Students' Perceptions on Ice Breaking Techniques in the SchriftlicherAusdruck Course

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ABSTRACT

The purpose of this research was to determine students' perceptions of the applying of ice breaking in learning German language, particularly in the *Schriflicher Ausdruck* course in Unesa's German language education major. This course is often taught teacher-centre, causing students get bored. Ice breaking technique might lessen the boredom during the learning process, so that learning can take place efficiently and effectively, restoring students' concentration and enthusiasm for learning and getting ideas for writing in the *Schriflicher Ausdruck* course. The research questions in this research was how students perceive the implementation of Ice Breaking in the *Schriftlicher Ausdruck* course. This type of research is explanatory mixed method. The research population was 36 students in the 4th semester of the German language education study program who took the *Schriftlicher Ausdruck* course and was also used as a sampling. The data collection method was a questionnaire and observation worksheet of ice breaking implementation techniques. Data analysis techniques use descriptive. These results depicted that students looked more active and have high curiosity. The research results showed that as many as 9 students perceived the implementation of ice breaking very well, with a percentage of 25%, 17 students perceived in the good category, with a total percentage of 47.22%, and 10 students perceived quite well with a percentage of 27.78%.

Keywords: Ice Breaking, *Schriftlicher Ausdruck,* State University of Surabaya, Student Perception.

INTRODUCTION

Saturation or boredom is a condition where the mind wants change, longs for something new and wants an end to routine life and monotonous situations from time to time. Every human being has experienced it. Learning boredom occurs as a result of the demand for students to always comply with the rules of the tasks assigned to students (Kadir et al., 2022). Learning boredom also occurs, because students always carry out the same activities every day. This problem also often affects students in Unesa German Language Education major. This is supported by the symptoms that appear and show that students are bored with learning, seen from the many complaints made both through personal conversations and their social media posts. If students experience learning boredom, it can have a negative impact on learning outcomes stated by (Rahman, 2007). Even though the time spent studying is quite long, the results are not optimal due to saturation conditions. Therefore, a teacher should know the condition of the students they teach when they experience boredom and look for solutions so that during the learning process this feeling of boredom can be overcome.An important thing that teachers need to design before learning activities take place is lecture planning, (Haifaturrahmah et al., 2020).

Teachers must be able to make the learning process more interesting and enjoyable in accordance with the learning objectives. Furthermore, that a teacher is required to have adequate skills in delivering material, making the class atmosphere active and fun when the learning process takes place (Slameto, 2003). The spirit of learning arises when the atmosphere is so pleasant and learning will be effective when someone is in happy state in learning as stated by (Sugito, 2021). Teacher creativity in learning is very helpful in livening up the classroom atmosphere.

Today, teaching learning process shifts to student's center. As a matter of fact, the teacher is still the central of knowledge and in charge of learning. As a result, the students get bored in the classroom. The implementation of Ice breaking techniques in the classroom to overcome the boredom might be encouraged with how the students perceive it. Advocated that ice breaking is an activity that can make learning more meaningful (Komang Arimbawa, Made Suarjana, 2017). Meaningful in this case is the existence of a conducive and pleasant learning atmosphere so that it can create a sense of comfort for students in learning. This sense is expected to make students more focused and concentrated in the teaching and learning process which leads to improve learning outcomes (Deswati et al., 2020).

Furthermore, that things that need to be done to neutralize the situation in the class is presenting ice breaking in learning so that the class to make it more fun and refreshing stated by (Chao & Fan, 2020). Students are also more enthusiastic and motivated to learn because of ice breaking (Susanah & Alarifin, 2014). Besides, ice breaking is given to provide a sense

of joy that can foster a positif attitude of learners in the learning process according to (Yu et al., 2021).

