Chapter Two

Literature Review

This study aims to investigate students' perception on the use of Ice Breaking Activities in teaching and learning process. To get the framework of the issue, this literature review discusses some important points related to the study. Firstly, this chapter presents some definitions of Ice Breaking Activities. Secondly, this chapter discusses about Benefits of using Ice Breaking Activities in the classroom. Thirdly, it also discusses about Teaching and Learning Process. After that, this chapter tells about review related study. Finally, this chapter explains the conceptual framework of the study.

Ice Breaking Activities

Definition of Ice Breaking. Some researchers have argued that an Ice Breaking activities is an activity that is performed in a teaching and learning activity or in a training, which aims to get rid the boredom on students or participants. Pathak and Verma (2011) argued that the Ice Breaking activity is an action where students as group members slowly and gradually get familiar with and/or begin coming closer to one another. This activity support students build or improve relationship. This can also improve the ease level between themselves for working effectively in the next time.

According to Alarifin and Susanah (2014) Ice Breaking is an activity to refresh a boring, stiff and passive situation becoming fun, and to motivate students to join learning. Based on the research conducted by Soraya (2014) Ice Breaking

activity is an activity that serves to change the atmosphere of rigidness, stiffness, boredom or sleepiness in learning. This Ice Breaking activity is usually very simple and short. This activity is expected to build a dynamic learning atmosphere full of enthusiasm and can create fun atmosphere, serious, but relaxing.

From some definitions above it can be concluded that an Ice Breaking activity is an activity carried during the teaching and learning process to change the atmosphere of the class becoming more conducive for learning and also to get rid the boredom on the students. This activity can be done with some groups of students or not.

The Aims of Ice Breaking Activity. Basically, an entertainment or games can make a person happy, fun and enjoy. It is like an Ice Breaking activity. An Ice Breaking activity is expected to be able to create students happy, enjoy the class activities and to break a rigidness also can refresh students' mind when in teaching and learning process. As explained by Irachmat (2015) that the aims of Ice Breaking Activities to change the atmosphere of bored into a fun and enthusiastic atmosphere in the teaching and learning process. The Ice Breaking Activities also have goal to get rid students' boredom, so the training or teaching and learning to be more effective. Ice Breaking in learning can be define as breaking the rigidity of mind or physical situation of students with characteristics to create a fun learning environment as well as serious but relaxed, said Sunarto, (2012) as cited in Novasari, (2014).

Novasari (2014) also stated the aims of Ice Breaking Activities are to refresh a class and to build a dynamic learning atmosphere, passion, and

enthusiasm. Ice Breaking is used to create an atmosphere of learning from passive to active, from rigid to be aware, and from bored to be fresh. Said (2010 as cited in Novasari, 2014) also stated that Ice Breaking is a game or activity that aims to change the atmosphere in a group when the group getting bored.

From the elaboration above, it can be inferred that the aims of Ice Breaking Activities are to get rid students' boredom and to change the atmosphere of learning from passiveness to activeness, rigid to be aware, and from bored to be fresh. Besides that, Ice Breaking Activities also can make fun students and enthusiastic.

The Application of Ice Breaking Techniques. Sumardini (2014) explained that the priority of Ice Breaking technic is teaching and learning atmosphere which is cheerful, excitement, and fun. The use of this technique can teach cooperation among students, can make students more active in the learning process, and can be learn with a fun atmosphere.

Ice Breaking Activities can be performed at the beginning of the class so the students feel relaxed and happy. According to Pits (2010) Ice Breakers are collaborative activity that can be performed at the beginning of the class to make the adult students relax and make an atmosphere of enjoyable in a formal environment. According to Sunarto, (2012) as cited on Novasari (2014) there are 9 types of Ice Breaking Activities frequently used by teachers: Yelling, Claps Hand, Songs, Body Motions, Humor, Games, Fairy Tales, Magic, and Audio Visual.

Yelling. According to Eliasa and Suwarjo (2011) Yelling is the best healer Among the others, besides to restore a concentration, Yelling can also grow in high spirits. There are 2 types of yelling: - Mono Yelling, expressed by the students, both individual or group in one direction from the beginning to finish yells be spoken. - Interactive Yelling, expressed by teachers with students or between students and other students.

