

**THE USE OF CHAIN WHISPER ICE BREAKER IN STUDENTS`  
ENGLISH LEARNING  
(A Study at SMP Negeri 5 Banda Aceh)**

**THESIS**

**Submitted by:**

**ANIDA HUZRIA**  
**The Student of English Department**  
**Faculty of Islamic Studies**  
**Reg.No. 1805180001**



**FACULTY OF ISLAMIC STUDIES  
UNIVERSITY OF MUHAMMADIYAH ACEH  
BANDA ACEH  
1444/2022**

## THESIS

Submitted to Faculty of Islamic Studies of University of Muhammadiyah Aceh  
Banda Aceh as a Partial Fulfillment of the Requirements  
For Bachelor Degree (S-1) on Teacher Education  
of Faculty of Islamic Studies

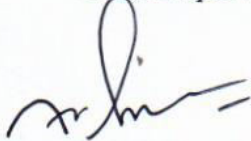
by

ANIDA HUZRIA

The Student of English Department  
Faculty of Islamic Studies  
Reg. No. 1805180001

Approved by

Main Supervisor



Rahmatun Nisa, S. P.d I., M. Pd.

Co-Supervisor



Cut Mawar Helmanda, S. Pd.I., M.Pd.

It Has Been Defended in Sidang Munaqasyah in front of the Council of  
Examiners for Working Paper and Has Been Accepted  
as a Partial Fulfillment of the Requirements for  
Bachelor Degree (S-1) on Teacher Education  
of Faculty of Islamic Studies  
on:

Wed, August 24<sup>th</sup>, 2022  
Muharam 20<sup>th</sup>, 1442 H

at:  
Banda Aceh

### THE COUNCIL OF EXAMINERS

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Rahmatun Nisa, S.Pd.I, M.Pd

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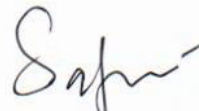
Dedi Zumardi, S. Pd.I

Member,



Cut Mawar Helmanda, S.Pd.I., M. Pd

Member,



Siti Safura, S. Pd.I., M. Ed

Certified by:

The Dean of Faculty of Islamic Studies  
Muhammadiyah Aceh University


Dr. Rosnidarwati. S.Ag., M.A.

## ACKNOWLEDGEMENT

### **Bismillahirrahmannirrahim...**

The first, the writer humbly wanted to share her wonderful gratitude to Allah SWT, as the one who has been blessing all mankind on the earth and giving such very endless reward. Beside that, the writer also sent the warm salutation to the holiest man in the world, that is prophet Muhammad SAW, who has struggled to bring people from the darkness to the lightness.

The second, the writer would like to express the special thanks to the dearest people all the time who have taken care of her since the childhood, the firstly father, mother, and the rest of beloved family. Because of their supports, the writer was able to finish her thesis in the University of Muhammadiyah Aceh.

The third, The biggest thanks were for all lecturers of English Department who always educate and motivate in studying and completing thesis, they are Miss Rahmatun Nisa S. Pd.I, M. Pd, Miss Cut Mawar Helmanda, S. Pd.I, M. Pd, Miss Ayuna Netta, S. Pd.I, M. Pd, Miss Lina Farsia, S.Pd.I, M.Tesol, Miss Siti Safura, S. Pd I, M. Ed, Miss Ika Kana Trisnawati, S.Pd.I, M.Ed., MA and Miss Sarair, S.Pd., M.Tesol. The writer also expresses her greatest thanks toward some of the best friends who study at English Department in University of Muhammadiyah, they were Yulia, Fasya, Nunuy and Intan .

Banda Aceh, August, 24, 2022

The writer

Anida Huzria

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## **Abstract**

This study was conducted about “The Use of Chain Whisper Ice Breaker in Students’ Learning English (A Study at SMP Negeri 5 Banda Aceh)” while this study aimed to know whether the use of chain whisper ice breaker change students in learning English. And to know how students respond before and after the use of chain whisper ice breaker in learning English. The study particularly involved twenty six students to be sample with purposive sampling. The method applied here was quatitative approach and data was collected based on the instrument of pre-test, post-test and questionnaire. The data found on pre-test that the percentage of correct students was 684% and incorrect was 315%. While data on post-test of correct students was 7.69% and incorrect was 1.56%. the data on questionaaire showed all students liked and were so interested in learning English by using the game of chain whisper ice breaker.

**Key Word:** *Chain Whisper, Ice Breaker, Student, English*

## CHAPTER I

### INTRODUCTION

In this chapter, the writer presented seven discussion based on the context of this study, those would be the background of study, terminologies, research questions, the aims of study, research methodology. This part will be followed by the significances of study too and the last is population and sample.

#### **A. Background of Study**

The language is the most important thing in living everyday life. Syamsuddin stated which the language means a tool which all people use it in forming such as the deed, feeling, thought and show desire to influence and be influenced.<sup>1</sup> Language is very complete communicative object and also effective for everyone to express idea, purpose and opinion for the others. To be able to have interaction with people, the only way to do it directly is by using language to understand. It means the language is the basic need to fullfil people`s life.

At this time, mastering foreign languages is the most excellent and wanted skills in every country in which it certainly can help people to find many kinds of job abroad easily and even can continue the study to the country of which its language has been mastered in all of skills. The foreign language means an unfamiliar which is certainly spoken by people who live in another country.<sup>2</sup> It is

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<sup>1</sup> AR Syamsuddin, 1986, *Sanggar Bahasa indonesia*, (Jakarta: Universitas Terbuka), p. 2.

<sup>2</sup> Saville- Troile, 2006, *Inroducing Second Language Acquisition*, (London: Cambridge University Press), p. 4.

known that one of the common foreign languages mostly spoken now is English. This makes so many people who don't speak English to be interested in learning and used it for some purposes.

As the modern era has been developing so quickly, there is no more question which English now plays a very big role in all parts of the world so that it connects people from whole continents and countries to get know one another. Fatiha explained that English currently is considered to be the international language among the others where people of the native and unnative speakers use it as the tool of communication.

Learning is one of the most potential or effective ways for everyone to achieve various knowledges from any aspects and in all of fields, so that the process of learning becomes a main thing in someone's life. As Sugihartono said that learning means a process of manner changing where it certainly comes from individual's interaction with surrounding environment.<sup>3</sup> To reach for the successful life, all students must be ready to learn.

Learning foreign language is related to the situation where the language is spoken as purpose of communication at someone's environment. According to Roro, English already becomes the international language and every person can interact with foreigners by using English.<sup>4</sup> Learning English is clearly a very

important activity for all students from elementary to high schools that the English will bring a big advantage.

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<sup>3</sup> Sugihartono, 2007, *Psikologi Pendidikan* (Yogyakarta: Universitas Pers), p. 74.

<sup>4</sup> Roro, *Pentingnya Belajar Bahasa Asing*, August 2018, Accessed on 20 March 2022 From <https://azbahasainggris.com>

As Murcia said that the vocabulary becomes the most important component in linguistic parts and it contains the structure of vocabulary. Vocabulary is the only basic object that cannot be separated from anyone who are learning the language especially English.

According to David, the chain whispers is a party game in which a whispered message is passed around a circle in the expectation that, in the telling, it will become comically distorted or exaggerated by the time it completes the circuit.<sup>5</sup> The students play this games in a form of line, and then the massage will be whispered by each person to the other people so that all of the will hear the same words.

