

**AN ANALYSIS OF WARMING-UP ACTIVITY IN
ENGLISH TEXTBOOK FOR
YEAR TEN**

THESIS



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APPROVAL SHEET

This is to clarify that the sarjana thesis of Khalimatus Sholihah entitled "*An Analysis Of Warming-Up Activity In English Textbook For Year Ten*" has been approved by the thesis advisors for further approval by the Board of Examiners, Faculty of Teacher Training and Education, University of Pesantren Tinggi Darul 'Ulum Jombang.

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ENGLISH TEXTBOOK FOR YEAR TEN**

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LETTER OF DECLARATION

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Started whole heartedly that this thesis entitled “*An Analysis Of Warming-Up Activity In English Textbook For Year Ten*” originally written by the researcher. It is neither plagiarism, nor made by others. The things related to other people’s work are written in quotation and included within bibliography.

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Jombang, 2nd August 2022



Khalimatus Sholihah

MOTTO

“EVERYTHING WILL BE OKAY IN THE END, IF IT’S NOT OKAY, IT’S NOT THE
END”

~

“IF YOU DON’T GO AFTER WHAT YOU WANT, YOU WILL NEVER GET IT,
IF YOU NEVER ASK, YOU WILL NEVER GET THE ANSWER,
AND IF YOU DON’T MOVE FORWARD, YOU WILL STILL BE IN THE SAME
PLACE”

-Anonim-

DEDICATION PAGE

I dedicated this thesis to :

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The writer realizes that this thesis proposal needs a lot of effort to write and cannot complete without help from the others. So, the writer would like to extend most heartfelt especially to:

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However, the writer realizes that this study is far from being perfect. Therefore, constructive critics are really needed for the writer to produce better result in the next study. Finally the writer hopes this study will useful for the educational researcher. Aamiin.

Jombang, 2nd August 2022

Khalimatus Sholihah

ABSTRACT

Warming-up activity is an exciting activity carried out at the beginning of the lesson which is designed for attracting students' attention, focusing them on the class activity, and creating students' positive mood. This research was to identify the types and functions of Warming-Up activities outlined in the handbook "*Bahasa Inggris SMA/MA/SMK/MAK Kelas X 2017 edition*", and language skills embedded in the warming-up activities of the handbook. To obtain the data, qualitative research was used. The data were obtained by observation guides. The findings of the research showed that this handbook applied six out of thirteen types of warming-up activities based on Jun (2000) and Mauero's (2015) theory. The types that appeared were Guessing, Collecting, Searching, Roleplay, Picture, and Story. The language skills embedded in the warming-up activities were writing, listening, reading, and speaking. Each warming-up activity developed at least two language skills. Six functions of WUA found in this handbook were: recall previous learning and relate to the next material, attract and focus students' attention, create a positive classroom atmosphere, motivate students to ⁴³in learning, invite students to actively participate, and ¹⁵create a good relationship between teacher and students. As a result, WUAs in this handbook provided various types of activities for teachers to attract their students' attention, and ensure that the students were ready to do the learning process. WUAs in this handbook were helpful for tenth graders. The various activities which were provided for starting the lesson can reduce students' boredom, anxiety, and nervousness. It also can make them feel comfortable and have a positive learning mood.

Keywords: *Warming-Up, activities, English language skills, teacher's and student's handbook*

23 CHAPTER 1 INTRODUCTION

1.1 Background of the Research

In general, teaching and learning processes, involve three stages: opening activity, main activity, and closing activity (Harmer, 2001). Each teaching stage has 15 function and purposes so that students feel involved in the teaching and learning process (Arseta et al., 2021). The opening activity is intended to motivate students, focus attention, and sometimes to find out what students have known about the material to be studied. Meanwhile, the main activity is carried out to teach the learned material using appropriate approaches, methods, and tools/media. The closing activity provides confirmation or conclusions and assessments of students' mastery of the material that has been taught in the main activity. These learning stages are expected to be arranged in such a way that students can achieve the learning objectives.

