

# CHAPTER 1

## INTRODUCTION

This chapter will describe Background of Study, Research Problem, Research Objective, Significant of Study, Scope and Limitation, Assumption of Study, Hypothesis, Definition of Key Terms and Previous of Study.

### A. Background of Study

English is one of International language, so that almost no country did not learn the language. As an international language, English is taught and learnt by almost all of the people in the world.<sup>1</sup> Human had been created by god perfectly because every person had been completed each brain. In the brain has got a place to language. It is used as a tool for communication by people. Language is very important for someone to their ideas. According to Ronald Wardhaugh in Mulyadi's book, language is a system of arbitrary vocal symbol used for human communication. It means that language can be produced systematically by human.<sup>2</sup> In communication, it involves interaction among person with other people. They need to use language in order to maintain contact, to give information, to know about knowledge's deeply and other function.

According to MuhibbinSyah learning is the process of acquiring knowledge. As much as possible obtaining knowledge becomes a measure of success in learning.<sup>3</sup> According to James O.Wittaker learning may be difined as the process by which behaviour originates or

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<sup>1</sup>'Teaching English To Young Learners Through Indonesia - Translated Songs', 1.

<sup>2</sup>Mulyadi, *Introduction to linguistic*, (Pamekasan: STAIN Pamekasan Prees,2009), 1.

<sup>3</sup>IdriShaffat, *Optimized Learning Strategy: Pendekatan Teoritis dan Praktis Meraih Keberhasilan Belajar*. (Jakarta, Prestasi Pustaka,2009), 4.

altered training or experience.<sup>4</sup> From the definition of learning above, the research could re-explain that learning is about mastery of something learned in a person. a person can be said to learn when they can find out how to solve a problem he is facing. Learning is not only motivated by pencils and books, but learning can also arise from personal experience.

In learning English as an International language, we need to master in 4 skills such as Speaking, Listening, Writing and Reading. But, if we want to master the 4 skill in English we must have many vocabularies so that we easier to master the 4 skill.

Vocabulary is all the words that a person knows and user.<sup>5</sup> From the definition of vocabulary above, the researcher could re-explain that vocabulary is a word that people know to doing conversation in English. In vocabulary class, the students should have good ability in English vocabulary because it can support all subjects un English. In English teaching vocabulary the students not only able to know the word, but the students must be able to comprehend what they read, if must have many vocabularies in English that can help them to know the meaning of what they learn English. Learn vocabulary in class is success when the students understood what the teacher teaches and they can give feedback about the material. By knowing many vocabulary, people can have conveyed anything they want.

Each teaching learning activity always involves two active actors, which are teachers and students. Teachers as teachers create students learning conditions that are purposely, systematically, and sustainably designed.<sup>6</sup> It means that, the activity of teacher in the learning process, the teacher has an important role for the success of the learner which is the teacher

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<sup>4</sup>Muchlis Solichin, *Psikologi Belajar; Aplikasi Teori-Teori Belajar dalam Proses Pembelajaran*, (Surabaya, CV.Salsabila Putra Pratama, 2013), 75.

<sup>5</sup>*Oxford Learner's Pocket Dictionary Fourth Edition*, 495.

<sup>6</sup>Pupuh Fathurrohman M.SobrySutikno, *Strategi Belajar Mengajar:Strategi Mewujudkan Pembelajaran Bermakna Melalui Penanaman Konsep Umum&Konsep Islami*, (Bandung, PT RefikaAditama, 2007), 8.

is faced directly with the student to give knowledge in carrying out the task of making significant changes, especially learning is considered difficult by some student, learning itself is a process or way and actions that make student learn. The teachers not only teach a material, but a teacher should be able guide students to get knowledge for the achievement of educational goal. Learning revolves around “how to teach learners” and not to “what the student learn to do”.

The ability of every student or teacher seems different. The teacher must have the skills in teaching what material to teach as well as what needs can support the teaching and learning process, so that the teacher must be creative in order to create something interesting in front of students, as a shape of aspiration for them so that they feel interested in every material that explained by the teacher in the class.