Said explained that the ice breaker is a game or a strategy that serves to change the atmosphere of the ice in group. And Said also defined that an Ice Breaker means transforming the conditions of a dull, sleepy, saturating and there is no sense of attention and happy to hear or see the person speaking in front of the classroom or meeting room.<sup>6</sup>

Based on the explanation above, the writer would like to conduct the study in SMP Negeri 5 Banda Aceh as place of obtaining information and wanted to know how the method of chain whisper ice breaker changed the students in the process of English learning especially in mastering the vocabulary and sentence.

While the title of this study is “The Use of Chain Whisper Ice Breaker In Students English learning (A study at SMP negeri 5 Banda Aceh).

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<sup>5</sup> Davit Thomas, 2013, *Chinese Whisper*, (Sanghai: Gray and Company), p. 3.

<sup>6</sup> Ibid

## **B. Terminology**

To give readers wide understanding about the chain whisper and ice breaker methods in learning process. Therefore, the writer presents some explanation by the experts certainly about chain whisper and ice breaker.

### **1. Chain whisper**

The chain whisper is where the message will be spoken by whispering to all of people along the line, the last person will tell the message in a word that sounds very different from the player who whispers that word at first.

### **2. Ice breaker**

Ice breaker is a game or activity which is used to change the atmosphere of the ice in group. It is a transition of situation of a dull, sleepy, saturating and bored, not excited, and no desire of attention and happy to listen or even look at someone to speak in front of the classroom or meeting room.<sup>7</sup>

### **3. English**

According to Nevad, English is identified as one of the most international language where people all over the world learn it for every day communication and public use in order to have a good and easy interaction.

## **C. Research Question**

1. Does the use of chain whisper ice breaker change students in learning English?

2. How do students respond before and after the use of chain whisper ice breaker applied in learning English?

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<sup>7</sup> M. Said, 2010, *Ice Breaker Games* (Yogyakarta: Andi Offset), p. 1.

#### **D. The Aim of Study**

1. To know whether the use of chain whisper ice breaker change students in learning English.
2. To know how students respond before and after the use of chain whisper ice breaker in learning English.

#### **E. Research Method**

##### **1. Research Design**

Research design in general referred to one of the methods in conducting any study which it consists of some approaches. To conduct this study, so the writer took a decision to apply the quantitative method that basically deals with statistic formulation. According to Arikunto, the quantitative means an approach mostly involves the numbers in the form of calculation, it starts from collecting data, analyzing data, and to the phase of presenting the data.<sup>8</sup> Therefore, the quantitative method requires numerical data by use of statistic.

##### **2. Technique of Data Collection**

Data Collection is a process of producing data in field of doing research by using any instrument which support the research method. Walidin described that collecting the research data is done appropriate or based on the

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<sup>8</sup> Suhaimi Arikunto, 2017, *Pengembangan Instrumen Penelitian dan Penilaian Program*, (Yogyakarta: Pustaka Pelajar), p. 27.

usage of research method. In this study, the writer practically used two instruments to obtain the data as what is written on the research question.

### 1. Experimental Teaching

The experimental teaching is an activity which is implemented to provide the material to students in the class who become the sample of study. According to Kubiszyn and Bourich, the experimental teaching is a process of controlling, observing, and measuring the test.<sup>9</sup> Therefore, the writer would conduct the experimental teaching after giving students the pre test especially by applying the method of chain whisper ice breaker.

### 2. Test

Test is the way to know and evaluate students' knowledge. Kubiszyn and Bourich said that the test means a tool used to help in evaluating the students. In this part, the writer firstly make the activity of test before and after doing experimental teaching which are pre- test and post- test to see the students' advance in mastering vocabulary.

#### A) Pre Test

Pre- test is implemented to discover students' ability before giving any -material. The understanding of pre- test simply means a process of evaluation before starting the lesson.<sup>10</sup> Besides, the writer provides 10 questions for students.

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<sup>9</sup> Kubiszyn, and Garry Bourich, 2003, *Educational Testing and Measurement, Classroom Application and Practice*, (New York: Jhon Willeand Son), p. 29.

<sup>10</sup> Admin, *Pengertian Pre test dan Post Test*, July 2020. Accessed on 19 March 2022 from <https://www.amongguru.com>

### B) Post- Test

The post- test is one of the activity done after giving the instruction of material. The post test refers to evaluation at the end of learning and teaching process to ensure what the students already learn. Therefore, the writer gave students 10 more questions just to know how many vocabulary the students have master after experimental class.

### 3. Questionnaire

Questionnaire is a form that contains both statement and question which is spread to get the data. Arikunto stated that the questionnaire is a list of questions given to others who are ready to answer or respond as what the owner requests.<sup>11</sup> The writer provided questionnaire that contains 10 about the use of chain whisper ice breaker method. While type of questionnaire used in this study was the closed-ended questionnaire.

### 3. Technique of Data Analysis

Data analysis means an activity or process which is done to obtain the perfect data by analyzing each result from the instruments so that it needs the formula based on research method. According to Sugiono, the technique of data analysis is a process of seeking and arranging data systematically that are produced from the instruments. Therefore, the writer would like to analyze the data from pre test, post test and questionnaire by using the formulation as below.

$$P = \frac{F}{N} \times 100\%$$

P :Percentage

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<sup>11</sup> Suhaimi Arikunto, 2010, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta), p. 19.

F : Frequency

N : Number of Sample<sup>12</sup>

## **F. The Significance of Study**

### **1. Students**

In this study, there`s a hope that all of students from elementary to high schools will understand about the use of chain whisper ice breaker as method to help them in increasing English vocabulary.

### **2. Teachers**

The teachers personally understand that this method of chain whisper ice breaker can help them in teaching students English especially to increase the students` vocabulary as many as possible.

### **3, Other Researchers**

The other researchers get more knowledges from this study and they can conduct the same study by using the same method to find wider information of students`s abilty in English.

## **G. Population and Sample**

Population is a general group consisting of whole objects in the case of research. Widiyanto stated that the term of population includes a group and a selection of people as the object who are generalized from the result of research. It

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<sup>12</sup> Suhaimi Arikunto, 2006, *Metode Penelitian Kualitatif*, (Jakarta: Bumi Aksara), p. 61.

means that the population included all of people who are in the place of study especially the students.

In this case, the writer selected SMP Negeri 5 Banda Aceh as the population where writer wanted to conduct the study. The sample is some chosen numbers of certain objects that represented among population to get the data.<sup>13</sup> The sample selected for this study is the second class to be representative of population and it involved all of students. Therefore, there were 212 population from the first to the third classes, while the sample that the writer chose to conduct the study was the first class and involved with total number of 26 students.

As a result, the writer applied the technique purposive sampling because all of students became participants. Purposive sampling is one of techniques used in the field of research to select the sample entirely.

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<sup>13</sup> Nana Sudjana and Ibrahim, 2004, *Penelitian dan penilaian Pendidikan*, (Bandung: Sinar Baru Algensindo), p. 85.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

In this chapter, the writer provided some explanation that the experts stated so that the readers can get more knowledge and understanding. This chapter included ice breaker, game, chain whisper, and vocabulary.

#### **A. Ice Breaker**

##### **1. Definition of Ice Breaker**

Ice Breaker plays a very important role in the process of teaching and learning especially to free the students from boring, tired and exhausting atmospheres during in the classroom. By implementing this method, it is surely that all of students in the class will feel a new atmosphere as if they just began to study.

According to Jenkins, the ice breaker method is an activity of short and simple game that is practiced to change the freezing, boring, rigid and sleepy feelings in learning process, so that it can fully make learning condition exciting and fun.<sup>14</sup> Pratiwi described that the ice breaker is one of strategies created to arise a great motivation and passionate learning so that a joyful learning process truly happens.

