

Socialization of the "Ice-Breaking" Game in Building Students' Concentration in English Learning at SMA Negeri 1 Sukoharjo

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Abstract

This community service activity aims to introduce icebreaking and socialize icebreaking to build student concentration in learning English. This community service program society is held on 12 January 2024 at SMA Negeri 1 Sukoharjo and involves 35 students of XII Bahasa. The demonstration method is crucial for direct, practical, and interactive learning. The lecturer from ITB AAS Indonesia introduces herself and invites the students to play ice-breaking games, including applause, number, and word games. The games include "Clap Game," "Total Number," and "Word Game." These activities not only improve students' geographic knowledge but also enhance their critical thinking and teamwork skills while having fun in a classroom setting. This activity involves a teacher explaining the rules of a word game, where students must guess the name of a city or country from clues given. Icebreaking is a popular method used in English language learning to create a fun, interactive, and supportive learning environment. Students respond positively to icebreakers, as they see it as an opportunity to interact with classmates, reduce awkwardness, and maintain a fun learning atmosphere. This approach helps students become more focused and engaged in learning English, overcoming anxiety and shyness. Teachers must be creative and brave to implement icebreaking activities outside the classroom, ensuring better interpersonal interactions and group dynamics between teachers and students. By incorporating icebreaking activities, teachers can enhance the overall learning process and foster brain optimization and creativity in their students.

Keywords: *concentration, ice breaking, students' learning concentration*

Abstrak

Kegiatan pengabdian masyarakat ini bertujuan untuk memperkenalkan icebreaking dan mensosialisasikan icebreaking untuk membangun konsentrasi siswa dalam belajar bahasa Inggris. Program pengabdian masyarakat ini dilaksanakan pada tanggal 12 Januari 2024 di SMA Negeri 1 Sukoharjo dan melibatkan 35 siswa kelas XII Bahasa. Metode demonstrasi sangat penting untuk pembelajaran langsung, praktis, dan interaktif. Dosen ITB AAS Indonesia ini memperkenalkan dirinya dan mengajak para mahasiswanya untuk memainkan permainan ice-breaking, antara lain permainan tepuk tangan, angka, dan kata. Permainan tersebut mencakup "Permainan Tepuk", "Jumlah Total", dan "Permainan Kata". Kegiatan-kegiatan ini tidak hanya meningkatkan pengetahuan geografis siswa tetapi juga meningkatkan pemikiran kritis dan keterampilan kerja tim sambil bersenang-senang di ruang kelas. Kegiatan ini melibatkan seorang guru yang menjelaskan aturan permainan kata, dimana siswa harus menebak nama kota atau negara dari petunjuk yang diberikan. Icebreaking adalah metode populer yang digunakan dalam pembelajaran bahasa Inggris untuk menciptakan lingkungan belajar yang menyenangkan, interaktif, dan mendukung. Siswa memberikan respon positif terhadap icebreaker, karena mereka melihatnya sebagai kesempatan untuk berinteraksi dengan teman sekelas, mengurangi kecanggungan, dan menjaga suasana belajar

yang menyenangkan. Pendekatan ini membantu siswa menjadi lebih fokus dan terlibat dalam pembelajaran bahasa Inggris, mengatasi kecemasan dan rasa malu. Guru harus kreatif dan berani melaksanakan kegiatan icebreaking di luar kelas, memastikan interaksi interpersonal dan dinamika kelompok yang lebih baik antara guru dan siswa. Dengan menggabungkan kegiatan pemecah kebekuan, guru dapat meningkatkan proses pembelajaran secara keseluruhan dan menumbuhkan optimalisasi otak serta kreativitas siswanya.

Kata kunci: *konsentrasi, ice breaking, konsentrasi belajar siswa*

INTRODUCTION

Teaching and learning activities are the main functions and most effort strategies to realize the institutional goals carried out by education (Suciawati et al., 2022). To carry out the institutional functions and duties of the teacher position the central figure. It is in the hands of the teachers that lies the possibility of success or failure in achieving educational goals at school, and it is also in their hands that the future of the students' careers becomes the focus of their parents. In fulfilling its role, the most important thing is that teachers have basic duties, including being able and competent to plan, evaluate, and guide activities and learn how to teach. In other words, so that teachers can carry out their duties. As best as possible, he should first understand it carefully matters related to the teaching and learning process.

Teaching and learning activities are situations in which teachers and students carry out learning activities(Hafizah, 2021). Learning is an effort carried out deliberately by educators to convey knowledge, organizing and creating environmental systems using various methods so that students can carry out learning activities effectively efficiently, and with optimal results. Achieving students' learning outcomes is not as easy as we expected, even though they are many things related to the learning task components have been attempted and designed and planned well by the teacher, but it still can't be achieved optimally (Suciawati et al., 2022). Teacher failure in the learning process will have a direct impact on the failure of development in the education sector. Therefore, currently, there is a great need for teachers who not only have high academic qualifications but also have creativity, initiative, and dare to innovate. Many factors influence this, one of which is school, as a means of transferring knowledge, children are required to master the material that is taught. A pleasant learning atmosphere is one of the factors that play an important role in the learning process (Suciawati et al., 2022).

