

Chapter One

Introduction

This chapter is divided into six parts. At the beginning it discusses about background of this study that is followed by the statement of the problem on this study. Then the next part talk about limitation of the study. It gives a focus for the researcher to conduct this study. The following part presents the research question. The last two parts elaborate the objectives and outline of this study.

Background of the Study

Teaching and learning processes are activities that are carried out by students and a teacher who meet and interact one to another using resources in the teaching learning processes. Teaching and learning processes are conducted at a school or other places. In the teaching and learning processes, a teacher gives some lessons that have been planned. In the lessons, the teacher delivers a learning material that has been arranged in the curriculum to be delivered for the students. After that, if the material has been explained by the teacher, students are assessed in a midterm, final, and/or on-going assessment to evaluate whether or not the students have understood the material being taught by the teacher.

A teacher is a person who is responsible for the students'. The teacher should be responsible for the students' education in school. In a school, teacher may act as a manager as well in teaching and learning process. In this role, a teacher is responsible for directing the students in order to achieve the learning objective. As a manager in teaching and learning processes, a teacher should be

able to make sure that the students always pay attention for any materials delivered by teachers in the classroom.

Based on the researcher's experience during he doing internship or teaching practice at high school, in teaching and learning process in the classroom a teacher ever meets some problems. For instance, the students feel bored in the classroom, play with their own friends, and get the difficulties in understanding the lessons. These conditions can happen because the teacher does not make variation in presenting the material like talking too much and face to the white board dominantly. To solve this kinds of problem a teacher should be creative, especially when they are in the classroom. In this case, being creative, a teacher should communicate with students and also asks them whether understand or not the lesson. Additionally, a teacher can also use games while teaching in the classroom.

In this case, the game is Ice Breaking Activities. The Ice Breaking Activities is an activity to get rid a boredom happens by the students in the classroom. According to Pathak and Verma (2011) Ice Breaking is an activity where group participants slowly and gradually get familiar with (in case of stranger groups) and/or begin coming closer to one another, this supports them build/improve relationship and improve the comfort level between themselves for working effectively in the next time. Pathak and Verma (2011) also said that the Ice Breaking Activities also supports the method of teacher to motivate creative thinking, challenge basic expectations, make persons step out of their amusement

areas, illustrate new ideas, and of course to promote calm communication. The Ice Breaking Activities are like relaxation, riddle games and others.

The Ice Breaking Activities in the classroom are games that are made by teacher or activities made by agreements teacher and students. The Ice Breaking Activities can be done when the students are getting bored for example, at afternoon class. These Activities are performed in the afternoon class because at the time the students are getting tired and lazy. Therefore, it is important to do an Ice Breaking Activities.

Ice Breaking Activities are very important to be conducted in teaching and learning to get rid of stiff and boring atmosphere. These can also be used to restore the missing of students' concentration. Based from any resources, strength of the human brain's concentration is only 15 until 20 minutes. After that they turn to less concentrated.

Considering the good roles of Ice Breaking Activities, the researcher is interested in conducting a study with the title Students' Perception on the use of Ice Breaking Activities in Teaching and Learning Process. The reasons to choose this title are because not many students take Ice Breaking as their topic for their thesis and because the researcher has strong interest to know the impact of Ice Breaking Activities.

Statement and Limitation of the Problem

Based on the background of the study we can found that the problem of this research are the benefits of Ice Breaking, the disadvantages of Ice Breaking,

the purpose of Ice Breaking, the types of Ice Breaking and how to perform Ice Breaking. Based on the researcher experiences during his study at EED of UMY. Ice Breaking activities are frequently carried out by teacher. However, whether these activities take good effects for the students' or not in EED of UMY.

Having this condition, the research assumed that a study on this topic strongly need to be administered to reveal all related issues that are beneficial for English learning process. This research will focus on the type of Ice Breaking and the benefits of using Ice Breaking.

Research questions

The research questions of the study are:

1. What types of Ice Breaking Activities used in Teaching and Learning Process?
2. What are the benefits of using the Ice Breaking Activities at EED of UMY?

Objective of the Study

The objectives of the research are:

1. To identify what types of Ice Breaking Activities used in Teaching and Learning Process.
2. To find out the benefits of using Ice Breaking Activities at EED of UMY.

Significance of the Study

There are four significances that are pointed out by this study that provide the valuable contribution to the lecturers, students, researcher and the Other researchers.

Lecturers. This study is expected that gives more information for teacher about the types and benefits of Ice Breaking activities that can be used in teaching learning process. The result of this study can be use as information for the teacher in order to decide what Ice Breaking Activities the teacher should be use.

Students. The result of this study show the type of Ice Breaking activities used in the classroom. Knowing these types of activities, the students can contribute to improve the Ice Breaking Activities applied in teaching and learning process.

Researcher. This research contains a part of teaching strategy it is Ice Breaking activities. The result of this research can be used as additional information in teaching learning in the future.

Other researcher. The result of this study is expected that can be useful to give references to the next related research. The other researcher may use this research finding as a guide to conduct on the similar area.

Outline of the Study

This study consists of five chapters, namely Introduction, Literature Review, Research Methodology, Finding and Discussion, and Conclusion.

Chapter one talks about the Introduction of Research. This chapter consists of Background, Statement of the problem, Limitation of the problem, Research Question, Objective of the research, Significant of the research and Outline of the research.

Chapter two presents about Literature Review. This chapter consists of some explanations of the variable used in this study and discuss about the conceptual framework used in this study.

Chapter three discusses about Research Methodology. In this chapter will tell about research design of this study. Then, the research setting and participants of the study. After that, the Instruments of the Study and Technique of data collection. And the last the data analysis method.

Chapter four explains about the findings and discussion the result of this study. That are to answer the research questions which are types of Ice Breaking Activities are used in teaching and learning process and the benefits of using Ice Breaking Activities.

Chapter five tells about the conclusion and the recommendation. The conclusion is to conclude the research findings and the recommendation for lecture, students and the next researcher.