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<sup>14</sup> Jon Jenkins, 2001, *Ice Breakers, Introductions, Energizers, And Other Experiential Exercises*. Accessed on 26 July 2022 from <http://www.albany.edu/cpr/gf/resources/Icebreakers-andIntroductions.html>.

According to Candri, the ice breaking is a method applied in the class basically to decrease students' saturation so that it increases a good result of learning process.<sup>15</sup> Besides, Soenarnoe mentioned in which ice breaking is process of changing boring, sleepy, tiring and tense conditions to be relax, excited and it brings the attention or pleasure to see and listen to someone who is talking in front of classroom.

Furthermore, ice breaker is defined as a strategy which intends to break or melt the stiff atmosphere so that it becomes more comfortable and relaxing.<sup>16</sup> Alafirin explained that an ice breaking game is included into an activity implemented to refresh boring.

Dixon et al exposed that an ice breaker is an ungraded activity designed to allow the teacher to get to know the students and for them to get to know each other. It is clear enough that ice-breakers are well-designed to make the students get to know with the each other, feel more relaxed and get them prepared for materials.<sup>17</sup>

Whereas Fanani confirmed that the ice breaking is a combination of activity practically used to break the freeze, saturation and confusion so that the condition becomes to melt as normal as it firstly begins. The ice breaking

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<sup>15</sup> Candri, 2013, "Pengaruh Penerapan Ice Breaking Dalam Pembelajaran Terhadap Hasil Belajar Matematika Siswa di SMP Negeri 1 Gebong Kecamatan Gebang Kabupaten Cirebon", (Cirebon: skripsi IAIN Syekh Nurjati Cirebon), p. 23.

<sup>16</sup> Baharuddin Fitrianah, 2014, '*Pengaruh Penggunaan Teknik Ice Breaking Terhadap Hasil Belajar Siswa Pada Mata Pelajaran IPS Kelas IV SD Negeri No.3 Sumpang Binange Kecamatan Barru Kabupaten Baru*', Makassar : Universitas Negeri Makassar), p. 9.

<sup>17</sup> Julie Dixon, Herather Crooks, and Kane Henry, "Breaking the ice: Supporting collaboration and the development of community", Canadian Journal Of Learning And Technology, Vol. 32, No. 2, (2006), p. 4.

technique has very important role in learning process that aims to keep students calm and to think brilliantly.

Johnson defined that the ice- breaking activity is very important in learning process to freshen the atmosphere of learning, to eliminate boredom and drowsiness that can be faced by anyone, including students and to create positive attitudes towards school and learning.<sup>18</sup> In this case, to achieve good result, to increase students` desire of study and to avoid any uncomfortable feeling of students in learning process, and then the teacher must create a good condition and interesting way by using ice-breaker method.

The ice breaking method is basically created to break the ice in an activity of formal meetings such as classroom learning, seminar and training which means to eliminate the freezing situation or feeling between students and others. In this case, they can get to know, understand and interact each other in a good way.

Said confirmed in which the ice breaking means a game or activity that plays role to change the atmosphere of the ice in group.<sup>19</sup> Furthermore, he also stated that the Ice Breaker is to transform the situation of a dull, sleepy, saturating and tense to be excited, not sleepy and there is no sense of attention and happy to hear or see the person speaking in front of the classroom or meeting room.

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<sup>18</sup> Louanne Johnson, 2001, *Kick-Start Your Class: 120 ice breakers to engage all of ages*, (New York: Wiley Jossey BasS), P. 7.

<sup>19</sup> Muhammad Said, 2010, *80+ Ice Breaker Games*, (Yogyakarta: Andi Offset), p. 1

From the definition above, it can be concluded that the ice breaker is a method in teaching and learning process to make the condition like boring, tiring and sleepy change into exciting and spirit condition on learning time.

## **2. The Types of Ice Breaker**

There are various kinds of ice breaker method which the teachers can use in teaching and learning process in a purpose to make students feel more excited and joyful in the classroom.

### **1. Clapping Hand**

The ice breaker of clapping both of hands is an activity which is very easy and it can be practiced immediately without the need for complicated and long preparation. Therefore, it only needs the time to clap between 1 and 3 minutes all together.

### **2. Singing**

The ice breaker of singing is the activity that many students like and get interested to do it. Singing makes the classroom cheerful again so that the students will feel more happy again in learning process. In this case, the teachers have to be a little creative to create a song for educational purpose.

### **3. The Motion**

Motion is an ice breaker method where the players must move each hand, foot and another parts of body alternately with a simple way of move. The body should not be sweating and feel tired when doing it.

#### 4. Story telling

Story telling is the activity of delivering a good and true stories based on reality or it can be a fiction that contains wisdom as well as example. Story telling probably will take time about 2 - 4 minutes.

#### 5. Game

The Game in ice breaking is a simulation activity that involves the audiences / students to reflect on a certain word or example. The time required in the game between 1 to 5 minutes.

#### 6. The Puzzle

The purposes of activities like Puzzle or Guess or quizzes are to stimulate students' curiosity and build students' credibility in making the answer to problems from a unique side. It will bring more powerful cognition that it is required to answer while the time is just 1 to 2 minutes.<sup>20</sup>

In summary, the writer concluded that the ice breaker consists of some kinds of different activities that each of those has own way and characteristics. Teachers can use ice breaker method based on students' desire.

### **3. The Characteristics of Ice Breaker**

The ice breaker method mainly contains many kinds of characteristics that can break and melt the frozen condition as what students experience in the

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<sup>20</sup> Louanne Johnson, 2001, *Kick-Start Your Class: 120 ice breakers to engage all of ages*, (New York: Wiley Jossey Bass), P. 8.

classroom during learning process. Therefore, Groove stated that the ice breaker there are eight understanding of characteristic of ice breaker method which the teachers have to know before applying it in the classroom.

- The word or sentence which can attract students' attention in first 11 minutes.
- The students should be involved in one topic.
- There must be a physical move that can bring students' attention.
- The stories that contains funny part to make students laugh.
- It must have the sounds that stimulate students' listening.
- Moving body to rise the students' passion
- The atmosphere or moment that can change of how students think.
- The voices which can directly attract students' attention.

#### **4. The Purpose of Ice Breaker Use**

According to Sunarto, the ice breaker basically has particular and important purpose to help break the freezing condition in the classroom. It means ice breaker change the tense learning process to be normal again.

- To create the same atmosphere among all of students in learning activity inside classroom.
- To create a dynamic situation among all of students.
- To keep all of students passionate and motivated in following the ongoing activity until it ends.
- To eliminate the sense of discrimination between goodness and badness.<sup>21</sup>

#### **5. Advantages and Disadvantages of Ice Breaker**

Based on Johson's definition, there are some advantages that exist on ice breaker method that help can help a learning process. In contrast, he stated that the ice breaker method also contains the disadvantage.<sup>22</sup>

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<sup>21</sup> Sunarto, 2012, *Ice Breaker Dalam Pembelajaran Aktif*, (Surakarta: Cakrawala), p. 109.

<sup>22</sup> Ibid

a. The Advantages

- It makes the longer time to be faster
- It brings the exciting effect in learning process
- It can be applied conceptually
- And it creates a united situation

b. The Disadvantage

The disadvantage of ice breaking that it is implemented according to the students' condition in the class room.

Thus, the writer summarized in which the ice breaker has both advantage and disadvantage effects during teaching and learning process in classroom.

## B. Game

### 1. Definition of Game

Sholeh and Ahmadi described that the game is an activity which make atmosphere fun and is conducted upon player's own will to obtain the happiness during the event is ongoing.<sup>23</sup> According to Santrock, the game is something the most fun and joyful activity because it satisfies the will of player's exploration.

