

## THE TABLE OF CONTENTS

|                                                   |            |
|---------------------------------------------------|------------|
| <b>DECLARATION OF AUTHENTICITY .....</b>          | <b>iv</b>  |
| <b>BIOGRAPHY .....</b>                            | <b>vi</b>  |
| <b>PREFACE .....</b>                              | <b>vii</b> |
| <b>LIST OF TABLES .....</b>                       | <b>x</b>   |
| <b>LIST OF FIGURES .....</b>                      | <b>xi</b>  |
| <b>CHAPTER I INTRODUCTION.....</b>                | <b>1</b>   |
| A. Background Study .....                         | 1          |
| B. Research Questions .....                       | 3          |
| C. Research Purposes.....                         | 3          |
| D. Research Significances.....                    | 4          |
| E. Research Scope .....                           | 5          |
| F. Conceptual Framework .....                     | 5          |
| G. Previous Study .....                           | 8          |
| <b>CHAPTER II LITERATURE REVIEW .....</b>         | <b>10</b>  |
| A. The Use of Icebreakers in EFL Learning.....    | 10         |
| B. Student Engagement.....                        | 17         |
| C. EFL Classroom Management.....                  | 21         |
| D. Pre-service Teachers .....                     | 25         |
| <b>CHAPTER III RESEARCH METHODOLOGY .....</b>     | <b>30</b>  |
| A. Research Approach and Methods.....             | 30         |
| B. Data Sources.....                              | 31         |
| C. Research Site and Participants .....           | 31         |
| D. Data Collection Technique.....                 | 32         |
| E. Data Analysis .....                            | 44         |
| <b>CHAPTER IV FINDINGS AND DISCUSSIONS.....</b>   | <b>45</b>  |
| A. Findings.....                                  | 46         |
| B. Discussion .....                               | 78         |
| <b>CHAPTER V CONCLUSIONS AND SUGGESTIONS.....</b> | <b>90</b>  |
| A. Conclusions .....                              | 90         |

|                         |           |
|-------------------------|-----------|
| B. Suggestions .....    | 91        |
| <b>REFERENCES.....</b>  | <b>92</b> |
| <b>APPENDICES .....</b> | <b>96</b> |



## LIST OF TABLES

|                                             |    |
|---------------------------------------------|----|
| Table 3. 1 List of Interview Questions..... | 33 |
| Table 3. 2 List of The Video Analyst.....   | 38 |



## LIST OF FIGURES

|                                                                                            |    |
|--------------------------------------------------------------------------------------------|----|
| Figure 1. 1 Conceptual Framework.....                                                      | 6  |
| Figure 4. 1 Contact Ersa to ask her to become a participant.....                           | 47 |
| Figure 4. 2 Contact Dira to ask her to become a participant.....                           | 47 |
| Figure 4. 3 Ersa shared what she knew about icebreakers .....                              | 50 |
| Figure 4. 4 Dira shared what she knew about icebreakers .....                              | 53 |
| Figure 4. 5 Primary activities of Ersa's lesson plan .....                                 | 56 |
| Figure 4. 6 Ersa invited her students to join the icebreaker .....                         | 58 |
| Figure 4. 7 Students' reaction to Dira's icebreakers .....                                 | 59 |
| Figure 4. 8 Ersa did the 'Clap, Boom, Pen' activity before beginning the material<br>..... | 60 |
| Figure 4. 9 Ersa's students focus on the lesson .....                                      | 61 |
| Figure 4. 10 Ersa's Digital Icebreaker Activity .....                                      | 62 |
| Figure 4. 11 Students did a digital icebreaker activity.....                               | 63 |
| Figure 4. 12 Initial activities of Dira's lesson plan .....                                | 66 |
| Figure 4. 13 Students stood up to prepare for the body movement icebreaker.....            | 67 |
| Figure 4. 14 Dira did the 'Banana dance' activities before beginning the material<br>..... | 68 |
| Figure 4. 15 Dira's Students after 20 minutes of icebreakers.....                          | 71 |
| Figure 4. 16 Dira's Students after 40 minutes of icebreakers.....                          | 71 |
| Figure 4. 17 Ersa managed group of students .....                                          | 73 |
| Figure 4. 18 Ersa's crowded class after the icebreaker activity .....                      | 74 |
| Figure 4. 19 Dira invited her students to join the icebreaker .....                        | 75 |
| Figure 4. 20 Some students are not interested in icebreakers. ....                         | 76 |