

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

#### **A. Findings**

##### **1. The use of warming-up activities in teaching English at the second year of Madrasah Tsanawiyah Negeri Mulawarman Banjarmasin Academic Year 2016/2017**

To know how the use of warming-up activities in teaching English, the writer used observation, interview, and documentary. The writer observed and noted the process in teaching English by using field note and record in a document so that the data is completed, in other words the writer knew about how the use of warming-up activities by the English teacher to the students from the process of teaching and learning has done by the teacher.

The detail of observation, interview, and documentary process which the writer has done can be seen from the teaching learning process at the second year of Madrasah Tsanawiyah Negeri Mulawarman Banjarmasin Academic Year 2016/2017 as followed the description.

##### **a. First Meeting**

Based on observation at first meeting in Class G, H, and C, it is done on September 22<sup>nd</sup> 2016 and for Class D it is done on October 31<sup>st</sup> 2016 can be seen in the following description. The Lesson topic is “Can and Can’t Ability” in Class G, H, and C and “Instruction & Prohibition” in Class D.

### 1) Pre Activity

In the pre activity, the activities are same in 3 classes (**G, H, and**

**C**). The students are ready in the class and the teacher enters.

T: (gives greeting) Assalaamu'alaikum wr.wb

Ss: (standing and responding) Wa'alaikumsalaam wr.wb

T: Good Morning, Students!

Ss: Good Morning, Teacher!

T: How are you this morning?

Ss: Alhamdulillah, we are fine, thank you and how are you?

T: I am fine too, thanks. Are you ready to study?

Ss: Yes, we are!

T: Let's go to study!

Ss: Let's go to study!

T: (counting) 1, 2, 3

Ss: (singing the songs)

I am a diligent students I want to study Don't always be lazy Let's go to study... Let's go! 4x (clap hands) Let's go to study...!	Do you know what you can do? You can reach stars in the sky You can be the best! Everything can happen, if you want to study and never give up Obey your teacher, obey your parent Don't forget to pray to Allah, Allah, Allah!
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(They sing the songs twice)

T: Ok, please sit down!

Ss: Thank you (sit down)

### **Class D**

The warming-up is same with Class G, H, and C above. But after warming-up, the teacher on his chair, gives score on the students' book and ask two students to divide them to his/her friends. Then he gives explanation about the scores. If they got "Study More" it means they got a lot of wrong "must harder in studying". If "Very good" it means it is need to maintain. Then he takes LKS Book and writes on the whiteboard.

## **2) While Activity**

### **Class G**

In while activity, the teacher backs to his seat after doing warming-up and the students still do the exercise from the teacher that is to make conversation/sentences from words: "Cook", "Read Al-Qur'an", "Dance", "Write Al-Qur'an", "Sing English song".

For example: Q= Can Andi cook?

A= Yes, Andi can cook/No, Andi can't cook.

Then for who have done the exercise, they collect it to the teacher. The condition while doing the exercise is so noisy. The chair arrangement is orderly rows. Then the teacher calls the students to practice the conversation in front of the class without bring the text. The activity is going on until the bell is ringing.

### **Class H**

The while activity in class H they do not make any conversation again, because they have finished and got the score by the teacher. So, today they just practice the conversation with the partner until near run out of time.

### **Class C**

The while activity in class C, after doing warming-up the teacher asks about the practice of the previous lesson, whether they have practiced in front of the class or yet and the students answer “Not Yet”. So, the teacher lets the students for who have not practiced yet. The practice is about “Make a conversation using pictures”. The students practice the conversation in partner by bringing pictures of animals. While two by two students practice conversation, the other students answer the questions on their LKS Book. After finished, the teacher writes the new material and examples in a conversation on the whiteboard about Ability and Ability (Can and Cannot).

After writing on the whiteboard, the teacher explains about the material and lets the students to repeat after him the examples. Next, he reminds again about the material for a moment and the students did not have a question, so the teacher lets them to make conversation based on the names and verbs given on the whiteboard. The exercise is individual. If they have done, they collect it to the teacher and next meeting they

will practice the conversation that they did. This activity is going on until run out of time.

### **Class D**

T: Open your LKS Book page 29!

Ss; (take the book from their bags and open)

T: (writes 5 conversations on the whiteboard from the LKS Book)

The teacher instructs the students to translate those sentences into English. He lets them to do on their English notebook. Then, they do the exercise for some minutes. The teacher checks the students' books (checking the pattern) and he reminds them to clip the list of Vocabulary List on their book. Some students lose the copy and the teacher lets them to copy it at that time. After all have finished the exercise, they discuss together. The teacher offers to the students who want to answer and write on the whiteboard. Then four students come forward to answer no. 1-4. While their four friends do the answers in front of the class, some students on their seats make own activity. There are clipping the copy of Vocabulary List, talk with friends and pay attention to the answers on the whiteboard. Then, the teacher and the students discuss together the answers. He gives sign correct if the answer is right and correct the wrong answer.

### 3) Post Activity

#### **Class G, C, and D**

In this post activity, when the bell is ringing the teacher closes the lesson by greeting without any concluding the lesson.

T: Tsummassalaamu'alaikum wr.wb

Ss; Wa'alaikumsalaam wr.wb. (They are preparing themselves to move to the next class)

While in **class H**, because they still have few minutes before the bell is ringing, the teacher lets the students to sing the song "I Can Do Everything" twice and continued by singing "See You Later".

I can, I can, I can do everything	See you later	} 2x
I am sure you can do everything like me	See you later	
Don't be afraid to do something	We will meet you again	
Let's try to do together	Why don't you be happy	} 2x
	We will meet you again...	

T: (closing by greeting) Tsummassalaamu'alaikum wr.wb

Ss: (responding) Wa'alaikumsalaam wr.wb

#### **b. Second Meeting**

Based on observation at second meeting in Class H and G, it is done on September 24<sup>th</sup> 2016, Class C is done on October 6<sup>th</sup> 2016 and Class D is done on November 2<sup>nd</sup> 2016 can be seen in the following description. The Lesson topic is "Can and Can't Ability" in Class H and G, "The Using of Will" in Class C and "Give and Respond Invitation" in Class D.

## 1) Pre Activity

**Class H**

The students have been ready in the class and the teacher enters.

Then the teacher opens the class by greeting and lets the students do warming-up activities (singing the songs “Let’s Go to Study” and “Do You Know” twice). After that the teacher lets the students to sit down.

T: Who have not practiced the conversation in front of class yet?

Ss: (some of them raise their hands)

T: (looking the students then reminds the previous lesson for a moment by writing on the whiteboard and repeating after him)

Names	Swim	Dance	Read Al-Qur’an	Write Al-Qur’an	Sing English song
Deni	+	-	+	-	+
Aminah	-	+	+	+	-
Desy	+	-	-	+	-
Agus and Anton	+	-	+	-	+
Siti and I	-	+	-	+	+

The situation in the class is so noisy when the teacher is writing on the whiteboard. Some students make a talk with their friends, some of them singing, read Al-Qur’an, and also shout to warn silent. Sometimes the teacher lets the students to “keep silent”. He reminds the students that “Do not make a class like a market”. Because the teacher has done written on the whiteboard, he asks the students to repeat after him.

T: Can Deni swim?

Ss: Can Deni swim? (They are doing this activity until 5 names and 5 verbs finished).

### **Class G**

The students come in and gather in the class. There is a note for VIII G on the whiteboard, because the teacher goes out for a reason a moment.

“TUGAS 8G”: Kerjakan LKS hal. 15 task 2, hal. 16 task 4  
Tugas dikerjakan langsung di LKS”.

Before the teacher goes out, he asks the writer to open the class and instruct them to do the exercise as the teacher’s noted. So, the writer does the greeting and warming-up as usual in VIII G (singing songs “Let’s Go to Study” and “Do You Know”) after that explains the instruction of their exercise.

### **Class C**

The students come in and gather to the class. Then the teacher opens the class by greeting and lets the students do warming-up activities as usual (singing the songs “Let’s Go to Study” and “Do You Know” twice). After that the teacher lets the students to sit down.

### **Class D**

Students are in the class and the teacher comes in. looking at the class condition, he asks the students who get picket today because he



sees the class is very dirty. Then, many students take brooms and sweep the floor. After finished, he opens the class by greeting and lets the students do warming-up activities (singing the songs “Let’s Go to Study” and “Do You Know” twice). After that the teacher lets the students to sit down and so, he announcing to the students that their school got No.2 in Cleaning Competition. Then he reminds about the previous lesson “Instruction and Prohibition” and makes relation and difference with the new material “Give and Respond to Invitation”.

T: “Please, clean the class!” that is the example of?

Ss: instruction...

T: “Please, clean the class!”, “Let’s clean the class!”. Where is the politer to be used?

Ss: (some of them answer “Please” and some answer “Let’s”)

T: Why Let’s? (Asking to them who answered Let’s)

S: because “Let’s” is to let someone to do something.

T: Yes, let someone to do something and it means to do something together. Not bossy.

Ss: (listening and sometimes nod their head)

## 2) While Activity

### **Class H**

After doing the activities in the pre activity, the teacher lets the students who have not practiced in front of class yet to practice it. For

the others they have to do the exercise on LKS Book. Then, after finished, the teacher asks the students to collect their work. The time is almost run out.

### **Class G**

After doing warming-up, the students do the exercise and the situation is quiet enough. Not so long time the teacher comes in to the class and sit to his seat. Some students ask to their friends and the teacher when they find troubles.

Bell is ringing ~ Break ~

Some of the students still do the exercise and while there are many students from OSIS enter to the class to give an announcement about “Rubbish Bank”. Few minutes later, the teacher enters to the class. He continued for the students to practice the conversation in front of the class, while others doing the exercise and making noise.

### **Class C**

After warming-up is finished, there is a student comes late and the teacher lets her to sit on her seat. Two students take their English Books at the Teacher Room, then they divide to their friends in the class. T: Please, open your LKS Book! (Then he writes new material on the whiteboard. The material is same with the previous class (Class H), it is about “The Using of Will”. The class is so noisy, so the teacher speaks to them):

T: Don't make a market, please! (Repeating that sentence)

The students are listening and warning out each other and the class become quiet in a few minutes. Not so long, they make noise again. Some of them write the material on their notebook, some make a talk, and some do not care about the class. Then the teacher reminds and talks to the students:

T: Please, if I write the material on the whiteboard, do not wait for me to instruct you, but you must write too while I am writing. So it can be finished quickly.

The students are silent and listening to the teacher. They take their books and pens, then write.