Saefudin stated that the game means as a method applied by teachers to conduct learning process by creating a pleasant condition, relax but it goes well and seriously.<sup>24</sup> It means students personally feel happy when the game exists in learning process.

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<sup>23</sup> Abu Ahmadi and Munawar Sholeh, 2005, *Psikologi Perkembangan*, (Jakarta: rineka Cipta), p. 105.

<sup>24</sup> Ahmad Saefudin, 2012, *Penerapan Metode Permainan Menggunakan Kartu Kosakata Dalam Pembelajaran Bahasa Inggris Siswa Kelas IV SD*, p. 3.

Agustina explained that the game is a way for learning process by analyzing a group of players or individual with the rational strategies. Andang Ismail defined in which game basically has the understandings. First, game is connected to a pure playing activity to find the happiness without thinking of win or lose. Second, the game is done by anyone to feel happy and satisfied along with winner or loser.<sup>25</sup>

In conclusion, it can be said that the game is one of the activities to make people become happy and feel free of all matters, and the game is mostly also used in the school that can help students or in teaching and learning process.

## **C. Chain Whisper**

### **1. Definition of Chain Whisper**

The chain whisper is one of the games that is created to make teachers and students find more easier way or strategy in doing the process of teaching and learning. By this game, the students personally will understand quickly about any material which teachers deliver in the classroom. All of players stand in the form of line to start the game and whisper to each other the same word as received from the first whisperer.

Marsland explained that the chain whisper is a part of game which is shaped into lines, rows or circles of students who will work as a team. The students basically play this game in a group and create a long march, row, or

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<sup>25</sup> Andang Ismail, 2009, permainan edukatif, (Yogyakarta: Pilar Media), p. 26.

circle and the message in this game is delivered to all members of the group by whispering.<sup>26</sup> It means each word is expressed by the student as silent as possible so that no one knows what it is about .

Furthermore, according to Budinuryanta, the chain whisper is where teacher stands to whisper a word or information to student until it goes to the final student in line and that person will express the word loudly in front of other friends. This game surely needs a good concentration of players.

The chain whisper is that the teacher is about to give message by whispering it at student`ear, then student would whisper the same word at the second player as what the teacher said at first. And then second student will also whisper it to next players and it continues endlessly. The final student would mention that word with loud voice in front of other friends, and at last the teacher tries to check if it is whispered to last player correctly.

According to Dewi, the chain whisper is relevant with a kind of language game activity literally to interpret any experience into whispered message, the students directly play this game by whispering message to other friends as it continues to the last player.<sup>27</sup>

Slamet confirmed in which the chain whisper is a language game by whispering sentences from teacher to student and student to student, until the last

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<sup>26</sup> Ibid

<sup>27</sup> Ni Luh Putu Purnama Dewi, Wayan Sujan dan Luh Ayu Tirtayan, "Pengaruh Metode Bermain Berbantuan Media Audio Bisik Berantai Terhadap Kemampuan Menyimak Pada Anak Kelompok B", e-Journal Pendidikan Anak Usia Dini Volume 5 No. 1, (2017), p. 4.

student. In addition, he added that the chain whisper game is communication between each group so that students can train their social emotions well.

Rahmawati and Nailur said that the technique of the whisper-chain game in listening to information skills is that the teacher whispers a sentence by whispering it into the ear of the next student. And so on until the last student says the sentence aloud.<sup>28</sup>

Widyanti stated that the chain whisper game is a game that whispers a message in the form of a sentence to the group in turn. Whisper chain games provide several benefits for children's development, one of which is language development.

In addition, Rahayu said in which chain whisper is a game played by listening to a word or expression that the teacher whispers to student and it is mentioned again to the final player. This game basically trains the players` skills of paying attention, listening and language ability.<sup>29</sup> It also trains another skills such as how to memorize, concentrate, and interact.

Based on the explanation above, it can be summarized that the chain whisper is a game which basically has the greatest role to develop student`s ability in mastering the the words of any language. It also makes students keep the concentration so that there is no mistake to happen in the game.

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<sup>28</sup> Mujib dan Nailur, 2011, *Metode Permainan-Permainan Edukatif*, (Yogyakarta: Diva Press), p. 113.

<sup>29</sup> Ani Yulianti Rahayu, 2014, *Meningkatkan Kemampuan Menyimak Anak Usia Dini Melalui Permainan Pesan Berantai*, (Universitas Pendidikan Indonesia), p. 4.

## 2. The Steps of Chain Whisper Game

Faridah described that there are a few steps for member to take in playing chain whisper game. The first, teacher delivers a short speech how to play the chain whisper game in a team. The second, while all of players are arranged in a line side by side. The third, teacher starts to play record about child`s story. The fourth, each group will rewrite the story in one paragraph.<sup>30</sup>

Marsland added that the teacher will call each one of students to represent the group and whisper a message silently. The player catches the message and whisper it again to the other. Then all students take a part to whisper the message in a chain. the teacher can repeat some different message to a group. The teacher does evaluation by counting each mistake which the group make.

## 3. The Strength and Weakness of Chain Whisper Ice Breaker Game

Furthermore, Marsland described in which the chain whisper game commonly contains both the strength and the weakness.<sup>31</sup> It means that the students have to control themselves or the other friends during game goes on.

### a. The Strength

- It can encourage students to be more active in learning process.
- It trains four basic language abilities
- It attracts student`s desire in learning process
- It increases pleasure and eliminates the burden in learning process
- It can create teamwork among students.

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<sup>30</sup> Faridah, 2013, *Peningkatan Kemampuan Menyimak Menggunakan Teknik Permainan Berbisik Berantai Di Kelas V Sekolah Dasar Negeri 19 Sungai Pinyuh*, (Skripsi Tidak diterbitkan: Bekasi), p. 4.

<sup>31</sup> Ibid

### **b. The weakness**

- It causes the class to be more crowded and noisy.
- It takes much longer time to finish.
- It makes students too active.
- It decreases conducive interaction between teacher and student.<sup>32</sup>

## **D. Vocabulary**

### **1. Definition of Vocabulary**

According to Murcia, the vocabulary is the most important aspect and also as a central part in all of languages in which it particularly can affect the language skills, such as listening, speaking, reading, and writing. On the other hand, Hiebert and Kamil explained that the vocabulary is the strongest role of meaning among another components, anyone who masters excessive vocabularies.<sup>33</sup>

Additionally, Tarigan stated that the vocabulary means the treasury of various words in a language, the vocabulary is the wealthy of words that exists in a language. Lado described that the active vocabulary leads to the words which are used to obtain the language especially in speaking, while the passive is a vocabulary that needs the understanding basically in reading part.<sup>34</sup>

According to Zuchdi, mastering vocabulary is someone's ability to understand, recognize and use the words in a good way by listening, speaking,

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<sup>32</sup> Bruce Marsland, 2012, *Lesson From Nothing*, (New York: Cambridge University Press), p. 61.

<sup>33</sup> Elfrieda H. Hiebert and Michael L. Kamil, 2005, *Teaching and Learning Vocabulary: Bringing Research to Practice*, USA: Lawrence Erlbaum Associates), p. 33.

<sup>34</sup> Robert Lado, 1964, *Language Teaching*, (America: MC Grow Hill), P. 6.

reading and writing. The mastery of vocabulary plays a very important role for the life especially in the context of communication, someone will be able to speak well and fluently by mastering rich vocabulary either productively or receptively.

While hastuti decreed that mastering vocabulary is the most important aspect so that the students can understand any word or sentence and can use it in the process of learning language, observing, reading, speaking, and writing.<sup>35</sup> Sudjianto dan Dahidi revealed that the vocabulary is the aspect of language that basically needs consideration and mastery to support the fluent communication by using spoken and written languages.