Therefore, teachers have an important role to maximize every activity carried out at each stage of learning including the opening activity. To begin the activity, they are suggested to provide fun or motivational activities leading to the material. The opening stage is crucial for teachers to motivate students and create a positive mood for students so that students are ready to learn new materials. A successful opening activity will help students engage in classroom activities, motivate, and keep them focused on the teaching materials. Hence, the opening activity can be used by teachers to attract students' attention so that they can focus and actively participate in the other two phases.

Besides, an interesting classroom atmosphere may come from the teachers' ability in conducting the activity. Krishnan

and Hoon (2002) stated that language classes would be fun or exciting for learners depending on whether the teachers could provide ways to raise a positive attitude toward learning or not. This statement describes that teachers have a significant influence on the classroom situation and students' positive attitude toward learning. Therefore, teachers must be able to invoke their students' motivation in learning so that they are enthusiastic, motivated, and focused on learning. Dörnyei (2003) stated that teachers need to actively arouse students' positive attitudes towards learning by invoking students' curiosity and introducing engaging activities for the class to be more involved in the teaching & learning process and stages.

However, motivating learners to focus on the learning activity is not easy. Grabbing students' attention and getting them to participate in class activities may be challenging for most teachers, especially foreign language teachers. Previous studies focused finding ways to use the initial activity to increase students' motivation in learning (see Seçer et al., 2015; Andrea & Ariana, 2017; Gulomovna, 2020).

Warming-up activities can be conducted into some fun or interesting activities such as using game, pictures, videos, or others. They are used to start a class with an interesting activity to help students be motivated in learning, be comfortable in the classroom setting, and help them to start thinking in English. Looking at the importance of opening, especially in warming-up activity, its function is to attract or give motivation to students to learn. However, there are still some teachers who misled conducting opening and closing activities. Hasrul (2020) found that there were important components in the opening activity which were neglected by the teachers. As a result, it was found monotonous for the teachers to open and close the learning activities and they

could not achieve the purpose of the opening activity. Besides, Suhestina (2014) also found that there were teachers who still had less ability in conducting the opening activity. It was about the component of attracting students' attention, component of growing students' motivation, component of giving a reference, component of making connections between previous and future lessons.

Handbook or textbook is one of the media that is often used by teachers in teaching. According to Richards (2001), handbooks have important positions in learning. They provide teaching scenario and a syllabus for a program. The textbook can help standardize instruction as it can ensure that the students in different classes receive similar content. It also provides a variety of learning resources and are often accompanied by worksheets, audios or cassettes, videos, and teaching guides.

24 The use of handbooks in teaching should fulfill several criteria of a good book. The criteria of a good book based on Evans & John (as cited in Richards, 2001)) are the materials should stimulate and motivate students, the material in the textbook should describe the stated learning objectives, and the material should support the learning process. One of the criteria in selecting a good book is the material must stimulate and motivate students to learn, it can be warming-up activity. In addition, based on the theory by Rowntree (1997) there are many criteria of good material that teachers must do as a part of their teaching, especially in the opening of the lesson, the material should arouse students' interest, remind them of the previous learning, lead students into the next material, relate the previous and the next material, get students to think and get feedback on their learning, encourage students to practice.

All of these criteria can be conducted through warming-up activities.

There is an English textbook entitled “*Bahasa Inggris SMA/MA/SMK/MAK Kelas X 2017 edition*” which is published by the MOEC (Ministry of Education and Culture). The regulation of the Minister of National Education, No. 11/2005, stated that teachers and students must use the ‘official’ textbooks as a medium of teaching and learning. It means that the textbook provided by the MOEC must be used in every educational unit. This textbook consists of teachers’ handbook and students’ handbook. This textbook provides procedures for opening the class including how to warm up students in each chapter that will be analyzed in this current study.

