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THE EFFECTIVENESS OF *ICE-BREAKER* ACTIVITIES TOWARDS STUDENTS' READING ACHIEVEMENT IN DESCRIPTIVE TEXT

A Quasi-Experimental Study of Tenth Grade Students of
SMA Negeri 5 Purwokerto in the Academic Year of 2019/2020

A Final Project

submitted in partial fulfillment of the requirements

for the degree of *Sarjana Pendidikan*

in English

by

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ENGLISH DEPARTMENT
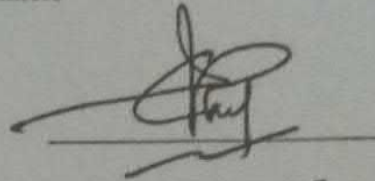## FACULTY OF LANGUAGES AND ARTS
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APPROVAL

This final project was approved by Board of Examination of the English Department of the Languages and Arts Faculty of Universitas Negeri Semarang on October 28th, 2019.
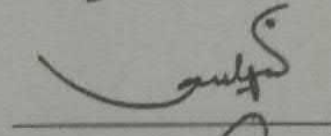
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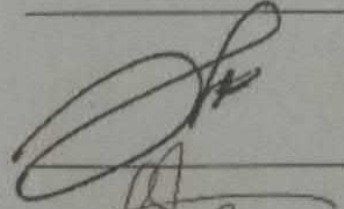   NIP. 196510181992031001

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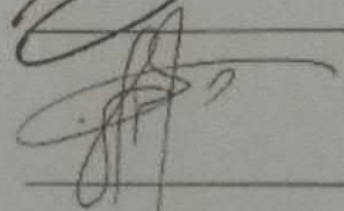   NIP. 198404292012122002

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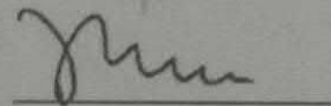   NIP. 198505282010121006

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DECLARATION OF ORIGINALITY

I, Indah Nurrohmah, as the writer of this final project, hereby declare that this final project entitled **"The Effectiveness of Ice-Breaker Activities towards Students' Reading Achievement in Descriptive Text (A Quasi-Experimental Study of the Tenth Grade Students of SMA Negeri 5 Purwokerto in the Academic Year of 2019/2020)"** is my own work and has not been submitted in any form for another degree at any university or other institute of tertiary education. Information derived from the published and unpublished work of others has been acknowledged in the text and a list of references is given in the references.

Semarang, October 2019

Indah Nurrohmah

MOTTO AND DEDICATION

"With difficulty is surely ease."

(Al Qur'an, 94:06)

I wholeheartedly dedicate this final project to:

My beloved grandmother

ACKNOWLEDGEMENT

Semarang, October 2019

Indah Nurrohmah

ABSTRACT

Reading skill is very important because most of the materials taught in learning English are in written form. Thus, students need to master reading skill to be able to comprehend the material correctly. Teaching reading has become a challenge to English teachers to find a suitable and effective way to make students become enthusiastic and motivated in learning reading. The aims of this study are to find out the effectiveness of *Ice-Breaker* as a media towards students' reading achievement in descriptive text and also to show the significant improvement in students' achievement that are given *Ice-Breaker* in learning compared with the one taught without conventional method. This study is a quantitative research using quasi-experimental method. The subjects of this study were the tenth grads students of SMA Negeri 5 Purwokerto. There were two groups given treatments; experimental and control group. Class X MIPA 5 as the experimental group was given *Ice-Breaker* as a treatment while class X MIPA 2 as the control group was treated using conventional method. Both groups were given pre-test, treatment and post-test. The researcher used t-test analysis to find out the significant difference of the students' achievement. The result showed that there is a significant difference between the control and experimental group's achievement. The pre-test's mean score of the control group was 73 and the experimental group was 77.17. While the mean score of the control group's post-test was 79.5 and the experimental group was 87.83. The independent sample t-test analysis of post-test from both groups shows the value of Sig. (2-tailed) was 0.002 which is lower than 0.05. It means Ho is refused and Ha is accepted. Ha means there was a significant difference between students who were given *Ice-Breaker* and students who were not or who were taught using conventional method. The experimental group got a higher achievement than the control group. It can be concluded that using *Ice-Breaker* is more effective than using conventional method to improve students' reading achievement in descriptive text.