After the teacher finished writing, he lets the students to repeat the conversation after him. Then he continues to let them make conversations like the example on the whiteboard. After finished, they collect it to the teacher to get the correction and score. While the teacher is doing the correction and score to the students who have finished, many students make a noise again. Finally, the bell is ringing.

### **Class D**

T: (writes on the whiteboard) Let's= Let us = Marilah kita

Let's + V <sub>1</sub> + Complement
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T: (The teacher writes the pattern and examples by interacting the students to the topic. He asks what is in English and lets them to make

other examples. The examples written on the whiteboard are: “Let’s go to study!”, “Let’s go to library!”, “Let’s go to canteen!”, “Let’s write that sentence!”, “Let’s read the wall-magazine!”, “Let’s plant the trees!”, “Let’s water the flowers!”). Now, look at your Vocabulary List, please! Make 10 sentences of using “Let’s”. The verb is V<sub>1</sub> with the respond also. (While the students doing the exercise, the teacher checks them one by one by around the students’ seat). Remember! Don’t always use “go”. Use the other verbs! (Then the teacher go out from the class for a while. After some minutes, the teacher enters to the class and checks the students, they are still doing it. Many of them go to their friends’ chairs to ask and see the vocabulary to get new idea. Some of them do the exercise while talking with friends).

T: (asks a student to clean the whiteboard and calls one student to come forward to write his/her answer. This is going on until no.10)

### 3) Post Activity

#### **Class H**

He asks the students to sing “I Can Do Everything” twice and continue to sing “See You Later”. Then he closing by greeting and the students responding. In Class G before the teacher closes the lesson, the students collect their works to him. In Class C the students directly take their bags and prepare to move to the next class. Then, the teacher closes by greeting and the students respond. While in Class D The teacher

instructs the students by knocking the table using broad marker. Because the time is limited, just few minutes left, he does not let the students to discuss the answers, but he interacts the students to conclude the lesson today. Then the bell is ringing and the teacher closes by greeting.

### **c. Third Meeting**

Based on observation at third meeting in Class H it is done on October 6<sup>th</sup> 2016, in Class G is done on October 8<sup>th</sup> 2016, in Class C is done on October 10<sup>th</sup> 2016, and in Class D is done on November 7<sup>th</sup> 2016 can be seen in the following description. The Lesson topic is “The Using of Will” in Class H, G, and C and “Ask for Permission” in Class D.

#### **1) Pre Activity**

##### **Class H and D**

The students come in and gather to the class. Then the teacher opens the class by greeting and lets the students do warming-up activities as usual (singing the songs “Let’s Go to Study” and “Do You Know” twice). After that the teacher lets the students to sit down.

##### **Class G**

The teacher enters the class late for some minutes and open the class by greeting.

T: Assalaamu’alaikum wr.wb

Ss: Wa’alaikumsalaam wr.wb

### Class C

The teacher enters to the class and wait for the students gather and get ready to learn. There is an announcement from OSIS around 3 minutes. Then the teacher opens the lesson. On the whiteboard, there is a note:

#### LET'S SMILE

One and one, say hi to everyone  
Two and two, and ask them how are you?  
Three and three, let's smile to everybody!  
And one and two and three, they will make us happy

T: Assalaamu'alaikum wr.wb

Ss: Wa'alaikumsalaam wr.wb

T: Good afternoon, students!

Ss: Good afternoon, Teacher!

T: How are you?

Ss: Alhamdulillah we are fine, thank you and how are you?

T: I am fine, thanks. Are you ready to study?

Ss: Yes, we are!

T: Let's go to study!

Ss: Let's go to study!

T: (counting) 1, 2, 3

Ss: (singing the songs as usual, those are "Let's Go to Study" and "Do You Know")

T: Ok, you may sit down, please!

Ss: thank you...

T: (he lets the students to repeat after him that note. Then, he explains about it) here is some sentence, to make our life better and be young and be happy always. Say Hi to everyone that you meet, you greet them. Ask them how are you? You ask them about their condition, are they okay, so so, or bad. Let's smile to everybody! Give our smile to our friends, our teachers, everybody, but don't always smile by your own when you are alone (the students laughing). And the last they will make us happy. If we greet someone, say hi to someone, give smile for them, so they will be kind to us and we will feel happy. After that, he gives clue to sing that note by using "Satu-Satu" song. Then all students sing.

## 2) While Activity

### **Class H**

After doing warming-up activities, the teacher and the students discuss about the answer of their works on LKS Book (1-20 questions). After finished, the teacher writes new material and also the example in a conversation on the whiteboard. It is "the using of Will". Then he lets the students to repeat after him. Next, the teacher writes on the whiteboard: (?) it means he wants to give the pattern of "Will" (Present Future). He asks the students to come forward to write the pattern. Three students come forward and write:

(?) : Will + S + V<sub>1</sub> + O +?

(+) : S + Will + V<sub>1</sub> + O

(-) : S + Will not + V<sub>1</sub> + O

Then, the teacher asks all students to practice the conversation on the whiteboard by using “will” and “will not” correctly. For the first row, the teacher comes to the students’ seat pair by pair. While the others are so busy and noisy. They talk each other, practice the conversation too, and also there is a student who walks or excuses to go out. After finished one row, the teacher lets them to come forward to practice the conversation. The bell is ringing.

### **Class G**

Because the students are not completed yet, the teacher does not do the warming-up. The students still replace their uniform, because there were wearing sport uniform in the previous hour. One of the student come forward to write the material about the using “Will”.

~Break~

The students write the material on their notebook. The teacher enters and starts the lesson by greeting and warming-up as usual in the second hour. Then, he lets the students to repeat after him to practice the dialogue of the conversation. Next, he asks the students to guess and write the formula of the material today. One boy offers himself to write



the formula. Before it the teacher writes: (?), (+), (-). So, the student writes:

(?) Will + S + V1 + O +?

(+) Yes + S + Will + V1 + O

(-) No + S + Will not + V1 + O

*(The two formulas (+) and (-) are written by two other students)*

The formula is written on the whiteboard, the teacher lets the students to do some conversation on their book. While they are doing that exercise on their book, they must practice it with their partner in front of the class (partner by partner). Two girls come forward to practice the conversation and collect their exercises to the teacher. While the students practice the conversation, the teacher corrects their exercise. After some minutes, the teacher asks the students to collect their work.

### **Class C**

After singing, the students are noisy. Some of them come to the teacher to continue checking the previous exercise. The teacher introduces and makes the song that related to the topic (there is word “will” in the song) and they are discussing Simple Future Tense in this 2<sup>nd</sup> meeting. Because of their noise and they move everywhere, the teacher shouts warning the students to go back to their own seats. Students come forward pair by pair to collect their work and practice

the conversation. The situation of the class is so noisy, there are making / practicing a conversation, talking, standing, walking to friends' chair, and shout. Finally, the bell is ringing.

### **Class D**

The teacher writes on the whiteboard:

A: May I open the door?	A: May I climb that tree?
B: Yes, you may open the door.	B: No, you may not climb that tree.
A: May I write that sentence?	A: May we eat in the class at break time?
B: Yes, you may write that sentence.	B: Yes, you may.
A: Can I help you?	A: May I go to library?
B: Yes, you can help me.	B: No, you may not go to library.
A: Can I read you this story?	
B: Yes, you can read this story.	

The teacher explains the material in deep and makes the examples by interacting with the students. After explaining and the students do not have question again, he asks the students to make 10 sentences of Ask for Permission by using “May and Can” 5 (+) and 5 (-). They are doing it by grouping, pair and also individual. Sometimes they ask to the teacher to make assure their sentences right or not. While they are doing, the teacher checks around the students. After few minutes...

T: Who have finished, please collect it!

Ss: (some collect and some say “Not yet, sir”).

The teacher writes on the whiteboard: “PR h. 35 (1-20). The students collect their works and some of them make a noise. The teacher instructs

them and asks them to do their LKS, but not so long time the bell is ringing.

### 3) Post Activity

In Class H, D, and G, because the bell is ringing, the teacher asks the students to sing the song “See You Later” without concluding the lesson. Then he closes the class by greeting and the students responding. While in Class C, before go home, they pray together, then the teacher closes by greeting.

## d. Fourth Meeting

Based on observation at sixth meeting in Class G, H, and C are done on October 13<sup>th</sup> 2016 and in Class D is done on November 9<sup>th</sup> 2016 can be seen in the following description. The Lesson topic is “The Using of Will (Simple Future Tense) in class G and C, in Class H is “Instruction and Prohibition” and “Discussing Homework together” in Class D.

### 1) Pre Activity

#### **Class G**

(In the class) the bell is just ringing and the teacher comes in to the class by bringing the students’ books and correcting them for a moment in the class. Some students sit on their seats with the English books on the table and some of them reciting Al-Qur’an. After 3 minutes the teacher opens the class by greeting and lets the students do warming-up activities as usual (singing the songs “Let’s Go to Study” and “Do

You Know” twice). After that the teacher lets the students to sit down. Then he reminds the lesson by writing the previous material on the whiteboard.

### **Class H**

The students come in to the class and the teacher has been already in the class. After all is gathered the teacher opens the class by greeting and lets the students do warming-up activities as usual (singing the songs “Let’s Go to Study” and “Do You Know” twice). After that the teacher lets the students to sit down.

T: who did not do the practice of conversation, yet?

Ss: (many students raise their hands)

T: Ok. Now, *please* open your LKS Book page 25!

Ss: (students open)

T: Done?

Ss: Yes...

T: If you want to ask help to your friends, what do you say?

Ss: Help me! ... Please, ... Can you help me...?

T: Good. Then, if you want to forbid your friends / other people to do something, what do you say?

Ss: Don’t...!

T: Ok. Good! So, today we are going to learn about it. (Writes on the whiteboard)

### **Class C**

The students have gathered in the class and the teacher enters, he opens the class by greeting and lets the students do warming-up activities as usual (singing the songs “Let’s Go to Study” and “Do You Know” twice). After that the teacher lets the students to sit down.

T: For who did not do the conversation in forward, please come forward to practice it, while the others please translate the conversation that you have made into Indonesia in order you are not making a bother. So, your hand is working! Not your mouth.

### **Class D**

The students have gathered in the class and the teacher enters, he opens the class by greeting and lets the students do warming-up activities as usual (singing the songs “Let’s Go to Study” and “Do You Know” twice). After that the teacher lets the students to sit down.

## **2) While Activity**

### **Class G**

After he finished to write it, he calls two students to come forward to practice the conversation that they have made in the last meeting. Some students make a talk with their friends but not too bother. Two girls have finished practiced then continued by two boys. Some students stand and walk to their friends’ seat. Next with two girls again to practice the conversation and next by other students again.