Researchers in language teaching and learning have studied the warming-up for language classroom teachers. Velandia (2008) her research considers warming-up activity as an effective way to help students start learning activities, therefore, it is an attention injector for students. The study identified that teachers could invoke students' involvement by warming-up activities, such as sharing and presenting an opinion, attention-grabbing, and drawing. As an opening activity, warming-up should be short, topic-related, useful, exciting, and enjoyable. Besides, Estalkhbijari & Khodareza (2012) found that effective warming-up can lead to student engagement. The activity allows students to participate and express their opinion freely. The research revealed that the treatment of warm-up activity enhances students' writing tests as long as it encourages students to participate in the learning process, including working on the exercises, drawing, and writing exercises. Based on both previous studies, this current study will focus on the warming-up activities which analyze

activity types and function of warming-up in the textbooks, and the language skills included in warming-up.

1.2 Statement of the Problems

1. What types and functions of warming-up activities used in the handbook *Bahasa Inggris* for year ten?
2. What are the language skills included in the warming-up activity in each chapter presented in the handbook *Bahasa Inggris* for year ten?

1.3 Objectives of the Research

1. To identify types and functions of warming-up activities in each chapter presented in the handbook *Bahasa Inggris* for year ten.
2. To identify language skills included in the warming-up activity in each chapter presented in the handbook *Bahasa Inggris* for year ten.

1.4 Significances of the Research

1. Theoretical Significance

Theoretically, the results of this research are expected to give contributions to the development of theory in using warming-up activity, as this research identifies the types of warming-up for language classes. The findings of the research, therefore, will enrich teachers in deciding on the types of warming-up activities in language teaching.

2. Practical Significance

The results of this research will contribute additional information about the types and skills of warming-up activities for Senior High School so that teachers have more choices for warming up their classes. The various activities provided in this handbook can be the teacher's references in considering the activities to open their lesson. And teachers may not only

rely on the handbook (2017 edition), but they can develop further their methods in warming up their students.

1.5 Scope and Delimitation of the Research

This research focused on a textual analysis of learning material (textbook of *Bahasa Inggris for Senior High School year X 2017 edition*). More specifically, it analyzed warming-up activities used by the book. This research was delimited to the analysis types and function of the warming-up activity, and the language skills included in the warming-up activity. The theory from Mauero (2015) and Jun (2000) would be used to analyze the types of warming-up activity.

1.6 Operational Definition of Key Terms

1. Handbook

The handbook is a textbook that contains descriptions of materials about certain subjects or fields of study, which is arranged systematically (Muslich, 2010). Meanwhile, Arifin (2015), define a textbook is a very interesting learning resource, as a learning resource and medium, books can also arouse students' interest in learning, build student habits and discover new information and new knowledge. In this case, the textbook refers to the handbook. It can be a source for teachers and students in their teaching and learning process which contain a certain material and subject.

2. Warming-up Activity

Allwright (1984) considers warming-up as an activity that is designed to attract students' attention, help them focus, and get them ready to follow teaching instructions. We could say that a warming-up activity is a starting point for students to follow teachers' instructions, help students to focus on the

learning, and arouse students' attention through fun and motivational activity.

3. English Language Skills

In order to communicate well, students need to learn four english language skills, th³⁰ are listening, reading, speaking, and writing and these four English language skills are integrated each other, by mastering those four elements, students are⁴⁸ expected to integrate them in a communication (Kurniasih, 2011).

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Warming-Up Activity

Warming-up activity is defined as a short activity at the beginning of the lesson (Robertson & Acklam, 2000) that is useful for gaining students' attention (Seçer et al., 2015). Yeganehpour (2017) suggested the activity should be natural, purposeful, funny, and it must support communication to learners. The terms warming-up and icebreaking are mostly used interchangeably. Previous studies identified these two share the same functions, such as motivating students (Velandia, 2008), increasing students' engagement, attentive, interested and ready to participate (Mariia, 2019), and building stronger bonding among the students (Shippen & others (2012). Besides, the principles of both are also the same; it must be a simple and short activity, fun, and the activity must be appropriate to students' level (Motkowski, 2000; Jenkins, 2001). Despite having the same principle and function, they are different in terms of time allocation. Icebreaking activities can occur in any phase of teaching activity: opening, middle, or closing while warming-up occurs at the beginning or opening activity. Being used as an opening, it functions to develop students' motivation and build student-teacher relations (Shippen & others, 2012).