Dealing with function, ice breaking is to break the learning atmosphere so that students can concentrate (Alarifin & Astuti, 2017). Teacher creativity in learning is also very helpful in livening up the classroom atmosphere. The creativity is used to combine learning methods with ice breaking so as to make learning varied and more meaningful (Marzatifa et al., 2021). In addition, that using icebreakers brings humor into the class, establishes rapport, fosters safe learning environment, and overall assists with content learning found by (Chlup & Collins, 2010). Therefore, it would follow that implementation of icebreakers and re-energizers in the classroom might well contribute to improvestudent participation, to increasestudent persistence, and ultimately enhance student learning (Chlup & Collins, 2010).

It is hoped that when implemented, it can help students overcome boredom and maximize the abilities they have which can be developed to achieve maximum results. Ice breaking itself aims to refocus students' attention, provide new enthusiasm when students reach boredom and have difficulty carrying out learning tasks, and divert attention to the focus of the material. The art of teaching with ice breakers can be used for effective learning revealed by (Sulistyawan, 2019). Furthermore, ice breaking is an art that can motivate students to be more enjoyable, which is called fun learning said (Usman et al., 2022). Ice breaker is the art of encouraging learning for fun learning. Games are the type of ice breaker that makes students most excited said (Hendro Purwoko & Priambodo, 2018). In addition, ice breaking can be done in various forms of activities, for example in the form of funny and meaningful stories from the teacher, guessing prizes, or games (Fanani, 2010). Through games, the atmosphere becomes fluid, this making the learning situation conducive.

Moreover, researchers revealed that ice breaking is an effective technique to engage students focusing on their learning. But despite this, not many academic studies have focused on particular language skill, such as writing skill. So this study entitled "Students' Perceptions on the Applying of Ice Breaking Techniques in the *SchriftlicherAusdruck* Course". This study emphasized to the teaching learning process not the writing product. It might enhance students' writing competence, especially in the *SchriflicherAusdruck* course for students in the 4th semester of Unesa's German Language Education study program.

Perception means receiving or taking in according to (Aurellia Anindyadevi, 2022). Perception is the experience of an event obtained by concluding information and interpreting messages. Furthermore, that what is called perception is a process of receiving a stimulus by an individual through the sense organs, and in general the stimulus is transmitted by the nerves to the brain as the center of the nervous system and the next process is the perception process (Walgito, 2010). So it can be concluded that

perception can occur due to the process of stimuli that come to the individual passing through the senses and these senses will convey it to the brain's nervous system. The perceptions of students will be explored in this research. Student perception is the way students see and interpret their interactions within the educational environment (Maulidina et al., n.d.). Perception can be divided into two types, positive and negative perception. Positive perception is perception that describes all knowledge and responses that are in harmony with the object being perceived, while negative perception is perception that describes all knowledge and responses that are not in harmony with the object being noticed.

The term icebreaker means an activity that aims to change the frozen conditions according to (Sunarto, 2012). In the world of education, breaking the ice is based more on the connotative meaning which means "atmosphere". Ice breaking is a condition that breaks students' mental or physical frozen situations. Ice breaking is a form of activity to find an atmosphere that is initially monotonous and becomes more relaxed and conditions can return to being as conducive as before. An ice breaker is an activity, game, or event that is used to welcome and warm up the conversation among participants in a meeting, training class, team building session, or other event according to (Susan M. Heathfield, 2021). Any event that requires people to comfortably interact with each other.

Ice breaking is a transition from a boring, drowsy, tedious and tense situation to being relaxed, enthusiastic, not sleepy, more attentive and the emergence of a sense of enjoyment in listening to or seeing other people speaking in front of the class or meeting room. Ice breaking can be given at the beginning of learning to prepare students' interest in learning, or between lessons to eliminate boredom and increase students' concentration and can even be given at the end of learning to end the activity with joy stated (Sunarto, 2012). Based on the benefits above, it is clear that ice breaking has an important role in learning or is an alternative activity to use in learning so that learning is not monotonous and not boring for students. The student need something to refresh their mind to order for making they focus and increase their enthusiasm (Sonia et al., 2021). In line with Gina Sonia they find it and interesting (Mazulfah & Suriyah, 2022).

