

CHAPTER I

INTRODUCTION

A. Background of Study

Language is a particularly important aspect of everyone's life. By using language, everyone can communicate with each other. The function of language is not only as a lesson to study, but also as a way to express ideas, thoughts, opinions, and feelings, either orally or written. Richards and Schmidt on Longman (2010, p. 311) language is the system of human communication which consists of the structured arrangement of sounds (or their written representation) into larger units, e.g. morphemes, words, sentences, utterances.

A language can create harmony among individuals, societies, ethnicities, and nations. In addition, through language people can better understand each other and understand more about the world around them. Language is given by God for human beings. The holy Koran in the Al-Hujurat verse 13, states:

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاهُ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاهُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا ۚ إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ
أَتْقَاهُمْ ۚ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ ۝ ١٣

The verse proves that language has a very important role among human being in every nation and tribes. God creates man from a man (Adam) and one woman (Eve), and making nation-states, tribes, and different colors for each skin not to flout, but to know each other and help. God does not love those who show

arrogance by descent, rank or wealth as a noble among men with Allah only those who fear Him.

Nowadays, English becomes a subject which is very important to study for everybody. English as an international language takes a big role in every aspect of life since it is used as a means of communication automatically it affects economics, politics, technology, and education field. Since English is recognized as an international language, most of countries study English in their social life. At school, English becomes one of subject that difficult and challenging to taught and learned. Sometimes there are so many complain from the students about the difficulties in learning English.

The important component in teaching English process is the learning process and the learning output as well as students' competence in English. The most dominant components of English learning process are the English teacher performance, personality, the students' behavior towards English, and the facility that support English learning process. The learning output, students' competence in English that the students can communicate in English well.

The English teacher performance is an ability whose belong to English teacher which the performance is very important in teaching and learning process. The definition of English teacher performance is all whole activities of teacher from the beginning until the end of the lesson. It is a basic success key to make the

students learning English optimal. It was consisting of teaching preparation, opening the lesson, Pre-Teaching (Warming Up), Whilst Teaching, the method, the way to convey the lesson, and closing.

A study by Suhuri (2008, p. 319-320) reveals that based on many kind teachers' competences there are indicators of teacher performance in the class which brought up by Samana (1994), Hamalik (1991), Kuhlman in Brown (2004), Richards (2006), Allen in Brown, (2001), and Muijs & Reynold in Jones, Jenkin, & Lord (2006) that can be formulated as follows:

1. Teaching preparation,
2. Pre-Teaching (Warming Up);
 - a. The teacher gives greeting
 - b. The teacher gives motivation to the students, and
 - c. The teacher reminds the previous lesson.
3. Whilst Teaching, and
4. Closing.

Leblanc (2011) as quoted by Zahra Pakdel Estalkhbijari and Mohammadreza Khodareza (2012, p.192) states that warm-up activities will help students to turn off the outside world and focus on the task at hand. By the end of the warm-up activity, every student will be ready to learn and being able to focus on their language lesson. In any classroom, there always are students who are more reticent and are willing to let others do all the participating. By engaging students

to take part in a low-risk, warm-up activity, a teacher will reach every student and will help the students achieve their language goals. A warm-up activity is also the perfect time to review language skills presented in the previous English lesson.

Nurmansyah (2015, p. 1-5) stated that teaching and learning English at Junior High School is monotonous and bored if the teacher has no creativity, and not mastering teaching English method. Teaching English is not just writing about the vocabulary on the blackboard then the students write in on their notebook after that the students imitate the teacher to say the vocabulary. The point is how the way in conveying the lesson to make the students receive maximal and there is positive response from them. Teaching English is not just conveying the material without pay attention the students' psychology. A teacher wants the students feel enjoy, happy, and convenient to the English material. If the students have felt convenient with the teacher way to teach, it of course the material can be received by the students well.

In the pre-observation the writer observed English classes at Madrasah Tsanawiyah Negeri Mulawarman Banjarmasin and there is a teacher accustomed to give greeting and warming-up activities in the pre-activity. The students become accustomed to that activity and have more spirit to learn English. In the class, before the teacher gives the material, he starts by singing a song in every meeting. Doing warming-up activity with a singing form, psychologically gives the spirit for the students in receiving new material. Jeremy Harmer (2007) stated when the teachers arrive in the classroom, they need to start the lesson off in such a way that the

students' interest is aroused so that they become engaged. Where possible and appropriate, we will tell the students what they will be doing or, in a different kind of lesson, discuss with them what they can achieve as a result of what they are going to do. It needs to remember that before teaching English, the teacher must give a description and purpose about the theme and the points that will be learnt by the students. For example, the teacher asks to one of the students "please mention the name of job that you know" or "where is the workplace?", etc. so the students have a description about what they are going to learn.

Considering English is a foreign language in Indonesia, of course it needs the effective and exact approach in teaching and learning process. The success of teaching English is influenced by the teachers' ability in presenting the learning activities which are interest and delight for the students. Parallel with the students' condition which enjoying to sing and move, so a motion and sing is one of the exact approach to be used. Based on experience of English teacher and according on many linguist as stated by Faridi (2006) quoted by Mahardika (2012, p.3-4), English songs can help teachers to create the active, creative, and enjoyable learning.