Every teacher needs to have warm-up activities in their class lesson (Gulomovna, 2020). Warming-up activity is an important factor arousing students' interest and motivation in learning (Jun, 2000). Jun further described that teachers must try to avoid boredom and to use possible warming-up activity which makes students interested in class activity and it may arouse or stimulate them to actively participate in the classroom activity. In addition, warming-up as a preparatory

stage helps students feel comfortable and sets students' positive mood for learning (Rushidi, 2013), even without previous notice, it helps students to start thinking in English (Andrea & Ariana, 2017). In addition, García and Martín (2004) mention that one of the objectives of using warming-up activity is to activate students' background knowledge. Teachers need to deepen what students already know about the material they are going to teach or review, so that way, they will be able to connect the material with the students' current understanding. All teachers need to start teaching from the point about which students are familiarized.

From the statement above, it can be said that warming-up was the activities that invoke students' attention, keep the students focus on learning, make students feel comfortable and have a positive mood, create a good interaction between teacher and students, reduce boredom, and motivate them to be actively involved in the classroom activity. So, the warming-up activity should not be missed by teachers, they must take the opportunity in the opening activity to get students' attention and learning will run smoothly. This current research focuses on warming-up activities. The following section presents the types of warming-up in language teaching provided in the handbook, the functions of warming-up activity, and the skills to promote warming-up activity.

2.1.1 Types of Warming-Up Activities

There are types of warming-up activities that can be developed into many activities for teachers Mauerova (2015) and Jun (2000) :

1. Information gaps

The information gap is a learning activity where students work in pairs. One student has information while another

student **does not have** information (They have their information). They have to exchange their information one by one each other. It can be carried out by practicing questions (such as do/does, etc), peer dictating, and others. Information gap activities provide several solving activities problems or gather information. Every member has a very important role because the task cannot be completed if one student cannot provide information to the other. This activity is effective because each individual has the opportunity to speak.

2. Guessing

Guessing activity is one of the learning activities that involve students in learning activities. This activity involves a lot of student activity in building an understanding of student thinking, because students are required to explain about an object, whether objects, animals, plants, and humans. The basic rules of the guessing activity are very simple, this activity can be done in groups or pairs, one student knows about vocabulary or information given by the teacher and the other students try to find it or guess it. They may give keywords to their partner.

3. Searching

A searching activity or information search activity is a learning activity where students are required to learn independently by looking for information by themselves on questions or the material they study. This activity provides opportunities for students to study outside the class. Students are divided into small groups and the teacher gives questions related to the topic. Students seek information to answer the questions. The information can be obtained from various sources or media, for example, leaflets, newspapers, television, radio, the internet, textbooks, and others. Students

have to actively seek answers or information by themselves, in pairs, in a group, or collaborating with other students.

4. Matching

The matching activity is an activity where students have to match or find something that is the same or has a relation. The matching activity offers many innovations. This activity can be done as an individual, pair work, small group work, or whole class activity. In this activity, the teacher gives students some pictures, cards, phrases, sentences, and so on related to the topic. Students are asked to find out and match pairs of them.

5. Exchanging

Exchanging activity is an activity that can be carried out in pair or group work. In this activity, each student or group gets an item, question, task, or information given by the teacher. Students have to communicate to their friends or another group by the barter principle to do the task or just change the information. They must exchange the item so that both sides are satisfied. Students can do the task with the information or item they have exchanged before, or share information after they change the result of the task.

6. Collecting

Collecting activity is an activity that required students to compile items under the teacher's instruction. This technique usually includes regular card games, it can be pictures or pieces of stories. This activity can be carried out in small group work or individual work. Each student or group is given the task, cards, stories, and so on. They have to gather the necessary item to complete a set or task.

7. Combining

Combining is an activity that compounds several objects into a unit. This activity can be carried out in group work or

individual work. The teacher gives students items, information, or task related to the topic. Students must act or practice certain information to organize themselves in groups. Each group or student may come to another group or their friends to combine their information based on the teacher's instruction and state the conclusion.