The background to the importance of ice breaking in learning is because of its critical role in creating an inclusive, interactive, and enthusiastic learning environment. The ice breaker is a transition from a boring situation that makes students sleepy, bored, and tense to relaxed, and excited, does not make you sleepy, and there is attention (Kasni & Dewi, 2022). When entering a new learning environment or complex material, students often feel anxious or uncomfortable. Icebreakers play an important role in reducing these tensions by breaking up initial stiffness, introducing students to each other, and building social connections. This provides an opportunity for students to feel more comfortable, increase their self-confidence,

and feel more open to participating in the learning process. In addition, icebreakers also help divert students' attention from feelings of anxiety or worry about difficult subject matter, thereby allowing them to be more focused and ready to learn. By creating a positive and friendly atmosphere, icebreakers help increase student motivation and build a strong foundation for effective learning.

Ice Breaker is a game or activity that functions to change the atmosphere of ice in a group. Indeed, before an event takes place, to break freezing at the start of the event requires one or more selected Ice Breakers, which may be spontaneous or not special preparation (Said, 2010). Ice-breaking or icebreakers are also used in the world of education, especially in teaching and learning activities to encourage learning that is not monotonous or more interesting (Nasution et al., 2023). Ice Breaking can be applied at the time of learning before starting, in the middle, or at the end of learning (Inar et al., 2024). Ice breaking is an activity in the form of a simple, light, and concise activity or game that has the function of thawing a frozen or stiff atmosphere to create a more comfortable atmosphere and increase students' motivation to take part in the next activity. Ice breaking can be given at the beginning of learning to prepare students' interest in learning, or on the sidelines of learning to eliminate boredom and increase student concentration. It can even be given at the end of the lesson to end the activity with great joy (Aini, 2023).

Many types of ice-breaking activities can be done. When faced with a saturated situation, teachers can carry out simple activities such as asking students to stand in their positions and then asking them to move their bodies, which can also be accompanied by exciting rhythms to get rid of students' boredom. We can also clap our hands in rhythm or sing. The time required for ice-breaking is not long and is considered very short, so teachers don't need to worry about their teaching and learning time being cut short. Ice breaking can be done for around 5 to 10 minutes, or can stop when the teachers see that the students are starting to look enthusiastic about continuing the teaching and learning process. Then, when there is a situation where the teachers want the students to get to know each other better, the idea of a light game is where the students are asked to form a circle and are asked to say their name and the name of the person standing next to them, then continue until they reach the last person. This method can help students get to know each other and memorize the names of their friends.

In the current era of modernization, studying is no longer a routine that students like. This is because many things make students lazy or bored in studying, such as requiring high concentration, expending time and energy, feelings, and compulsion to abandon various activities that are fun compared to studying (Fitria, 2023). Implementing ice-breaking in schools is not the goal main supporter of learning but the main supporter of creating learning fun. It's so important to build an atmosphere. A happy and not depressed heart will help students in studying concentration. Concentrating on studying well and for a long time will attract the attention of participants in learning, it is hoped that it can achieve better learning outcomes. One way that can be done is to insert an icebreaker game into the process of learning. This ice-breaking concept does not mean that there is no other way to make learning

interesting. Of course, many other ways can be used. However, in the context of ice-breaking learning intended as a learning support strategy. So, learning more about icebreaking is important and attractive for teachers who have a high will and enthusiasm to create a conducive and creative learning environment.

Previously, the lecturer had interviewed at the beginning to find out the problems faced by class XII students when visited the class. Based on initial interviews with several students, they stated that sometimes they lacked enthusiasm and concentration in learning due to the compression of English lessons to take the National Examination in the next few months of 2024. Therefore, students need something that attracts their attention and can help them concentrate on studying. The problems faced by partners include the learning atmosphere being boring and the lack of a sense of excitement or fun in the learning process. Based on the problems above. We as lecturers at ITB AAS Indonesia are interested in carrying out outreach through a community service activity program with the title "Socialization of the "Ice Breaking" Game in Building Students' English Learning Concentration at SMA Negeri 1 Sukoharjo". Therefore, this community service activity aims to introduce icebreaking and socialize icebreaking to build student concentration in learning English.