Sometimes there are students who make an excuse to go out from the class. The teacher gives the point on their English exercise book (Scoring by Number). The students move everywhere, so that the teacher lets them to translate their conversation into Indonesia on their book, in order they do not make a bother. The bell is ringing.

### **Class H**

After the pre activity, the teacher writes on the whiteboard:

<b>INSTRUCTION</b>	<b>PROHIBITION</b>
- Open the window, please!	- Don't come late
- Close the door, please!	- Don't be lazy
- Bring me some books, please!	- Don't bother in the class

T: (the teacher lets them to write the material on their English book and checks around them. While they are writing, the teacher explains the material) Ok. I am going to explain while waiting who do not finish yet to write this. Instruction, do you know what is it?

The students answer and the teacher asks again about what prohibition is, then he lets them to repeat after him the example and also asks them what the meanings are.

T: Ok. Any question?

Ss: (some student silent and some say "No")

T: Well, now please open your LKS Book page 26-28, there are many examples of Instruction and Prohibition. (They are discussing about the examples of Instruction and Prohibition on their LKS Book, in order

they more understand to use and respond it) Until here, do you have any question?

Ss: No...

So the teacher reminds for a moment to the students what the Instruction and Prohibition is and how the example once more briefly. Then, because the students do not have any question, the teacher lets them to close their books, put their pen or anything then stand up and sit again. After that, he gives some questions to the students about the material fast and randomly.

T: what is instruction?

S: (raise his hand and answer) instruksi

T: Please give me one sentence of Instruction

S: (raise his hand and answer) open the door, please!

T: good. Now choose your friend, please! Up to you it is girl or boy. After you choose your friend, I will give him/her a question (the student choose his seat friend) ok, Adi "Don't be lazy" the example of?

A: Prohibition (then he choose his friend)

The teacher does that activity until 6 questions. Then, continued with practicing conversation for the students who did not do in the previous meeting yet. But before it, the teacher goes out from the class for a moment to take the students' books. A student writes the previous lesson on the whiteboard (material about using "will"). Next, pair by

pair of the students come forward to practice the conversation. They got their book with the score when they back to their seats. Finally, the bell is ringing.

### **Class C**

After the teacher instructs the student, he calls pair by pair until the end to practice the conversation. For the first, he calls two students come forward and he listening to them and giving correction if they make mistakes. Some students still make a bother. The situation of the class is the whiteboard is not clean, students sit on their own seats, posters, clock, list of class activity, schedule. The class become quiet for some minutes. The students still do the practice of conversation while the others translate the conversation into Indonesia until the bell is ringing. Finally, the time is up.

### **Class D**

The teacher asks the students to collect their homework and check together by giving the books randomly in the class. Situation in the class become noise, but when they start to discuss, the class become calm, the students pay attention to the teacher. Their homework is on LKS Book page 35 (1-20 questions). They discuss each number and the choice, the teacher sometimes asks about the translation and also relates to the topic lesson that they have learned before. After all is discussed,



the teacher asks them to give score. Then, they give back the book to the own.

T: Now, open your LKS Book on page 37! It is about Invitation and Greeting Card (explaining. The students listening and also respond the teacher questions in many times). Next, the teacher asks them to do the exercise on page 39-40 (question 1-5 and 1-4) in a piece of paper. After they have finished, the teacher lets them to come forward to write the answers on the whiteboard. The students struggled to come forward. The teacher gives correct sign to the answers, then he explains about the verbs (Active and Passive Voice). While he is explaining, there are many students who do not pay attention with the explanation, so that the teacher warns and advises them. Then, he continues the explanation again. The bell is ringing.

### 3) Post Activity

#### **Class G, H, C, and D**

Because the time is up, the teacher directly closes the lesson by greeting and the students responding.

#### **e. Fifth Meeting**

Based on observation at fifth meeting in Class C is done on October 17<sup>th</sup> 2016, in Class G and H is done on October 20<sup>th</sup> 2016, and in Class D is done on November 14<sup>th</sup> 2016 can be seen in the following description. The

Lesson topic is “Instruction and Prohibition” in Class C, G, and H and “Do and Discuss Exercise” in Class D.

### 1) Pre Activity

#### **Class C**

The students have gathered in the class and the teacher enters, he opens the class by greeting and lets the students do warming-up activities as usual (singing the songs “Let’s Go to Study” and “Do You Know” twice). After that the teacher lets the students to sit down. Then the teacher instructs the students to make the row orderly because seeing them messy.

T: Pay attention, open you LKS Book. (Read aloud) In this chapter we will learn more about Instruction and Prohibition and the way to respond. Instruction. What is it?

Ss: *Instruksi...*

T: *Ya! Instruction is instruksi atau perintah. Kita belajar bagaimana kita memerintah orang lain untuk melakukan sesuatu dan bagaimana cara kita merespon orang lain apabila orang lain memberikan perintah kepada kita. Open you LKS Book page 25!*

Ss: (Opening)

T: *Bagaimana cara mengajak dan merespon orang lain untuk melakukan sesuatu. Seperti yang sudah kita nyanyikan sebelum kita*

*belajar. “Let’s go to study!” Mengajak kita untuk melakukan sesuatu.*

*Mengajak apa?*

*Ss: Belajar...*

*T: Ya. Kemudian, bagaimana cara kita untuk melarang seseorang agar tidak melakukan sesuatu dan bagaimana kita menanggapinya. Now, please read together! Please, repeat me! On your LKS page 26.*

### **Class G**

The students have gathered in the class and the teacher enters, he opens the class by greeting and lets the students do warming-up activities as usual (singing the songs “Let’s Go to Study” and “Do You Know” twice). After that the teacher lets the students to sit down.

T: (standing in front of the students and saying) open your LKS Book page 25-26. (Then he told that they are going to discuss about Instruction and Prohibition) now, let’s reading aloud together in page 26!

### **Class H and D**

The teacher goes to the class and the students enter to the class until all is gathered, then the teacher opens the class by greeting and lets the students do warming-up activities as usual (singing the songs “Let’s Go to Study” and “Do You Know” twice). After that the teacher lets the students to sit down.

## 2) While Activity

### Class C

After repeating, the teacher explains in deep about Instruction. The function and the way to make Instruction. The teacher gives some examples on the whiteboard and discusses them with the students. The students are listening to him. Then, he gives 3 sentences of Instruction to the students to be translated into English. The first is "*Silakan, buka jendela itu!*" he offers to the students to translate it, the second is "*Kerjakan soal itu!*", and the last "*Makanlah kue ini!*". The teacher asks the students to answer those questions by using 2 ways. They put "please" at the first sentence and one put "please" at the end of sentence.

Ss: So, the answers are 6, Sir?

T: Yes, 6.

The students do the exercise. Sometimes they are looking for dictionaries or alfa-link and also ask friend. Later on, the teacher points many students to come forward writing the answers.

~Bell is ringing~ ISOMA

Some students still do prayer dzuhur and some have already in the class. After almost all is gathered, the teacher continues the class.

T: Please, repeat me! Repeat me, please! (The teacher asks the students to repeat after him / read aloud the answers on the whiteboard and

correct them and the students followed) these are Instructions. Now if they are Prohibition. "*Jangan buka jendela itu!*"?

Ss: (some students confused, they answer in English by using "please" and half using "don't" and many of them using both)

T: larangan...?

Ss: "Don't open that window!"

T" "Don't open that window (writes on the whiteboard and explains it. Then he lets the students to replace the sentences into Prohibition. Because the students are looked not spirit, the teacher gives them ice breaker) Please, do what I instruct you! (Repeat twice that sentence and the students listen carefully) Now, please put your book, your pen, your pencil, your eraser on the table! (Repeat twice) Please, put your book! (2x) on the table. Please, do my instruction! Stand up, please!

Ss: (just listen and do the teacher's instructions)

T: Sit down, please! Stand up, please! Clap your hand! (2x) Clap your hand twice! (2x) Please, raise your right hand! Please, raise your left hand! Take your book, please! (2x) *Well, who get wrong come forward, please!* Put your book, please! (2x) on the table. Put your pen, please! Please, show your pen! Put your pen on the table! Take your eraser!

Please, put your eraser on the table! Please, smile with your partner! Sit down, please!

Ss: (sit down)

T: Now, make sentences by grouping. 10 sentences of Instructions and Prohibitions. *Contoh dalam Bahasa Indonesia* “*Silakan minum susu ini, jangan minum the ini*” *Ya? Saling berlawanan.* “*Silakan berjalan, jangan lari*” those are the examples of Instruction and Prohibition. Now, “Please, do the exercise, don’t cheat”. *Perhatikan penjelasan saya, jangan ribut*” ok. Please, do it!

The students do the exercise in pair, while the teacher gives 2 sentences on the whiteboard for their examples to do the exercise.

1. Please, buy us ice cream, but don’t give chocolate!
2. Please, read your book, but don’t be noisy!

So, the students just add 8 sentences again. At that time, just 1 pair who succeed finished do the exercise, when the bell is ringing the teacher asks them to collect it. For the other students, this exercise is become homework and it will be collected on the next meeting.

### **Class G**

The teacher explains the material. First, they discuss about the Verb (1, 2, and 3). He explains about what they are and the way to use

it. After explaining, the teacher asks to the students whether they have questions, but the students are silent.

T: For example, you want to open the door. "*Silakan buka pintu itu!*"

"Please, open the door!" (Lets the students to make other sentences of Instruction and Prohibition as their exercise)

The students do it and they ask their friends or open dictionary/alfa-link and sometimes also ask to the teacher. The exercise is to make 5 sentences. The students doing the exercise until the bell is ringing.

### **Class H**

After doing warming-up activities, the teacher writes something on the whiteboard. It is about their previous lesson before Instruction and Prohibition (Can and Will) in the previous exercise the students got many correction, so the teacher reminds and explains again about the material. Especially for how the way to make the sentences.

The teacher has already written the titles subs like *What can you do?*, *Wha cannot you do?*, *What will you do?*, and *What will you do* on the whiteboard and lets the students to come forward and write the sentence for each title. Most of them use "play" and "go" in making those sentences. After that, the teacher suggests to the students, if they make sentence, please using more verbs. Don't always those verbs only, like "play" and "go" in order they know more verbs in English. Then, he lets to repeat after him. The students listen and repeat. While

repeating, the teacher explains the words in many times. After finished, two students divide their exercise with the correction (Can and Will exercise) in a piece of paper. Who gets wrong must correct it. Some students do it and some walk around to ask their friends. Many of them, the mistakes are on the using of verbs. They put “to”/”ing” after can/will. After finished doing correction, they collect it to the teacher. Then he asks them to open their LKS Book page 26 and he speaks some words that conclude Instruction and Prohibition, then he lets the students to repeat after him. He sometimes calls the students when they make a bother. Next, he explain about Instruction and Prohibition, then explains about irregular verbs on the whiteboard and some reviews that related to the topic. The teacher gives some examples of Instruction and Prohibition and lets them to make 10 sentences of it, then the bell is ringing.