Moreover, Soedjito explains that there are four main understanding about the vocabulary. The first, vocabulary means all words which contains in one language. The second, vocabulary is the richness of words owned by a speaker of each language. While the third, vocabulary means the words used in one field of science. and the last, it means a list of words arranged like a dictionary along with a brief and practical explanations.<sup>36</sup>

According to Indonesian Great Dictionary, vocabulary is the vocabulary or the number of words that a language has. Apart from that, Kridalaksana also stated that the vocabulary is relevant with the language component that contains all the information about the meaning and use of words in the language, The word

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<sup>35</sup> Sri Hastuti, 1992, *Konsep- Konsep dalam Pengajaran Bahasa Indonesia*, (Yogyakarta: Mitragama), p. 24.

<sup>36</sup> Soedjito, 1992, *Kosakata Bahasa Indonesia*, (Jakarta: Gramedia Pustaka Utama), p. 24.

richness of a speaker, writer of a language.<sup>37</sup> It means the vocabulary is a various kinds of words memorized by speakers of each language.

Adhani mentioned in which the meaning of vocabulary basically deals with the whole words that contains in a language. And he added the vocabulary is all available words, both active vocabulary used by readers and writers and passive vocabulary used by readers and listeners. While Swahnnell said in which the meaning of vocabulary or the use of words in a language, book, essay or branch of science and the arrangement of words in the language.

Thus, it can be said that the vocabulary is all of words that play important role in a language that someone has to understand and use to get communication. people must always master and increase vocabulary as many as possible to speak a language fluently.

## **E. Previous Study**

There were some studies that other researchers had conducted by using the method of chain whisper and ice breaker game. The first study by Putri Utami was about “The Influence of Using Chain Whisper Game Toward Students` Speaking Ability at The First Semester of The Eighth Grade in SMPN 1 Tanjungsari South Lampung”. The students were taught by applying Chinese whisper game in the experimental class and role play technique in the control class. The material contained three kinds of topics of describing about people for

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<sup>37</sup> Harimuti Kridalaksana, 1982, *Kamus Linguistik*, (Jakarta: Gramedia Pustaka), P. 98.

the first and second meeting, describing about animal for the third and fourth meeting, and describing about thing for the fifth and sixth meeting. all activities ran well. All students paid a good attention to the teacher while presenting the lesson. The students did not worry and feel nervous and they participated the class well.<sup>38</sup>

The second study was by Alamsyah “The Use of Ice Breaker to Improve Students` Speaking Ability at Junior high School”. By applying ice breaker strategy the students“ were in very good category. Using ice breaker strategy in teaching speaking accuracy stimulated the students“ to increase their speaking ability. The data showed where the most of students were successful to improve the score in speaking ability with the use of ice breaker strategy.

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<sup>38</sup> Putri Utami, The Influence of Using Chain Whisper Game Toward Students` Speaking Ability at The First Semester of The Eighth Grade in SMPN 1 Tanjungsari South Lampung, 2019. Accessed on 5 August 2022 from <http://repository.radenintan.ac.id>.

### CHAPTER III

#### THE FINDING AND DISCUSSION

##### A. A Brief Description of Study Location

To find the expected data from the first and second research questions. In this case, the writer particularly conducted the study which was about the use of a game named ice breaker chain whisper at SMP Negeri 5 Banda Aceh. Meanwhile this school is currently led by Mrs. Nurhayati, S.Pd and particularly located in Lambhung Village, Ulee Lheu Street.

**Table 3.1. The Number of Teachers/Officials**

| No | Name                     | Teacher`s position        |
|----|--------------------------|---------------------------|
| 1  | Ikhwatiah, S.Pd          | IPA                       |
| 2  | Rosnaini, S.Pd           | Civic Education           |
| 3  | Septia Refyuni, S.Pd     | Math                      |
| 4  | Ismamurti, S.Pd          | Economy                   |
| 5  | Ratna Sari, S.Pd         | English                   |
| 6  | Nurhayati, S.Pd          | Economy                   |
| 7  | Manfarisyah              | Math                      |
| 8  | Ilyas, S.Ag              | Physics                   |
| 9  | Nenni Tria Saragih, S.Pd | English                   |
| 10 | Sriyanti, S.Pd           | Education of Art          |
| 11 | Dra. Mariani             | Social science of History |
| 12 | Mariani, S.Pd.I          | Education of Religion     |
| 13 | Abdul Wahid Husein, S.Pd | Science                   |
| 14 | Thamrin, S.Pd            | Indonesian                |

|           |                         |                          |
|-----------|-------------------------|--------------------------|
| <b>15</b> | Syarifuddin, S.Pd, M.Pd | Administrative Education |
| <b>16</b> | Reski Merista, S.Pd     | Consuling                |
| <b>17</b> | Juwita Sari, S.Pd       | Education of Drama Art   |
| <b>18</b> | Suryadi, S.Pd           | Sport                    |
| <b>19</b> | Zainabon                | Sociology                |
| <b>20</b> | Hervian, A. Ma          | Sport                    |

**Table 3.2. The Number of Classroom in SMPN 5 Banda Aceh**

| <b>No</b> | <b>Number of Classroom</b>  | <b>Student</b> |
|-----------|-----------------------------|----------------|
| <b>1</b>  | Class seven/1 <sup>st</sup> | 27 students    |
| <b>2</b>  | Class seven/2 <sup>nd</sup> | 27 students    |
| <b>3</b>  | Class eight/1 <sup>st</sup> | 25 students    |
| <b>4</b>  | Class eight/2 <sup>nd</sup> | 25 students    |
| <b>5</b>  | Class eight/3 <sup>rd</sup> | 25 students    |
| <b>6</b>  | Class nine/1 <sup>st</sup>  | 26 students    |
| <b>7</b>  | Class nine/2 <sup>nd</sup>  | 26 students    |
| <b>8</b>  | Class nine/3 <sup>rd</sup>  | 26 students    |

**Table 3.3. The Number of Male Student in Class Seven/1<sup>st</sup>**

| <b>No</b> | <b>Gender</b> | <b>Age</b> | <b>Location</b>   |
|-----------|---------------|------------|-------------------|
| <b>1.</b> | Male          | 12         | SMPN 5 Banda Aceh |

|     |      |    |                   |
|-----|------|----|-------------------|
| 2.  | Male | 12 | SMPN 5 Banda Aceh |
| 3.  | Male | 12 | SMPN 5 Banda Aceh |
| 4.  | Male | 13 | SMPN 5 Banda Aceh |
| 5.  | Male | 12 | SMPN 5 Banda Aceh |
| 6.  | Male | 12 | SMPN 5 Banda Aceh |
| 7.  | Male | 13 | SMPN 5 Banda Aceh |
| 8.  | Male | 12 | SMPN 5 Banda Aceh |
| 9.  | Male | 12 | SMPN 5 Banda Aceh |
| 10. | Male | 12 | SMPN 5 Banda Aceh |
| 11. | Male | 12 | SMPN 5 Banda Aceh |