Hand Clapping. Eliasa and Suwarjo (2011) said that Claps Hand is also very nice to do to refresh students. A teacher needs only minor modifications of existing types or the teacher create own models existing Claps Hand. Several variations of Claps Hand include: Word reply with Claps Hand, every word spoken by teacher is responded by the students by clapping in a certain amount. There are many types of responses given by students, ranging from being Claps Hand also modified by the content subject matter. Claps Hand is replied with Claps Hand, is a simple of Ice Breaking variation. In practice, the agreements are required with the student about the model and the total of the model or other variations that allow students to enjoy. Applause reply with body motions, needs concentration of students, but it is very nice to be Ice Breaking.

Songs. Songs was very popular in the teaching and learning process. However, today the teachers rarely use a song. Many variants of the songs can be used for Ice Breaking in teaching and learning. Songs for the pure of happiness, almost all children's songs can be used as Ice Breaking. Remember that singing a song that serves as an Ice Breaking is the level of seriousness. Compositions Songs contain matter subject. Tracks Ice Breaking will be more meaningful if the

teacher is able to change song with lyric contains subject matter. Usually this kind of songs used on the end of the study sessions as a form of reinforcement or conclusion (verification).

Body Motion. This is to move the body after a few hours learning in the classroom. With the movement of the body, flow of the blood will be smooth again. Thus the teaching and learning process will be more fresh and creative. Types of Ice Breaking are the kinds body motion. Begin from the easiest is to give direct instruction for the students to do something, like stretching his hands, bending the body, twisting the waist, and so on. To be more interesting, the teacher can do with some of sort games. The instructions can also be combined with a story.

Humor. Humor in teaching and learning does not require the students to laugh loudly, but the humor can just make the atmosphere become fun after a few hours concentrate with material.

Games. Games are the type of Ice Breaking that make students happy. The students will get a new spirit by doing the games. Several factors should be noted by teachers in choosing the games including safety factor, time factor, equiment factor, and education factor. Firstly, safety factor comprises the top priority that should be determined in the type of games that will be selected. Teachers should choose the types of games that are safe for the students. Secondly, time factor is essential. There are many types of games that can be done by the teachers and students. The teacher should choose games that do not require too much time. Thirdly, equipment factors constitute a tool used in a game. These should always

be available in the classroom, such as pencils, books, chairs, and papers. Fouthly, education factors are whatever a teacher does for students to under take education and learning. These may include educational values which can be obtained from the implementation of games: a teamwork, independence, concentration, creativity, etc.

Fairy tales. Fairy tales is one tool that is effective enough to focus students' attention. Since early time, stories have been used to shape the character of children in a way to bring them in bedtime. Based on the contents, fairy tales are divided into several types, as follows: Fairy tales of motivation which aim to build spirit High in the struggle for life and learning. - Fairy tales of advice are fairy tales that contain wisdom advices. The advices are expected to be replicated by students. There are so many examples of such fairy tales like a fable (animal stories) and the legend. Fairy tales of joke are humorous (funny) tales that can entertain and create a refreshing situation so that the classroom atmosphere becomes more familiar and more conducive for teaching and learning processes.

Magic. Magic on Ice Breaking is very interesting for the students. However, this type is very rarely used by teachers in the school, because not all people are able to play magic. For the Ice Breaking in teaching and learning, teacher does not have to use all kinds of magic. At least, the teacher learns some types of magic that are easy and simple to be implemented in the classroom, such as Sleight of hand, and tricks.

Audio Visual. There are many types of audio visual that can be used as an Ice Breaking. The examples are short funny movie, inspirational, or motivate students to learn harder, mutual respect, and others.

The technique of application Ice Breaking is a strategy used in applying the Ice Breaking Activities. Soraya (2014) stated there are two techniques in application of Ice Breaking: spontaneous technique and planned technique.

Spontaneous technique. This technique is usually used in learning situations where students then need encouragement to get focus back to the lesson. This activity is carried out without plan. Example: Yelling, Claps Hand, Body Motion.

Planned technique. Ice Breaking that good and effective is the Ice Breaking is planned and included in the learning plan. Examples: Games, Humor, Fairy tales, Magic, audio visual, etc.

