

# CHAPTER I

## INTRODUCTION

This chapter provides an overview of this study, including the background of the study, research questions, research purposes, research significances, conceptual framework, and previous studies.

### **A. Background of The Study**

This research aims to determine students' motivation in warming-up activities in learning speaking English. Warming-up helps students activate the knowledge of English and speaking skills that have been discovered so that students are better prepared to apply this knowledge in communication. XuBo (2007) suggests that warming-up activities are a form of teaching behavior when the teacher starts a new lesson. With this, teachers can carry out many warming-up activities as a reference for starting learning so that students are happy with the learning. According to Eragamreddy (2013:37), warming-up activities can be one way to provide a variety of activities in class and keep students motivated. In this case, this warming-up activity can be carried out to train students in speaking English. A well-structured warming-up activity can set a positive tone for the lesson, helping students shift into "English mode" and making them more receptive to new material (Harmer, 2020). The teacher can carry out warming-up activities so the class feels comfortable. Even though the students have difficulty speaking English, if the teacher can provide this learning with exciting activities such as warming-up activities, students' enthusiasm for learning English may increase.

The warming-up activity aims to train and improve students' speaking skills and make them more confident and motivated to learn English. Warming-up activities are critical in language teaching because they help create a comfortable environment for students to learn, especially speaking skills (Harmer, 2007). Researchers here want to know about teaching speaking in the eighth grade using warming-up. Using warming-up activities can be one way to provide a variety of activities in class and keep students motivated (Eragamreddy). This speaking

lesson aims to train students in speaking English. Warming-up exercises are crucial for encouraging students to learn how to speak English (Harmer, 2020). The teacher can carry out activities using warming-up so the class does not look boring. Warming-up activities are related to learning to speak because many warming-up activities are based on this. After finding out that students have difficulty speaking English, but the teacher can provide this learning with exciting activities such as implementing warming-up activities, students' enthusiasm for learning English increase.

In addition, warming-up activities can make students more enthusiastic about facing a class atmosphere that initially seems awkward and boring. Various warming-up activities, such as songs, games, and discussion questions, can attract students' attention in class (Treko, 2013). Warming-up aims to raise students' enthusiasm for learning English, especially students who get sleepy and lazy about studying. This warming-up activity is suitable for this problem. Warming up helps activate previous knowledge (Harmer, 2007). Warming-up activities are a prelude before starting learning, enabling students to be more focused and enthusiastic about beginning learning. Warming-up activities can be one way to bring variety to class activities, make students curious, focus their attention, and provide goals and motivation (Eragamreddy, 2013). With that, warming up can make the class look more productive and enjoyable if the teacher can implement beneficial activities and make students enjoy doing them.

Therefore, understanding how warming-up activities can motivate students effectively to learn to speak English is very important for educators. By exploring teachers' different strategies and approaches in implementing these activities, we can gain insight into what students enjoy most at this critical stage of their academic and linguistic growth. Thornbury (2010) emphasizes the importance of creating a fun and challenging atmosphere for students in warming-up activities. He suggests using games or activities that trigger students' imagination and creativity as part of a warming-up so that students feel more motivated to learn. Additionally, seeing how students respond to these warming-up activities offers important insight into how effective the activities are in fostering their desire to speak English. Studying

student attitudes, engagement levels, and the impact of these activities provides useful feedback for educators to change their teaching methods. Underhill said building connections between warming-up activities and students' daily lives is very important. It is believed that warming-up activities considering students' cultural context can increase their enthusiasm for learning English.

Speaking warming-up activities include activities intended to help people prepare for speaking in public or class. Deep breathing exercises, or deep breathing exercises, are a common activity. This exercise aims to calm the nerves and increase oxygen flow to the brain, which can help reduce anxiety and improve concentration. Breathing exercises, in accordance with Harmer's (2007) theory, aid in the relaxation and concentration of presenters. Speakers also frequently practice their pronunciation, sometimes known as pronunciation. Through practice pronouncing challenging words and phrases, this activity seeks to increase their speaking clarity and fluency. A study conducted by Nation and Newton (2009) shows that regular pronunciation can significantly increase language fluency and accuracy. Speaking warming-up also include speaking briefly or about random topics; this increases your flexibility and confidence. In a study conducted by Thornbury (2005), it was stated that spontaneous speaking warming-up is very important for acquiring more natural and spontaneous speaking skills.

On other hand, speaking is an oral ability to achieve pragmatic goals through interactive discourse with other speakers of the same language (Al-Jarf, 2012). Speaking is a form of communication to interact with people verbally. Speaking is a way to express our thoughts and ideas. This statement is supported by Collie & Stephen (2006), who states that speaking is oral communication or describing thoughts, ideas, and feelings in words. This can help students increase their creativity in learning English by practicing speaking. All humans possess the ability to speak. However, only some have the skill of speaking in front of a crowd. The speaker must develop preparation techniques, structure the talk, transmit energy and enthusiasm, and capture and respond to the listener's interest. The basis of an effective conversation is competent preparation.

