

**USING THE ICE-BREAKER ACTIVITY IN TEACHING ENGLISH TO  
YOUNG LEARNERS**

**PAPER**

*Submitted to fulfill one of the requirements to get Strata One degree (S1)*



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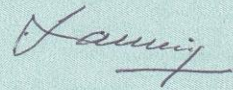
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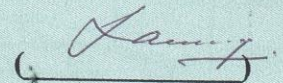
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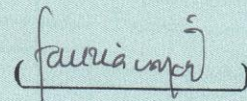
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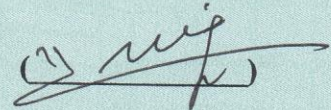
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## ABSTRAK

**Chandra, Rachmi, Putri. 2008. *Using the Ice-Breaker Activity in Teaching English to Young Learners*. Makalah. Padang: Jurusan Bahasa dan Sastra Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang.**

Pada umumnya saat guru mengajar di ruang kelas sebagian besar waktunya dihabiskan untuk menyampaikan materi pelajaran tanpa memperhatikan bagaimana kondisi dan kemampuan daya tangkap atau memori para siswanya. Kebanyakan guru menganggap hal itu sebagai salah satu bentuk pemanfaatan waktu yang tepat. Hal ini dapat dipahami karena guru mempunyai target kurikulum yang harus diselesaikan dalam waktu yang relatif singkat. Hal ini menyebabkan kurangnya keinginan siswa untuk mengikuti pelajaran ditambah lagi dengan suasana belajar yang monoton yang membuat siswa merasa stress dan siswa cenderung akan akan merasa bosan.

Makalah ini bertujuan untuk membahas salah satu cara untuk mengatasi hal tersebut yaitu dengan mengimplementasikan penggunaan "*ice breakers*" dalam pengajaran di kelas, dengan memaparkan beberapa langkah penggunaan dan jenis dari "*ice breakers*" sebagai salah satu kegiatan dalam bentuk permainan yang berguna untuk merefresh pikiran anak yang dilakukan pada saat jeda ditengah pemberian materi pelajaran oleh guru Bahasa Inggris untuk membangkitkan semangat belajar siswa ditengah kejenuhan selama proses pembelajaran, kegiatan ini tidak hanya meningkatkan minat dan belajar siswa dalam mengikuti proses pengajaran tetapi juga memberikan mereka motivasi untuk lebih intensif lagi dalam pembelajaran. Bentuk *ice breakers* ada bermacam-macam, mulai dari sekedar teka-teki, cerita-cerita lucu atau humor ringan yang memancing senyum, lagu-lagu atau nyanyian yang disertai gerakan tubuh(action song), sampai permainan-permainan berkelompok yang cukup menguras tenaga atau bahkan pikiran, selain itu dapat juga dilakukan dengan melakukan brain gym (senam otak). Dengan menggunakan kegiatan "*ice breakers*" dalam kegiatan belajar mengajar, diharapkan siswa dan guru bisa bekerja sama untuk menciptakan suasana belajar yang kondusif. Penulis berharap makalah ini dapat bermanfaat sehingga guru Bahasa Inggris dapat berkreasi sendiri dalam meningkatkan motivasi belajar siswa.

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## **CHAPTER 1**

### **INTRODUCTION**

#### **A. Background of the Problem**

The teaching of English to young learners has become important in recent years in Indonesia. Nowadays, both parents and students think that English is an important tool of communication. It exposes the issue that teaching a foreign language to young children is very necessary and advantageous. According to Pinter (2006:32), introducing children to a new language will make their horizon getting wide and originate their early enthusiasm and their curiosity about the language.

The policy of providing elementary schools students with learning English has been officially agreed because it is grounded on the regulation of Depdikbud RI No. 0487/4/1992, Chapter 111, which declares that elementary schools can add some subjects onto their curriculums as long as it is not contradicted with the objectives of national education. It is then strengthened by the policy of Menteri Pendidikan dan Kebudayaan RI (Indonesia's ministry of Education and Culture) No. 060/U/1993 about the possibility of teaching English as a complementary subject which can be started from the fourth grade of elementary schools.



Then, a new curriculum called KTSP (school based curriculum) was introduced in 2006. This curriculum requires elementary schools to include English as the compulsory subject for the fourth, fifth, and sixth grade students.

Teaching elementary school students is completely different from teaching adults. Young learners tend to change their mood every other minute and they are extremely difficult to sit as adults can do (Klein, 2005). On the other hand, they show a greater motivation than adults to do things that appeal to them. Since it is almost impossible to cater to the interests of about 25 young individuals, the teacher has to be inventive in selecting interesting activities, and must provide a great variety of them.

In general, there are many good activities in young learners teaching and learning. Unfortunately, rather than conducting the effective teaching, most of the teachers often fail in optimizing students' achievement and seem to confront with the task in providing a wide experience for students. Mostly, the session is filled with material explanation and numerous tasks without considering students' condition and classroom situation, sometimes in learning process the teacher spent their time to give the lesson without consider how the condition and capacity of the memory of their students, most of the teachers regarded it as one of the alternative uses of time. This can be understood because the teacher has a curriculum targeted to be explaining to the students in a relatively short period of time, as we know students wants to enjoy the atmosphere of learning while playing. Children need something that can stimulate their motivation in teaching

learning process in the class. Besides, they also need to be involved in some activities in schools because they like to do such activities which are interesting and fun for them. It will make the English teacher have ability to plan, organize and evaluate English teaching and learning process effectively. For these reasons, English teachers have to create a pleasant learning environment or joyful learning by using classroom activities that are matched with young students' characteristics.

Furthermore, according to Border&Note (1992 in Rejeki 2009) effective instruction is an instruction that meets students' needs and characteristics and accommodates students' learning style. So, an effective classroom ice-breaker can help teachers in creating a positive and joyfull classroom atmosphere.

The term ice-breaker may not be as popular as warm-up. Ice-breakers means "to break the ice". "The ice" may refer to many conditions. Commonly, ice-breaker is used in a situation where people have not met yet before. In an instruction, ice-breaker is used to help to clear the way for learning to occur by making the learners more comfortable by helping to bring about a conversation. Ice breakers can be done in various ways or games. For the teachers who are good at being funny is certainly not a problem to do ice-breaker, because making a funny story can also be regarded as form of icebreaker.

In addition, the ice-breakers are intended to refresh the situation, reduce tension and reload the energy and enthusiasm of the members. Choosing an appropriate ice-breaker will be another tiring job for teachers of young learners. It



is important since children have their own unique characteristics. With a suitable strategy applied in an ice-breaker session, students will be motivated and optimized their potential during the instruction. An Ice-breaker is expected to bring better changes in an English class.

#### **B. Identification of the Problem.**

The problem that found in teaching English to young learner is most of the students do not like or tend to get bored in learn English and also some English teachers often pay more attention to filling the students with many exercises, ignoring the interest and motivation in class

#### **C. Limitation of the Problem**

The problem of this paper is limited to the implementation on using “Ice-breakers” activity in teaching English to young learners.

#### **D. Formulation of the Problem**

The problem can be formulated as “how is the implementation of the “Ice-breakers” activity in teaching English to young learners?”

#### **E. Purpose of the Paper**

The purpose of the paper is to show the implementation of “Ice-breakers” activity in teaching English to young learners.