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INTRODUCTION

This chapter is the introduction of the study. It presents the background of the study, my reasons for choosing the topic, the problems of the study, the purpose of the study, the significances of the study, definitions of the key terms, and the outline of the study.

1.1 Background of The Study

Language is a vital component in human life. People use specific language to be able to understand each other or to exchange information. Crystal (2003: 9) states, "A language becomes global language if it is accepted in every country". English is a language that is accepted and used for communication in most countries in the world. Realizing the important of English use, the Ministry of Education and Culture has set English as a compulsory school subject in Indonesia, especially in junior and senior high schools. It is hoped that students are able to use English to access information that is widely provided in English as a matter of education. In addition, it is one of subjects tested in National Examination. (Peraturan Pemerintah Republik Indonesia Nomor 19 Tahun 2005, Pasal 70).

Teaching English has become a challenge for English teachers. Teaching itself means activities done by the teacher in the classroom which goal is to transfer knowledge to students so that they could comprehend the material given. According to Brown (1997), teaching is about the act of guiding and facilitating the process of learning, to allow students to learn, and arrange the situation so that it will be convenient to learn. One teacher may teach differently from the other teachers. They may have their own way of teaching. However, they share the same goal which is to arrange situation in the classroom to learn and transfer their knowledge to students.

Teaching language which is not the mother tongue language has many difficulties. It is not only teaching about the language itself, teacher also needs to teach the custom, tradition and also the mindset of the native. The goal of teaching foreign or second language now has been set to make students be able to communicate using the language learned in any context (Larsen-Freeman, p.128, 2000). Teaching English in senior high school especially in tenth grade according to curriculum 2013 on its basic competence, is mostly about texts; interpersonal, intrapersonal and transactional text, descriptive text, recount text, narrative text, and song lyric. Tenth graders, age 16 to 17 are in their adolescence period. In this period, there is improvement of peer group influence, more matured social behavior, new social group, and there are new values on choosing friends and leader and values on social acceptance (Krori, 2011). Adolescence shows language development which is more advanced than children. The ability to use

and understand more complex word and to arrange sentences to be coherent are better than children. This language development enables tenth grader students to be able to learn language better.

There are four language skills that have to be mastered in learning English. They are listening, speaking, reading and writing. However, reading skill is very important because most of the materials taught in learning English are in written form. Thus, students need to master reading skill to be able to comprehend the material correctly.

Ruddell (2005:30) believes, "reading is the act of constructing meaning while transacting text. It means that reading is a process of transferring ideas and information from the writer to the reader as a form of communication. The reader's ability to construct meaning from the text depends on his or her ability to use information available in text. It may be new information or already known". In conclusion, reading is a process of comprehending and interpreting the meaning of a text which is conveyed by the writer to the reader as a form communication. The better the reading skill of the reader, the closer he or she will be able to get what the writer is trying to say. Nevertheless, besides mastering the reading skill, students need to be motivated to be able to achieve more.

Nowadays, teachers have been using the term "motivation" to describe students' success or failure (Dörnyei, 2001). Hanrahan (1998) believes that everything that students do is done because of some sort of motivation; including

students' learning. Whether students are motivated or not influences their behavior in the classroom and also their learning outcomes. Motivation could come from anywhere. A student who was scolded by his parents in the morning may be less motivated to follow the class than a student who wants to get a high score so that his parents would buy him a new pair of shoes.

Based on the interview conducted with the English teacher of tenth grade students of SMA Negeri 5 Purwokerto and my personal observation, teachers still teach reading by asking them to look up the difficult words on text they are working on which made the students are less motivated and unexcited to follow the class. There are many ways to increase students' motivation in learning. One of them is using techniques in which the students can enjoy, feel less tense so that they will be more motivated to learn and get higher achievement in reading. In one of his researches, Yeganehpour (2017) believes that fun techniques such as *Ice-Breaker* are an effective technique to help students increase their motivation and get higher achievement in learning. He defined ice-breaker is every act that is applied by the teacher to make students interested in the classroom. Yusuf (2009) states ice-breakers could help teachers to create fun learning. Fun learning can make students enjoy the lesson more so that their motivation arises, their comprehension of the lesson and involvement in the classroom increase. Thus, the researcher wants to conduct a research about whether or not ice-breaker is effective to improve students' motivation in learning English especially reading descriptive text.