Learning English Speaking is an essential skill that must be mastered by

students, especially for students at the secondary school level. Various factors can affect students' speaking ability; these include students' language fluency level, student motivation, and the learning methods used. Speaking skills involve mastery of grammar, vocabulary, and social interaction skills needed for effective communication (Ellis, 2021). Many students in this situation need more confidence when speaking English. Various factors can cause this lack of confidence, including concerns about others' judgments and needing to learn to use language appropriately in multiple situations. Gardner and Lambert (2022) emphasize the importance of intrinsic motivation and self-confidence as critical factors in developing speaking skills.

In this way, both teachers and students may experience difficulties in understanding and learning English speaking skills. Teachers face challenges, including the pressure to balance curriculum demands and the need for more resources and support to teach speaking skills effectively. On the other hand, for students, one of the most significant difficulties is overcoming low self-confidence and the fear of making mistakes. Students are usually afraid of being ridiculed or ridiculed by their friends when trying to learn to speak English. Therefore, students must practice often and get used to speaking English. Students can do many speaking activities to help them become more accustomed and brave, such as inviting their closest friends to talk in English. This can train their self-confidence. If they practice with those closest to them, it help increase their self-confidence in speaking English. Building self-confidence, managing emotions, and improving interpersonal skills are important (Durlak et al., 2010). Methods that consider students' feelings and social situations can increase their self-confidence and ability to overcome anxiety in language learning.

Motivation is an internal drive that encourages a person to carry out activities or activities to achieve certain goals. Learning motivation is the driving force within students that motivates them to learn (Winkel, 2004). Student motivation in learning is very important for academic success, participation in class activities, and learning effectiveness. This motivation is a process that initiates, guides, and maintains goal- oriented behavior (Schunk, Pintrich, & Meece, 2008). When it

comes to education, there are two main types of motivation: intrinsic motivation and extrinsic motivation. Effective teaching strategies can increase both types of motivation by creating a supportive learning environment and providing appropriate solutions (Dörnyei (2001). With it, teachers can help students reach their full educational potential by understanding and managing their motivation.

Based on a preliminary observations in the eight grade students one of the junior high schools in Bandung, it is known that the use of warming-up activities at the beginning of learning has a significant positive impact on learning. During these sessions, it is observed that students demonstrated high enthusiasm and interest when warming-up activities were included in the lesson plan. Students consistently desired to repeat the activity and showed enthusiasm for the warming-up exercises rather than the main lesson content. Repeated interest in warming-up activities indicates their effectiveness in capturing students' attention and increasing their motivation to participate in class. Therefore, warming-up activities are often incorporated into every English lesson to make the learning experience more exciting and improve students' English communication skills.

Previous research has shown that the application of warming-up activities in English language learning is effective. Ghimire (2023) researched how secondary-level English teachers conducted warming-up activities in Kawaswoti City. Sari et al. (2023) focused on exploring the effects of ice-breaking techniques on students' speaking skills and motivation in English classes. Meanwhile, Hariyanti et al. (2020) conducted experimental research using a quasi-experimental design to assess the effectiveness of using English songs to increase the motivation of class VIII students at SMPN I Enok. After learning about the various kinds of research conducted by previous researchers, I realized there are similarities in discussing student motivation in warming-up activities. Then, there are differences with current research. The current research focuses on students' motivation when using warming-up activities in speaking learning. It adds a qualitative case study perspective to each warming-up activity in an eighth-grade English-speaking lesson in junior high school.

## **B. Research Questions**

1. How do the teachers apply warming-up activities in English speaking to motivate students learning in the 9th grade at junior high school?
2. How do the students perceive the warming-up activities in English speaking to motivate their learning in the 9th grade at junior high school?

## **C. Research Purpose**

1. To find out how teachers implement warming-up activities for motivate students learning to speak English in class 9 of junior high school.
2. To find out students' perception the warming-up activities for class 9 in English- speaking lessons to motivate their learning in junior high school.

## **D. Research Significance**

### **1. Theoretical Significance**

This study advances our understanding of how well warming-up activities motivate junior high school students to acquire English language skills. Future researchers be able to build on this to gain a deeper understanding of how warming-up activities affect students' motivation levels when it comes to learning English.

### **2. Practical Significance**

This study offers teachers a clearer understanding of the kinds of warming-up exercises that best inspire eighth-grade students to practice speaking English. As a result, educators can create and execute warming-up techniques more skillfully in order to accomplish the intended learning goals.

