out by *simple random sampling*. The number of respondents for each class was 13 people, so the total sample was 26 people. In this study, the researcher used two classes, especially class IV at Al-A'raf Elementary School, namely the Usman class and Umar class, then randomized using random cards to determine the control class and experimental class. Usman

class was the experimental group and the Umar class was the control group.

According to Darmadi (2011), the definition of an instrument is a tool for measuring information or making measurements. Furthermore, according to Sukarnyana (2003), Research instruments are the tools used to obtain or collect data to solve research problems or achieve research objectives. Instruments in a study are divided into two, namely the form of tests and non-tests. The test instruments consist of psychological tests and non-psychological tests, while the non-test instruments consist of questionnaires or questionnaires, interviews or interviews, observations or observations, graded scales, and documentation (Darmadi,2011).

To get the study results, the researcher uses a type of test instrument. The test instrument was taken from an online worksheet on the *website* <https://www.liveworksheet.com/ya26407>. The selection of this instrument due to has been validated and is an authentic material instrument by Karolina_weber.

This study used quantitative and qualitative methods. To get all types of data Researchers will. The researcher use a worksheet on the web <https://www.liveworksheet.com/ya26407> because the worksheet has been tested for validity, the worksheets were downloaded on the date April 10 2023 with several pre-test questions as many as 12 questions and some post-test questions as many as 12 question. Meanwhile, homogeneity test According to (Usmadi,2020) the homogeneity test is used to find out whether several population variants are the same or not. This test was carried out as a prerequisite in the independent sample t-test analysis. The two-variance similarity test is used to test whether the distribution of the data is homogeneous or not, namely by comparing the two variances. group, not as a result of differences within the group.

T-test (T-test) is a statistical method used to compare two samples or populations in terms of the average or mean. The T-test is generally used to test differences between two groups, such as the difference between the control group and the experimental group in an experiment (Rahmawati,2021).

The T-test in this study will be carried out using the SPSS application. SPSS is the SPSS program that stands for Statistical Package for the Social Sciences. SPSS has a user-friendly display with easy use (Lararenjana,2021) on its website merdeka.com

SPSS is commonly used for processing and analyzing data that has statistical analysis capabilities as well as a data management system with a graphical environment. In a study, there are two types of data analysis to get the result, first quantitative and second qualitative analysis. Quantitative analysis is used to get the result of the acquisition of values that will be presented in the form of numbers explained through descriptive. Meanwhile, qualitative analysis is used to get searching and prepare various kinds of data originating from field observations, document studies, field notes, interviews, documentation, and others as a result of which it can form a report on research findings.

To obtain data in this study, the researcher used data from instrument tests and student interviews (Quantitative and Qualitative), but the main data in this study were test scores. Qualitative data is only supporting data to see the effectiveness of the hypothesis. To get Qualitative Data the researcher conducted simple interviews with students by asking two questions. (1) Do students have any problems and what the challenges are faced by students in learning using ice-

breaking?

This question the researcher gave at the end of the meeting after finishing the post-test to get an overview of the students. In the process of an analysis of the data, the researcher used SPSS style 6 software to process the data.

The data in this study were collected through a test using a worksheet through a written test (pretest-post-test). The research data were processed and analyzed using Microsoft Excel 2016 software and SPSS software version 17.0 for Windows to answer the research problem formulation. The data obtained is in the form of students' answers to the test.

RESULTS AND DISCUSSION

The determination of the sample class is based on the simple random sampling method. Based on this method, it was found that the experiment class and control class. Furthermore, referring to the results of statistical tests on pretest scores, the learning outcomes of students in the experimental class and the control class were significantly different. So it can be concluded that the initial abilities of the two research classes were different before the application of the learning model.

Based on the results of the hypothesis test, it can be seen that there are differences in the value of learning outcomes in classes that use ice-breaking learning conducted in the experimental class and classes using conventional learning conducted in the control class. The results of this study confirm that learning with the ice-breaking method can bring students achieve learning objectives (mastery of subject matter) that are relevant or relevant to them and meaningful in their lives. Learning outcomes are mastery of various knowledge, skills, and attitudes obtained after following the learning process.

Based on the findings presented in the research results, it is known that there is a difference between the initial test (pre-test) or before learning with the ice-breaking method and the final test (post-test) after learning with the ice-breaking method. This can be seen from the difference in the average score between the pre-test and the post-test of 84.25 and the post-test of 91.07. In the control class with the conventional learning model, this process also occurs but is not significant, this is because students tend to be passive, namely listening, receiving, storing, and carrying out activities according to the information provided by the teacher.

CONCLUSION

The application of the Ice-Breaking method can improve the understanding of fourth-grade students at Bilingual Al- A'raf Elementary School in English subjects, especially in Telling Time material, and can increase students' concentration. Tagged with the results of the analysis that the sig.0.02 value <0.05 . The meaning of H_0 is rejected and H_1 is accepted. There is an increase between the pre-test and post-test scores in the experimental class, namely, the results of pre-test score of 84.69 while the post-test gets an average score of 91.07. Thus the research hypothesis is accepted. It can be concluded that the application of ice-breaking has a significant and significant effect on students' understanding of learning.

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