METHOD

This community service programs society will be held on 10 January 2024 at SMA Negeri 1 Sukoharjo which is Kutorejo, Sukoharjo, Kabupaten Sukoharjo, Jawa Tengah 57512. There are 35 students of XII Bahasa involved in this activity. The demonstration method is where an educator directly demonstrates something which is then followed by the participant's students. The demonstration method has a very important role in community service because it allows participants to learn in a more direct, practical, and interactive way. Demonstrations provide participants with the opportunity to see and experience firsthand how a concept or skill is applied in a real situation. This helps them understand the content or skill better than just hearing or reading the information. In this community service activity program, the lecturer of ITB AAS Indonesia demonstrates ice-breaking to the students.

IMPLEMENTATION

In this community service activity program, the lecturer of ITB AAS Indonesia enters the classroom, then begins to ask students "Assalamu'alaikum Wr. Wb. Hai how are you students". After the students answered, the lecturer began to introduce herself. She asks students about English learning and then asks about the student's feelings about the learning. Then, the lecturer asked the students to play a game, The researcher said "Do you like playing a game? Can we play a simple game?". The students are interested in participating in the game. Before, the researcher explains about the game (ice breaking). There are several types of ice-breaking games used in the class such as applause, number, and word game.

1. Clap Game

This activity's name is "Clap 1/2/3 Times for Everyone". The teacher explains the rules of the game to the whole class. For example, "We will play a game called 'Clap

1/2/3 Times for All'. When I give instructions, we will clap as many times as I indicate." The whole class stood in their respective places and prepared themselves to participate in the game. The teacher gives instructions to the class about the number of claps that all students should make. For example, "Clap your hands twice." After that, the teacher gives an example by clapping his hands according to the specified number. Then, the whole class claps their hands according to the number indicated by the teacher. The teacher repeats the above steps with a different number of claps, for example, one or three times. This activity can be repeated several times with varying numbers of applause. At the end of the game, the entire class was applauded by the teacher as a sign of appreciation for their participation.



Figure 1. The Implementation of Ice Breaking (1)

This activity helps create fun interactions and builds a positive atmosphere in the classroom. In addition, through this game, all students have the opportunity to participate actively and feel involved in class activities, which in turn can increase their enthusiasm and motivation for learning.

2. Total Number

This activity's name is "Total Number in Plus". The teacher explains the rules of the game to the whole class. For example, "We're going to play a game called 'Teeka the Total'. I'm going to give you a clue to the total number, and you have to work together to find the answer." The teacher gives the first clue, for example, "The first number is 15." Students work together or discuss in groups to find the second number which, when added to 15, will produce a certain total. For example, the second number is 7. The teacher gave a second clue, for example, "The total is 22." The students continued their discussion and tried to find the third number which, when added to 15 and 7, would give a total of 22. They reached the answer $22 - 15 - 7 = 0$. After the class finds the correct answer, the teacher gives applause as a sign of appreciation. This activity can be repeated with different addition number clues and varying levels of difficulty.



Figure 1. The Implementation of Ice Breaking (2)

This activity's name is "Total Number in Minus". The teacher explains the rules of the game to the whole class. For example, "We are going to play a game called 'Subtraction Investigation'. I will give you a subtraction number clue, and you have to work together to find the answer." The teacher gives the first clue, for example, "The first number is 25." Students work together or discuss in groups to find the second number that, when subtracted from 25, will produce a certain total. For example, the second number is 12. The teacher gives a second clue, for example, "The total subtraction is 13." The

students continued their discussion and tried to find the third number which, when subtracted from 25 by the second number (12), would give a total of 13. They reached the answer $25 - 12 - 13 = 0$. After the class finds the correct answer, the teacher gives applause as a sign of appreciation.



Figure 1. The Implementation of Ice Breaking (3)

Through these activities, students can practice their basic math skills while interacting with classmates in a relaxed and fun atmosphere. This activity can be repeated with different subtraction number clues and varying levels of difficulty. Through these activities, students can not only interact and work together in groups but also practice their basic math skills while enjoying a relaxed and fun atmosphere in the classroom.

3. Word Game

This activity's name is "Around the World Adventure". The teacher explains the rules of the game to the whole class. For example, "We are going to play a game called 'Around the World Adventure'. I will give you a clue about the name of a city or country that starts with the last letter of the previous city or country, and you have to guess it by saying 'go to...' and saying appropriate city or country." The teacher gives the first example, for example, "First, go to Paris." Students work together or discuss in groups to find the name of a city or country that fits the rules of this game. For example, they concluded the answer was "go to Surabaya". After the answer is given, the teacher gives the next clue, for example, "go to Australia." Students continue the game by using the last letter of the previous city or country to find the name of the next city or country. For example, "going to Amsterdam." The game continues by providing the next clue with the same rules. After the class succeeds in guessing the correct name of the city or country, the teacher gives applause as a sign of appreciation.