In this study, the researcher will use *Ice-Breaker* to improve students' reading achievement in descriptive text. Can it be an effective technique to improve students' reading achievement in descriptive text of the tenth graders of SMA Negeri 5 Purwokerto?

1.2 Reasons For Choosing The Topic

The topic of this final project mainly deals with the use of ice-breaker to improve students' reading achievement in descriptive text. The researcher chooses this topic for following reasons:

Reading is an important skill in English. In Indonesia, teachers use genre-based texts to teach the materials. This means that it is not enough only to understand the meaning of a text by translating it. Reading does not only mean to know the meaning of every word in text. It is about comprehending what the writer really wants to convey. It is about constructing the ideas of the whole text.

Based on the researcher's interview conducted with the English teacher of tenth grade students of SMA Negeri 5 Purwokerto and the researcher's personal observation, many teachers still use the method of translating the vocabulary students do not know to comprehend the text. However, students will get bored and unexcited easily with that activity. Therefore, teacher needs to find a way to improve students' motivation and enthusiasm in reading descriptive texts. An effective ice-breaker should improve students' positive behavior and outcomes in the classroom. It is used to give motivation to students to learn. Motivation serves as a basic of doing something. It is a set of psychological forces that triggers and force an individual to take action. The researcher wants to find

out whether or not ice-breaker is effective to improve achievement in reading descriptive text.

1.3 Research Problem

Based on the background of the topic, the problem can be stated as follows:

1) How is the implementation of teaching reading in SMA Negeri 5 Purwokerto?

2) How effective is ice-breaker technique in improving students' achievement in reading descriptive text?

3) What are students' responses towards the use of ice-breaker to improve students' achievement in reading descriptive text?

1.4 Objectives Of The Study

The objectives of this study are:

(1) To analyze the implementation of teaching reading in SMA Negeri 5 Purwokerto.

(2) To find out whether ice-breaker is effective technique in improving students' achievement in reading descriptive text.

(3) To find out students' responses towards the use of ice-breaker to improve students' achievement in reading descriptive text.

1.5 Significance Of The Study

The results of the research are expected to give benefits related to theoretical, practical and pedagogical significance.

To answer the first objective that this research analyzes the implementation of teaching reading in SMA Negeri 5 Purwokerto, the results of the research are useful for the teacher, students, and researcher. Theoretically, the researcher hopes that the analysis of teaching reading implementation in SMA Negeri 5 Purwokerto will explain how teaching reading is done in SMA Negeri 5 Purwokerto and its strengths and weaknesses. Practically, it will give a picture about how easy the strategy used. Pedagogically, it is hoped that it can help teacher or future teacher that is going to use the same strategy.

To answer the second objective that this research investigates the effectiveness of using *Ice*-Breaker, the results of the research are useful for the teacher, students, and researcher. Theoretically, it is hoped that ice-breaking technique will help improving students' reading comprehension by making them enjoy and feel fun of the lesson. Practically, to apply ice-breaker in a lesson, teacher will have to do a research and master the ice-breaker first before applying it in the classroom. Pedagogically, it is hoped that ice-breaker will be an effective technique to teach reading to senior high school students.

To answer the third objective that this research analyzes students' responses toward the use of *Ice-Breaker*, the results of the research are useful for teachers, students, and researcher. Theoretically, observing students' responses when a technique is being applied will strengthen the finding of the study whether a technique is effective or not. Practically, the researcher hopes that it will give a picture about how the students would response towards the technique.

Pedagogically, it is hoped that teacher or future teacher can use the finding as a reference to get the best technique to be applied in their classes.

1.6 Limitation Of The Study

1. The subject of the research is the tenth grade students of SMA Negeri 5 Purwokerto.

2. The application of ice-breaker in teaching reading of descriptive text.

3. The students' achievement in reading descriptive text.

4. This study conducts and experimental research. There is no randomization in sampling; therefore the research design used is quasi design. Purposive sampling is used to determine the sample, two classes are chosen as the experimental group and control group

5. The duration of giving treatment is 4 meetings.

1.7 Definitions Of The Key Terms

(1) Reading

Hermida (2009) defines reading as a process of working with a text. When the process of reading academic text is done, both reader and the author recreate the meaning of a text together. Cambridge dictionary defines reading as "the skill or activity of getting information from books". Depdiknas (2003: 10) defines reading in a wide meaning as a process of creating atext in critical and creative way which goal is to comprehend the text, value, function and the impact of the text itself, and also to get the message and information that is Ruddell (2005:30) stated, "Reading is the act of constructing meaning while transacting text. It means that reading is a process of transferring ideas and information from the

writer to the reader as a form of communication. The reader's ability to construct meaning from the text depends on his or her ability to use information available in text. It may be new information or already known". According to Oxford Advance Learners dictionary (1995), reading is "the action of a person who reads". Thus, reading is an activity to process a written text in order to gain information from the text. The comprehension may vary from one person to another. It depends of the level of individual's reading skill and his knowledge about things mentioned in the text.