METHOD

This research navigated how students perceived the ice breaking implementation in the *Schriftlicher Ausdruck* course. It was followed with the numerical value to measure the effectiveness of the using ice breaking in the classroom. This the research design was exploratory sequential mixed methods. The first phase was qualitative and concluded with analysis the producing the key points of three types of ice breaking techniques. The result of this analysis was used to direct to next, quantitative phase, namely the result of the questionnaires on students' perception utilizing ice

breaking techniques. The questioners and responses from students can be seen on this link: https://drive.google.com/file/d/1SHbH-VNTyMlFA4vTYmoueHQ0kQ8AMtPh/view?usp=drive_link

The subjects of the study were German Language Education Study Program from Unesa, Surabaya. The data collection techniques were observation and survey. The data were collected from the note taking of observation sheet during teaching learning process of *Schriftlicher Ausdruck* course in 2023 cohort German Language Study Program. The type of sampling was the purposive sampling. All students taken the course were selected as the participants of this study with N= 36 since they are the best respondents. Another one was questionnaire techniqueusing a Linkert scale, as a result the variables to be measured are translated into variable indicators, then the indicators are used as a starting point for compiling question instrument items with a score of level 5, where the items in the questionnaire are positive-negative statements. The scoring for level 5 positive and negative statements (1, 2, 3, 4, 5) can be seen in table 1.

Table 1:
Score positive statements and negative statements.

Statement	Always	Often	Quite Often	Sometimes	Never
Positive	5	4	3	2	1
Negative	1	2	3	4	5

After the data is presented, the next step is to analyze the data. The instrument validity test was carried out before the questionnaire was given to respondents. The technique used is the product moment correlation technique with a significant level of 5%. Based on the results of the validity test of a total of 15 items, there were 5 items of statement questions declared invalid, so there were 10 questions that were declared valid for taking research data. The questionnaire contained 10 questions and was distributed to 36 students as samples in this research. The form of questionnaire in this research is a form of structured questionnaire, namely a closed questionnaire where each item or item has an alternative answer available. The data analyzed in this research are the results of a questionnaire from 36 student respondents regarding the application of ice breaking techniques in the *SchriftlicherAusdruck* course, with the following formula

$$P = \frac{highest\ score\ -\ lowest\ score}{scale\ level}$$

The purpose of knowing the highest and lowest scores for these variables can be used as material for further research analysis.

FINDINGS AND DISCUSSION

The data obtained in this research is in the form of scores from data collection through distributing questionnaires given to 36 students. In filling in the answers to the assessment scale, it has a scale level (1,2,3,4,5), giving a score to the assessment scale statement on the student perception variable regarding the application of the ice breaking technique in the *Schriftlicher Ausdruck* course is strongly agree = 5, agree = 4, quite agree = 3, disagree = 2, and disagree, so that you can see the total score of each respondent, which is the total score of the answers they have answered from the statements given. The results of research that have been carried out and collected from the field are then given a score according to predetermined criteria and tabulated in table form which can be seen in the discussion of data analysis. In detail, the data from this research can be seen in the form of table 2 below:

Table 2:
Student Perception Questionnaire Scores Regarding the Implementation of Ice Breaking in the SchriftlicherAusdruck Course.

No	Description	Amount
1	Highest Score	180
2	Lowest Score	36

Data Source: 2024 Research Results

This maximum score is based on the highest score on the Likert scale (worth 5) multiplied by the number of students or respondents (36), while the minimum score comes from the lowest score on the Likert scale (worth 1) multiplied by the number of students or respondents (36). Based on the highest and lowest scores, the interval can be determined which can be calculated using the following formula:

$$P = \frac{highest\ score\ -\ lowest\ score}{scale\ level}$$

$$P = \frac{180\ -\ 36}{5} \qquad P = \frac{144}{5}$$

$$P = 28,8$$

$$P = 29$$

Based on the results of the interval calculation above, it is known that the student perception interval is 29. The next step is to group them into the following categories.