**Table 3.4. The Number of Female Student in Class Seven/1<sup>st</sup>**

| No | Gender | Age | Location          |
|----|--------|-----|-------------------|
| 1. | Female | 12  | SMPN 5 Banda Aceh |
| 2. | Female | 12  | SMPN 5 Banda Aceh |
| 3. | Female | 12  | SMPN 5 Banda Aceh |
| 4. | Female | 13  | SMPN 5 Banda Aceh |
| 5. | Female | 12  | SMPN 5 Banda Aceh |
| 6. | Female | 12  | SMPN 5 Banda Aceh |
| 7. | Female | 12  | SMPN 5 Banda Aceh |
| 8. | Female | 13  | SMPN 5 Banda Aceh |
| 9. | Female | 12  | SMPN 5 Banda Aceh |

|     |        |    |                   |
|-----|--------|----|-------------------|
| 10. | Female | 12 | SMPN 5 Banda Aceh |
| 11. | Female | 12 | SMPN 5 Banda Aceh |
| 12. | Female | 12 | SMPN 5 Banda Aceh |
| 13. | Female | 13 | SMPN 5 Banda Aceh |
| 14. | Female | 12 | SMPN 5 Banda Aceh |
| 15. | Female | 12 | SMPN 5 Banda Aceh |

## B. The Result of Study

In this part, the writer presented all of data produced from the study that had been conducted basically through three efforts which took along time, it included the pre- test, post- test and followed by the questionnaire. The result, the writer showed the data both in table and explanation below it. The percentage calculated by using the form as followed:

$$P = \frac{F}{N} \times 100\%$$

P : Percentage

F : Frequency

N : Number of Sample

### 1. Experimental Teaching

Regarding to data collection, the writer went to school of SMPN 5 Banda Aceh as the first time in a purpose to meet the headmaster to ask for permission to conduct the study and told the purpose of conducting it in secondary school. And then writer also asked teacher of English to allow for conducting study. The first meeting, the writer came into the classroom of seven/1<sup>st</sup> at 10:20 am together with English teacher to start doing the experimental teaching. During

the lesson continued, the writer gave the material for learning which was about self- introduction and personally introduced herself to the students as first day of meeting, and also by asking each of student to introduce about themselves in front of class by using English. When the turn was done, the writer taught students how to read the vocabulary of introduction and translate some words from pre-test and post-test in correct way. After that, the writer divided students into four groups to play the game of chain whisper ice breaker.

The next meeting, the writer went into classroom at the same time again by calling students` name on attendance list. Then the question of pre-test containing sentence was given to students to know how good they were at remembering the meaning of English. When it was finished, the writer tried to hold a game for students by using chain whisper ice breaker. In addition, the question of post- test was also given to the students again to see how fluent they were at English after learning it with chain whisper ice breaker game until the class ended. The last meeting, as usual by calling each students` names on attendance list. In this final meeting, the writer tried to hold game of chain whisper ice breaker again to find out whether they had fully know how the this game played role in English learning. Therefore, the writer finally distributed the list of questionnaire to students to know their response toward the game of chain whisper ice breaker applied in learning English.

## 2. The Result of Pre-Test

**Table 3.5. The Number of Student and Percentage of Pre-Test**

| No.   | Question                       | Correct | P % | Incorrect | P % |
|-------|--------------------------------|---------|-----|-----------|-----|
| 1.    | We go to market                | 20      | 77% | 6         | 23% |
| 2.    | The cat looks pretty           | 18      | 70% | 8         | 30% |
| 3.    | Honey is very sweet            | 20      | 77% | 6         | 23% |
| 4.    | The school is good             | 22      | 85% | 4         | 15% |
| 5.    | They love swimming             | 20      | 77% | 6         | 23% |
| 6.    | Ani likes cooking<br>soup      | 15      | 58% | 11        | 42% |
| 7.    | She is very weak<br>today      | 16      | 62% | 10        | 38% |
| 8.    | I look for the fish            | 16      | 62% | 10        | 38% |
| 9.    | He plays football<br>every day | 15      | 58% | 11        | 42% |
| 10.   | You open the book              | 16      | 62% | 10        | 38% |
| Total |                                | 6.84%   |     | 3.15%     |     |

The first, it showed that 20 students (77%) who could remember all of meanings of the sentence. Meanwhile the rest of 6 students (23%) which means they did not remember the meaning anymore. The second, 18 students (70%) could still remember the meaning of each word in the sentence. While only 8 students (30%) were not able again to rewrite the meaning. The third, the responses showed that the data, in which 20 students (77%) who could fully

rewrite the meaning. However, it appeared which numbers of students could not answer were only about 6 students (23%). The fourth, the table described in which there were 22 students (85%) to have ability in writing the meaning of sentence again. Otherwise, 4 students (15%) seemed that they could not rewrite the meaning again. The fifth, the data showed that 20 students (77%) were able to express the meaning back clearly. In contrast, there were only 6 students (23%) to not being able to translate again.

The next, the data presented that 15 students (58%) obviously could remember all of meanings along the sentence. But it also showed as a result of 11 students (42%) failed to write the meaning again. And then the writer found that 16 students (62%) who could rewrite the meaning fully. Beside that, the data showed where about 10 students (38%) missed the meaning of each word. The eighth, there were also about 16 students (62%) who remembered all of meanings in the sentence. Meanwhile 10 students (38%) had forgotten its meaning along the sentence. Furthermore, it pointed out where 15 students (58%) had ability to rewrite the meaning fully as it was mentioned. However, in this case there were 10 students 11 (42%) who totally forgot the meaning. At last, it appeared the number of participants who could write the meaning back were 16 students (62%). Apart from that, 10 students (38%) lost the meaning of sentence from their minds.

**Table 3.6. The Number of Student and Percentage of Post-Test**

| No.   | Question                     | Correct | P % | Incorrect | P % |
|-------|------------------------------|---------|-----|-----------|-----|
| 1.    | Andi has blond hair          | 21      | 81% | 5         | 19% |
| 2.    | My dad lives in America      | 22      | 85% | 4         | 15% |
| 3.    | His friends go on holiday    | 19      | 74% | 7         | 26% |
| 4.    | The room is so large         | 21      | 81% | 5         | 19% |
| 5.    | My left hand is broken       | 23      | 89% | 3         | 11% |
| 6.    | It rains so hard today       | 20      | 77% | 6         | 23% |
| 7.    | The snow falls to the ground | 21      | 81% | 5         | 19% |
| 8.    | This tree has many fruits    | 16      | 62% | 10        | 38% |
| 9.    | The kangaroo has a pocket    | 19      | 74% | 7         | 26% |
| 10.   | My house is so small         | 18      | 69% | 8         | 30% |
| Total |                              | 7.69%   |     | 1.56%     |     |

The first, From the data of table above. It showed that 21 students (81%) could remember all meaning of sentence that was mentioned. Whereas the remnant of 5 students (19%) could not express the meaning back. The second, 22 students (85%) who fluently could write the meaning of each word in sentence. Unfortunately, the writer found that 4 students (15%) in this case could not

memorize its meaning anymore. The third, the data of table above indicated that 19 students (74%) luckily wrote the meaning back in full sentence. Apart from that, it showed 7 students (26%) had forgotten some of meaning. The fourth, it presented that 21 students (81%) mostly could expressed the meaning of sentence again. Nevertheless, it also pointed out where 5 students (19%) lost phrase of meaning. The fifth, it showed that there were 23 (89%) had a very mind because the could still remember its meaning of each word. While only 3 students who were not able to rewrite the translated expression.

The next, writer found about 20 students (77%)rewrite all of meaning. Whereas the rest of 6 students (23%) did not know the meaning again, and then, the data of table above presented that 21 students (81%) had a very strong mind in remembering the meaning again. But it seemed in this case only 5 students (19%) failed to rewrite the meaning of sentence. After that, it showed 16 students (62%) that they were able to rewrite again the meaning that was expressed while playing game. As result of this, 10 students (3%) could not write meaning fully. The ninth, the data on table presented that 19 students (74%) who had a good ability in writing again all the mentioned meanings. But 7 students (26%) could not write it back. And finally, the writer found where it was about 18 students (69%) who could fluently express the meaning again. However, 8 students (30%) had lost the meaning of sentence from their minds.