- |   |
|---|
| <ol style="list-style-type: none"> <li>1. Please, be a diligent student! Don't be a lazy student.</li> <li>2. Please, be a policeman! Don't be a doctor.</li> <li>3. Please, be a good person! Don't be a bad person.</li> <li>4. Please, study at home! Don't always watch TV.</li> <li>5. Please, be happy! Don't be sad always.</li> </ol> |
|---|

(These examples are from the interacting of the teacher and the students)

#### **Class D**

The teacher asks the students to open their LKS Book page 41. He tells the students about Invitation Card as their homework. Then, he explains about Greeting Card and Invitation Card. Afterwards, he asks



them to do the exercise on page 41. The students do the exercise by grouping make a circle or go to friends' seats. Around ten minutes later, the teacher asks the students to collect their works and check together by randomly corrected the book. They check and discuss together the exercise until the bell is ringing.

### 3) Post Activity

#### **Class C, G, H, and D**

In Class C the teacher closes the lesson without concluding the lesson. He just asks the pair who have finished doing the exercise and then closes by greeting. While in Class G the teacher asks the students to collect their work and for who have not finished yet, it is be a homework for theirs, and in Class H and D the teacher directly closes the lesson without concluding by greeting and the students responding then moving to the next class.

### **f. Sixth Meeting**

Based on observation at sixth meeting in Class C is done on October 20<sup>th</sup> 2016, in Class H and G is done on October 22<sup>nd</sup> 2016, and in Class D is done on November 16<sup>th</sup> 2016 can be seen in the following description. The Lesson topic is "Instruction and Prohibition" in Class C, H, and G and "Simple Present Tense" in Class D.

### 1) Pre Activity

#### **Class C and D**

The teacher goes to the class and the students enter to the class until all is gathered, then he opens the class by greeting and lets the students do warming-up activities as usual (singing the songs “Let’s Go to Study” and “Do You Know” twice). After that the teacher lets the students to sit down.

#### **Class H and G**

The students gathered in to the class and not so long time the teacher comes and opens the class by greeting and lets the students do warming-up activities as usual (singing the songs “Let’s Go to Study” and “Do You Know” twice). After that the teacher lets the students to sit down.

T: (reminds the previous lesson) do you still remember, what have we learned in the last meeting?

Ss: yes, Sir...

T: what is it?

Ss: Instruction and Prohibition.

T: what are them?

Ss: *perintah dan larangan... instruksi untuk memerintah, bisa pakai kata “please”, kalau prohibition untuk melarang, pakai “don’t”...*

## 2) While Activity

### **Class C**

After doing warming-up activities, the teacher asks the students; have they finished their homework or not and the students reply “yes, done”. Then he calls one of the student to write her answer on the whiteboard. The students divide/replace their books to their partner in checking together. While answering in front of the class, the teacher calls randomly the students to write the answers on the whiteboard and if they have a trouble, they ask the teacher how the correction is. Here are the students’ answers on the whiteboard:

1. Please, buy me a cake, but don’t buy me candy!
2. Please, open that door, but don’t open that window!
3. Please, take me an apple, but don’t take me a pineapple!
4. Please, open the windows, but don’t open the door!
5. Please, stand up, but don’t walk!
6. Please, cook this fried rice, but don’t cook that chicken!
7. Please, buy me bag, but don’t buy me a book!
8. Please, put this eraser, but don’t put that pen!
9. Please, wear that hat, but don’t wear that mask!
10. Please, do that homework, but don’t write a letter!

The teacher and the students discuss about the other mistakes until the bell is ringing it has finished.

### **Class H and G**

After reviewing the students, he continues the lesson on the LKS Book, page 29. They are discussing about the exercise of Instruction and Prohibition. While the teacher is explaining, the students listen

carefully and state that they understand with the instruction in the exercise.

T: Now, for the exercise, please add the sentences of Instruction and Prohibition! For no. 1: Please add *“Silakan disini saja!”* no.2 *melarang ke pulau Bidadari, “Pergilah ke Pulau Kembang” pulau kembang itu disebut sebgai apa?*

Ss: Monkey Island...

T: no.3, *ya, ini larangan kamu naik sepeda. Silakan apa?*

Ss: (confused)

T: *“Silakan berjalan saja!”* no.4: *“Belajarliah sebelum ulangan, karena menyontek adalah perbuatan tidak baik/buruk.*

After the instruction from the teacher is clear and the students do not have any question, they do the exercise on their English exercise book. Some students make a circle group, pair, and individual to discuss the exercise. The students also ask the teacher whether their translation right or not. Looking the students get many troubles, the teacher explains again about the formula to make Instruction and Prohibition. They are discussing again, afterwards the students continue their work. Finally, the bell is ringing.

#### **Class D**

The teacher writes the sentences of Simple Present Tense using a table on the whiteboard like *Dewi studies every morning, Ahmad and*

*his friend play football every afternoon, I send a letter to my friend every month,* and four sentences again in form positive, negative, and interrogative. Then he lets the students to repeat after him. Later on, he asks them to write the pattern. Three students come forward in turn to write the pattern on the whiteboard.

(+) S + V1 (-s/-es) + O (?) Do/Does + S + V1 + O? (-) S + Do/Does + not + V1 + O
--

T: Well, I am sure you have understand about Simple Present Tense.

You have learned it when you were class 7, right?

Ss: Yes...

T: But, now, do you have any question about this, today?

I: (raise his hand and ask to the teacher) How to make/differ the using of -s/-es to Verbs, Sir?

T: Ya! Good question! Very good question. How to make/differ using -s/-es in Verbs. (Writes)

Pray = prays	Fly = flies	Try = tries
Play = plays	Study = studies	

The teacher explains why they are different to use -s/-es. After all is clear, he asks them to open their LKS book page 41. He lets to repeat after him and the students follow. After that, he asks them to come forward to write the form of Simple Present Tense in interrogative and negative of those sentences.

### 3) Post Activity

#### **Class C, H, G, and D**

In Class C, the teacher asks the students to score their partner's exercise after the correction has done. True multiple by 10, then they give back the book to the own and the teacher closes the lesson by greeting and the students responding. In Class H, the teacher asks the students to collect their works to him, because they have finished at all. In Class G they the exercise is become their homework. While in Class D, the teacher gives them a homework on LKS Book page 46 Task 5. Then he lets them to sing "I can do everything". After that the teacher closes the meeting by greeting and the students responding.

#### **g. Seventh Meeting**

Based on observation at seventh meeting in Class H and G is done on October 29<sup>th</sup> 2016 and in Class C is done on October 31<sup>st</sup> 2016 can be seen in the following description. The Lesson topic is "Give and Respond to Invitation".

### 1) Pre Activity

#### **Class H and G**

**In Class H**, the students have gathered in the class. After the bell is ringing, they take and recite Al-Qur'an. Few minutes later the teacher comes in and opens the class by greeting and lets the students do warming-up activities as usual (singing the songs "Let's Go to

Study” and “Do You Know” twice). After that the teacher lets the students to sit down. While in **Class G** the teacher has been already in the class and wait for the students come in. Before they go to the class they replace their uniform because in the previous lesson they were wearing sport uniform. After all is gathered the teacher opens the class by greeting and lets the students do warming-up activities as usual (singing the songs “Let’s Go to Study” and “Do You Know” twice). After that the teacher lets the students to sit down.

T: Take the LKS Book and writes on the whiteboard)

“GIVE AND RESPOND TO INVITATION”

(MEMBERI                      DAN                      MERESPON                      AJAKAN  
UNDANGAN/MENGAJAK)

T: (Looks at the students and says) Are you ready to study?

Ss: Yes..!!

T: Please, keep? (He warms the students engaged in the class with the topic)

Ss: Silent.

T: Don’t be?

Ss: Noisy.

They repeat it in many times. Then the teacher brings the students to the new material. He introduces and relates the material with the song usually they do, it is “Let’s Go to Study” and gives other example like “Let’s hear”, “Let’s listen”.

### **Class C**

The students are gathered and the teacher opens the class by greeting and lets them to do warming-up activities as usual (singing the songs “Let’s Go to Study” and “Do You Know” twice). After that the teacher lets the students to sit down. The teacher is on his chair, gives score on the students’ books and asks two students to divide them to his/her friends. Then he gives explanation about the scores. If they got “Study More” it means they got a lot of wrong “must harder in studying”. If “Very good” it means it is need to maintain. Then he takes LKS Book and writes on the whiteboard.

#### **2) While Activity**

### **Class H and G**

After giving warming-up, the teacher writes on the whiteboard and asks to the students what the abbreviation for “Let’s”. Some students answer “Let is”, but it is wrong, so the teacher give again a chance to the students. They are thinking again and finally there is student who says “Let us”, it is the right answer.

T: Yes! Let’s equal with “Let us” the meaning is “Marilah kita”

Let’s + V <sub>1</sub> + Complement
-------------------------------------

Next, he asks the students to give more examples. Then one student raises his hand and comes forward and writes on the whiteboard “Let’s clean our class”. Then the teacher asks again to the other. Many



students come forward and write their examples on the whiteboard, they are “Let’s go to study!”, “Let’s sweep the floor!”, “Let’s play the futsal!”, “Let’s do homework!”, “Let’s dance together!”, “Let’s cook!”, “Let’s have fun together!”, “Let’s ask the question to our teacher!”, “Let’s ask about our homework!”.

T: Okay, now please, copy those example and material on your book!

So, the students copy the material and the teacher writes: “Makes 5 dialogues about invitation!”

Example: - You: Let’s clean our class!

- Your Friend: Ok / Let’s do together / that’s right / it’s a good idea.

After the students have finished writing the material, they do the exercise on their books. Some of them check on their dictionary and some look at their Vocabulary List and if they have done, they show their works to the teacher to ask whether right or not. After the students finished at all, they collect it to the teacher before the bell is ringing.

In **Class G** they do not do the exercise, but just make some examples on the whiteboard after discussed the material. The teacher cleans the whiteboard and asks the students to make other examples of invitation

T: What is in English “*Mari mengerjakan PR bersama-sama*”?

G: (says then writes on the whiteboard) “Let’s do the homework together”.