Table 3:
Student Perception Interval Regarding the Implementation of Ice Breaking in the SchriftlicherAusdruck Course.

No	Category	Interval	Frequency (Students)
1	Very Good	152 – 180	9
2	Good	123 – 151	17
3	Fair	94 – 122	10
4	Not Good	65 – 93	0
5	Poor	36 – 64	0
	Total		36

Data Source: 2024 Research Results

Based on Table 3, it can be seen that there were 9 students out of 36 students were enthusiasm in following the writing class, 17 students were enthusiasm during the learning, and the remaining 10 students were quite enthusiasm while the teaching learning occurred. This result shows that ice breaking technique is effective to lessen the students' boredom in the classroom. The following is the calculation of the percentages of each category about students' perceptions in implementing the ice breaking during the *SchriftlicherAusdruck* course.

$$P = \frac{f}{N} \times 100\% \ (Descriptive \ Statistical \ Analysis)$$

Based on the results in table 3, the percentage calculation is carried out as follows:

1) Very Good

$$P = \frac{9}{36} \times 100\%$$

$$P = 25\%$$

2) Good

$$P = \frac{17}{36} \times 100\%$$

$$P = 47{,}22\%$$

3) Fair

$$P = \frac{10}{36} \times 100\%$$

$$P = 27,78\%$$

4) Not Good

$$P = \frac{0}{36} \times 100\%$$

$$P = 0\%$$

5) Poor

$$P = \frac{0}{36} \times 100\%$$

$$P = 0\%$$

Based on the numbers above, they are grouped into each category as contained in the following table:

Table 4:
Student Perception Percentage Regarding the Implementation of Ice Breaking in the SchriftlicherAusdruck Course.

| No	Category	Interval	Frequency (Students)	Percentage
1	Very Good	152 – 180	9	45
2	Good	123 – 151	17	47,22
3	Fair	94 – 122	10	27,78
4	Not Good	65 – 93	0	0
5	Poor	36 – 64	0	0

Data Source: Results from research in 2024

Based on the table above, it can be explained that of the 36 students there are 9 students with a percentage of 25% in the very good category, 17 students with a percentage of 47.22% in the good category, 10 students with a percentage of 27.78% in fair category and 0 students with a percentage of categories of poor and not good. The results of this research analysis can be depicted in the following percent circle diagram:

Once the percentages for each category are known, a pie chart can be drawn as follows:

Graphic 1:
Diagram of 36 Students Perception
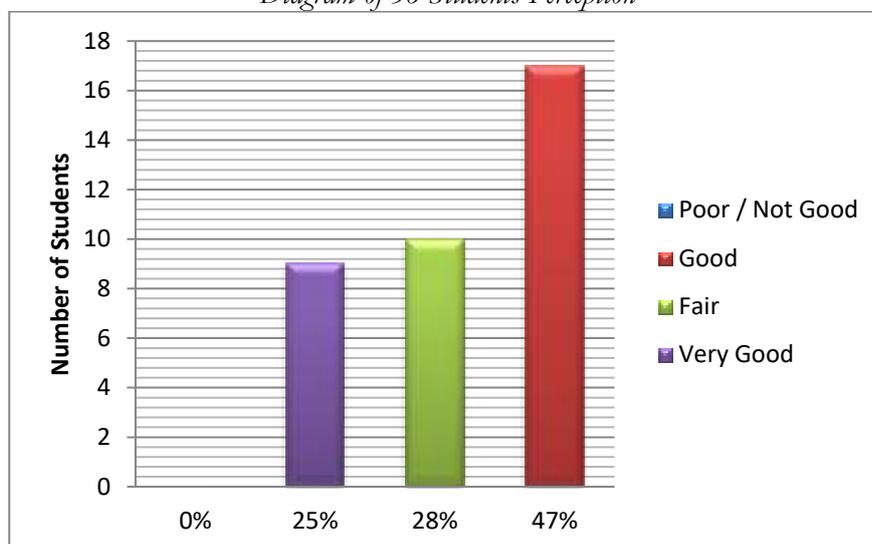
Based on the results of data analysis in this research, it appears that students' perceptions regarding the application of the Ice Breaking technique in the *Schriftlicher Ausdruck* course in the Unesa German Language Education major were in the very good category from 9 students (25%), 17 students (47.22%) had the perception in the good category, 10 students (27.78%) had a fairly good perception. There were no students (0%) who had a perception in the poor and not good categories.