Ice breaking is a touch of activities that can used to solve illiquidity, confusion, tired and saturation atmosphere so, the situation can go back to the condition at first. If this activity applied to learning process in the class, then the biggest possibility is students will be spirit, motivate and enthusiasm to learn.<sup>7</sup>Ice breaking means breaking the ice among learners and using ice breakers encourages students to interact all together.<sup>8</sup> According to Flanigan, performing ice breaking activities in English class will direct students to the good mood of learning. Also appropriate kind of ice breaking activities will make students sure to get the most from their lesson and also, they will have fun.<sup>9</sup>

In the previous research, Sinta gives information about improving student’s ability in speaking skill by using ice breaker strategy at the second grade of MTS TPI Sawit Seberang

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<sup>7</sup>Achmad, ‘Ice Breaking Dalam Proses Belajar Mengajar’, 69.

<sup>8</sup>Parisa Yeganehpour dan Mehmet Takkaç, “Using Ice-Breakers In Improving Every Factor Which Considered In Testing Learners Speaking Ability” 7, no. 1 (2016): 58.

<sup>9</sup>Ibid, 59.

in academic year 2017/2018. She thinks that Ice Breaker Strategy can help to develop the students' speaking ability, because it gives a chance to the students to learn and also to play with.

In the previous research, Zulhulaefah Burhan gives information about the effectiveness of the application of ice breaker toward improvement students' motivation in learning English at the first grade of *MTS MadaniAlauddin Pao-Pao*. It was expected that ice breaker can motivate students in learning English so that the teaching and learning process can run well, both the teacher and the students can reach their goals; the teacher can deliver the materials, and the students can accept the materials given by the teacher well.

From the interview, we know that the teacher said "vocabulary in this school of *Mts Al-Hasan* is weak in learning English, most students easier to feel saturated. For the majority of students, learning English is only a requirement that must be met. The important thing is that they can pass the English test, with a minimum score that doesn't matter. As a result, they learn without a commitment to do their best."<sup>10</sup>

The researcher will try this activity because this activity will make motivation of the students and easy to remember about the learning activities in the class so, they can understand more. From that activity, the researcher will prove the effectiveness in the using of activity. The researcher thinks that the research is a good to discuss because it is proper with the phenomena that the researcher faced. Besides that, this study will give many benefits for the teacher in the learning process to increase their students' vocabulary achievement. The researcher chooses *Mts Al-Hasan Proppo* because the vocabulary achievement is low. So, based on the explanation above, then the researcher decides to observe about "*The Effect*

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<sup>10</sup>Fathatul Hasanah, The Teacher of Al-Hasan Collage, ( 26 April 2021 at 11.15 pm )

*of Using Ice Breaking on Students Vocabulary Achievement in Learning English at Eight Grade of MTS Al-Hasan Proppo Pamekasan “*

## **B. Research Problem**

Research is the activity that was done by the researcher to find the problem and how to solve the problem. According Donald Ary, research is the application of scientific method to study a problem to discover the useful dependable information.<sup>11</sup> From the definition above, we can conclude that one of the characteristics of method is systematic because research is correlated with scientific method. It means that the process is done systematically. In the research must also research problem or we are also called by research focus.

Research focus is defined as some situation based on the relation between two factors or more that cause confusion on the situation or question, have tentative character, and situational appropriate to the real phenomena and need solving or the efforts to answer the problem.<sup>12</sup> So the researcher can conclude that research focus is the most important thing in research to know about the topic or the problem that will be observed up to find the best solution to solve it. Actually, research focus is close with problem of the study. According to John Creswell, research problem are the educational issues, controversies or concerns that guide the need for conducting a study.<sup>13</sup> So in the research focus not only is for to solve the problem but also is as guide the need for conducting a study.

Considering to the research context above, this study is built around the following research problem:

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<sup>11</sup>Donald Ary, *Introduction to Research in Education*, 2<sup>nd</sup>ed( USA: NorthernIllionis University,1997), 42.

<sup>12</sup>Tim penyusun pedoman penulisan karya ilmiah edisi penyempurnaan, (Pamekasan: Stain Press,2011), 18.

<sup>13</sup>John W Creswell, *Educational Research* (Boston:Pearson,2012), 59.

1. Are the students taught using ice breaking in teaching vocabulary having higher achievement than the students who are not?
2. How statistically significance the effect of using ice breaking on students' vocabulary achievement at Eight grade of MTS AL-Hasan Proppo Pamekasan?

### **C. Research Objective**

The objectives of the study are the formulation that refers to how the problem solving in the research. The objective of the study is well known as a research objective. According to John Creswell, a research objective is a statement of intent, used in quantitative research that specifies goals that investigator plans to achieve in a study.<sup>14</sup> The research often subdivide objective into major and minor objectives because of them, this part is important thing to make explanation about the target that will be reached in the research. The content from the objectives of the study is correlated with research focus that had been arranged.