T: *“Mari kita pergi ke perpustakaan”*

G: “Let’s go to library”

T: *“Mari kita menyiram tanaman itu”*

Ss; (confused what the English of *“menyiram”*). Then the teacher gives a clue, he takes a bottle of Aqua that contain water. He says *“di dalam botol ini ada air, bisa untuk mengairi tanaman. Air bahasa inggrisnya?”* The students answer “water”. Then he next “Ya, it’s same, water can be Noun and Verb. So, a student comes forward and writes: “Let’s water the flower”.

T: *“Perut lapar. Supaya tidak lapar kita?”*

Ss: *“memasak bersama...”*

T: *“Ya. Mari kita memasak bersama”*

G: “Let’s cook together”

T: *“Mari kita periksa bersama PR ini”*

B: “Let’s correct together this homework”

Finally, the bell is ringing.

## Class C

T: (writes on the whiteboard)

## “GIVE AND RESPOND TO INVITATION”

(MEMBERI DAN MERESPON TERHADAP AJAKAN MELAKUKAN SESUATU)

The teacher asking the students what the abbreviation for “LET’S”, but none of the students answer correctly. So the teacher writes and explains:

LET'S = Let Us      Let's + Kata Kerja satu tanpa to, ing, s, es, ed.

*Ayolah kita*

Example:

- Let's go to study!
- Let's clean our classroom!

T: "*Mari kita pergi ke perpustakaan*". Who know the English? (Offers the students, but no respond) Nazarudin, come forward.

N: (shocks) me, Sir? (Then he comes forward and writes) “Let’s go to the library for reading!”

T: *"Mari kita mendengarkan penjelasan itu!"*

G: “Let’s listen to the explanation!”

The teacher continues the activities by giving sentences as  
*"Marilah kita tulis kalimat itu!"*, *"Marilah kita bermain sepakbola!"*,  
*"Mari kita makan nasi goreng itu!"* and the students translate correctly  
 on the whiteboard.

T: is it clear until here? (The students nod) Now, please make 10 sentences of LET'S by using these verbs! 1. *Menasihati* 2. *Mengizinkan*

3. *Menjawab* 4. *Menanyakan* 5. *Memulai* 6. *Membawa* 7. *Menyikat* 8. *Membeli* 9. *Menutup* 10. *Menyuruh*. The bell is ringing (ISOMA).

Some students are in the class, but half of them playing with friends in the class and half again doing the exercise. Then, the teacher comes in and greets the students. He goes to the students' chairs to check their works. Then, he explains about the using of 2 verbs. If they are using 2 verbs, they must use "to" or "-ing" for example "Let's begin to study", "Let's begin studying". Then he continues to check one by one. Finally, the bell is ringing. The time is up.

### 3) Post Activity

#### **Class H, G, and C**

In class H after the students collected the works, the teacher lets the students to sing "Let's Smile" and he closes the lesson by greeting. In class G, he gives the students homework, it is to make 5 invitation sentences and responds, while in Class C before they go home, they collect their works to the teacher then pray together and sing "See You Later". Afterwards the teacher closes the class by greeting and the students respond.

#### **h. Eighth Meeting**

Based on observation at eighth meeting in Class G, H, and C is done on November 3<sup>rd</sup> 2016 can be seen in the following description. The Lesson topic is "Ask for Permission".

### 1) Pre Activity

#### **Class G, H and C**

In Class G the students come in gathered to the class. Some students still do their homework. The teacher comes in to the class. Some students still recite Al-Qur'an. For who have finished reciting, they put back the Al-Qur'an into the place. In Class H the teacher has been already in the class and wait for the students until gathered and in Class C the students enter to the class when seeing the teacher walks to their class. In these three classes the pre-activity are same as usual that is the teacher opens the class by greeting and lets the students do warming-up activities as usual (singing the songs "Let's Go to Study" and "Do You Know" twice). After that the teacher lets the students to sit down.

After doing warming-up activities the teacher reminds the previous lesson in these three classes, it is about "Instruction and Prohibition" and also "Give and Respond to Invitation". He interacts the students until the students do not have questions again. In Class G after the teacher reminds the previous lesson, they discuss their homework about "Give and Respond to Invitation". As usual the teacher asks randomly the students to write the answer on the whiteboard then lets them to read aloud together. While in Class H and C they are directly discussing new material after the teacher reminds the previous lesson.

## 2) While Activity

**Class G, H and C**

1. Beni: Let's come to my birthday party tonight! Lisa: Yes, of course.	7. Q: Let's play together! A: Yes, of course.
2. Naufal: Hi, Rafli. Let's go to study! Rafli: Hi, Naufal. Ok, let's go.	8. Q: Let's go to mosque! A: Yes, of course.
3. Indra: Let's go to museum! Haikal: It's a good idea	9. Q: Let's come to the festival! A: Sorry, I am busy. Q: Ok, no problem.
4. Aldo: Let's write together! Ghaza: Yes, of course.	10. Q: Let's swim together! A: Ok
5. Hawa: Let's play basketball! Gina: Sure, why not.	11. Q: Let's dance together! A: Yes, of course.
6. Wanda: Let's play basket! Madi: Let's go.	12. Andi: Let's sing together! Dian: It's a good idea.

*(The answers of the students in class G of their homework)*

T: (writes on the whiteboard) Now, we learn about to ask an excuse.

<p align="center"><u>“ASK FOR PERMISSION”</u> MEMINTA IZIN MELAKUKAN SESUATU</p> <ul style="list-style-type: none"> <li>- May/Can + S + V<sub>1</sub> + Complement +?</li> <li>- S + May/Can + V<sub>1</sub> + C</li> <li>- S + May not/Cannot + V<sub>1</sub> + C</li> </ul>	
<p>Example:</p> <ul style="list-style-type: none"> <li>- May I close the door? (Yes, you may/ No, you may not)</li> <li>- May I clean / erase the whiteboard? (Yes, you may/No, you may not)</li> <li>- May she go out from our class? (Yes, she may/No, she may not)</li> <li>- May we write that sentence? (Yes, you may/No, you may not)</li> <li>- Can I sit down? (Yes, you can/No, you cannot)</li> <li>- Can I play basketball? (Yes, you can/No, you cannot)</li> <li>- Can I go to cinema this night? (Yes, you can/No, you cannot)</li> </ul>	

The examples are made by interacting between the teacher and

the students in the class and the teacher explains in deep about the material. After all is clear, means the students do not have question

again, the teacher instruct them to make sentences like the material has explained. They are instructed to make 10 sentences and give respond “Yes/No” with the certainty 5 (+) and 5 (-). They are suggested to look the verbs on their Vocabulary List. Some minutes later, the students collect their works to the teacher and finally the bell is ringing.

### 3) Post Activity

#### **Class G, H and C**

Because the bell is ringing, the students collect their works and before the teacher closes the class he gives the students a homework on their LKS Book page 34 (1-20 questions) and for class C the homework is on page 22. Then, he closes the class by greeting and the students respond and move to the next class.

### **i. Ninth Meeting**

Based on observation at ninth meeting in Class C is done on November 14<sup>th</sup> 2016 and in Class H and G is done on November 19<sup>th</sup> 2016 can be seen in the following description. The Lesson topic is “Active and Passive Voice” in Class C and “Simple Present Tense” in Class H and G.

#### 1) Pre Activity

#### **Class C, H, and G**

After the students are gathered, the teacher opens the class by greeting and lets the students do warming-up activities as usual (singing

the songs “Let’s Go to Study” and “Do You Know” twice). After that the teacher lets the students to sit down.

## 2) While Activity

### Class C

The teacher lets them to check together the homework on their LKS Books page 22. The teacher reminds and relates the questions with the topic material that they have learned. After finished, he asks them to give score by multiplying 5. The bell is ringing ~ISOMA~

After ISOMA the teacher comes in and continues the class by opening the LKS Book and explains about Greeting Card and Invitation Card and also the examples on page 38, 39, 41, 42, and 43. While the students open the LKS Book, the teacher tells them that they must make Invitation Card and will be collected on Thursday. They can make it as creative as they can, in a piece of paper or carton or etc. the more creative they make, the more score they get. It’s may be about birthday party or others. Then he continues the explanation about invitation card deeply. The teacher writes on the whiteboard:

<b>“INVITATION CARD”</b>	<b>The Formula</b>
1. When will the party begin? 2. Where will the party begin?	- S + will + V1 + Complement (Active Voice)
1. When will the party be held? 2. Where will the party be held?	- S + will be + V3 + Complement (Passive Voice)



The teacher asks the students what that sentence is. They guess but not correct yet. Then, the teacher writes the pattern and explain detail about Active and Passive Voice. Further, he gives examples on the whiteboard.

<i>“Kucing akan memakan tikus” → “The cat will eat that mouse”</i> <i>“Tikus akan dimakan kucing” → “That mouse will be eaten by cat”</i>
--

Then to make the students more understand, the teacher makes sentence again and asks them how the change is. The first is *“Budi akan membuat kartu ulang tahun”* he offers the students to translate into English. The students answer *“Budi will make birthday cards”*. The second, he asks them again *“Kartu ulang tahun akan dibuat oleh Budi”*, and they answer *“Bithday cards will be made by Budi”*.

### Class H and G

In Class H before they discuss the homework and collect the Invitation Card, the teacher explains again about the using *–s/–es* in verbs in clearly. While in Class G they are directly discussing the homework after warming-up.

Umum	Untuk yang berakhiran “ch”, “sh”, “ss”, “o”, and “x”	Untuk yang berakhiran “y” yang didahului huruf mati	Untuk yang berakhiran “y” yang didahului huruf hidup
Cut=cuts Take=takes Find=finds	Watch=watches Finish=finishes Pass=passes Do=does Fix=fixes	Study=studies Fly=flies Cry=cries Try=tries Fry=fries	Pay=pays Pray=prays Play=plays Buy=buys Enjoy=enjoys

*(The teacher explains this material in Class H before discussing the homework)*

After the students really understand well and do not have a question again, he lets them to repeat after him, then collect the Invitation Card and discuss the homework together about Simple Present Tense. The teacher calls randomly the students to write the answer on the whiteboard (similarly in Class G). The teacher gives sign correction to the students' answers on the whiteboard. In Class G the teacher lets the students to sing "I can do everything" after they have written, while in Class H was not.

### 3) Post Activity

#### **Class C, H, and G**

In Class C they pray together before go home, then the teacher closes the meeting by greeting. While in Class H and G, the teacher lets them to give score and give back the books to the own after they have discussed. Then the bell is ringing and the teacher closes by greeting. For Class G he gives them homework again, it is on page 51 Evaluation (no. 1-20) page 52 Remedial and page 53 Enrichment.