(2) Teaching Reading

Pratiwi (2017: 24) believes that teaching is "showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing the knowledge, causing to know or understand". According to Brown (1997), teaching is about the act of guiding and facilitating the process of learning, to allow students to learn, and arrange the situation so that it will be convenient to learn. Harmer (2010, p.101) suggests six principles in teaching reading which are; encouraging students to read as often and as much as possible, engaging students in what they are reading, encouraging students to respond to the content of a text (and explore their feelings about it), not just concentrate on its construction, making students do a lot of prediction as a major factor in reading, matching the task to the topic when using intensive reading texts, exploiting reading texts fully. Oxford Advance Learners dictionary (1995) defines teaching as "to give sb information about a particular subject; to help sb learn sth". Thus,

teaching reading are activities done by teacher in the classroom to improve students' reading skill so that the students are able to fully comprehend the text.

(3) Ice-Breaker

Yeganehpour (2017) defined ice-breaker as every act that is applied by the teacher to make students interested in the classroom. Yusuf (2009) states ice-breakers could help teachers to create fun learning. Ice-breaker is a technique to make students enjoy more the learning so that they will be more motivated to follow the class. Zhang (2000) categorized the ice- breaker activities used by teachers into several groups. First, reading stories, it is a good technique to make the students speak. It improves students' listening and speaking ability. Second, Question and Answer, it needs students' participation and immediate feedback that caused interest and motivation. Third, using pictures, pictures are easy to prepare and organize, interesting, meaningful and authentic. Pictures can be provided as a general background and context. According to Merriam-Webster dictionary, ice-breaker is "something that is done or said to get through the first difficulties in starting a conversation or discussion". Thus, ice-breaker is a technique that is applied to make the learning interesting and fun to students' so the students' will enjoy learning and their motivation will increase.

1.8 Outline Of The Research Report

This final project will be divided into five chapters. Each chapter will consist of different topic.

Chapter I is the introduction. This chapter will cover seven subchapters which are background of the study, reasons for choosing the topic, research

questions, research objectives, significance of the research, definition and key terms and outline of the research.

The background of the study describes about why the researcher conducts this study. The researcher conducts this study because language is a vital component in human life. English has become a global language; Indonesia has also made English as a compulsory subject in high schools. Teaching English contains teaching four skills, one of them is reading. Reading as a receptive skill is very important to get information in a specific language. In order to successfully teach reading to students, teacher has to find a suitable method to make the learning process is fun so that the students will be more motivated to learn. In this study, the researcher uses Ice-Breaker as a technique to improve students' reading achievement of senior high school students.

The reason for choosing the topic is to help teacher in organizing classroom activities using Ice-Breaker to improve students' reading achievement. Teacher needs a method to improve students' motivation and enthusiasm in reading descriptive texts. An effective ice-breaker should improve students' positive behavior and outcomes in the classroom. It is used to give motivation to students to learn. The researcher wants to find out whether or not ice-breaker is effective to improve students' motivation and achievement in reading descriptive text.

Research questions contains some problems or questions that reseracher wants to solve using this research. . In this research, there are three research problems which are constructed based on the background of the study;

(1) How is the implementation of teaching reading in SMA Negeri 5 Purwokerto?

(2) How effective is ice-breaker technique in improving students' achievement in reading descriptive text?

(3) What are students' responses towards the use of ice-breaker to improve students' achievement in reading descriptive text?

The objectives of the study contain the purpose of this research. In this research there are three objectives;

(1) To analyze the implementation of teaching reading in SMA Negeri 5 Purwokerto.

(2) To find out whether ice-breaker is effective technique in improving students' achievement in reading descriptive text.

(3) To find out students' responses towards the use of ice-breaker to improve students' achievement in reading descriptive text.