8. Arranging

Arranging is an activity to process or compile an item carried out by students well and regularly in learning. Arranging activities sometimes are also called sequencing or ordering activities. This activity can be carried out individually or in group work. The teacher gives students several random items, pictures, or stories. Students must arrange items in a specific order. For example, we could try it with separated events in a narrative story or using the picture.

9. Roleplay

Roleplay is an activity carried out by explaining the words. In this activity, students are asked to play and demonstrate their roles in interacting. The aim is to achieve the competencies required in learning. Role play activities can develop interpersonal skills to interact with other people. This activity can be carried out individually or in group work. Students take roles and play a part in a specific situation. This activity can build up students' self-confidence in speaking a foreign language.

10. Simulation

Simulation is an activity that demonstrates something in the form of an imitation that is similar to a real situation. Simulation is a depiction of a process with a demonstration using a model or actor. This activity can be conducted individually or in group work. The teacher gives students a topic and explains the procedure, technique, and role. In

Learning that uses this activity, students' abilities are trained related to interacting and communicating skills in groups. In addition, students are invited to be able to play the role of several behaviors that are considered appropriate to the learning objectives. This activity has an aim that is to provide an experience as close to the real thing as possible for students.

11. Board game

A board game is a type of game in which one of the components is a board made of various materials, it can be thick paper or cardboard, wooden boards, or plastic. This activity uses the board as the main medium. This activity can be done individually, in small groups, or in large groups. The teacher gives students a board game and explains the procedure to use the media. The teacher may give a task or mission in the middle of the game. Students have to use the media during the activity. Board games provide a lot of information, amusement, and learning for students.

12. Picture

The picture is a visual thing for facilitating students to memorize easily the information or message contained in the picture. Brooks (2017), believes that pictures are very useful for students activities. The students would be given a picture or a series pictures and they would have to answer questions or identifying the pictures. In an activity using the picture, usually students are asked to give attention to the picture, describe the picture, or play some activities using the pictures as the main media. There are many types of pictures such as photographic images, posters, cartoons, comics, graphics, charts, and diagrams. Using the picture in the warming-up activity can attract students' attention and curiosity so that they can focus on the teacher's instruction.

13. Story

A story is a series of events presented both as fiction or non-fiction created with a certain purpose. In its implementation, usually, students are given activities that are related to the story. They may tell the short story, fill in the missing part, or answer the questions based on the story. By using fun or a motivational story in the warm-up activity, the teacher can allow students to be creative and imaginative. The story also can help teachers to introduce students to the target language in a comprehensible and meaningful way. Through story as warm-up can improve students' language ability.

2.1.2 The Function of Warming Up Activities

There are several functions of warming-up activities introduced in the opening:

1. Recalling previous learning or relating students' life with the core teaching materials

According to Kay (1995), warming-up in the first stage is to motivate students to try to think about previous learning or encourages students' curiosity about the next material and activates students' background knowledge (Galia & Martin, 2004). The same line with Hartina (2020), it can be a good exercise for the students to recall their background knowledge through warming-up activity.

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2. Attracting and focusing students' attention

According to Peterson (2010) beginning the lesson plan with warm-up activities can focus students on the topic, open creative thinking, and help them apply the learning. Meanwhile, Eragamreddy (2013) stated that warming-up activities can be an approach to make students curious, focused, and motivated. To motivate students and engage students' interest, teachers can provide the activity such as

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games, music, discussions, stimulating pictures, dramatic stories, and amusing anecdotes (Harmer, 2001). Attracting and focusing students' attention can be done with interesting and fun activities, and require students to focus on thinking.

3. Creating a positive classroom atmosphere

According to Leblanc (2011), if a lesson starts with a warm-up activity, it will become effective, enjoyable, interesting, and create a positive student mood so that the aim of warming up activity will be achieved. Mistakes are normal in learning, students are enthusiastic in learning, students are happy to follow the teacher's instructions, students focus on class activities, and create positive relationships in the classroom both between students or teachers and students are characteristics of a positive classroom atmosphere.

4. Motivating students to begin learning

Students who are learning English through warming-up activity is more motivated to learn rather than not given (Paul, 2003), and at the end of the activity, the students will be ready and focus on their lesson (Leblanc, 2011). Students who are motivated in learning are those who are willing to take part in class activities and carry out the teacher's instructions, have a passion for learning, and can face challenges or difficulties in learning.