The application of ice breaking in the *Schriftlicher Ausdruck* course is one form so that students have motivation to learn and give the impression of learning fun. The application of ice breaking techniques in learning to reduce student learning boredom is carried out in the class of fourth semester students of the German Language Education Study Program. The results of this research can explain that students' perceptions of the importance of ice breaking are held in every learning material, students' interest in learning whether it increases or enhances after being given ice breaking at the beginning of learning, learning to be given becomes easier to accept, students say they like the presence of ice breaking in learning, feel more enthusiastic and interested in the learning atmosphere presented, students are more ready to accept German language learning when accompanied by ice breaking at the beginning, in the middle or at the end of learning, it is easier to find ideas to develop learning materials. Ice breaking is useful to break the atmosphere in the classroom to make it more fun and can sharpen student concentration while learning and can improve memory in learning.

In the learning process, especially the *Schriftlicher Ausdruck* course, many students feel tired, lazy, sleepy and uninterested in learning. This also happens in other courses. The findings from the implementation of ice breaking in the *Schriftlicher Ausdruck* course can restore conditions, the class will be more conducive, and students can concentrate better when the lecturer delivers the subject matter. Therefore, the implementation in this study can be applied to all courses. Based on research finding by STE Kusu mawardhani , it is concluded that the strategiy of implementing ice breaking in learning english can overcome the saturation of students, so that learning activities can be more effective to do (Kusumawardhani & Mulyadi, 2018). The implementation of ice breaking can be carried out at the beginning, middle and end of learning will make students excited, focused and always interested in the learning. It is possible that this ice breaking can be done at all school levels.

Meanwhile, in the application of ice breaking in this research, several obstacles were found which became shortcomings of ice breaking, namely that its application must be adjusted to the conditions at the place of implementation and if the ice breaking used does not vary, students will be reluctant to follow it. In addition, another obstacle is the limited implementation time. There are students who still ask to do ice breaking again, even though it has been stopped by the lecturer. However, because it was felt that it was enough and the enthusiasm of the students had grown, the lecturer continued to the next material.

There are three ice breaking techniques used in this research, namely:

1. Spontaneous application of ice breaking

Ice breaking can be done spontaneously when the learning process is taking place. This is done without any preparation or not planned in advance. This can be done in the beginning, middle, or in the end of the course. For example, in the middle of the teaching and learning process, students look bored and not excited about learning, so there is an initiative to play games that can restore the spirit of learning.

2. Ice breaking at the beginning of learning activities

At the beginning of the learning process, which is useful for matters related to the mental readiness of students in participating in the learning process. To prepare the condition of students who are ready to start the learning process, apart from doing apperception, learning activities can also be started by doing ice breaking.

3. Ice breaking at the core of learning activities

Core learning activities are critical moments in the learning process, because students must focus their attention on the material being discussed by the lecturer until the lesson is over. Concentrating on a long period of time is a difficult thing for students to do. In order for students to regain

their enthusiasm and concentration in participating in learning activities, teachers can insert fun activities such as games or yells.

The implementation of ice breaking in this study carried out in the teaching and learning process that researchers conducted was fourteen times, consisting of 8 kinds of ice breaking described as follows:

1. **Spontaneous application of ice breaking:**
   a. **The chant type (*Schrei-Schrei*).**

   The chant type is considered effective especially at the beginning of the learning hour. It is also effective for building cohesiveness between students and lecturers.

