

The Use of Ice-Breakers (Two Truths and A Lie) to Improve EFL Learners Speaking Ability

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Abstract

This study aimed at examining the effectiveness of Ice-breakers (Two Truths and A Lie) in teaching speaking of EFL learners. Design of this research was pre-experimental research with pre-test and post-test design. It was conducted at EFL learners. The sample consists of 21 students. For determining the sample of the study used random sampling technique. The instrument were speaking test to collected data. The data were analyzed by using statistic 22 for windows. The result of descriptive statistic indicated Ice-breakers (Two Truths and A Lie) is effective in EFL learners with the mean score post-test 57.71 was higher than mean score of pre-test 33.71. For hypothesis testing using paired sample t-test at significance (2-tailed) value level of analyzing data was .00, it was lower than .05, it means that alternative hypothesis of this study was accepted. Hence, Ice-breakers (Two Truths and A Lie) is effective in teaching speaking skills for EFL learners. Considering process and results of this research, the present researcher suggested that Ice-breakers (Two Truths and A Lie) might be used in teaching speaking.

Keywords: Ice-breakers (two truths and a lie), speaking ability.

1. Introduction

English is the language of international trade and commerce. It is the language of national and international politics. It is the language of cultural, scientific and technological development. It is the language of national integration and international understanding. Knowledge of English is essential for general education, technical communication, vocational educational and in the field of engineering and medical education. There are four skills in teaching and learning English, those are listening, speaking, reading, and writing. Those skills are related to each other and cannot be independent. Therefore, learners need to master all of the four skills, because with mastering language skills will determine the students' communicative competence in the target language."

According to Grehension (as cited in Arham, Yassi, and Arafah 2016, p. 239), English speaking skill is one of the skills of language to be required in global interaction or communication. It cannot be denied that English speaking skill becomes the most favorable skill needed for professionals in Indonesia recently. Indonesian workers are required to be able to communicate in English for working overseas. The health professionals such nurses

are required to communicate in English in medical area. The interest of health professionals to work overseas is increasing significantly from year to year.

Speaking is widely known as an ability to share thoughts, ideas, and intentions to the other people by using a language in oral form. In addition, Nunan (as cited in Samad, Bustari, and Ahmad 2017, p. 97) mentions that “speaking is a productive skill which consists of systematic verbal utterances that carry out a meaning.” This means that speaking plays an important role in communication.

In the real condition, students’ of EFL learners were not able to speak English well. Based on the pre-observation at *SMA Birrul Walidain NW Rensing*, there were some problems of students’ in learning speaking; lack of vocabulary, lack of grammar, lack of pronunciation, lack of self confidence and lack of ideas to speak. Students’ were seldom to speak because they did not have self confidence. Especially, when the teacher asks them to give personal information or opinion, they still take a long time to think the ideas on their mind. In order to solve those problem, the teacher should be creative in choosing a suitable strategy, technique, media, and game to help them during teaching and learning process especially in teaching speaking skill. Here, the teacher can use Ice-Breakers (Two Truths and a Lie) as the game to solve those problem.

Ice-Breakers as tools that can be used in fostering the interaction among learners, encouraging creative thinking, discussing about important assumptions, explaining new topics, and explaining particular information which used Two Truths and a Lie as the game to build fun activity. According to Varvel (as cited in Yeganehpour 2016, p. 21), “ice breaker is an activity used to help individual ease into the group setting.” According to Agile (as cited in Gifford 2015, P. 2), “Two Truths and a Lie is a classically fun activity that used many times to ‘break the ice’ at social gatherings or group meetings.” Ice-Breakers (Two Truths and a Lie) are defined as tools that enable the group leader to make interaction quicker, encourage creative thinking, challenge fundamental assumptions, illustrate new ideas, and introduce new material. Ice-Breakers (Two Truths and A Lie) as the warm-up which can be used as openers to motivate learners toward lesson, after that can be used in the middle of a session to refresh the situation and get the concentration back, and can also be used at the end of the lesson to confirm or review the material. Ice-Breakers (Two Truths and A Lie) as the practical game, because it can be used in the classroom or outside the classroom or everywhere, anywhere and whenever you want to use the game that can enhance the learners English Speaking Skill. Based on those fact, the researcher chooses Ice-Breakers (Two Truths and A Lie) is one of simple games, easy and effective to apply in teaching and learning process in Senior High School.

Based on the background of the study, the researcher is interested to investigate “The Use of Ice-Breakers (Two Truths and a Lie) to Improve Speaking Ability for EFL Learners.”