Figure 1. The Implementation of Ice Breaking (4)

Through these activities, students can not only improve their geographic knowledge but also improve their critical thinking and teamwork skills while having fun in a classroom setting. During the implementation of icebreaking in the class, the lecturer observed the students' attitude during the implementation including 1) Positive and Excited: Students respond positively and enthusiastically to icebreakers because they see it as an opportunity to interact with classmates, reduce awkwardness, and maintain a fun learning atmosphere. They may feel that ice-breaking helps them to be more focused and engaged in English learning. 2) Increases interest and motivation: Most students may feel that ice-breaking helps increase their interest and motivation in learning English. Fun and interactive activities can make them more enthusiastic about learning, thereby helping them to be more focused and involved in learning.

The use of icebreakers before starting English learning is very important in an effective learning context. First of all, English is often taught to students at different levels of ability, including those who have different levels of confidence in communicating in the language. Ice breaking provides an opportunity for students to feel comfortable and engaged from the start of learning, helping them overcome the anxiety and shyness they may feel when speaking a language that is new to them. Additionally, ice-breaking allows for more open and friendly interactions between students and teachers, creating an inclusive and supportive classroom atmosphere. By starting class with fun and interactive activities, students become more motivated and open to learning, while building social and collaborative skills that are important in mastering English.

Ice-breaking games not only help build students' concentration in learning English but also provide various additional benefits that support effective and enjoyable learning. Thus, it can be concluded that the "icebreaking" game has a very important role in helping build students' concentration in learning English by creating a fun, interactive, and supportive atmosphere for learning. The application of ice breaking in building students' concentration is very important in helping them to focus on the subject matter being taught. By consistently implementing ice-breaking in learning, teachers can help build student concentration by creating a fun, interactive, and challenging atmosphere, which in turn will increase the effectiveness of the overall learning process.

English teachers must be creative and brave to carry out learning innovations with activities outside the routine learning process. Teachers need to do ice activities in the learning process according to the conditions and needs of students, to break the ice in the learning atmosphere class or outside the classroom, so the process of interpersonal interactions, interpersonal and groups between teachers and students can be better so that the learning process can be done going better. Brain optimization and creativity students are needed through non-lesson activities (ice activities breaking) and need to be implemented in the learning process.

CONCLUSION

The community service program society will be held on 12 January 2024 at SMA Negeri 1 Sukoharjo, involving 35 students of XII Bahasa. The demonstration method is an important aspect of community service as it allows participants to learn in a more direct, practical, and interactive way. In this activity, the lecturer from ITB AAS Indonesia introduces herself and asks students about their English learning experience. She then invites them to play a simple game, ice breaking, which includes applause, number, and word games. The students are interested in participating in playing games and the lecturer explains the game's various types.

1. Clap Game: The teacher explains the rules of the game to the whole class. For example, "We will play a game called 'Clap 1/2/3 Times for Everyone'. When the teacher gives instructions, they will clap as many times as I indicate." The whole class stands in their respective places and prepares themselves to participate in the game. The teacher gives instructions about the number of claps that all students should make. The teacher repeats the above steps with varying numbers of claps, and at the end of the game, the entire class is applauded as a sign of appreciation.
2. Total Number: The teacher explains the rules of the game to the whole class. For example, "Teeka the Total" involves finding the first number 15, and working together to find the second number 22. The class finds the correct answer, and the teacher gives applause as a sign of appreciation.
3. Total Number in Minus: The teacher explains the rules of the game to the whole class. For example, "Subtraction Investigation" involves finding the second number 25, and working together to find the third number 13. The class finds the correct answer, and the

teacher gives applause as a sign of appreciation. Through these activities, students can not only improve their geographic knowledge but also improve their critical thinking and teamwork skills while having fun in a classroom setting.

4. The "Around the World Adventure" activity involves a teacher explaining the rules of a word game. Students are given clues about a city or country starting with the last letter of the previous city or country. They must guess the name by saying "go to..." and referring to the appropriate city or country. The game progresses from "go to Paris" to "go to Australia" and then "go to Amsterdam." The teacher applauds the class that correctly guesses the name. This activity not only enhances geographic knowledge but also enhances critical thinking and teamwork skills while providing a fun and educational experience.

Icebreaking is a popular method used in English language learning to create a fun, interactive, and supportive learning environment. Students respond positively to icebreakers, as they see it as an opportunity to interact with classmates, reduce awkwardness, and maintain a fun learning atmosphere. This approach helps students become more focused and engaged in learning English, overcoming anxiety and shyness. Icebreaking games also help build social and collaborative skills, which are crucial for mastering English. Teachers must be creative and brave to implement icebreaking activities outside the classroom, ensuring better interpersonal interactions and group dynamics between teachers and students. By incorporating icebreaking activities, teachers can enhance the overall learning process and foster brain optimization and creativity in their students.

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