   The application of yells used is to focus attention. Each group makes a fun yell, then they sing the yell simultaneously. When one said *Guten Morgen* (good morning), the other students responded with *Morgengeist* (morning spirit). When one says "*Guten Tag*" (good afternoon), the other replies "*bereitzulernen*" (ready to learn). One greets with "*Guten Abend*" (good evening), the other replies "*nach Haus gehen*" (ready to go home). There were several students who were still hesitant in answering, told to come forward to write the word on the board. In this activity, enthusiasm began to emerge, so that the usually silent classroom situation became responsive.

   b. **Clapping type (*Klatschen*)**

   Clapping technique is the easiest and most frequently applied type of ice breaking because it does not require much time for preparation. Lecturers can modify existing clapping activities or can also create new versions of clapping. One example of a hand clapping ice breaker, for example: mentioning colors. If the researcher says a word such as *rot* (red), the students clap their hands once. Then if there is the word *grun* (green), then clap twice. However, if the researcher mentions other than these two words, then the students may not clap. When this technique is applied, students are increasingly brave to express themselves. The interaction between lecturers and students became more fluid.

   c. **Types of Humor**

   Humor in learning activities does not require making students laugh, but how to break the atmosphere without any tension after previously being serious and focused on paying attention to the subject matter. One example of humor ice breaking, for example:

   > *Ich bin EIN STEIN* (I am a stone) can mean the name of the person *EINSTEIN*.
   > *Du*? *EINSTEIN*? Ha..ha.., and then *ich bin BRETT PITT* (person's name), can also mean a wooden board / block.

When this ice breaker was implemented, many students experienced misinterpreting the meaning of the words presented. The use of the wrong German article in a word will cause a different meaning, even though the writing of the word is the same. This adds to the increasingly crowded situation in the classroom. This activity takes up a lot of time, since it requires an explanation from the lecturer regarding the material.

2. **Ice breaking at the beginning of learning activities:**
   a. **Greeting type of clapping (*Klatschen, Gruss,Sagen*)**

> If the lecturer says "*Guten Morgen*", students clap 1x
> If the lecturer says "*Guten Tag*", students clap 2x
> If the lecturer says "*Guten Abend*", students clap 3x
> If the lecturer says "*Gute Nacht*", students answer gleichfalls.

Almost all students experienced mistakes in this ice breaking technique, so they took turns getting light punishment by doing certain scenes such as singing.

   b. **Audio Visual Type**
   Audio visual media that can be used as ice breaking, such as funny short films, and music video clips taken from YouTube. In this technique, a video of a fairy tale is played. Students listen and are then asked to orally and in writing identify the mean character in the story. Students' diverse answers certainly invite laughter, thus providing a relaxed situation in learning. After the discussion, the students better understood the content of the story.

3. **Ice breaking at the core of learning activities:**
   a. **Song (*Lied*)**
   One example of a song-type ice breaker suitable for German language learners at all levels, which can be used as motivation for learning.

> To learn the *5W fragen*.
> For example: by *sesamstrasse*
> *Wer, wie was,*
> *Wieso, weshalb, warum*
> *Wer nicht fragt, bleibt dumm.*
> To learn the count.
> *99 Luftballons (Nena)*
> *99 Luftballons auf ihrem weg zum horizont.*
> *Neunundneunzig duesenflieger, jeder war ein grosser Krieger.*

How to Cite (in APA 7th Edition):
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In this activity, students are played a video containing a song text that contains overlapping text, where students listen to the spoken text and fill in the empty parts of the text. At the beginning the atmosphere was quiet, as they listened, but during the discussion the atmosphere became lively. They were very enthusiastic to sing the song. Then the next step is the explanation of the material whose theme is by the song lyrics.

b. Gymnastics.

This type of ice breaking aims to stretch the muscles of the body after several hours of sitting and learning in the classroom. By moving the body, it is hoped that the thought process will be refreshed. Examples of ice breaking in the form of body movements, for example:

> Those that aim to learn the limbs.
>
> *Kopf* (head), *Schulter* (shoulders), *Knie* (knees) *und Fuss* (feet).*Und Augen* (eyes), *Ohren* (ears), *Nase* (nose), *Mund* (mouth).