To make easier the readers, the writer makes an extract table of Class C, D, G, and H in doing the warming-up activities as followed:

**Table 4.1 description of Warming-up Activities in Class C, D, G, and H**

Meeting	Day and Date	Class	Lesson Topic	Warming-up Activity											
				1	2	3	4	5	6	7	8	9	10	11	12
1	<b>22-09-2016</b> (hour 1-2)	G	Can and Can't Ability	v	v	-	-	v	v	v	v	v	v	v	v
	(hour 3-4)	H	Can and Can't Ability	v	v	-	-	v	v	v	v	v	v	v	v
	(hour 5-6)	C	Can and Can't Ability	v	v	-	-	v	v	v	v	v	v	v	v
	<b>31-10-2016</b> (hour 1-2)	D	Instruction and Prohibition	v	v	-	-	v	v	v	v	v	v	v	v
2	<b>24-09-2016</b> (hour 1-2)	H	Can and Can't Ability	v	v	-	v	v	v	v	v	v	v	v	v
	(hour 3-4)	G	Can and Can't Ability	v	v	-	-	v	v	v	v	v	v	v	v
	<b>06-10-2016</b> (hour 5-6)	C	The Using of Will	v	v	-	-	v	v	v	v	v	v	-	v
	<b>02-11-2016</b> (hour 1-2)	D	Give and Respond Invitation	v	v	-	v	v	v	v	v	v	v	v	v
3	<b>06-10-2016</b> (hour 3-4)	H	The Using of Will	v	v	-	-	v	v	v	v	v	v	-	v
	<b>08-10-2016</b> (hour 3-4)	G	The Using of Will	v	-	-	-	-	-	-	-	-	-	-	-
	<b>10-10-2016</b> (hour 8-9)	C	The Using of Will	v	v	-	v	v	v	v	v	v	v	v	v
	<b>07-11-2016</b> (hour 6-7)	D	Ask for Permission	v	v	-	-	v	v	v	v	v	v	-	v
4	<b>13-10-2016</b> (hour 1-2)	G	The Using of Will	v	v	-	v	v	v	v	v	v	v	-	v
	(hour 3-4)	H	Instruction and Prohibition	v	v	-	-	v	v	v	v	v	v	v	v
	(hour 5-6)	C	The Using of Will	v	v	-	-	v	v	v	v	v	v	-	v
	<b>09-11-2016</b> (hour 1-2)	D	Discussing Homework together	v	v	-	-	v	v	v	v	v	v	-	v

5	<b>17-10-2016</b> (hour 8-9)	C	Instruction and Prohibition	v	v	-	-	v	v	v	v	v	v	v	v
	<b>20-10-2016</b> (hour 1-2)	G	Instruction and Prohibition	v	v	-	-	v	v	v	v	v	v	v	v
	(hour 3-4)	H	Instruction and Prohibition	v	v	-	-	v	v	v	v	v	v	v	v
	<b>14-11-2016</b> (hour 6-7)	D	Do and Discuss Exercise	v	v	-	-	v	v	v	v	v	v	v	v
6	<b>20-10-2016</b> (hour 5-6)	C	Instruction and Prohibition	v	v	-	-	v	v	v	v	v	v	v	v
	<b>22-10-2016</b> (hour 1-2)	H	Instruction and Prohibition	v	v	-	v	v	v	v	v	v	v	v	v
	(hour 3-4)	G	Instruction and Prohibition	v	v	-	v	v	v	v	v	v	v	v	v
	<b>16-11-2016</b> (hour 1-2)	D	Simple Present Tense	v	v	-	-	v	v	v	v	v	v	v	v
7	<b>29-10-2016</b> (hour 1-2)	H	Give and Respond Invitation	v	v	-	-	v	v	v	v	v	v	v	v
	(hour 3-4)	G	Give and Respond Invitation	v	v	-	v	v	v	v	v	v	v	v	v
	<b>31-10-2016</b> (hour 8-9)	C	Give and Respond Invitation	v	v	-	-	v	v	v	v	v	v	v	v
8	<b>03-11-2016</b> (hour 1-2)	G	Ask for permission	v	v	-	v	v	v	-	v	v	v	-	v
	(hour 3-4)	H	Ask for Permission	v	v	-	v	v	v	-	v	v	v	-	v
	(hour 5-6)	C	Ask for Permission	v	v	-	v	v	v	-	v	v	v	-	v
9	<b>14-11-2016</b> (hour 8-9)	C	Active and Passive Voice	v	v	-	-	v	v	v	v	v	v	-	v
	<b>19-11-2016</b> (hour 1-2)	H	Simple Present Tense	v	v	-	-	v	v	v	v	v	v	v	v

	(hour 3-4)	G	Simple Present Tense	v	v	-	-	v	v	v	v	v	v	v	v	v
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**Table 4.2 Explanation of Number 1-12 in the Table**

No	INDICATOR	RESULT	
		V = Yes	- = No
1	The teacher gives greeting.		
2	The teacher gives motivation to the students		
3	The teacher doing roll-call to the students		
4	The teacher remains the previous lesson		
5	Go at the beginning		
6	Focus students' attention		
7	Help students begin to work		
8	Prepare students for a period of concentration		
9	Be an interesting and enjoyable activity		
10	Be useful to continue the class		
11	Be related to the topic		
12	Be short		

Based on the first problem statement, it is how the use of warming-up activities in teaching English at the second year of Madrasah Tsanawiyah Negeri Mulawarman Banjarmasin academic year 2016/2017, it can be found that warming-up activities are used after the English teacher has greeted the students and instructed them to do warming-up, and before reviewing the previous lesson.

**2. The kinds of warming-up activities used in teaching English at the second year of Madrasah Tsanawiyah Negeri Mulawarman Banjarmasin academic year 2016/2017**

Based on the observation, teacher's interview, and documentary, the writer found that two warming-up activities are used in teaching English at the second year of Madrasah Tsanawiyah Negeri Mulawarman Banjarmasin academic year 2016/2017, they are:

a. Singing

LET'S GO STUDY	DO YOU KNOW	LET'S SMILE
I am a diligent student I want to study Don't always be lazy Let's go to study... Let's go 4x Let's go to study...!	Do you know what you can do? You can reach stars in the sky... You can be the best Everything can happen if you want to study and never give up! Obey your teacher! Obey your parent! Don't forget to pray to Allah, Allah, Allah!	One and one say hi to everyone Two and two and ask them how are you? Three and three let's smile to everybody And one and two and three they will make us happy

b. Repeating by reading aloud together

Repeating by reading aloud together the examples of short conversation or expression in each material.

### ***Interview Result with the English Teacher***

A source: Mr. Peny Raharjo, S.Pd

Mr. Peny Raharjo, S.Pd is one of the English teacher at Madrasah Tsanawiyah Negeri Mulawarman Banjarmasin which the classes are observed by the writer. He teaches at classes C, D, G, and H of the second year in this academic year. He is graduated from UNISKA Banjarmasin, Sarjana of English language Department. He starts teaching from 1997 until now and has being a teacher at Madrasah Tsanawiyah Negeri Mulawarman Banjramasin since February 1999 after he has done English Teachers Training in UNM (IKIP Malang) for 9 months (April-December) 1998.

He teaches English usually using warming-up activities in the pre-activity. So these are his answers about warming-up activities in his teaching.

When asked, “What is Warming-up activity?”, he replied:

It is a warming to start the students’ readiness in following a studying. Have they been ready to study or yet? Or ready to accept the material or yet. Because sometimes in the pre studying the students still make some noises, they are not ready yet, so that warming-up activity is one of my trick to remind them to study, as using songs. Sometimes it is different too, there are many of them not ready to study, when I ask them “are you ready?” they replied “yes” but the fact is “not yet”. Always there is unexpected something.

And when asked “is warming-up important?”, he replied:

Yes, warming-up is important, it is one of strategy to arouse the students’ interest in studying.

Kinds of warming-up activities:

It can be games, singing, asking many materials, song is related to the topic which will be learned, etc. everything can be a warming-up activity during it has advantageous for the students.

Then, the writer asked “How do you use and explain warming-up activity to the students?”, he replied:

As far as now, I use singing the songs for the warming-up, sometimes game and also give them vocabulary which will be discussed in the material. For the explanation, first I only introduce the songs to the students, introduce the words, gives them some clues to sing it and it will be discussed deeply later when the songs related to the material. For example, we are learning about “Give and Respond to Invitation” so I can relate and explain to the students with the songs. “Let’s go to study” this is the example of invitation. Then when we are learning about “Instruction and Prohibition” the example in the song is “Don’t always be lazy”. Oh, there is an instruction sentence “Obey your teacher, obey your parent”. Then the using of “can” in the song “I can do everything”, etc.

He usually uses warming-up activity in the pre-activity, but sometimes he also break the students in while and post activity, so the writer asked, “According to you, warming-up is only used in the pre activity or it can be used in the while and post activity?”, and he replied:

Actually, warming-up is at the first on the pre activity only, but sometimes I used it in while activity because to motivate arousing the students’ spirit to study or before they do exercise by singing song “I can do everything” and in the post activity sing song “See You Later”.

The writer also asks about the students’ responses toward warming-up activities to the teacher, “How the students’ responses toward warming-up activity that used and what are the problem and also how the solution to face the problem?”, he replied:



It is varied. At the beginning (of semester) the students sing spirit. Now may be because they are bored with that songs and also near to the end of semester they are weak to sing it. Sometimes, there are many students who do not want to sing the songs or may they do not memorize, I warn and ask them have been ready to study or not? If they are ready, prove it! One of the solution that I ever used to overcome the students' bored is by dividing them in grouping to make song. It will be sang later in the next meeting. One of the successful result is song "Do You Know". It was not my work, but my students' in 2013. That's my favorite song and also my students' work. For the instruction to make the song, of course, I let them to use tone of children songs which is easy to sing and remember, simple. And the suggestion for making English songs to children actually, the new vocabulary are not more than 10 words. Don't be more from 10 words! And using the familiar tone, because it is directly will be saved by our brain.

The strength and weakness of warming-up activity according to the English teacher:

The strengths of warming-up activities are to motivate the students in studying and to make us easier in teaching material. While the weaknesses are there are many students who do not like song with tone of children songs, may be they like songs as by Westlife, etc. and also the students can be bored with our warming-up activity.

The writer has ever found that the teacher did not use warming-up in the pre activity, so the writer asked, "Have you ever not use warming-up activity? When and why?", he replied:

When I come to the class late for some minutes I do not do the warming-up activity, because sometimes I have visitor or other business. I am worry it will disturbing the neighbor classes, so it is be better if I do not use the warming-up. Also the time has spent for some minutes, means I must go on whilst teaching directly after greeting the students. Because of that I always attempt to enter the class on time, in order not bother neighbor classes.