Based on some statements above, there are many types of Ice Breaking Activities that can be applied in the classroom when teaching and learning process. The teachers must be precise and careful to choose which one is good Ice Breaking so they can get the good results.

Benefit of Using Ice Breaking Activities. Ice Breaking Activities are helpful to get rid a boredom on the students and also to motivate the students to follow teaching and learning in the classroom. But some researcher argues about the benefits of Ice Breaking Activities. According to Almeth-Hib (2009) the purposes and benefits of Ice Breaking Activities are mentioned in the following. Firstly, the Ice Breaking Activities can get rid of rigidness, status, prestige,

authority, organized attitudes and behavior usually employed in daily activities. Secondly, the Ice Breaking Activities also can make students to relax and enjoy, not limited to roles or status holders, in preparation to becoming more open and open-minded towards the practice of the teaching and learning to follow. Thirdly, using Ice Breaking Activities can make the students communicate with each other. The Ice Breaking Activities can also make students feel relax before they join in teaching and learning. And the last is that the Ice Breaking Activities can also improve the teaching and learning processes of the overall by preparing the students as above.

Fanani (2010) explained the benefits of using Ice Breaking Activities. They are: to get rid a boredom, anxiety, and weariness, develop and improve students' creativity, practice the students to interact in a group and work together as a team, to practice a systematic thinking and creative to solve a problem, to increase confidence, to rehearse students to decide a strategy carefully, to train a creativity with limited material, to practice concentration.

From some statements above there are many benefits of Ice Breaking Activities that are implemented in the classroom. However, they may take place if the Ice Breaking is applied on the good time and in an appropriate manner.

Teaching and Learning

Teaching. Teaching is an activity that is carried by a teacher and some students which aims to reach the goals of learning. According to Hasibuan and Moedjiono (2009), teaching is the construction of environment system that allows

the learning process takes place. This environment system possesses several components including the purpose of instructional to be achieved, the material which taught by teachers, students that must have the social relationships of certain types of Activities, and facilities that are available to support the learning.

Ball and Forzani (2009) also define what teaching is. Teaching is seen as serving others to learn to do specific things in daily activities in which many persons participate frequently. Another type of teaching is professional classroom teaching. It is dedicated work that is separate from common classes, and is only followed certain professional.

In teaching and learning, teaching has contained components in order to deliver a message of teaching. The components in teaching was explained by Hasibuan and Moedjiono (2009), consisting of teaching as a science, teaching as a technology, teaching as an art, teaching as value option, teaching as a skill. First, teaching as a knowledge is commonly addressed to teaching in the context as a knowledge referring to the existence of a system of explanation and prediction. Second, teaching as a technology can mean that teaching is referring to technology in the procedure of work with mechanisms and a set of tools that can and should be tested empirically. Third, teaching as an art represents the nature of art that applied the principles, mechanisms and tools that referred to create art materialized. For this context, teaching requires situational consideration and even adjusting transaction demanded by feeling and instinct. So it is not only based on the proposition and the formula that is individualized. Fourth, teaching as value option constitutes a source of value selection or insight in education that is

adopted by the teacher. Fifth, teaching as a skill commonly refers to teaching as process using an integrated set of skills.

We can conclude that teaching is an activity done to establish the environment system serve to learn science, technology, arts, values, and other necessary skills for human lives. Teaching is, of course, closely related to learning tha is presented in the following.

Learning. Soraya (2014) stated that learning is a process to get a knowledge which is related to the changes. The changes include behavioral changes, and other changes in some aspects of the characters of the person, such as skills, attitudes, habits, intelligence or an understanding. According to Dimyati and Mujiono (2013), learning comprises complex activities that deal wih students behaviour. As activities, learning can take place when students experience themselves. According to Gage (1984, as Cited in Dahar, 2011) learning have 5 types, they are:

Respondent Learning. One type of learning is respondent learning. In respondent learning, a response was released by stimulus of the self-learners. Some children who had entered to a school, will afraid to the teacher and also the discipline of school. The respondent learning as follow: the school and it is components, such as the teachers, books, students. Perhaps, sometimes fell afraid surfaced related with a stimulus that indicate a negative feeling.