5. Inviting students to actively participate in the class activity

By using fun activities, teachers can make students focus on their instruction and be willing to participate in any learning activity. According to Harmer (2001), teachers need to present fun activities at the beginning of the lesson because this activity significantly influences students' enthusiasm and participation in learning.

6. Creating a good relationship between teacher and students

By giving warming-up activities to students, it can create a good relationship between students with each other and the teacher (Shippen & others, 2012), and motivate them to raise a positive attitude toward learning (Krishnan & Hoon, 2002).

2.1.3 Language Skill Embedded in Warming-Up Activity

Improving students' language skills is the main purpose of language teaching. These involve developing four skills, they are listening, speaking, reading, and writing. Akram & Malik (2010) stated that language skills are part of language proficiency to attain. To gain this level of language proficiency, teachers need to have deliberate efforts to increase these skills through their teaching activities (Sadiku, 2015). In lesson planning, it is therefore imperative that teachers design class activities that support the improvement of the language skills, they need to provide warming-up activities that allow students to develop and progress in some areas of language skills. Through warming-up activities, teachers may provide learners with opportunities to develop one or two skills.

Related to the four language skills that can be included in the warming-up activity. Students are given an activity that can engage their learning skills. Students start their learning by writing the sentence, filling the blank sheet, answering the textual question, or they are asked to describe something on a blank paper, filling in the missing part, and rewriting the certain theme, sentence, or story. Such activities lead to the writing skill which is students are asked to write their minds. Applying warming-up activity has advantages for students. (Estalkhbijari & Khodareza, 2012) argues that implementing warming-up activity has a significant effect on students' writing, this activity can make students' writing performance

better. Students' writing skill will develop when the teacher apply warming-up activity that is related to the writing activity, for example filling the blank sheet, filling the missing dialogue script, and others.

Then, through the warming-up activity students start their learning by seeing a certain object, picture, or even a text. They are asked to understand what the object they have got. Students identify the object. Students are asked to observe the object. Students read what they have got in front of the class or they are asked to arrange such a text. These activities can be categorized as reading language skills which are students have to read and understand the meaning or the purpose of the task or object. Warming-up activities that include a reading language skill take benefits for students. Sari & Nugroho (2018) find that using warming-up also have a significant effect on students' reading skill. By giving students warming-up in the form of a story, students can know more new words and their meaning, they can arrange sentences correctly, they understand the instruction easily, and they can easily find the main idea of the text. It can be said that warming-up for reading helps them to know the content of the text easily.

Besides writing and speaking, warming-up activity also can improve students' listening ability. Gaspar (2016), states warming-up activities can help teachers to engage students in the lesson, increasing students' motivation, and improve their listening comprehension. In some activities such as students starting their learning by whispering the sentences given by the teacher, one student has to whisper the sentence to another student, they have to repeat the sentence in the same way they have listened. In another activity as teacher display the video, or conversation, or dictate some words or sentence. Such activities can be included in listening language skills in which

the students try to listen and understand what they have heard. Applying these activities can make students improve their listening skills. Vandergrift (2002) defines listening skills as not only understanding and interpreting the meaning of a conversation, but it is also how well we can receive what the speaker says. The implementation of warming-up activities can make students reduce the stress that students face when there are facing listening tasks because the warming-up activity is designed in such a way as to be a fun activity, while the method used by teachers to teach listening is a monotonous, such as through tape again and again (Gaspar, 2016).

Warming up activities also can improve students' speaking skills through any activities. When students do their learning by practicing a dialogue, students answer the question orally, students actively ask and communicate with each other in English, and students are asked to demonstrate a situation or certain role. As such activities, it can be called speaking language skills. Implementing a warming-up activity with this language skill may take advantage of students. According to Lassche (2005), warming-up activities can improve students' speaking skills because they stimulate students to engage and speak in English. While in another research done by Du (2009) found that teachers feel satisfied with using warming-up activity because it has positive effects on students to encourage an environment in speaking lessons. In addition, the warming-up activity also makes students speak better and more confident when they carry out a speaking task (Quy, 2013). The examples of warming-up activities that exert speaking abilities include such as pronunciation practice, dialogue, songs, role play, or other activities that are related to students' speaking.