The writer chose the only one English teacher to be observed because the English teacher that using warming-up activities is only one and many students told that they like the way the teacher warm them and chooses Madrasah Tsanawiyah Negeri Mulawarman Banjarmasin because the writer is interested in the English teacher who uses warming-up activities in teaching and learning process in the class

that the teacher teaches is 8th grade. Besides that, Madrasah Tsanawiyah Negeri Mulawarman Banjarmasin is one of favorite school in Banjarmasin. It is proved by awards of many competition that they won, academically and non-academically. The writer also sees the students daily in their output of learning English, they have good understanding about vocabulary or communication in English.

There is previous study written by Noviani Aisyatin (2014), the English students of Education Study Program of Indonesia University of Education, entitled *Games as Warming up Activities in Young Learners' Classrooms at an English Course*. This aim of study is to investigate the types of games used by a teacher as warming up activities in young learners' classrooms. To do this research the writer used qualitative method and according to the result of data collection and data analysis, it was found that the teacher applied some types of games proposed by Hadfield (2001) and Evans (1979). Concerning the similarity and the differences between the previous study and the study of the writer that the similarity of both is same to discuss the warming-up activities but the previous study discuss about games as warming up, while the research of this study is going to discuss about warming up activities, it means it will be not only the games. Beside that the previous and present study has the difference in method that the previous study using descriptive qualitative method and the present study using descriptive quantitative method.

Based on the problem and explanation above, the writer is interested in doing a research entitled ***“Warming-up Activities in Teaching English at The***

Second Year of Madrasah Tsanawiyah Negeri Mulawarman Banjarmasin Academic Year 2016/2017”.

B. Statement of Problems

Concerning with the topic, the problems discussed in this study come up from these questions:

1. How is the use of warming-up activities in teaching English at the second year of Madrasah Tsanawiyah Negeri Mulawarman Banjarmasin academic year 2016/2017?
2. What kinds of warming-up activities are used in teaching English at the second year of Madrasah Tsanawiyah Negeri Mulawarman Banjarmasin academic year 2016/2017?
3. How are the students' responses toward pre- and post- warming-up activities in teaching English at the second year of Madrasah Tsanawiyah Negeri Mulawarman Banjarmasin academic year 2016/2017?

C. Objective of Study

1. To investigate the use of warming-up activities in teaching English at the second year of Madrasah Tsanawiyah Negeri Mulawarman Banjarmasin academic year 2016/2017.
2. To find the kinds of warming-up activities in teaching English at the second year of Madrasah Tsanawiyah Negeri Mulawarman Banjarmasin academic year 2016/2017.

3. To investigate the students' responses toward pre- and post- warming-up activities in teaching English at the second year of Madrasah Tsanawiyah Negeri Mulawarman Banjarmasin academic year 2016/2017.

D. Significance of Study

1. For The Teacher

To stir-up the students' mood and motivation in teaching and learning process, it is very good the teacher using warming-up in the pre-activity. By this research, the teacher can improve, develop, and variegate the warming up activities in teaching English.

2. For English Students

For English students especially who take English Education and being a teacher in the future, they can prepare many activities for warming-up activities in the pre-activity so that cause candidate of English teacher more creative and innovative in teaching and learning process.

3. For UIN Antasari Banjarmasin and other researchers

This study hopefully can be a reference for the library and also can be a reference for other researchers in conducting further research.

E. Limitation of the Study

Warming-up activities and the students' responses in teaching English at the second year of Madrasah Tsanawiyah Negeri Mulawarman Banjarmasin academic year 2016/2017 focus on the pre-activity.

F. Definition of Key Terms

In order to avoid misinterpretation about the title of this research, it will be responsible to explain some terms in the title, as follows:

1. Warming-up Activities

Warming-up is an activity at the start of the lesson which needs to do for stir-up the students' motivation and mood. By doing warming-up activities, the teacher has prepared students' mental following the lesson. According to Leo (2013, p. 86) defines warming-up is an important activity in learning process that makes the start of the lesson become more interesting, lively or exciting. It has principle, they are: a) go at the beginning, b) focus students' attention, c) help students begin to work, d) prepare students for a period of concentration, e) be an interesting and enjoyable activity, f) be useful to continue the class, and g) be related to the topic h) be short. (Velandia, 2008)

2. Teaching

According to Brown (2000, p. 7) teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand.

3. English

English is a tool of communication orally and written. Communication means understanding and expressing of information, opinion, emotion, and also for developing knowledge, technology, and culture by using that language. According to Izzan and Mahfuddin (2007, p. 1) English is an international

language. Besides used for related between countries, too used to deepen and develop science knowledge, because most of science knowledge book are imported from outside country.

4. The Second Year

The Second Year here is the 8th Grade students of Madrasah Tsanawiyah Negeri Mulawarman Banjarmasin in academic year 2016/2017, they are at the odd semester. The 8th Grade consisting eight class, they are A, B, C, D, E, F, G, and H, but the writer takes only four classes to be observed, they are class C, D, G, and H.

5. Madrasah Tsanawiyah Negeri Mulawarman Banjarmasin

Madrasah Tsanawiyah Negeri Mulawarman Banjarmasin is the name of the school that the writer doing the research. It is located in Jl. Batu Benawa Raya RT. 76 RW. 23 No. 36 Banjarmasin.