Contiguities Learning. In the type of contiguities learning, a person can be seen when provides a response to the statements that is not yet complete as follows:

The son is clever than …

The ambition as high as …

Being able to fill the blank spaces above with "her father" and "the sky" shows that students can learn a selected event or stimulus that happens at the same time.

Operant Learning. Operant learning is applied in the form of modification technology, because the behavior is arising spontaneously without any stimulus. Different from the type of respondent learning, operant behavior has no known physiological stimulus.

Observational Learning. This type is frequently met in daily Activities. Like when someone was invited at a great restaurant, in which there are various kinds of foods and beverages. Perhaps he would wait until there is a man who looks to know how eat before he begins to eat and he uses it as a guide for himself. Observational Learning shows that a person can learn by observing the others people Activities.

Cognitive Learning. Cognitive learning process involves, using deductive logic and indicative. The cognitive have perspective that the learners process the information and the lesson through the organizing, saving, and find the relationship between the latest and the old knowledge.

Learning is an activity that has educational value. The educational value is coloring the interaction between teachers and students. Learning has valuable interaction because teaching and learning activities are carried out directed to

achieve certain goals that have been formulated before the teaching is done

(Djamarah & Zain, 1995)

The goals of learning. Gagne (as cited on Hasibuan and Moedjiono,

2009) argued that learning posseses five (5) goals of learning: intellectual skills,

cognitives strategies, verbal information, motoric skills, and attitude and value.

Firstly, iintellectual skills constitute the most important learning goal of the

system of scholastic environment. Secondly, cognitive strategies are the learning

goals to organise how to learn and think in the broadest sense. These goals include

problem-solving skills. Thirdly, verbal information refers to knowledge in the

sense of information and facts. Fourthly, motoric skills are addressed to the

students' abilities to perform certain skills such as writing, typing, using compass,

and other movement skills. Lastly, the type of learning goals are attitude and

values. These are related to emotion and attitude of the human beings and their

tendency to behave to deal with people, goods or events.

In short, learning is a process to gain knowledge to changes of the

behavior and character of a person. As an activity, learning also includes from the

experience of people's life. Learning also has a purpose, which is very useful for

students. In order to make changes, experience activieties to obtain certain

educational puposes, students need to perform learning in the teaching and

learning processes. One of the activitiess needed in these proceses is Ice Breaking

activities.

Ice Breaking Activities in Teaching and Learning Process. One of the

problems for teachers in teaching and learning process is when the teachers have

only standard teaching style, no entertainment. In the teaching and learning process, teachers should use various techniques so that the students feel happy and not bored by using Ice Breaking Activities. According to Khusnaini (2014), in order to apply Ice Breaking Activities, teachers need to reflect four indicators to measure whether the Ice Breaking Activities are effective or not effective. These indicators are attention, relevance, confidence, and satisfaction of learners or students.

Attention Indicator. The Ice Breaking Activities can stimulate the attention of students in teaching and learning, either at the beginning, middle, or end of the teaching and learning process. Attention can stimulate the students' interest towards the material being taught. If the Ice Breaking Activities is not able to stimulate the attention and the students' still bored, then the teacher needs to evaluate both the methods of delivery, timing method, and the content of the Ice Breaking Activities.

Relevancy Indicators. Good Ice Breaking Activities can be created as an effective tool to relate daily experiences and thinking concepts of learners. The terms of Ice Breaking Activities should be adapted with the material provided.

Confidence Indicator. Beliefs on students that they can follow the teaching and learning process is very well and it can achieve good results. The Ice Breaking Activities that can be carried out here is when teachers play a motivational video or tell an inspirational story before the class begins.

Satisfaction Indicators. Satisfaction with the teaching and learning process can be realized. If the learners or students feel the lesson is beneficial, they may feel from not understandable to be understandable.

The Ice Breaking Activities in the classroom if done correctly can optimize student learning but the results would be different if done incorrectly. As explained by Khusnaini (2014) not all Ice Breaking can help optimize learning results. If the application of Ice Breaking is incorrect, it will make the good result of teaching and learning cannot be achieved. That's why teachers need to be careful when they perform Ice Breaking Activities.