When the words are spoken, the learner touches the limbs of the spoken word. This Ice breaking is adapted to the learning material which is done by doing physical movements.

c. Games (*Spielen*)

Games are a type of ice breaking that can make students excited and actively participate. Students will become very excited when playing games. With games, the atmosphere becomes fluid and cheerful, besides that it can also restore student concentration so that the subject matter will be easier to accept. The types of ice breaking games used in this study are as follows:

i. *Domino-Variante 1*. Students make as long a string of words as possible from a list of words. The last letter of a word is the first letter of the next word. Competition: who can put the most words together. Some students who are found to have made mistakes are told to come forward and given a simple, entertaining punishment. At this first meeting, the atmosphere in the classroom, which usually tends to be quiet and boring, became lively and responsive.

ii. *Meine TraumgaestebeimPromi-Dinner* (My dream guest at dinner)A participant holds a ball and then says his name and then mentions a figure who will accompany his dinner, after which he throws the ball randomly to another player.The next player says

his name and then mentions another figure or character who will accompany his dinner.

iii. *BeliebsteEisbrecherFragen.*
- *Was deine absolute Lieblingspeise?*
- *Was wurden Sie tun, wenn Sie 1 Million Euro gewinne wurden?*
- *Welches ist dein liebstes Reiseziel, und warum zieht es dich dorthin?*

iv. Which statement suits me best?
To start, one person leads the activity with a series of statements, for example
- My dream vacation
- My dream husband/wife
- My dream job

The group leader reads out the three choices of statements, then the players gather in groups according to the statement that appeals to them the most. Then each group discusses and writes about the title of their chosen statement/theme.

This kind of ice breaking with games is the most exciting ice breaking, but the disadvantage is that it takes a lot of time. Many students are reluctant to stop playing even when time is up, resulting in less time for explaining core learning materials.

v. *Vom Silbe, zum Wort, zum Satz, zum Text*
Is a text model created by a writing expert named Bernd Kast (Musyarrofah & Wahyuningsih, 2003). Where students assemble sentences from letters, then become words, continue to become sentences and produce a text. For example:

I ->*ich*   M ->*Motorrad, machen*
O ->*Orange*   S ->*Supermarkt, sehen*
K ->*kaufen*   G ->*gehen*
D ->*danach, dann*   F ->*Fahre, Fern*
H->*heute, Haus, Hausaufgaben*

➔ *Ich kaufe Orangen -> Heute fahre ich zum Supermarkt mit dem Motorrad -> Danach gehe ich nach Hause -> Dann mache ich Hausaufgaben. Ich sehe Fern.*

➔ *Heute fahre ich mit dem Motorrad zum Supermarkt. Dort kaufe ich Orangen. Danach gehe ich nach Hause. Nachdem ich*

Hausaufgabenmache, sehe ich Fern.
Although it took longer, all students enjoyed the ice breaking activity and did not feel bored.

d. Storytelling

Storytelling is one type of ice breaking that is effective for focusing students' attention. In this ice breaking rollplay, students took turns telling stories. Many funny things happened in the implementation of this ice breaking, which added to the excitement of learning.

CONCLUSION

The last but not the least, students perceived ice breaking technique positively. Nine students out of 36 students were very enthusiasm in following the lesson, 17 students were enthusiasm, and 10 students were quite enjoy the lesson. Many activities of ice breaking were created by lecturers such as games and storytelling,Yelling, Humor, Song, Clapping,Gymnastics,Audio Visual. The purpose is to make learning meaningful is achieved. However, the ice breaking activities were extended time since the students enjoyed with this as a result the main material less in meeting hour. Whatever about the ice breaking, it makes the class to be conducive and meaningful. Innovation can take the form of techniques, methods and other aspects of learning.

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