The significance of the study is about the purpose of the study that is seen from theoretic, practical, and pedagogic aspect. It is constructed from the purpose of the study; it means that significance of the study is the implementation of the purpose of the study that is seen from three aspects. From the first objective, theoretically, the researcher hopes that the analysis of teaching reading implementation in SMA Negeri 5 Purwokerto will explain how teaching reading is done in SMA Negeri 5 Purwokerto and its strengths and weaknesses. Practically, it will give a picture about how easy the strategy used. Pedagogically, it is hoped that it can help teacher or future teacher that is going to use the same

strategy. From the second objective that this research investigates the effectiveness of using *Ice*-Breaker, the results of the research are useful for the teacher, students, and researcher. Theoretically, it is hoped that ice-breaking technique will help improving students' reading comprehension by making them enjoy and feel fun of the lesson. Practically, to apply ice-breaker in a lesson, teacher will have to do a research and master the ice-breaker first before applying it in the classroom. Pedagogically, it is hoped that ice-breaker will be an effective technique to teach reading to senior high school students. From the third objective that this research analyzes students' responses toward the use of *Ice-Breaker*, the results of the research are useful for the teacher, students, and researcher. Theoretically, observing students' responses when a technique is being applied will strengthen the finding of the study whether a technique is effective or not. Practically, the researcher hopes that it will give a picture about how the students would response towards the technique. Pedagogically, it is hoped that teacher or future teacher can use the finding as a reference to get the best technique to be applied in their classes.

Definitions of the key terms contain of the terms' definitions of this study. In this study, there are three key terms; reading, teaching reading and Ice-Breaker. The definition of each key term is taken from some resources; two experts, an international journal, a dictionary, and my own conclusion of the terms.

Chapter II is the review of related literature. This chapter consists of review previous studies, theoretical foundation and theoretical framework. Review of previous studies mentions studies/ research that already conducted that

are related to the topic to support this research. Theoretical foundation explains the theories from various sources about the research. Theoretical framework shows the researcher's order of thinking about the research.

The review of previous studies discusses about the previous research that has a correlation with the topic of the research. The previous studies are taken from five discussions; English for Senior High School, Teaching Reading, Descriptive Text, Techniques in Teaching Reading and The Effect of using Ice-Breaker in Learning. The sources are taken from some journals and then the researcher retells and finds the similarities between those research.

The theoretical foundation is about the theory of the aspects that is discussed. The discussion is about Reading and Ice-Breaker.

Theoretical Framework contains a map of the study, the process of this research which is made based on the research design.

Chapter III deals with method of investigation which consists of research design, subject of the research, research variables, hypotheses, instruments for collecting data, method of analyzing data and interpreting the result. In this research the writer used the quantitative quasi experimental study. The researcher collected the data using interview, test and questionnaire. The tests were analyzed using SPSS program. Therefore, in this study, the data were examined in the form of statistical calculation.

Chapter IV is the determining chapter of this research. It provides findings and discussion which consist of the general description and detailed result. There were two groups given treatments; experimental and control group. Class X MIPA

5 as the experimental group was given Ice-Breaker as a treatment while class X MIPA 2 as the control group was treated using conventional method. Both groups were given pre-test, treatment and post-test. The researcher used t-test analysis to find out the significant difference of the students' achievement. The result showed that there is a significant difference between the control and experimental group's achievement. The pre-test's mean score of the control group was 73 and the experimental group was 77.17. While the mean score of the control group's post-test was 79.5 and the experimental group was 87.83. The independent sample t-test analysis of post-test from both groups shows the value of Sig. (2-tailed) was 0.002 which is lower than 0.05. It means Ho is refused and Ha is accepted. Ha means there was a significant difference between students who were given Ice-Breaker and students who were not or who were taught using conventional method. The experimental group got a higher achievement than the control group. From the analysis, it showed that *Ice-breaker* is more effective than conventional method. While the discussion discussed about the effectiveness of *Ice-breaker* and conventional method.

Chapter V presents the conclusions and suggestions that answered the objectives of the study. The conclusions explained that *Ice-breaker* can help students improve their reading achievement, foster their motivation to learn, make them enjoy the learning activities more. Also, it showed the significant difference between control and experimental group. Meanwhile, the suggestions were the realizations of the significance of the study.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents review of related literature which discusses the ideas and theories underlying the subject of the research as a result of library activities. It consists of previous studies, theoretical background, and framework of the present research.