The Ice Breaking Activities were sometimes conducted by teachers in English Education Department of Universitas Muhammadiyah Yogyakarta when the students did not focus and the students were also no longer concentrated on the subjects. As explained by Kavanagh, Murphy, & Wood (2011), Ice Breaking Activities are real ways to make reviews. The Ice Breaking Activities can make contacts and can donate to an optimistic learning environment as well as introduce key content. By doing the Ice Breaking Activities, teachers can expect that the students who are join in the activities will be motivated and feel enthusiastic to continue the teaching and learning process. It is like the aims of Ice Breaking Activities that have been elaborated before.

Review of Related Study

Many researchers studied about the Ice Breaking activities in teaching and learning process. Below are two of them:

The first is the research conducted by Khusni in 2016 with the title "Interesting Ice Breaking Activities to Reduce Students Boredom in Class". This research studied about the students' boredom in the classroom and how to solve this problem. This research used descriptive qualitative case study. The result of the study showed that making some Ice Breakers to reduce students' boredom in class is a must, but since students may suffer from different level and forms of another ability in English the Ice Breakers must be adapted by students' level and ability in English. Teachers can use Ice Breakers within their classrooms not only to create a connected and comfortable learning environment for their students but also to reduce students' boredom in class. Ice Breakers are necessary for a successful classroom.

The second is a study carried out by Alarifin and Kurniasih in 2015 with the title "The Implementation of Ice Breaking to Improve the result of Study in Social Science grade $VIII_A$ Mts An-Nur Pelopor Bandarjaya on academic year 2013/2014". The purpose of this research is to know the result of learning in Social Science by using Ice Breaking of the student of the eighth grade class of $VIII_A$ in MTs An-Nur Pelopor Bandarjaya TP. 2013/2014. This research is CAR (Classroom Action Research) that is consists of 2 cycles, one cycle consists of three meeting included of test. The result of this study showed that the result of student's learning is 58,06% in the first cycle, and 77,42% in the second cycle. From the minimum requirement (KKM) namely $\geq$64. The average of the result of the student's learning is 66,29 in the first cycle and 72,09 in the second cycle. So,

it can be inferred that by using Ice Breaking can increase the result of student's learning.

In summary, according to those previous related studies, it becomes basic knowledge for the researcher to conducting this research. Many researchers conduct the study about the Ice Breaking activities in teaching and learning process and those previous studies related with something discussed above. It becomes researcher's reason to conduct the researcher since there is study that discusses about the Ice Breaking activities in teaching and learning process.

Conceptual Framework

The Ice Breaking Activities is an activity that aims to get rid boredom in teaching and learning processes in the classroom and also to motivate the students to be excited in following the teaching and learning process in the classroom. Referring to the reviews above, the researcher has uncoverd several issues dealing with Ice Breaking activities including learning, definition of Ice Breaking activities, types of Ice Breaking activies, and the benefits of Ice Breaking activities. Students of EED of UMY have witnessed the application of Ice Breaking activities by their lecturer. This study, then, focuses to research, to know the Student 'perception of the use of Ice Breaking Activities and the benefits of using Ice Breaking Activities. This study was conducted in EED of UMY batch 2012. The focuses of this study can be seen in the following chart.

Figure 1: Conceptual Framework

```
                              ┌─────────────────┐
                              │  Ice Breaking   │
                              └─────────────────┘
                         ┌─────────────┴─────────────┐
                    ┌─────────┐                  ┌──────────┐
                    │  Types  │                  │ Benefits │
                    └─────────┘                  └──────────┘
```

- Yelling	Technique	- Get rid a boredom, anxiety, and weariness	Indicators
- Claps hand		- Develop and improve students' creativity,	
- Songs	- Spontaneous	- Practice the students to interact in a group	- Attention indicators
- Body motion	- Planned	- Practice a systematic thinking and creative to solve a problem,	- Relevancy indicators
- Humor	Soraya (2014)	- Increase confidence, Practice students to decide a strategy carefully, Train a creativity with limited material,	- Confidences indicators
- Games		- Practice concentration.	- Satisfaction indicators
- Fairy tales			
- Magic			
- Audio visual		Fanani (2010)	Khusnaini (2014)
Sunarto, (2012, as cited on Novasari, 2014)			