This study aims to answer question which become the main problem of this study.

On other word this study intends:

1. To test the effectiveness of using ice breaking in teaching vocabulary whether the students taught by using ice breaking have higher achievement than those who do not taught by using ice breaking in teaching vocabulary.
2. To measure the effect of using ice breaking on students vocabulary achievement.

### **D. Assumption of the study**

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<sup>14</sup>Ibid, 111.

Based on Mukhid, assumption is about the thing that become think tread and act in doing research.<sup>15</sup> Assumption is used as a basic for researcher thinking in research. It is also used clarify variables in a study. The existence of assumption is as the basic of the issues investigated. It means that the assumption is a researcher's basic opinion. The assumption of this research is there is an Effect of Using Ice Breaking on Students' Vocabulary Achievement in learning English.

## **E Hypothesis**

Hypothesis is temporary answer to the formulation of research problems, where the formulation of research problem has been expressed in from of a question sentence.<sup>16</sup> This hypothesis is use to answer supposed as the result of this research. There two kind of hypothesis namely null hypothesis and alternative hypothesis. The hypothesis in this research:

1. Null hypothesis ( $H_0$ ), it means that "there is no effect of using Ice Breaking on Students' vocabulary achievement at eight grade of MTS Al-Hasan Proppo Pamekasan".
2. Alternative hypothesis ( $H_a$ ) , it means that "there is an effect of using Ice Breaking on Students' vocabulary achievement at eight grade of MTS Al-Hasan Proppo Pamekasan".

In this research, the researcher used Alternative hypothesis ( $H_a$ ) because the researcher belief that there is an effect of using ice breaking on Students vocabulary achievement in learning English at Eight Grade of MTS Al-Hasan Proppo Pamekasan.

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<sup>15</sup>Abd.Mukhid, *Metodologi Penelitian Kuantitatif*, (Surabaya: Pena Salsabila,2013), 50.

<sup>16</sup>Sugiono, *metode penelitian kuantitatif kualitatif R dan D* (Bandung: Alfabeta,2009), 64.

## **F. Significance of the study**

Significance of the study is continuation of objective of the study.<sup>17</sup>There are two significances of study. They are theoretical significance and practical significance.

### 1. Theoretically

- a. The findings of this study are expected to be useful and provide knowledge related to Ice Breaking for students' vocabulary achievement.
- b. It can help everyone especially the teacher in teaching learning process. So, it can be used as an input, information, or positive contribution at schools by offering an alternative method in teaching vocabulary namely the use of using breaking.

### 2. Practically, it is supposed to give contribute to:

#### a. The teacher

The research findings are expected to provide useful information to better understanding how to students' using Ice Breaking to improve their vocabulary.

#### b. The students

If the use of Ice breaking activity is proven as the effectiveness strategy in teaching so, this strategy can be Students are expected to be able to improve their Vocabulary by using Ice Breaking.

#### c. Researcher

This research can be the way for other research to learn deeply about this activity and develop the study further.

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<sup>17</sup>Arikunto, *Procedur Penelitian : Suatu Pendekatan Praktik*, 58.



d. For further researcher

This research it can be continued study for the next researchers who want to conduct the research about the strategies that suitable in learning english.

### **G. Scope and Limitation of the study**

Scope focuses on the thing which intended to search by the researcher, whereas limitation is as potential weaknesses of problems with the study that identified by the researcher.<sup>18</sup>

From the definition above the scope of this study is focus on the effect of using ice breaking as vocabulary achievement. The limitation is potential weaknesses or problems in quantitative research that re identified by researcher.<sup>19</sup> The limitation of this study focuses on vocabulary achievement of the eight grade students at Mts Al-Hasan.

### **H. Definition of key terms**

Definition of key terms is needed to avoid the differences of understanding or unclearly meaning. The terms that are needed to explain are that concerned with the main concept in thesis.<sup>20</sup> In definition of key term must be correlated with the research focus so that we can take the key term if we have known the main topic of the problem.

To avoid misunderstanding in term that is used in the study, the researcher uses some definitions. For the key term is follow:

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<sup>18</sup>Cresswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 199.

<sup>19</sup>Abd.Mukhid, *Metodologi Penelitian Pendekatan Kuantitatif*, (Surabaya: Pena salsabila,2013), 50.