2.1 Review of the Previous Studies

The review of previous studies discusses about the previous research that has a correlation with the topic of the research. The previous studies are taken from five discussions; English for Senior High School, Teaching Reading, Descriptive Text, Techniques in Teaching Reading and The Effect of using Ice-Breaker in Learning. First topic is about English in senior high school. Schools are believed to use methods to internalize good character and personality in to young generation in order to prepare them to become the nation's future leader including senior high school. Learning English, therefore, does not simply mean to master English content knowledge, but it requires students to be able to apply the knowledge or use English for communication. There is particular portion and position for English in educational system. It is language other than Indonesian language and local language, compulsory for Indonesian students from lower secondary school to university level. There are any difficulties in teaching senior high school, the students often do not put interest in English because both the method and materials are boring and students are already afraid that English is

difficult. Thus it is a challenge for English teachers in senor high school to find and use a good method and materials to teach in order to get an effective teaching and learning process in the classroom. (Thresia, 2014; Mardani, 2017; Suyamto, 2014; Tsukamoto & Tsujioka, 2013)

The second topic is about teaching reading and strategies in teaching reading. Reading is a central skill in a language. As a receptive skill along with listening skill, reading skill is needed to access or gain information from a text. Reading comprehension is a result of interaction between the text and the reader's background knowledge. Teacher's role is important in all language learning process. In order to teach reading successfully, teachers need to use a good strategy and increase their knowledge and experiences in order to understand the concepts, implementations and the reasons in using the strategies in teaching reading comprehension. They are also suggested to give instructions of teaching strategies to students with low level association responses before starting the reading activities, and give some guidance to students with partly-formed knowledge. A good strategy improves students' achievement and also confidence in the target language. There are many ready strategies that are available for teaching reading such as top-down strategy, bottom up strategy, evaluating, asking questions, checking for answers, making predictions, summarizing, paraphrasing, translating, and many more. Several researches were done to find out the effect of implementing some reading strategies to improve reading comprehension such as using PQ4R and Draw Strategy and Story Mapping Strategy. Both research show positive result. They are effective to improve

students' comprehension in reading. (Antoni, 2010; Ancheta, 2018; Anggareni, 2015; Çakıcı, 2016; Pratiwi, 2017; Rahaman, 2014; Medjahdi, 2015; Marashi & Rahmati, 2017; Kavlu ,2015)

Another topic is about descriptive text. Descriptive text is one of the texts taught in teaching English. Through description, we try to visualize someone or something by a written text focusing on the characteristic features. We present the details about characteristic features of specific thing; it could be human, animal, things, or place. Thus, in teaching descriptive text, a good method is needed. (Kartawijaya, 2017; Adam, 2017; Listiyanto & Fauzi, 2016; Setyarini & Narita, 2017; Widiasari, 2016)

Some researches were conducted to find out whether ice-breaker is effective in improving students' motivation in learning. It is proved that ice-breaker is effective to improve student's motivation. It made students enjoy the class more, become more active and motivated in learning English. Ice-breaking technique can also improve every factor in speaking ability such as vocabulary, grammar, pronunciation and fluency. In conclusion, ice-breaking is an effective technique to improve students' motivation and speaking skill. (Almeth-hib, 2009; Yeganehpour & Takkac, 2016; Jennings, 1993)

I found that there is still a study area that has not been explored and technique that hasn't been used together with the area. This area is the use of Ice-Breaking technique in teaching reading, especially to improve students' reading comprehension. Here, I focused on teaching the descriptive texts. I choose an experimental research as the research method. This study is different from the

previous studies because, the first, this research is about applying ice-breaking technique in teaching reading descriptive text, while, these researches above are about applying another techniques in teaching reading. The second, the purpose of this study is to compare the ice-breaking method and the conventional technique in teaching reading descriptive text, while, the purpose of the researches above are to improve the reading achievement.

2.2 Theoretical Background

Theoretical bases consist of some theories which support this research. The researcher took theories from various sources related to topic or the research. The theories include:

2.2.1 Reading

Pratiwi (2017: 24) believes that teaching is "showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing the knowledge, causing to know or understand". According to Brown (1997), teaching is about the act of guiding and facilitating the process of learning, to allow students to learn, and arrange the situation so that it will be convenient to learn. Harmer (2010, p.101) suggests six principles in teaching reading which are; encouraging students to read as often and as much as possible, engaging students in what they are reading, encouraging students to respond to the content of a text (and explore their feelings about it), not just concentrate on its construction, making students do a lot of prediction as a major factor in reading, matching the task to the topic when using intensive reading texts, exploiting

reading texts fully. According to Oxford Advance Learners dictionary (1995), reading is "the action of a person who reads" Thus, teaching reading are activities done by teacher in the classroom to improve students' reading skill so that the students will be able to fully comprehend the text.