From the table above, there was a great comparison between both pre- test and post- test particularly before and after the use of chain whisper ice breaker game in students` learning English. As the writer found before using that game,

the the result of pre-test, it showed the percentage of students who correctly could rewrite the meaning again roughly achieved 6.84%. Meanwhile the percentage of students who could not rewrite the meaning was about 3.15%.

However, after applying the game of chain whisper ice breaker and by giving post-test, the percentage of number of students who correctly could rewrite the meaning fluently reached 7.69%. While the another percentage of students who incorrectly reexpressed the meaning was only 1.56%. Therefore, it can be compared and conclude that nearly all of students were very active in learning English with the use of chain whisper ice breaker game.

### 3. The Result of Questionnaire

**Table 3.7. Statement 1. I don't really like English**

| Opinion | Number of Student | Percentage % |
|---------|-------------------|--------------|
| Yes     | 11                | 42%          |
| No      | 15                | 58%          |
| Total   | 26                | 100%         |

According to the data presented on table above, it showed in general that there were about 11 students (42% ) who chose “Yes”, it means they don't like English that much. Besides, it showed where 15 students 58% chose “No” who seemed like English.

**Table 3.8. Statement 2. English is a bit hard to learn**

| <b>Opinion</b> | <b>Number of Student</b> | <b>Percentage %</b> |
|----------------|--------------------------|---------------------|
| Yes            | 20                       | 77%                 |
| No             | 6                        | 23%                 |
| Total          | 26                       | 100%                |

Based on the data above, it showed that there were 20 students (77%) who answered “Yes” in case they thought in which English may be a bit hard to learn. Meanwhile the rest of them, 6 students (23%) would rather answer “No”, which means English is not hard lesson for them.

**Table 3.9. Statement 3. English is very fun**

| <b>Opinion</b> | <b>Number of Student</b> | <b>Percentage %</b> |
|----------------|--------------------------|---------------------|
| Yes            | 21                       | 81%                 |
| No             | 5                        | 19%                 |
| Total          | 26                       | 100%                |

According to result of data above, it presented that there were 21 students (81%) liked to answer “Yes” because they viewed English is fun subject to learn. In contrast, the data showed 5 students (19%) said “No”, they might not agree English is very fun to learn.

**Table 3.10. Statement 4. Learning English needs a game to make students excited**

| <b>Opinion</b> | <b>Number of Student</b> | <b>Percentage %</b> |
|----------------|--------------------------|---------------------|
| Yes            | 22                       | 85%                 |
| No             | 4                        | 15%                 |
| Total          | 26                       | 100%                |

Based on the data above, it showed 22 students (85%) preferred to answer “Yes” that they agreed the game should be applied so then learning English is excited. However, there were 4 students (15%) who answered “No” that they thought learning English does not need a game.

**Table 3.11. Statement 5. I like to learn English with the game**

| <b>Opinion</b> | <b>Number of Student</b> | <b>Percentage %</b> |
|----------------|--------------------------|---------------------|
| Yes            | 23                       | 89%                 |
| No             | 3                        | 11%                 |
| Total          | 26                       | 100%                |

According to data above, from 26 students. It showed in general that 23 students (89%) answered “Yes” that they like learning English by game. Beside

that, only 3 students (11%) answered “No”, they might not need a game in learning English.

**Table 3.12. Statement 6. Ice breaker chain whisper game is very interesting for me**

| Opinion | Number of Student | Percentage % |
|---------|-------------------|--------------|
| Yes     | 22                | 85%          |
| No      | 4                 | 15%          |
| Total   | 26                | 100%         |

Based on the result of table above, out of 26 students. There were 22 students (85%) who answered “Yes” in which they thought Ice breaker chain whisper game was interesting. While 4 students (15%) responded “No” they did not agree that game is interesting.

**Table 3.13. Statement 7. Chain whisper makes students feel happier in learning English**

| Opinion | Number of Student | Percentage % |
|---------|-------------------|--------------|
| Yes     | 22                | 85%          |
| No      | 4                 | 15%          |
| Total   | 26                | 100%         |

Based on data of table above, it presented that 22 students (85%) chose “Yes” because they were happier in learning english with chain whisper game. In the meantime, only 4 students chose to say “No” they might not feel happier with that game.

**Table 3.14. Statement 8. I understand English if there is ice breaker chain whisper**

| <b>Opinion</b> | <b>Number of Student</b> | <b>Percentage %</b> |
|----------------|--------------------------|---------------------|
| Yes            | 20                       | 77%                 |
| No             | 6                        | 23%                 |
| Total          | 26                       | 100%                |

According to data on table above, it presented where 20 students (77%) agreed to say “Yes” as they understand English with ice breaker chain whisper game. But there were only 6 students (23%) to answer “No” in which that game is not helpful to understand English.

**Table 3.15. Statement 9. The game is very good to apply in learning English**

| <b>Opinion</b> | <b>Number of Student</b> | <b>Percentage %</b> |
|----------------|--------------------------|---------------------|
| Yes            | 22                       | 85%                 |
| No             | 4                        | 15%                 |
| Total          | 26                       | 100%                |

Based on the result of table above, it generally showed that there were 22 students (85%) answered “Yes” which the use of ice breaker chain whisper game was very good in learning English. Nevertheless, only 4 students (15%) said “No” that they thought it was not good to use.

**Table 3.16. Statement 10. All students like ice breaker chain whisper game**

| <b>Opinion</b> | <b>Number of Student</b> | <b>Percentage %</b> |
|----------------|--------------------------|---------------------|
| Yes            | 23                       | 89%                 |
| No             | 3                        | 11%                 |
| Total          | 26                       | 100%                |

According to the data of table above, it presented 23 students (89%) chose to answer “Yes” because they might think all students like ice breaker chain whisper game. Meanwhile 3 students (11%) said “No” that not all of them like this game very much.

### **C. Discussion**

In this part, the writer wanted to discuss about the result of study which was connected to ‘the use of chain whisper ice breaker in students’ learning English’. Therefore, Discussion would be certainly about the answers of both first second research questions on the chapter one.

The first question was: Does the use of chain whisper ice breaker change students in learning English?. In this case, most students both male and female in class seven/1<sup>st</sup> of SMPN 5 Banda Aceh were totally active in learning English when the game of chain whisper ice breaker was applied. During the pre- test, many students had been able to answer the question especially by rewriting the meaning which were mentioned in front of the class with percentage of correct students was 6.84 and incorrect was 3.15%. Besides, after applying that game and giving post- test as the second exam. The writer found that nearly all of students could even rewrite the meaning so that the percentage of correct students was 7.69% and incorrect percentage was 1.15%, compared to the pre- test previously. Therefore, the game of chain whisper ice breaker could certainly change students' way in learning English.

The second question was: How do students respond before and after the use of chain whisper ice breaker applied in learning English?. Most of students liked learning English very much as there was a proof of result of table above. However, many of them felt a little bit difficult to learn it because still not knowing any methods. The result, the students had found a very easy way in learning especially after the game of chain whisper ice breaker was applied in the classroom. Apart from this, students were really into this game because it made them understand easily and more excited in learning English. Furthermore, the game of chain whisper ice breaker brought into a very joyful situation in the process of learning English.

## **CHAPTER IV**

### **CONCLUSION AND SUGGESTION**

After finding the result of study, the writer described the conclusion about the use of chain whisper ice breaker game in learning English especially the effect of before and after using that game. Besides, the writer also gave some suggestion for teachers, students and other researchers.