<sup>20</sup>*Pedoman penulisan karya ilmiah edisi penyempurnaan*, 12.

### 1. Ice Breaking

Ice breaking means breaking the ice among learners and using ice breakers encourages students to interact all together.<sup>21</sup> So, Ice Breaking is an activity that used to solve the students' boredom in teaching learning process it can be a song, game, telling story.

### 2. Achievement

A thing that someone has done successfully, especially using their own effort and skill.

### 3. Vocabulary achievement

Vocabulary achievement is vocabulary's knowledge gain or what the learners achieve after learning a vocabulary. Vocabulary achievement of student can be seen when they know the sound, the use, the spelling, and they know the meaning of the words.

## **I. Previous study**

Previous study is the result of previous research which serves as a comparison and equation of research with previous research. It means taht the purpose of a previous study in in this research is previous study that has been conducted by other researcher.

A previous study has been conducted by Alamsyah under title "The Use of Ice Breaker to Improve Students' Speaking Ability at The Junior High School ( SMP NEGERI 3 SEMARANG) PANGKEP". The previous study use qualitative method. The purposes of using ice breaking in this previous include:

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<sup>21</sup>Yeganehpour and Takkaç, 'Using Ice-Breakers In Improving Every Factor Which Considered In Testing Learners Speaking Ability', 58.

- a. Rebuild the learning atmosphere to be serious, relaxed and fun.
- b. The occurrence of delivery process and absorption of information optimally and maximally.
- c. Growing motivation of teachers and students in the learning process.
- d. Strengthen the relationship between teachers and students.

Based on the findings, derived from the result of his research as follow:

1. Ice breaker can provide students with a better learning environment which reflected on their achievement of English language especially in speaking skill.
2. Ice breaker provided students to enjoy, pleasure, enthusiasm which where was effective to improve the students' speaking ability in terms accuracy and fluency.
3. Ice breaker can stimulate students when learning english.<sup>22</sup>

In conclusion in his research is ice breaker suitable strategy to improve the students' speaking ability.

The similarities with this research are the both research it is about learning strategies by ice breaker by using ice breaker, measure students' to generate their idea and also improve their smoothness, pauses and hesitation.

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<sup>22</sup> Alamsyah, "The Use of Ice Breaker to Improve Students' Speaking Ability at The Junior High School ( SMP NEGERI 3 SEMARANG) PANGKEP", (Thesis of the Education at the Faculty of Teacher Training and Education Muhammadiyah University of Makassar, 2017), 54.

The difference are the his research conducted in the junior high school of SMP NEGERI 3 PANGKEP while in this research will conduct in the eight grades of MTS AL-Hasan Proppo Pamekasan. And also his research about the use of Ice Breaker to Improve Students' Speaking ability while in this research focus on the effect of using ice breaking on students' vocabulary achievement.

The other researcher that have been conducted a similar research is Zulhulaefah Burhan entitled “ The Effectiveness of The Application of Ice Breaker Towards Improvement Students' Motivation in Learning English at The First Grade of MTS Madani Alauddin Pao-pao”. The result is application of ice breaker was significant difference on the students' motivation taught by using ice breaker. The students's mean score of the pre-test of the experiment class was 60. Then, in the post-test, the mean score of experiment class was 66,0. Therefore, hypothesis Ho was rejected and Ha was accepted.<sup>23</sup>

The other researcher that have been conducted a similar research is Sinta entitled ” Improving Student's ability in Speaking Skill by Using Ice Breaker strategy at the second grade of MTS TPI Sawit Seberang in academic year 2017/2018”. She thinks that Ice Breaker Strategy can help to develop the students' speaking ability, because it gives a chance to the students to learn and also to play with.<sup>24</sup> The similarity of this research and

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<sup>23</sup> Zulhulaefah Burhan, “ *The Effectiveness of The Application of Ice Breaker Toward Improvement Students' Motivation In Learning English at The First Grade of MTS Madani ALAUDDIN Pao-pao*” (SIU Makassar,2017),36.

<sup>24</sup>Sinta, “*Improving Student's Ability in Speaking Skill by Using Ice Breaker Strategy at the Second Grade of MTS TPI SawitSeberang in Academic Year 2017/2018*” ( SIU Sumatra,2018), 21.

the previous research is the researcher is going to conduct a research about ice breaking or ice breaker and use quantitative research. But, the difference of this research is the object that will be measured is the place.