2.2.2 Ice-Breaker

Hutasoit and Tambunan (2018) describes "ice breaking" as a ship which purpose is to "break the ice" in the arctic region. The ship break the ice to clear the way to travel, an ice-breaker helps to clear the struggle to make the participant more comfortable, relax and become more receptive and contributing in the conversation. Johnson (2012) states that ice-breaker is perfect teaching tool. In approximately five to fifteen minutes, a well-planned academic ice breaker can engage students mentally and emotionally, relieve anxiety, encourage critical thinking, create a well unified classroom association, establish positive relationship between teacher and students, connect economic, social, and cultural boundaries, introduce a teacher's authority, promote cooperative behavior, set the emotional "climate" of the classroom and create positive behavior towards learning.

2.3 Theoretical Framework

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│      ENGLISH FOR SENIOR HIGH SCHOOL      │
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                    ▼
        ┌───────────────────────┐
        │    TEACHING READING    │
        └───────────────────────┘
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        │     NARRATIVE TEXT     │
        └───────────────────────┘
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                    ▼
        ┌───────────────────────┐
        │     TECHNIQUE FOR      │
        │    TEACHING READING    │
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PRE TEST	PRE TEST
CONTROL GROUP	EXPERIMENTAL GROUP
Given Treatment Using Conventional Method	Given Treatment Using Ice-Breaker Technique
POST TEST	POST TEST