**3. 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**

Based on observation, teacher's interview, and also documentary, the writer has known about 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. The result is that the students' responses are fun, enjoy, and follow the activity. But in many meetings they are getting bored with the warming-up activity, especially at the meetings near in the end of the semester. Based on the observation, the students' responses in pre- warming-up activities are almost all of them have positive respond, because they are in the class after the bell is ringing, some of them have prepared their English books on the table, if in the first hour (the class which is started at 07.30 a.m.) they pray together, take and recite Al-Qur'an. While the students' responses in post- doing the warming-up activity are sometimes calm and sometimes noise, but the teacher then warn them and they pay attention to the teacher and follow the next activities. The result of 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 from the questionnaire can be seen on the table below:

**Table 4.3 the percentage and qualification the students' responses toward pre- and post- warming-up activity.**

No	Statement	Percentage	Qualification
1	I look forward to going to class because my English teacher is good.	82,5%	Excellent
2	My English teacher has a dynamic and interesting teaching activities.	77,81%	Excellent
3	I think my English class is boring.	78,12%	Excellent
4	To be honest, I really have little interest in my English class.	66,56%	Good
5	I really work hard to learn English.	70,93%	Good
6	When I am studying English, I ignore distractions and pay attention to my task.	74,37%	Good
7	English is one of my favorite class.	70,62%	Good
8	I am always enthusiastic to respond my teacher's greeting.	80,31%	Excellent
9	Before studying English in the class, I am not enthusiastic to follow warming up activity.	70%	Good
10	I don't need any warming-up to learn English.	70,93%	Good
11	I am bored with the warming-up activity that used in the class.	71,25%	Good
12	I am motivated to learn English because of warming-up activity in the class.	69,37%	Good
13	I like singing as warming up activity in the class.	80%	Excellent
14	Warming-up activity before learning English makes me active in learning English.	74,68%	Good
15	Warming-up activity is so wasted time.	74,06%	Good
16	I don't follow the warming-up activity in the class, because I don't like it.	80%	Excellent
17	Learning English situation by using warming-up activity is not strain.	76,87%	Excellent
18	Doing warming-up activity makes me always to listen the teacher's explanation about the material.	76,25%	Excellent
19	I like to do many movements in doing warming-up.	72,18%	Good

20	I just silent when the others are doing warming-up activity.	79,06%	Excellent
21	The warming up activity is related to the lesson topic and other activities of a lesson.	72,81%	Good
22	Warming-up activity helps me begin to think in English, review previous-class lesson and become interested in class.	73,75%	Good
23	Warming-up activities help me to concentrate toward the English lesson in the class lesson.	73, 12%	Good
24	Warming-up activity in the class is absolutely not interested.	80,62%	Excellent

Based on the computation above can be seen the mean of percentage of the students' responses toward positive statements is 75,08% and the mean of percentage of the students' responses toward negative statements is 74,49% while the mean of the students' responses overall toward pre- and post-warming-up activities is 74,84% which is qualified Good, so it can be said that the students' responses toward pre- and post- warming-up activities in the class at Madrasah Tsanawiyah Negeri Mulawarman Banjarmasin in Academic Year 2016/2017 is in "good" quality or have positive respond.

## **B. Discussion**

The data that have been collected from the observation, interview, questionnaires, and documentary are processed and presented on description and tables in findings. Then the data is analyzed and reported systematically based on the statement of the problem, they are about the use of warming-up activities, the kinds of warming-up activities, and 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. For further description, it can be known from analysis below.

# **1. The use of warming-up activities in teaching English at the second year of Madrasah Tsanawiyah Negeri Mulawarman Banjarmasin Academic Year 2016/2017**

Based on the research results from observation, interview, and documentary, it can be known that the use of warming-up activities are used by English teacher after he has greeted and instructed the students to do warming-up activities, and before reviewing the previous lesson. Actually the teacher does not only use warming-up in the pre- activity, but also uses in while activity named filler/ice breaker and in the post- activity named cooler. But, here the writer just discusses warming-up activities in the pre- activity based on the problem question.

## **a. Warming-up Activities in Pre- Activity**

The activities in every pre- activity, the teacher always opens lesson by greeting and the students responding the greeting by standing. As Leo (2013, p. 11) Greeting is very important to show that we want to welcome and be friendly to everyone in our daily life. Then, the teacher gives motivation to the students through warming-up activities. As Harmer (2007, p. 20) discussed on his book, motivation could come in 2 kinds, namely extrinsic and intrinsic motivation. Intrinsic motivation is the kind of

motivation that is produced by what happens in the classroom, this could be the teacher's methods, the activities that students take part in, or their perception of their success or failure. The teacher instructs the students in doing warming-up activities. The format of instruction is as follows:

T: how are you this morning / afternoon?

Ss: Alhamdulillah, we are fine, thank you and how are you?

T: I am fine too / I am very well, thanks. Are you ready to study?

Ss: yes, we are!

T: Let's go to study!

Ss: Let's go to study!

T: (counting) 1, 2, 3

Ss: (singing the songs "Let's Go to Study" and "Do You Know")

T: (usually the teacher give sign to the students to sing the songs twice or once)

Afterwards, the teacher lets them to sit them and the students say thank you and sit down. There is a meeting that the teacher does not implement warming-up activities. It is on 3<sup>rd</sup> meeting in class G, because he came late to the class and do not want to bother other classes. So, he directly go to the while activity after greeting.

After warming-up activities is done, the teacher checks the students' attendance, but not call the student's name one by one, he just looks the students and asks who absent. Usually the teacher takes the attendance and calls the students' names randomly when he asks them to come forward for answering and writing material or answers. As Sadida (2011, p. 3) suggested to economize time in checking the students' attendance, the

teacher can ask the students who is absent and why the reason is. It does not matter because the teacher have memorized their students.

Further, Sadida (2011, p. 6) reveals that asking the students about the previous lesson to know the students' habit whether they study at their home or not, at least the students ready to face the present lesson. Based on the observation, the teacher not always did the reviewing of previous lesson. Sometimes he goes to the while activity directly. On 2<sup>nd</sup> meeting in Class H, the teacher reminds the previous lesson by writing on the whiteboard and lets the students to repeat after him. The previous lesson is "Can and Can't Ability", they repeat the sentences like "Can Deni swim?", "Yes, Deni can swim", "No, Deni can't dance", and so on. In Class D, the teacher reminds the previous lesson by comparing with the new material that they will learn at that meeting, it is "Instruction and Prohibition" with "Give and Respond to Invitation". The teacher gives them sentences for each material and asks them what the difference.

Based on observation on 3<sup>rd</sup> meeting in Class C, the teacher reminds the previous lesson by song. At first, he writes the sentences on the whiteboard, then asks the students to repeat after him and explains what the song's purpose. He also relates with the previous lesson, that is "The Using of Will", then they sing together. On 4<sup>th</sup> meeting in Class G, the teacher reminds the previous lesson only by writing on the whiteboard. It is about "The Using of Will". On 6<sup>th</sup> meeting in Class H and G, the teacher reminds

them by asking what they have learnt at last meeting (*Instruction and Prohibition*). He asks them what they are and also how the function are. On 7<sup>th</sup> meeting in Class G, the teacher reminds the previous lesson by saying Instruction and Prohibition words to the students. For example the teacher says “Please, keep?” so the students answer “silent” and the teacher says “Don’t be?”, the students answer “noisy”. They repeated it in many times, then the teacher relates the material that they will learn with the song “Let’s Go to Study”. The last, on 8<sup>th</sup> meeting the teacher reminds the previous lesson about “Instruction and Prohibition” and also “Give and Respond to Invitation” to make sure the students that they have understood well, before they are going to the new material, it is “Ask for Permission”.

On the findings, can be seen that before the teacher do reviewing previous lesson, he warms-up the students. Leo on his book (2013, p. 86) states that warming-up is an important activity in learning process that makes the start of the lesson become more interesting, lively or excitedly. As for Kay (1995) quoted by Akhter (2014, p. 3) he claims that warming-ups are different types of activities which help the students begin to think in English, review previously introduced materials and become interested in the lesson. From the first meeting to ninth meeting, the teacher and the students almost implementing singing as their warming-up activities. Salim (2013, p. 1) states that short song will make you happy and help your brain to focus on English enjoyable. The songs which they sing such as have



mentioned before. Actually there are many songs again, but they often use those songs in warming-up activities. They also do repetition / read aloud together in many meetings, especially on 2<sup>nd</sup> meeting in Class H and on 5<sup>th</sup> meeting in Class C and G. When a student learns a new word, it needs to be repeated aloud in order for sounds memory. (Baddeley, Gathercole, and Papagno (1998) in Tamara 2015, p. 2).

b. Warming-up Activities and its principles

As written in Chapter II and findings on the table 4.1, the writer took reference from Velandia (2008) about the principles of Warming-up activities. They are go at the beginning, focus students' attention, help students begin to work, prepare students for a period of concentration, be an interesting and enjoyable activity, be useful to continue the class, be related to the topic, and be short. Almost in all meetings, warming-up activities that used by the teacher at the second year of Madrasah Tsanawiyah Negeri Mulawarman Banjarmasin academic year 2016/2017 Class C, D, G, and H involve those all principles. It is done at the beginning after the teacher gives greeting and it is short, rotate among 5 to 15 minutes. As Robertson & Acklam (2000) quoted in Buralkiyeva (2015, p. 3) state "warm up is a short activity for the beginning of lesson". Also, Leo (2013, p. 86) said that the allocated time for the starter is expected not more than fifteen minutes in a one hundred-minutes learning sessions. It is just to start

the lesson, therefore the teacher does not spend too long although students enjoy doing it.

Further, the activities help the students to focus their attention and prepare their concentration. Before the teacher starts the class, most of them busy with their own activities, like reciting Koran, talking with friends, playing in the class, etc. but when the teacher instructs them to do warming-up, they ignore their own business and start to pay attention and concentration to the activities. As Richards & Bohlke (2011) as cited in Velandia (2008, p.11) opening activity is mainly used to focus the students' attention on the lessons. If they have attention and concentration, additionally, the teacher reminds the previous lesson and their warming-up activities are related to the topic, it can be sure that the students will work in English easily. According to Cárdenas (2001) quoted by Velandia (2008, p. 12) "students learn best when they can address knowledge in ways that they trust".

