

CHAPTER I

INTRODUCTION

This section consists of the background, research questions, research purposes, research significances, research scope, and conceptual framework.

A. Background

English reading is the ability to understand and interpret written English language text. It is an important skill that allows individuals to access information, communicate effectively, and participate fully in society. According to Harmer (1983), reading is an activity that involves both the eyes and the brain. It implies that readers not only read but also comprehend the meaning of the written text being read. In addition, as stated by Johnson (2008: 3), reading is the practice of using text to generate meaning. It can be concluded that reading is the act of obtaining and interpreting information from printed materials.

Reading is a complex process that involves a range of skills, including comprehension. As described by Woolley (2011: 5), reading comprehension is the process of extracting meaning from writing. Furthermore, Snow (2002: 37) defines reading comprehension as a process in which a reader extracts and builds meaning concurrently through interaction and involvement with written language. From those definitions, comprehension is the ability to understand the ideas and relationships conveyed in a text.

There are several issues that appear in reading comprehension. According to Ganie, Deliana, and Ranguti's study (2019), they claimed that some of the issues stemmed from the students themselves. Students often believe that this topic is boring and that they lack motivation to learn English. Moreover, researchers discovered the above problems during teaching practice at a high school in Bandung, Indonesia. Then the researcher discussed it with the teacher where this research took place. There are problems with students' participation when learning English reading. Therefore, this study was carried out in order to increase students' participation in English learning by using warm-up activities.

Students' participation particularly in the teaching and learning process is one indicator of lesson success. Participation entails much more than simply being present in class. Participation is defined as engaging in an activity or situation in order to maximize benefits (Dusseldorf as cited by Sukidin, 2002). Furthermore, it is stated that there are two types of participation in learning, namely contributive and initiative. Contributive participation includes both in-class and out-of-class participation in structured assignments, as well as participation that encourages individuals to follow the lesson well. Meanwhile, initiative participation is typically focused on independent activities rather than structured assignments. Warm-up activities are one technique to encourage students to participate in contributive and initiative activities.

Warm-up activities are important in English learning because they help students become more engaged and focused on the learning process. They can be used to review previously learned material, activate prior knowledge, and set the tone for the lesson. According to Lassche (2005), the "initial orientation" for a language learning lesson is a warming up stage. A warming up activity is used to begin a class with an interesting task to help students feel at ease in the classroom setting and to get them thinking about learning English. According to Kay (1995), "Warming up is an effective method for getting students to think in English and reviewing previously introduced material. Different types of warm-ups contribute to the lesson's variety and interest" (p. vi). A warm-up to prepare students for a period of concentration may include physical activity such as standing up, walking, jumping, matching pictures with sentences or vocabulary, drawing or writing personal experiences or stories, and singing or listening to familiar songs and chants. These include, among other things, enjoyable and motivating warm-ups.

Previous study by Estalkhbijari & Khodareza (2012) showed that warm ups serve as an attention stimulant for students. Participants in the experimental group who had gotten the treatments on warm-up tasks performed significantly better in a writing test. Another research by Akther (2014) showed that warm-up activities are used to create a positive learning environment, motivate

students, recall prior information, and discuss lesson goals. In addition, research by Velandia (2008) shows that warm-ups are used to help students engage in class work by having them share answers, pay attention, give answers, encourage participation, and work on exercises.

The methodology distinguishes this present study from the previous studies. Previous studies employed the quantitative method. Meanwhile, in this study, the researcher employed an observational approach. However, there are similarities between this research and previous studies, specifically discussing the effect of warm-up activities and the role of warm-up activities in English learning.

B. Research Questions

According to the above description, the purpose of this research is to answer the two following questions:

1. What is the role of warm-up activities in students' participation during learning English reading?
2. What are the students' responses to the impact of the implementation of warm-up activities to their participation in learning English reading?

C. Research Purposes

The following are the study purposes based on the research question:

1. To find out the role of warm-up activities in students' participation during learning English reading.
2. To find out the students' responses to the impact of the implementation of warm-up activities to their participation in learning English reading.

D. Research Significances

This research has two significances, there are:

a. Theoretical Significances

1) Researchers

This study can be utilized as a model for future researchers who want to do research on warm-up activities. Future researchers can conduct additional research on the same topic.

2) Teachers

These study findings are intended to serve as a reference and source of information for English teachers interested in the benefits of warm-up activities in English learning.

b. Practical Significances

Warm-up activities can be used as a strategy by teachers when teaching English.

