

The Importance of Ice Breaking in Public Speaking to Improve Communication Skills

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Abstract

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Ice breaking is type of activity that can be done to change atmosphere in learning process. When teachers can apply it well, the learning atmosphere will be more fun and cheerful, so it helps the teaching-learning process conducive. Ice breaking can be used at the beginning of learning, in the middle of learning and at the end of learning. Through Ice Breaking process, the students will be more understand the material, increase their enthusiasm and motivation, refreshing and refocus their minds. In order to start an effective ice breaking, teacher needs to use their creativity and some facilities as support in classroom. As well as in events, such as seminars and workshops, speaker is a teacher that lead an event, so it requires focus, concentration and responsibility to make sure the audiences understand the material. In this part ice breaking interludes are a necessity to refresh environment and increase audiences' interest of the events. This research uses a descriptive qualitative approach method. It aims to determine the use of Ice Breaking in improving communication skills.

Keywords: Ice breaking, motivation, communication

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INTRODUCTION

What is communicated or delivered is not as simple as one might expect. Appropriate training, skills and knowledge are required for the message to be easily absorbed by the listener. Limited understanding of the subject matter can cause the audience to become bored and receptive to what is being delivered. Public speaking is a very important skill that both instructors and school teachers should have.

Public speaking techniques and methods are good and wise because they allow you to adjust your rhythm and intonation and involve the audience in every part of the content presented. And if the audience is satisfied with the content and responds positively to the content received and delivered, then the speaker is considered successful in public speaking. Ice-breaking method is very suitable to be used by both lecturers and teachers, because it can help eliminate boredom, fatigue, and boredom for the audience who follow activities such as workshops, seminars, training, and others. These activities can be done indoors or outdoors.



Ice-breaking is an activity that can be used to break the ice, eliminate confusion, relieve boredom, and restore the atmosphere to its original state. Icebreaking is part of creative thinking, strategic thinking, positive thinking, problem solving and learning strategies not only for business organisations but also for students of all ages (Dixon, 2008). Public speaking is one of the skills that educators must develop to carry out their profession. The conversation should be fluent, clear, organised, and easy to understand, and the volume of voice, facial expressions, and body posture should also be easy to understand. Words and content must be in harmony. There is something important to convey. Educators who have good public speaking skills and appear impressive will attract students' attention, so that the message they convey is more effective and easy to understand.

RESEARCH METHOD

This research uses a qualitative descriptive approach method. Qualitative research is used to describe reality and find out what topics are being researched by researchers. Qualitative research can be seen as natural research whose data results are presented in the form of explanations without using mathematical calculations or measurements. The type of qualitative descriptive research is a literature analysis method that examines and traces the literature of articles and journals that have been studied in detail.

RESULTS AND DISCUSSION

Communication

Communication is the process by which people create and use various information to connect verbally with their environment and make it understandable to both parties involved. According to (Mulyana, 2014, p.18), communication occurs when the sender conveys a message to the receiver with the conscious intention of influencing the receiver's behavior, and communication is the sharing of information, ideas, conveying emotions, skills, and others. (Devito, 2011, p. 24) Communication is the act of one or more people sending and receiving messages that are distorted by interference (noise) in a certain environment. They appear in context and have a certain influence, and seem to have the opportunity to do so.

According to Wilbur Schramm, communication is a form of shared meaning between the sender and the communicated. Communication is more than just the exchange of ideas. It refers to the process of sending messages in which an individual or organization seeks to change the opinion or behavior of the recipient of the message as well as the information. Because communication is so important in human life, Harold D. Lasswell argued that the functions of communication include (1) the ability to control the environment, (2) adaptation to the environment, and (3) social change.

The types of communication are as follows:

1. Communication with oneself (internal communication). Communication with oneself is a communication process that occurs within a person, in other words, with oneself, and occurs when a person gives meaning to the objects he observes or creates in his mind. Objects in this case are

objects, natural events, events, experiences, events, and others that have meaning for a person, both outside and inside the person.

2. Interpersonal communication. As stated by R. Wayne Pace (1979), "Interpersonal communication is communication involving two or more people in a private setting." Group communication can be classified into two types depending on its nature: two-party communication and small group communication. Bilateral communication is a communication process that occurs between two people in a private context. According to Pace, communication between two parties occurs in three forms: conversation, dialogue, and interview. Meanwhile, small group communication is a communication process that takes place face-to-face between three or more people, where the members interact with each other.
3. Public communication. Public communication is commonly called speech communication, group communication, rhetorical communication, public speaking, and audience communication.
4. Mass Communication. Mass communication can be defined as a direct communication process in which messages are transmitted from mass sources through mechanical means such as radio, television, and newspapers.