2. Method

This research aimed at knowing the effectiveness of Ice-Breakers (Two Truths and a Lie) to teach speaking. Therefore, the researcher used pre-experimental research by using one group pretest and posttest. This group was treated design by using Ice-Breakers (Two Truths and a Lie).

2.1 Participants

Population was the whole subjects that investigated. Population of this research was the whole classes of EFL learners. The total numbers of population were 71 students. X IPA which consists of 21 students was chosen as the sample of this research by using random sampling to select the sample. Random sampling is one of the simple forms of collecting data from the total population which determine the sample by using a lottery which registered all members of the population then each member of the population was numbered in a small piece of paper, after that the paper rolled and then inserted into the box to be shaken, after that the researcher took the paper one by one to obtain the necessary samples.

2.2 Data Collection

2.2.1 Instrument of Collecting Data

In this research, the instrument that used to collect the data was speaking test (picture). It was given to measure the students' speaking ability. Brown (2004) mentions "the speaking test aims at finding out assessment of the speaker's use of fluency, grammar, vocabulary, pronunciation, and comprehension."

- a. Fluency is the capability to speak in effective speed and to speak smoothly and to produce the right word without thinking too much.
- b. Grammar is a system of rules governing the conventional arrangement and relationship of words in the sentence.
- c. Vocabulary is a word which has its meaning in every function. A word expresses the content of ideas to avoid confusion in communication, because mastering vocabulary would define someone capability in understanding language.
- d. Pronunciation is an individual sound which involves good articulation, and it has features of sound such as aspiration, voicing, voice setting, intonation, and stress.
- e. Comprehension is a test to find out how well students understand spoken language.

2.2.2 Techniques for Collecting Data

In collecting the data, the present research took the data from pretest and posttest. Pre-test was given to the subjects before doing teaching and learning process meanwhile, the posttest was given to the students after the treatment through Ice-Breakers. The researcher treated the students after conducted pretest and done in four meetings with following step and procedure that has been design.

2.3 Data Analysis

2.3.1 Descriptive Statistics

In this study, the present researcher used the descriptive statistics to analyze the data. The present researcher found the mean score (M) and standard deviation (SD) of students' score. To get mean score of pre-test and post-test, the present researcher used SPSS 22.

2.3.2 Required Statistics for Testing Hypothesis

There are two statistics required for testing hypothesis; those are normal distribution test and homogeneity test.

2.3.3 Statistics For Testing Hypothesis

To prove whether the hypothesis of this research was accepted or rejected, the present researcher used SPSS statistics 22 for windows to examined the effectiveness of Ice-Breakers (Two Truths and a Lie) in improving speaking skill by using paired samples t-test. Moedjito (2016) explain to begin with, go to analysis, select Compare Means, and then select paired samples t-test to process the data, then the SPSS Statistics 22 for windows shown the output result which indicated the hypothesis was accepted or rejected as it was said above.

3. Findings

The result of this research, it was found that the mean score in pretest was 33.71 and the Standard Deviation was 11.56 in post test the mean score was 57.71 and the Standard Deviation was 10.99. Based on the data gained of students' speaking skill, it was indicated that the existence of a tendency that mean score after having the treatment was higher than before having treatment, in which the mean score of post-test was higher than the mean score of pre-test.

Normality testing is used to know whether or not the data has normal distribution. Normality testing was performed by Shapiro-Wilk test use SPSS 22 for windows. The calculation of normality testing was used to check whether the distribution of pre-test and post-test was normal or not. Moreover, the data was said to be normal if the values of the significance is higher than (p) = 0.05. Based on the result Shapiro-Wilk all of the values of Shapiro-Wilk in pre-test and post-test were higher than the values of the significant (p) = 0.05. The value of Shapiro-Wilk in pre-test was 0.09 while the value of significance in post-test was 0.4. It clarified that the data was normal.

Homogeneity is conducted to know whether the obtained data of the sample is homogenous or not. Homogeneity testing is performed by One-Way ANOVA use SPSS 22 for windows. This test was conducted to know that the data are homogeneous or not. Moreover, the data was said to be homogeneous if the values of the level significant is greater than $p = 0.05$. Based on the calculation of One-Way ANOVA, the significant values in pre-test and post-test were 0.61. It means that the data was homogeneous.

Hypothesis testing was conducted to know whether null hypothesis was accepted or rejected. To analyze whether there was significant difference in the mean score between the pre-test and post-test, the present researcher used a paired sample t-test to get answer of the hypothesis. The present researcher found that the paired sample t-test showed that the significance (2-tailed) value level of the analyzed data was 0.00, it is lower than 0.05, so, it means that the alternative hypothesis of this study was accepted. Hence, Ice-Breakers (Two Truths and A Lie) is effective in improving speaking ability for EFL learners.