E. Conceptual Framework

The cognitive process of decoding written or printed symbols to grasp their meaning is known as reading. It entails visually recognizing the written words or text, interpreting the symbols, and grasping the author's intended message or information. Reading often necessitates the ability to recognize letters, words, and sentences, as well as comprehend syntax, vocabulary, and context. In line with Dakhi & Damanik (2018), reading is defined as an activity to understand strings of words in a reading passage.

The act of taking part or being involved in something is referred to as participation. Participation in education and language learning refers to students' level of involvement and engagement in the learning process. Participating in class discussions and activities, working on group projects, and actively practicing and applying new language skills are all examples of this. Active participation in English language learning, according to Harmer (2007), is critical because it can help students improve their language skills, increase their motivation to learn, and boost their self-confidence in using the language. According to Krashen (1982), active participation in English language learning can help students get the input they need to improve their language abilities. According to Krashen (1982), active participation can boost students' motivation and make learning more enjoyable.

Warm-up activities are a variety of tasks or exercises used to prepare students to learn English. Warm-up activities are designed to activate prior knowledge, increase student engagement and motivation, and provide a

transition from students' first to target language. According to Ambrose et al. (2010), warm-up activities in learning serve to prepare students' minds for the following material, activate prior knowledge, and create an environment conducive to effective learning. These activities, which can be physical or mental in nature, engage learners and prime their cognitive processes.

Finally, the students' participation is essential for class success while learning English reading. There are several strategies for increasing student participation in English reading learning, such as the use of warm-up activities. Warm-up activities in English reading may increase students' engagement in the subject matter. As stated by Gibbons (2002), starting with a short, enjoyable activity motivates students to participate in the accomplishing reading activities. Moreover, Brown & Abeywickrama (2010) showed that warm-up activities can improve students' understanding of reading texts. Activities that focus on vocabulary, context, or similar topics help students in connecting with the reading's essential material.

F. Previous Studies

According to Toledo and Daz's study (2021), in view of the impact of the internet and technology on the millennial generation, these trends must be integrated into the teaching and learning process, as they can boost university students' motivation as well as their levels of class engagement. This integration can be accomplished by potential and authentic educational tactics, such as warm-up exercises employing cellphones and the Quizizz technology tool. The study's aims were to 1) determine whether students enhanced their class involvement after using quizzes and cellphones as a warm-up approach, and 2) investigate students' opinions of their degree of class participation. Data were gathered using three instruments (the teacher's journal, a classroom map, and a students' perception scale), as well as a combination of qualitative and quantitative data analysis. According to the findings of this study, all 47 participants increased their willingness to participate in class. However, their own attitudes toward participation remained unchanged. In other words, while the students' willingness to participate in class improved, their own judgments

of participation remained same before and after the implementation of these measures.

Another study was carried out by Seçer, ahin, and Alc (2015). The purpose of this paper is to investigate the impact of using video as an audio visual material as a warm-up activity on students' motivation and involvement in Aviation English classes at the high school level from the perspective of English instructors. This report is based on a qualitative study approach in which a focus group interview was used to obtain data. Four teachers teaching Aviation English to 10th graders at a state high school participated in the focus group interview. In today's current world of technology, the usage of video, like other audio visual aids, is an effective ice breaker and motivational tool for teenagers. The findings, indicating the positive influence of video use on students' motivation and involvement, are categorized and analyzed within the scope of the study based on the analysis of the data acquired through focus group interviews.

In addition, study by Savaş (2016), which is an Exploratory Action Research that was conducted to improve the efficacy of warm-up exercises utilized in EFL classrooms. The study's participants were A2 (pre-intermediate) level English preparatory students at a foundation university in Turkey, ranging in age from 18 to 21. The information was acquired using two distinct questionnaires in the form of student reports in order to address two study questions. First, an exploratory practice (EP) was conducted with 32 students from two skill-based listening and speaking classes, with the first questionnaire serving as the data collection method. The goal was to discover what warm-up activities/practices meant to students and to study students' perspectives on the usage of warm-up activities as instruments to improve class participation. Following the EP findings, an Action Research (AR) was conducted in one of the classrooms with 21 students participating over a four-week period. The AR study involved the implementation of the EP's emerging themes in the form of modified warm-up activities. Following the implementations in the classroom, the second data gathering tool, the second

questionnaire, was sent to the students. The results of the second questionnaire offered students' perspectives on the AR study. The substance of the acquired data was examined, and the teacher researcher provided reflections on the overall process.

This present study differs from previous studies in several ways, including subject class and research object. This research is carried out in English reading class. Meanwhile, the previous studies were carried out in general class. In addition, this research is conducted in Bina Muda high school, whereas previous studies were conducted in universities. However, this research uses the same methodology as the previous studies. This research uses qualitative research approach.