Based on observation, their warming-up activities that is singing and repeating by reading aloud together , so related with their topic material which will they learned, is an interesting and enjoyable activity, and also be useful to continue the class. Although they just sing 2 songs evenly, it is included their materials in it. For the clearer information, the writer discusses as below.

### *Songs*

LET'S GO STUDY	DO YOU KNOW	LET'S SMILE
I am a diligent student I want to study Don't always be lazy Let's go to study... Let's go 4x Let's go to study...!	Do you know what you can do? You can reach stars in the sky... You can be the best Everything can happen if you want to study and never give up! Obey your teacher! Obey your parent! Don't forget to pray to Allah, Allah, Allah!	One and one say hi to everyone! Two and two and ask them how are you? Three and three let's smile to everybody And one and two and three they will make us happy

Topic material that they learned during observation:

#### 1) Can and Can't ability

The song that related to this material is ***Do You Know***. We can find the sentences in the lyric *Do you know what you can do, You can reach stars in the sky, You can be the best and Everything can happen.*

#### 2) Instruction and Prohibition

The songs that related to this material are all of them. We can find the sentences in the lyric, first at ***Let's Go to Study*** we can find Prohibition sentence, it is *Don't always be lazy!*. Then at ***Do You Know*** we can find Instruction and Prohibition, they are *Obey your teacher!*, *Obey your parent!*, *Don't forget to pray to Allah!*. The last at ***Let's Smile*** we can find Instruction sentence, it is *Say Hi to everyone.*

### 3) The Using of Will (Future Tense)

The song that related to this material is ***Let's Smile***. We can find the sentence in the lyric *They will make us happy*.

### 4) Ask for Permission

The song that related to this material is ***Do You Know***. We can find the sentences in the lyric *You can reach stars in the sky, You can be the best, and Everything can happen*. Unfortunately, the sentences are less precise to be an example of ask for permission. Because they discuss this material using *May and Can*, for example *May I borrow your book?*, *Can I go to the market?*.

### 5) Give and Respond Invitation

The songs that related to this material are ***Let's Go to Study*** and ***Let's Smile***. We can find the sentences in the lyric *at Let's Go to study, Let's Smile and Let's smile to everybody*.

### 6) Simple Present Tense

The songs that related to this material are all of them and all lyrics there are in form Simple Present Tense. We can find the sentences in the lyric such as *I am a diligent student, Do you know what you can do?*, *You can reach stars in the sky, How are you?*, and so on.

### 7) Active and Passive Voice

Unfortunately, the three songs do not have related with this topic material. But this material just taught at once in Class C on the last meeting.

#### *Repeating by reading aloud together*

Names	Swim	Dance	Read Al-Qur'an	Write Al-Qur'an	Sing English song
Deni	+	-	+	-	+
Aminah	-	+	+	+	-
Desy	+	-	-	+	-
Agus and Anton	+	-	+	-	+
Siti and I	-	+	-	+	+

This warming-up activity is related to the topic material “Can and Can’t Ability” on 2<sup>nd</sup> meeting in Class H. (+) means someone Can do the verbs and (-) Can’t. The students repeat those sentences after the teacher:

Deni: Can Deni swim?  
 Yes, Deni can swim.  
 Can Deni dance?  
 No, Deni can’t dance.  
 Can Deni read Al-Qur’an?  
 Yes, Deni can read Al-Qur’an.  
 Can Deni write Al-Qur’an?  
 No, Deni can’t write Al-Qur’an.  
 Can Deni sing English songs?  
 Yes, Deni can sing English songs.  
*(and so on like the examples above)*

INSTRUCTION	PROHIBITION
<ul style="list-style-type: none"> <li>- Open the window, please!</li> <li>- Close the door, please!</li> <li>- Bring me some books, please!</li> </ul>	<ul style="list-style-type: none"> <li>- Don't come late</li> <li>- Don't be lazy</li> <li>- Don't bother in the class</li> </ul>

This warming-up activity is related to the material “Instruction and Prohibition” on 5<sup>th</sup> meeting in Class G. Actually the teacher often do repeating by reading aloud together , but in while activity. In pre-activity he just did 2 times.

So, from warming-up activities that are used at the second year of Madrasah Tsanawiyah Negeri Mulawarman Banjarmasin academic year 2016/2017, it can be inferred that warming-up activities is an exact activity to start the class and also it fulfills the principles that has discussed above. It has many advantageous such as mentioned in chapter II.

## **2. The kinds of warming-up activities in teaching English at the second year of Madrasah Tsanawiyah Negeri Mulawarman Banjarmasin academic year 2016/2017**

Based on the research results from observation, interview, and documentary, it can be known that the kinds of warming-up activities are used in teaching English at the second year of Madrasah Tsanawiyah Negeri Mulawarman Banjarmasin academic year 2016/2017 are singing and repeating by reading aloud together , such as mentioned above on the table. From the result of interview, the teacher said that the kinds of warming-up activities in

teaching English it can be games, singing, asking many materials, song is related to the topic which will be learned, etc. he added that everything can be a warming-up activity during it has advantageous for the students. But, he often used singing as his warming-up activities.

Further, he explained that the song “Do You Know” was not his work, but his 2013 students. The requirements for making songs as warming-up activities are easy to sing and remember, simple, the vocabulary is not more than 10 words; especially for the new vocabulary, use tone of children songs and familiar tones.

### **3. 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**

Based on observation and teacher’s interview, the students’ responses toward warming-up activities in the class at Madrasah Tsanawiyah Negeri Mulawarman Banjarmasin Academic Year 2016/2017 give various responses. Almost in all meetings the students always do singing as warming-up, they do it enthusiastic, all of them sing the songs and also do many movements. As Fishbein and Ajzen (1975) cited in Kapur Tulis (2012, p. 1) attitude is a learned predisposition to respond positively or negatively to an object, situation, concept, or people. Students’ responses toward warming-up activities on 1<sup>st</sup> to 7<sup>th</sup> meeting are enthusiastic in doing the warming-up activities, they are fun and enjoy. But in 8<sup>th</sup> and 9<sup>th</sup> meeting their responses are less, such as lazy in doing

it, because they bored with the activities and near the end of the semester. As the English teacher said “now may be because they are bored with that songs and also near to the end of semester they are weak to sing it. Sometimes, there are many students who do not want to sing the songs or may they do not memorize, I warn and ask them have been ready to study or not”.

The students’ responses on the basis of Depdiknas (2003, p. 53), Shaw & Wright (1967, p. 4) concern for other (Henerson, Morris, & Fitz-Gibbon, 1978, p. 46) cited in Suhuri (2008, p. 121-122) point *(a) Students respond greeting from the English teacher* is very positive respond. Based on the observation they always respond their teacher when the teacher greets them. While in point *(b) Students have prepared the English book on their table before the teacher come in to the class* is just half of them that have prepared the English books on the table, while the others before warming-up they talking to their friends, moving everywhere, and doing others activities.

Based on the questionnaire, the students’ responses toward pre and post doing warming-up activities are good, in other words they have positive and like it. These questionnaire is measured by Method Summated Ratings, such as Likert in Azwar’s book (2011) cited in Kika (2011, p. 17) said attitude can be measured by using Method of Summated Ratings, which uses response distribution “Agree and Disagree” as a basis for determining value scale. In the table 4.3 it can be known that the highest percentage on positive statement is at *statement 1. I look forward to going to class because my English teacher is*



*good*. There are 97% or 78 students agree with it and 3% or 2 students do not. The second is *statement 8. I am always enthusiastic to respond my teacher's greeting*. There are 93,75% or 75 students agree with it and 6,25% or 5 students do not. The third is *Statement 13. I like singing as warming up activity in the class*. There are 87,5% or 70 students agree and 12,55% or 10 students do not. Then *statement 2. My English teacher has a dynamic and interesting teaching activities*. There are 83,75% or 67 students agree with it and 16,25% or 13 do not. Then *statement 17. Learning English situation by using warming-up activity is not strain*, *statement 18. Doing warming-up activity makes me always to listen the teacher's explanation about the material*, and *statement 14. Warming-up activity before learning English makes me active in learning English*, have same nominal value. They are 78,75% or 63 students agree and 21,25% or 17 students do not.

Further, *statement 22. Warming-up activity helps me begin to think in English, review previous-class lesson and become interested in class*. There are 77,5% or 62 students agree and 22,5% or 18 students do not. Then *statement 23. Warming-up activities help me to concentrate toward the English lesson in the class lesson* and also *statement 19. I like to do many movements in doing warming-up*. There are 71,25% or 57 students agree and 28,75% or 23 students do not. Later on *statement 21. The warming up activity is related to the lesson topic and other activities of a lesson*. There are 73,75% or 59 students agree and 26,25% or 21 students do not. Then on *statement 5. I really work hard to*

*learn English*. There are 72,5% or 58 students agree and 27,5% or 22 students do not. Next on *Statement 12. I am motivated to learn English because of warming-up activity in the class*. There are 67,5% or 54 students agree 32,5% or 26 students do not. The last on *statement 7. English is one of my favorite class*. There are 65% or 52 students agree and 35% or 28 students do not.

Furthermore, the highest percentage on negative statements is *statement 24. Warming-up activity in the class is absolutely not interested and statement 16. I don't follow the warming-up activity in the class, because I don't like it*. There are 12,5% or 10 students agree and 87,5% or 70 students disagree with it. It means that warming-up activity is interested for the students and they follow the activities. The second is *statement 20. I just silent when the others are doing warming-up activity*. There are 11,25% or 9 students agree and 88,75% or 71 students disagree. The third is on *statement 3. I think my English class is boring* and also *statement 6. When I am studying English, I ignore distractions and pay attention to my task*. There are 18,75% or 15 students agree and 81,25% or 65 students disagree. Then, on *statement 15. Warming-up activity is so wasted time*. There are 15% or 12 students agree and 85% or 68 students disagree. It means the warming-up activity does not spend much time in the class. Then on *statement 11. I am bored with the warming-up activity that used in the class* and *statement 9. Before studying English in the class, I am not enthusiastic to follow warming up activity*. There are 25% or 20 students agree and 75% or 60 students disagree. On *statement 10. I don't need any warming-*

*up to learn English.* There are 22,5% or 18 students agree and 77,55% or 62 students disagree. The last *statement 4. To be honest, I really have little interest in my English class.* There are 41,25% or 33 students agree and 58,75% or 47 students disagree.

Based on the explanation above, generally, 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 is qualified good or have positive respond. This research shows the facts of previous studies have been done by Velandia (2008) and Akther (2014), are found that warming-up activities in teaching English is an effective way of helping in increasing students' attention, activating students' background knowledge, building a good relationship, motivating the students, and also helping the teacher link the process of the class.