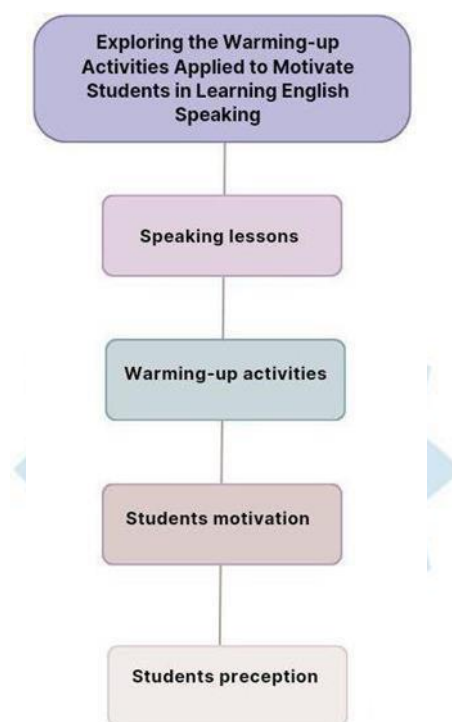
## **E. Research Scope**

This research explores warming-up activities applied to motivate students to learn English speaking skills. This research focuses on the nine grade students in a junior high school environment. This research investigates various warming-up activities applied by teacher and their impact on student's motivation and confidence in



speaking English. This research aims to understand how this activity can help students overcome problems and challenges in speaking English.

## F. Conceptual Framework



**Table 1.1 Conceptual Framework**

The ability to communicate ideas, thoughts, and information orally is known as speaking. In order to interact with people in social or professional settings, these abilities necessitate the use of language and voice. Speaking is an important part of communication and is a complex process involving grammatically correct sentence construction, use of appropriate vocabulary, and consideration of social context (Lazaraton, 2001). Speaking to students improves their communication skills and fortifies their critical and analytical thinking, which makes it a very valuable tool in the learning process. They can express their thoughts and opinions in a more organized and clear manner when they speak, which motivates them to learn more about the topic. Speaking activities need to have a real communicative goal, where students want to communicate something to achieve certain results (Harmer, 2007).

Students can exchange ideas and points of view through in-class speaking exercises like group discussions and presentations. This can improve mutual understanding and promote teamwork among students.

The process of learning English speaking helps students improve their oral English communication abilities. Assisting students in comprehending and using language in a range of speaking contexts is the primary goal. Speaking is an interactive process of building meaning that involves the production and reception and processing of information (Brown, 2000). Students engage in role-playing, oral presentations, group discussions, and role-playing in order to enhance their comprehension of English grammar, pronunciation, and vocabulary. Through these exercises, students improve their ability to listen and react appropriately in a variety of communication situations in addition to learning how to clearly convey ideas and information. Richards (2008) points out that effective speaking not only requires mastery of the linguistic elements of language but also the ability to use language appropriately in social interactions. Speaking abilities are therefore crucial for developing an engaging and dynamic learning environment that can raise student engagement and motivation.

Before beginning the speaking session, students who are learning to speak English warming-up with a variety of exercises meant to get them ready both linguistically and psychologically. Warming-up exercises play a critical role in helping students mentally and emotionally get ready to learn (Thornbury, 2005). In order to foster a friendly environment, spark students' interest in learning English especially speaking and give them the freedom to communicate, this warming-up exercise is crucial to complete before class starts. This make students more involved and participate actively in the learning process. In addition, these warming- up exercises can strengthen spoken English proficiency and foster a classroom environment that respects individual freedom of speech (Harmer, 2001). Short exercises that keep students interested can be used as warming-ups as can simple games and puzzles (Hadfield, 1999). Therefore, achieving efficient and enjoyable English learning makes warming up an important first step, thanks to these goals.



Several warming-up activities are commonly used in English classes, including vocabulary games, short discussions, and small group activities. This aims to prepare students mentally and emotionally for a more intensive learning process (Harmer, 2007). "Word Association" or "Hangman" is one of the activities that can help students remember and expand their vocabulary with fun and interactive vocabulary games. Next is a short discussion activity where students are asked to participate in a short discussion where they can talk about topics or their daily experiences. This helps them open up and makes them more comfortable speaking English (Thornbury, 2005). Small group activities such as role-playing or writing stories together encourage students to work together and talk to each other.