Public Speaking

Public speaking is the activity of speaking in front of a public or audience with the purpose of conveying information, entertaining, or convincing. It involves speaking verbally in front of a crowd, and can occur in a variety of contexts, such as presentations at work, speeches at public events, classroom lectures, or speaking at community events.

It is important to understand that public speaking is not just speaking; it involves the ability to structure and present ideas in an effective way, capture the audience's attention, and adapt to specific situations. Some key elements of public speaking include:

1. Main Message: Has the main message or idea to be conveyed to the audience.
2. Organisation: Structuring the talk with a clear structure, including introduction, body, and conclusion.
3. Delivery Style: The way of speaking, voice intonation and body language can affect how the message is delivered and received.
4. Eye Contact: Maintaining eye contact with the audience to establish rapport and maintain attention.
5. Preparation: Prior preparation in terms of knowledge of the topic and understanding of the audience.
6. Use of Visual Aids: If required, use visual aids such as presentation slides to support message delivery.
7. Audience Interaction: Interact with the audience, whether through questions, discussion or other active engagement.

Public speaking is becoming an invaluable skill in a variety of contexts, including professional, academic and social. The ability to speak confidently and effectively can increase one's influence in a variety of situations.

Ice Breaking

According to Sunarto (2012: 21), Ice breaking is a game or activity that aims to change the ice atmosphere in a group. According to Soenarto (2005: 27), ice-breaking is a transition from a boring, sleepy, tired, and tense situation to a relaxed, happy, and not sleepy situation.

The main purpose of ice breaking is to create a more comfortable and familiar atmosphere, so that participants can more easily engage in the activity or discussion to be carried out. In short, ice breaking is a way to "open up" or "break" the initial tension in a group, be it in the context of a business meeting, training, class, or other social event. It can involve a variety of light-hearted activities, games, or questions designed to provoke participation, reduce awkwardness, and build rapport between individuals.

The purpose of Ice Breaking is as follows:

- **Relieve Initial Tension:** Ice breaking helps reduce tension and awkwardness that may arise when people first meet or work together.
- **Building Engagement and Participation:** Ice breaking can stimulate participants' engagement and motivate them to actively participate in the activity or discussion that follows.
- **Facilitating Communication:** By creating a more relaxed environment, ice breaking helps facilitate communication between participants. This can make people more open to talking and sharing ideas.
- **Getting to Know Each Other:** Ice breaking activities are often designed to help participants get to know each other better. These can include light-hearted questions, games, or group activities that allow people to share information about themselves.
- **Boosts Group Spirit:** By creating a positive and shared experience, ice breaking can help build group spirit. This can have a positive impact on co-operation and collaboration among participants.
- **Optimising Learning:** In an educational or training context, ice breaking can help prepare participants for learning by creating conditions that favour the reception of information.
- **Creating Positive Memories:** Ice breaking can create positive memories, which can help create a fun and supportive atmosphere during the event or activity.

By achieving these goals, ice breaking helps create a solid foundation for more effective and productive social interactions among participants.

Preparation steps before ice breaking:

- Prepare for the ice breaking game, gather all kinds of games that are interesting to the activity and choose games that do not contain racial or dangerous elements.
- Initiate the ice-breaking game, asking participants to voluntarily try the game so that they can understand the game.

Methods in Icebreaking According to M Said (2010:70), there are many ways that can be used in Icebreaking, including:

- Teacher's Lecture Method, conducting an opening lecture that essentially explains about a few things
- Case Study Method The teacher provides opportunities for student participants to participate in solving problems either about subject matter or activities that occur daily.
- Synthetic Method, a method of developing brainstorming, where in a problem solving, opinions from various sciences are combined so as to come up with a more creative solution to the problem that arises.
- The Winding Alley Method, this method starts from reading a few pages from a book, then having to make a decision.
- Simulation and Game Method, this method is the simplest method, the teacher prepares some games that aim to break the ice (Icebreaking games) of students.

CONCLUSION

Icebreaking is a strategy or activity used to break the awkwardness and create a relaxed atmosphere among participants before entering into more serious activities or discussions. It is therefore important to choose an ice-breaking method that suits the purpose of the event or activity as well as the characteristics of the participants. By achieving these goals, ice-breaking can be an effective first step to creating a positive and productive experience within a group.

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