#### **A. Conclusion**

The use of chain whisper ice breaker in class seven/1<sup>st</sup> of SMPN 5 Banda Aceh was very effective and certainly changed all of students` way in learning English that they could manage to get the higher score in remembering and rewriting the meaning that was mentioned by teacher after aplying such game.

All of students liked the game of chain whisper ice breaker very much in the process of learning English in which this game totally made students easier and more enjoyable during studying.

## **B. Suggestion**

### **1. Teachers**

It is much better for all of teachers in the school to use this kind of method, hence students find very interesting ways and feel more excited in the process of learning.

### **2. Students**

The students should kindly ask the teacher to apply this method especailly when they already feel very bored in th classroom so that it can encourage students` passion back in learning process.

### **3. Other researchers**

The writer happily suggested other reserachers to conduct many more studies about the use of chain whisper ice breaker game in any schools with a lot of sample to produce information of use of that game in learning English process and to get a wider data again.

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N A M A : **Anida Huzria**  
N P M : 1805180001  
J U R U S A N : Tadris Bahasa Inggris  
J U D U L : The Use of Chain Whisper Icebreaker in Students' English Learning (A Study at SMP Negeri 5 Banda Aceh)

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Kepada Yth :  
Sdr. Kepala Dinas Pendidikan dan Kebudayaan  
Kota Banda Aceh

Di-  
Tempat

*Assalamu'alaikum Wr.Wb.*

Dengan Hormat. Dekan Fakultas Agama Islam Universitas Muhammadiyah Aceh dengan ini memohon agar kiranya Bapak/Ibu memberi izin dan bantuan kepada :

Nama : Anida Huzria  
NPM : 1805180001  
Prodi : S1- Tadris Bahasa Inggris  
Semester : VIII (Delapan)  
Alamat : Desa Lhong Cut, Komplek Gratama Residence,  
Banda Aceh

Untuk mengumpulkan data pada :  
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**“The Use of Chain Whisper Icebreaker in Students’ English Learning  
(A Study at SMP Negeri 5 Banda Aceh)”**

Demikianlah harapan kami, atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

*Wassalam*

An. Dekan,  
Wakil Dekan I



*[Signature]*  
Dr. Hamdi Yusliani, S.Pd.L, M.A.



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E-mail: dikbud@bandaacehkota.go.id Website: dikbudk.bandaacehkota.go.id

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NIM : 1805180001  
Jurusan Prodi : Tadris Bahasa Inggris  
Untuk : Melaksanakan pengumpulan data pada SMP Negeri 5 Kota Banda Aceh dalam rangka penyelesaian skripsi dengan judul :

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4 Muharram 1444 H

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KABID PEMBINAAN SMP,

  
EVI SUSANTI, S.Pd, M.Si  
Pembina  
NIP.19760113 200604 2 003

Tembusan :

1. Wakil Dekan I Fakultas Agama Islam Universitas Muhammadiyah Aceh
2. Kepala SMP Negeri 5 Kota Banda Aceh



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E-mail : [smpn5bna@gmail.com](mailto:smpn5bna@gmail.com) Website: [www.smpn5bandaaceh.sch.id](http://www.smpn5bandaaceh.sch.id) Kode Pos : 23233

**SURAT KETERANGAN PENELITIAN**

NOMOR : 074 / 316 / 2022

Kepala Sekolah Menengah Pertama (SMP) Negeri 5 Banda Aceh, Kecamatan Meuraxa  
Kota Banda Aceh Propinsi Aceh, menerangkan bahwa :

Nama : ANIDA HUZRIA  
N PM : 1805180001  
Prodi : Tadris Bahasa Inggris  
Perguruan Tinggi : Universitas Muhammadiyah Aceh  
Jenjang : S-1

Benar nama yang tersebut diatas, telah melaksanakan penelitian/ mengumpulkan data pada SMP Negeri 5 Banda Aceh untuk penyusunan Skripsi dengan Judul : **"THE USE OF CHAIN WHISPER ICEBREAKER IN STUDENTS' ENGLISH LEARNING (A Study at SMP Negeri 5 Kota Banda Aceh"**, sesuai dengan surat dari Dinas Pendidikan dan Kebudayaan Kota Banda Aceh Nomor : 074/A.4/3285 tanggal 2 Agustus 2022 yang dilaksanakan dengan baik.

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NIP 19630706 198412 2 001

SURAT PERNYATAAN  
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Pembimbing I

menerangkan,

Mahasiswa Ybs

**Rahmatun Nisa, S. Pd.I., M. Pd**

**Anida Huzria**

Kajur Tadris Bahasa Inggris

**Rahmatun Nisa, S.Pd**

## **Instrument Penelitian**

### **Pre- Test**

Name :

1. we go to market
2. The cat looks pretty
3. Honey is very sweet
4. The school is good
5. They love swimming
6. Ani likes cooking soup
7. She is very weak today
8. I look for the fish
9. He plays football every day
10. You open the book

**Thank you for participating!**

## **Post- test**

Name :

1. Andi has blond hair
2. My dad lives in America
3. His friends go on holiday
4. The room is so large
5. My left hand is broken
6. It rains so hard today
7. The snow falls to the ground
8. This tree has many fruits
9. The kangaroo has a pocket
10. My house is so small

**Thank you for participating!**

### Questioner

Kuestioner ini dibagi untuk mengetahui apa pendapat siswa masing-masing tentang sebelum dan setelah penggunaan ice breaker chain whisper game dalam mempelajari bahasa inggris di kelas 7/1 SMP Negeri 5 Banda Aceh.

| No. | Pernyataan                                                                                   | Ya | Tidak |
|-----|----------------------------------------------------------------------------------------------|----|-------|
| 1.  | Saya kurang suka bahasa inggris                                                              |    |       |
| 2.  | Bahasa inggris sedikit susah dipelajari                                                      |    |       |
| 3.  | Bahasa inggris sangat menyenangkan                                                           |    |       |
| 4.  | Mempelajari bahasa inggris butuh permainan agar siswa semangat                               |    |       |
| 5.  | Saya suka belajar bahasa inggris dengan adanya permainan                                     |    |       |
| 6.  | Ice breaker chain whisper permainan yang sangat menarik bagi saya                            |    |       |
| 7.  | Permainan chain whisper (bisikan berantai) membuat siswa lebih senang belajar bahasa inggris |    |       |
| 8.  | Saya mengerti bahasa inggris dengan adanya permainan ice breaker chain whisper               |    |       |
| 9.  | Permainan tersebut sangat bagus untuk dilakukan untuk belajar bahasa inggris                 |    |       |
| 10  | Semua siswa menyukai permainan ice breaker chain whisper                                     |    |       |

## **AUTOBIOGRAPHY**

1. Name : Anida Huzria
2. Place / Date of birth : Aceh Utara, April 14<sup>th</sup>, 1998
3. Sex : Female
4. Religion : Islam
5. Nationally / Ethnicity : Indonesia / Acehnese
6. Marital Status : Single
7. Address : Lhong Raya
8. Occupation / Reg. Number : English Department/ 1805180001
9. Parents
  - a. Father's Name : M. Yusuf Hadi
  - Occupation : Farmer
  - b. Mother's Name : Faridah
  - Occupation : Housewife
10. Education Background
  - a. SD 7 Syamtalira Aron 2010
  - b. SMP 1 Syamtalira Aron 2013
  - c. SMA 1 Syamtalira Aron 2016
  - e. English Department of Faculty of Islamic Studies Muhammadiyah Aceh University Banda Aceh, graduated in 2022

Banda Aceh, 24 - August - 2022

Anida Huzria