Motivation in learning is an internal or external drive that encourages someone to achieve academic goals. Motivation is defined as the process whereby goal-directed activity (Schunk, Pintrich, and Meece, 2008). This can include motivations, needs, or desires that push someone to succeed in their learning endeavors, persevere in the face of difficulties, and participate in educational activities. Motivation can originate from extrinsic factors like awards, recognition, or pressure from the social and familial environment, or from intrinsic factors like personal interest, curiosity, and achievement satisfaction. Pupils who are driven to acquire oral communication skills typically take an active role in locating practice opportunities, engaging in classroom discussions, and requesting helpful criticism. Students feel more engaged and motivated to learn when they actively participate in discussions, role plays, or group projects. Learning materials that are appropriate for their skill levels and interests can also provide challenges that are just right to encourage learning. For instance, students' learning can become more enjoyable and meaningful when warming-up activities like language games, role-playing, or practicing authentic communicative situations are used. Warming-up exercises are crucial for igniting students' interest in and motivation for learning (Thornbury, 2005). Engaging in enjoyable and demanding tasks can foster a supportive learning environment. Pupils who are driven to acquire public speaking skills are typically more proactive in looking for practice opportunities, contributing to class discussions, and requesting helpful criticism.

Student perceptions are students' views, understanding, and interpretation of their learning experiences. These perceptions include how students view and assess the learning process, such as teaching methods, course materials, interactions with teachers and classmates, and the overall learning environment. Perception is receiving and interpreting sensory information that allows individuals to understand their environment (Santrock, 2011). Various interactions and external elements greatly influence how students view their learning experiences at school. Students' perceptions are important in determining their motivation, engagement, and learning outcomes. Schunk (2012) added that students' perceptions of their abilities, often called self-efficacy, play an essential role in the learning process. Understanding what students see allows teachers to create better learning strategies that meet students' needs and expectations, create a positive and supportive learning environment, and improve student motivation and learning outcomes.

#### **G. Previous Study**

There are several studies regarding warming up activities in English language learning. The first previous study was by Khalaf (2023), who conducted a qualitative exploratory study examining the attitudes of English as a foreign language (EFL) teachers and how they used warming-up activities. Using a qualitative exploratory design, the attitudes of English as a Foreign Language (EFL) teachers in Algerian primary schools and the usage of warming-up exercises in English classes were investigated. The two primary methods of gathering data were semi-structured interviews and classroom observations. Investigators examined six third-grade classes at an elementary school in Bouchagroune, Biskra, Algeria, with thirty to thirty-four pupils in each class. They also asked eleven questions in a semi-structured interview to learn more about the teachers' perspectives on the warming-up exercises. Eleven questions were asked in a semi-structured interview as well. The purpose is to know what the instructor thinks about warming-up exercises. Qualitative data from observations in the classroom and interviews were coded using thematic coding and descriptive statistics to record the kinds and frequency of teacher-led warming-up activities. The findings demonstrate that EFL teachers

in Algerian primary schools engage in warming-up exercises at a moderate level and view their use positively. These results suggest that warming-up exercises have essential advantages. They also offer guidance on how to help elementary school teachers enhance their English instruction.

The second, Zouaoui and Atamn (2023), researched teachers' role in improving warming-up activities and interactions at Touati Larbi Middle School in BORDJ BOU ARREIDJ. This study investigates how educators can enhance classroom interactions and warming-up exercises. Both quantitative and exploratory methods are used in this study. All third-year secondary school students at Touati Larbi in Bordj Bou Arréridj and their teachers made up the research sample. A questionnaire was used to gather data, and participants were required to respond to multiple questions. The objective was to investigate how educators can enhance warming-up exercises and why so many students struggle to converse with their teachers during class. The findings demonstrate that to improve student-teacher interactions and highlight the caliber of all class interactions, teachers and students alike understand how crucial it is to engage in warming-up exercises together.

The third previous study was conducted by Sobayar et al. (2020); the focus was on investigating the effectiveness of icebreaker techniques in enhancing English language learning among junior high school students in a similar context. This research aimed to explore the use of icebreaker techniques in teaching English to junior high school students in Cimahi, Indonesia. Recognizing the importance of teaching English as a foreign language in Indonesia, the study investigated how icebreakers could help students focus on the English learning process. A case study approach and qualitative research methods were employed. The research involved one English teacher at a junior high school in Cimahi. Data were collected through observations and interviews. The results indicated that the use of icebreakers helped students to be more focused and have more fun while learning English in the classroom.

These studies show how important teachers' attitudes are in starting activities, especially warming-ups, and how they can help students focus by using icebreakers.

The researcher wanted to find out why students are motivated to do warming-up activities when learning English. They looked at journal articles and involved both teachers and students in their study. The goal was to create a warming-up exercise for the eight grade students learning English. During the research, it was clear that students were motivated to learn English, especially through speaking. The warming-up activity they're looking at is similar to previous ones, highlighting the teacher's attitude and role as crucial. The aim is to make students more focused on learning English. Researchers have mainly focused on how teachers can motivate students to learn English through warming-up activities. However, the current study differs because it's tailored for English learners and emphasizes student motivation for warming-up exercises in speaking lessons. Many students are motivated to learn English through these activities, so researchers are interested in this study. They can observe how students use these activities to improve their English speaking skills through a qualitative case study approach.