2.2 Teaching Method

Teaching is a professional responsibility for every teacher with basic purposes such as increasing knowledge, changing students' behavior, and changing students' perspectives. It means that teaching is an activity to develop several areas of development. Vin-Mbah (2012) states that teaching can help students in developing their skills, attitude, knowledge, or ideas. This purpose of teaching can be achieved through well-coordinated efforts in the form of teaching materials and teaching methods prepared by teachers.

Teaching English is a challenge for teachers around the world, many teachers try to find new ideas to make teaching more effective and productive (Ponce et al., 2020). Harmer (2001) says that teachers are demanded to present a unique style in teaching following the characteristics of their students. Therefore, to develop students' understanding, willingness, and knowledge of learning, teachers should use an appropriate method. Patel & Jain (2009) defines the method as the whole process of planning, selecting the teaching materials, and the techniques of teaching. It can be said that the teaching method is a whole plan and action in presenting a learning process based on a suitable approach (Edisherashvili, 2014).

Teaching methods must be created based on students' needs, and learning goals. Therefore, teachers should identify students' needs and the objective of learning before deciding what the appropriate methods and strategies to apply in their classroom. According to Bello (1981, as cited in Vin-Mbah (2012), the success of learning depends on whether the methods that are applied in the classroom by the teachers are appropriate or not. By using a suitable method, teachers become easier to help their students who might face difficulties in learning. Effective teaching method to be

applied in the classroom is preceded by considering the context of the classroom and students' characteristics and needs.

2.3 Official Textbooks: Teacher's and Students' Handbooks

Indonesia uses English textbooks as a teaching medium to help English teachers deliver the material (Glory et al., 2017). Awasthi (2006) defined a textbook as a teaching and learning media for both teachers and students in the learning process. The textbook is a very interesting learning source, as a learning resource and medium (Arifin, 2015). The regulation of the Minister of National Education No. 8/2016 stated that the textbooks must be used as the main learning source to achieve outlined competencies and core competencies. Meanwhile, Based on the Regulation of Government No. 32/2013 about National Education Standards, in article 1 section 23 states that textbooks are mandatory reference books to be used in schools that contain learning materials in the context of increasing students' faith and piety, character and personality, ability to master science and technology which is prepared based on the National Education Standards. When choosing a textbook, it must be integrated with the last curriculum used by the school. Such as in Indonesia, many schools apply the 2013 curriculum as their curriculum (Glory et al., 2017). With the 2013 curriculum, the Indonesian government provided textbooks that comprise teachers' and students' handbooks for every subject at the primary and secondary schools level, such as Maths, Bahasa Indonesia, Science, and English.

The teacher's and student's handbook entitled "Bahasa Inggris For SMA/MA/SMK/MAK Kelas 10" is an English book provided by Indonesia's Ministry of Education and

Culture (MOEC). The researcher uses this handbook as the object of this study because this handbook is compulsory to be used by all secondary education units following the implementation of the 2013 curriculum. This handbook also has been assessed and passed the feasibility test of the National Education Standards Agency. Based on the Government Regulation of the Republic of Indonesia No 32/2013 in article 43 section 5, the feasibility of the content, language, presentation, and graphics of textbooks are reviewed or assessed by BSNP and subsequently determined by a Ministerial Regulation. Then, the researcher selects the one that has been revised, that is, the 2017 version. Besides, this handbook is different from other handbooks. It provides teachers with procedures for opening class including how to warm-up students. There are various kinds of warming-up activities provided in each chapter of this book that will be analyzed in this current study.