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        ┌───────────────────────┐
        │   Students' Reading    │
        │      Achievement       │
        └───────────────────────┘
```
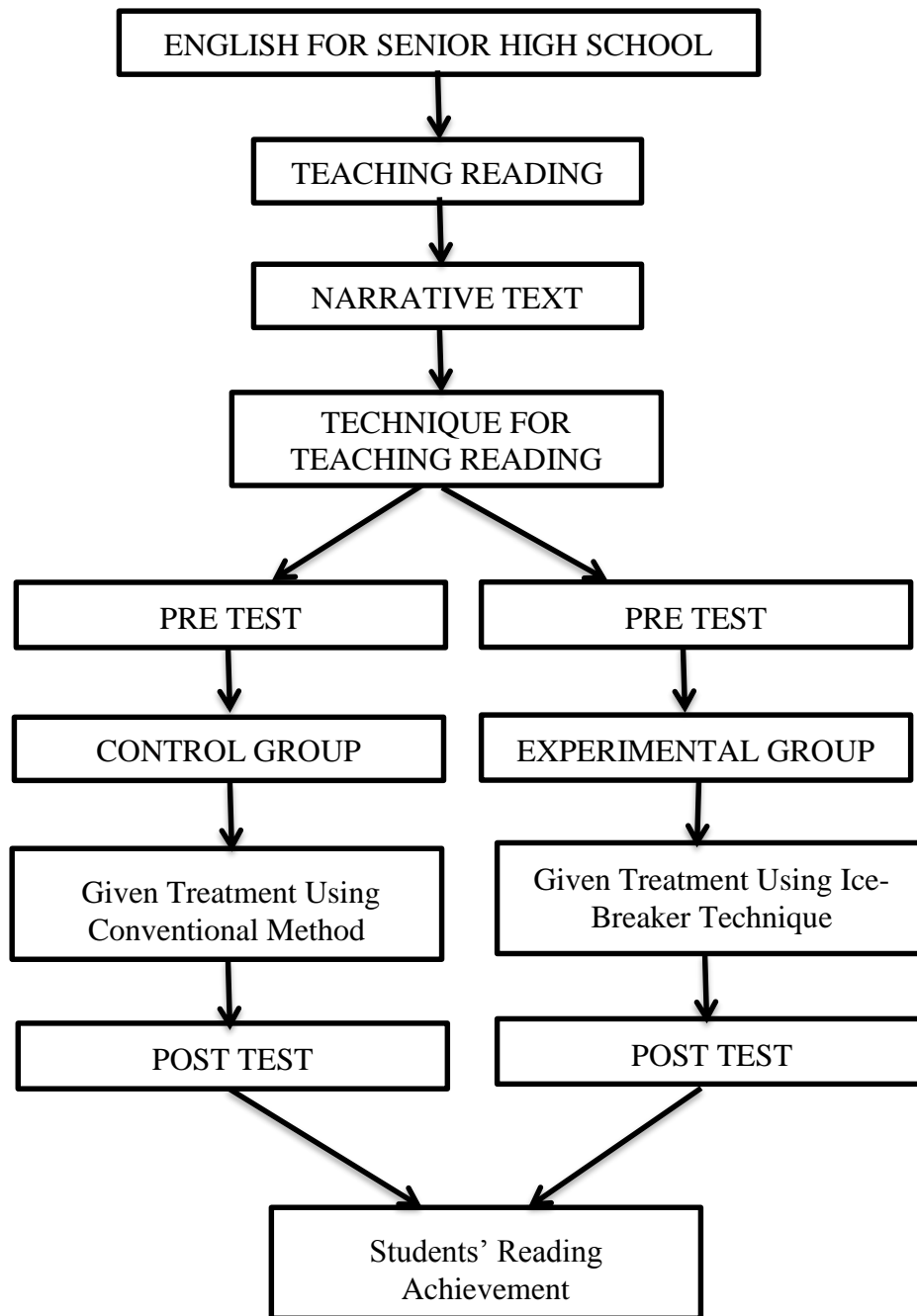
Figure 2. 1 Theoretical Framework

CHAPTER V

CONCLUSION & SUGGESTIONS

This chapter presents the conclusions of the analysis results based on the previous chapter. The researcher also provides the suggestion for the English teachers, students and future researchers theoretically, practically and pedagogically.

5.1 Conclusions

Based on the first research objective related to the implementation of teaching reading in SMA Negeri 5 Purwokerto, it was found that the English teacher who taught tenth graders in SMA Negeri 5 Purwokerto is using problem-solving method in teaching reading. As the media, she is using LCD power-point, text book published by the government and dictionary in teaching reading. Although she claimed that the class condition while she was teaching reading was still under control and conducive, she said that her method and media was still not effective enough to teach reading because the students were still not encouraged or motivated enough to read and they still translated the text word per word so they did not get the actual meaning of the text. The teacher was still looking for more effective method to teach reading.

The second objective was about the effectiveness of using *Ice-Breaker* to improve students' reading achievement in descriptive text. The research proved that *Ice-breaker* was effective to improve students' reading achievement in descriptive text based on the data analysis using SPSS program. The tests used

were independent sample t-test and paired sample test. Based on the analysis, the result of Sig. (2-tailed) was 0.000 which was lower than 0.05. It showed that Ho was refused and Ha was accepted. Ho means there is no significant difference between the average scores of the experimental and control group. Thus, it can be concluded that there was a significant difference between the experimental and control group.

The result of the questionnaire also showed that students prefer learning using *Ice-Breaker* than the conventional method. The use of *Ice-Breaker* increased students' enthusiasm that directed to the improvement of student's reading achievement. The students enjoyed the learning activities using *Ice-Breaker* because it was fun and it could motivate the students' to learn.

5.2 Suggestions

Based on the significance of the study, the researcher would like to offer some suggestions for the teachers, students and future researchers, who are related to the use of *Ice-Breaker* to improve students' reading achievement in descriptive text as follows:

First, for the English teachers, this study offered an alternative media to increase students' motivation and enthusiasm in learning especially reading. Teachers can use *Ice-breaker* as a media which aim to support the teaching learning process. This media will help teachers to foster students' motivation to learn and keep their focus so that student can enjoy the teaching learning process more which leads to the improvement of reading achievement. Teachers should be

creative in choosing or inventing strategy and media to foster students' motivation.

Second, for the students, to improve reading ability, it is necessary to create reading habit. The use of *Ice-Breaker* in class will help students increase their motivation in learning. It also helps students to increase their team work in cooperative learning and their confidence to speak up using specific *Ice-Breaker*.

Last, for the future researchers, I would like to suggest investigating *Ice-Breaker* in different skill of language such as speaking, listening or writing and also in different level such as junior high school to find out whether or not it is effective to be used in different language skills and another level. I hope this research can be used as a reference to guide them in conducting the research related to the similar project. Hopefully, the result of this research can help them finding a new effective strategy to improve students' reading achievement in descriptive text.

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