4. Discussion

The goal of this study were to find out the effectiveness of Ice-Breakers (Two Truths and A Lie) in improving speaking ability for EFL learners and how is the effectiveness of Ice-Breakers (Two Truths and A Lie) in improving speaking ability for EFL learners.

In this case, during the Ice-Breakers (Two Truths and A Lie) activity in the classroom, the students explore their ability especially in speaking to speak with play Ice-Breakers (Two Truths and A Lie) as the game with fun activities which the present researcher showed to the students' before continued to the topic with gave the students' three sentence with the above picture which consist of two truths and one lie, after that the present researcher asked the students' to guessed which one of the lie sentence and with the correct answer at guessed the lie sentence as the winner and continued to the topic. As the researcher found during the process, the students were still lacking in the ability to speak in using English, because the students' just answer the game with mentioned the number of the sentence and they do not gave the reason of their answer. Therefore, the present researcher tried to applied the Ice-Breakers (Two Truths and A Lie) more fun in the learning process to determine the effectiveness of the Ice-Breakers (Two Truths and A Lie) as well as the extent to which students' active in learning process through the Ice-Breakers (Two Truths and A Lie). It is believe that is good, because it provides fun context for using the target language in the classroom, so the students' can acquire learning process without getting bored. That is make the content based instruction an effective method in joining teaching and learning process in EFL learners.

In addition, the application of Ice-Breakers (Two Truths and A Lie) is useful and interesting game because it give every students' an opportunity to speak and it reflect to speak. However, during the treatments, it was observed that few students tended to do less effort to keep their presentation and conversation on and tended to do less practice in speaking, they also get low in vocabulary, pronunciation, grammar, fluency and comprehension, so that's why their conversation on and tended to do less practice in speaking. However, with the motivation and encouragement of the teachers, even the students were able to explore their ability to speak better than before, after that they are not left behind of some students who have easily mastered the material during the teaching and learning process.

After collecting and calculating the obtained data, the present researcher found that Ice-Breakers (Two Truths and A Lie) was effective in teaching speaking. It can be seen from the result of calculating data by using SPSS 22 for window indicated that there was improvement of students' speaking ability after treated used Ice-Breakers (Two Truths and A Lie). According to Varvel (as cited in Yeganehpour 2016, p. 21), "ice breaker is an activity used to help individual ease into the group setting, and Two Truths and a Lie is a classically fun activity that used many times to 'break the ice' at social gatherings or group meetings."

The result of this research supported to a research about Ice-Breakers, Parisa Yeganehpour (2016).She investigated about The Effect of Using Different Kinds of Ice-Breakers on Upper-Intermediate Language Learners' Speaking Ability. In this study the effects of Ice-Breakers as a classroom activity on Foreign Language Speaking Production has been investigated. The model of this research was similar with her research that was used Ice-Breakers as the game in teaching students' speaking ability and the data were analyzed by using statistics. Ice-Breakers game is game which recommended to apply in teaching English especially in speaking skill. In this case the language teacher can obtain the benefit from this in educating more active students' in other to be better communicators, and also always give the students' motivations and encouragement for making students' happy, interested to study

more better than before which support by creative teacher, that is the way to be a professional teacher. In this case also, whenever in the new materials that the teacher can use Ice-Breakers (Two Truths and A Lie) in teaching and learning process in the classroom or outside the classroom and you can play this game not only in learning process, but also you can play Ice-Breakers (Two Truths and A Lie) wherever you want to upgrade your skill.

5. Conclusions

Based on the results and the discussion, the researcher concludes that the students' mean score of post-test (57.71) was higher than pre- test (33.71). It means that Ice-Breakers (Two Truths and A Lie) was positively effective to the students' speaking ability and the present researcher also concluded that Ice-Breakers (Two Truths and A Lie) was effective in improving speaking ability for EFL learners.

Based on the conclusion above, the researcher suggest that for the teacher, students and the further researcher as follows: for the teacher, teacher should have effective game in teaching speaking whichan effective game makes the students easy to understand the material. One of those effective games is Ice-Breakers (Two Truths and A Lie). For the students, students should be more active to increase their speaking ability to express their opinion by using Ice-Breakers (Two Truths and A Lie). For the further researcher which conducting the research is the way to know the problem in our life. When researcher is interested to conduct the research about the same problem with this thesis, the researcher expects that this thesis can be useful as the reference in solving the problem.

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