2.4 Previous Study

The writer found two related studies that were done by other researchers. The study conducted by Velandia (2008) aimed to find out the role of warming-up activities in increasing students' involvement in English classes. The study used a qualitative method with 68 participants of 7th graders at Porfirio Barba Jacob, a public school in Bogota. The data were collected using questionnaires, students' journals, and field notes. The finding of the study showed that by using warm-up activities, teachers can perform effective and enjoyable teaching and learning activities. It suggested that the role of warm-up is like an attention injector for students. The student's involvement in the classroom activities increased as they actively shared opinions, and focused on teachers' instructions

so that students enjoyed activities such as drawing and writing the exercise. In addition¹¹ to the finding, the study suggested that warm-up activities should be short, related to the topic, useful, interesting, and enjoyable learning.

The second study in this field⁵ is Aisyatin (2014), this research was purposed to find out the types of games⁵ used by the teacher as warming up activities. This study used a qualitative approach and applied a case study design. In the case study, the author investigated the types of games that the participant's teacher⁵ used as warming-up activities. The participants were an English teacher and her⁵ students. The data was collected through observation (what types of games as warm-up activities) and interviews (to get more information⁵). The data analysis of this research was carried out in three steps: identification, categorization, and interpretation⁵. The finding of this research showed that there were six types of games used by the participant teacher. These include competitive game, cooperative game, individual game, communicative game, linguistic game, and skill practice game. But in the observation step, there were 5 games included in the combination of game types. The study considered the competitive game effective for young students. Likewise, the study indicated cooperative game is more likely to make class cohesion stronger than the linguistic and communicative game.

Similar to these two studies, this current research focuses on warming-up activities for English classes. However, there are significant differences regarding the research purpose between the two previous studies and this study. Velandia (2008) found out the role of warming-up activities in increasing students' involvement⁵ in English classes. While Aisyatin (2014) analyzed the types of games used by the

teacher as warm-up activities. This current study focuses on the analysis of warming-up activities outlined in the handbook published by MOEC. It applied textual analysis as a design of the study. More specifically, this research analyzed the types and functions of warming-up²³ activities, and the language skill included in the warming-up activities.

CHAPTER III

RESEARCH METHOD

3.1 Research Design

This current research used qualitative research since it used interpretative analysis for the data. The objectives of the research were to analyze the types and functions of warming-up activity, and the language skills included in the WUAs. It was to examine whether the official textbook of Year Ten provided teachers with more varied WUA or not (monotonous) and if the WUAs were aimed at developing students' language skills. . Document analysis was used to collect the data. It was one of the research methods to identify certain characteristics of visual or written materials, such as textbooks, newspapers, web pages, advertisements, or any other document types (Ary, 2010). Document analysis is one of qualitative research in which the documents are construed to give voice and meaning to a particular topic (Bowen, 2009). The approach of this research was carried out by observing, identifying, and classifying the data of types and functions of the warming-up activity, and language skills included in the warming-up activity.

1.2 Research Instrument

To collect and analyze the data, the researcher used document analysis by which the researcher doing observation toward the WUA sections of the handbook. In this case, the observation guide was applied. This observation guide was useful to reveal the types and functions of the warming-up activity, and language skills promoted in the WUAs (See Appendix 1 to 3, Page 60). In addition, the result of the observation was analyzed under the theory from Mauerovala (2015), and Jun (2000).

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1.3 Data and Source of Data

The data of this research was the set of activities representing the warming-up activity. The source of data research was the English handbook for year ten of Senior High School entitled *Bahasa Inggris for SMA/MA/SMK/MAK Kelas X 7th edition* which was published by the Ministry of Education and Culture (MOEC).

1.4 Steps of Collecting Data

The data was collected through the following steps :

1. Identifying the functions and types of WUAs based on the existing literature
2. Formulating the instrument of the research in terms of observation guides
3. Observing the warming-up activity in each chapter of the handbook
4. Classifying the warming-up activity based on the types, function, and language skills of each chapter

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1.5 Steps of Analyzing Data

The data was analyzed through the following steps :

1. Analyzing and interpreting the types of warming-up activities presented in each chapter of the handbook.
2. Analyzing and interpreting the function of warming-up activity presented in each chapter of the handbook.
3. Analyzing and interpreting the skills promoted in the warming-up activity.
4. Describing and discussing the types, functions, and language skills embedded in the warming up activity.
5. Making the conclusion.