

STUDENTS' MOTIVATION IN LEARNING ENGLISH BY GIVING WARM UP ACTIVITIES IN BEGINNING OF CLASS

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ABSTRACT

The objective of this research was to find out Students' motivation in learning English by giving warm up activities in beginning of class, (An Experimental Study at the Second Grade of SMPN 2 Mangarabombang, Kabupaten Takalar). This research applied a pre-experimental design with Pre-Questionnaire, Treatment and Post-Questionnaire. The population of this research was the second grade students of SMPN 2 Mangarabombang, kabupaten Takalar which consisted of VIII A, VIII B, and VIII. To find out the students' involvement motivation, the research used questionnaire. The questionnaire aimed to find the effects of warm up activities toward students' motivation in learning English. The questionnaire used attitude scale, they were: Strongly Agree (SA), Agree (A), Undecided (UN), Disagree (D), or Strongly Disagree (SD). The students answered the question based on their perspective and their opinion. Warm up activities affected the students' perspective in learning English after being treatment. The mean was improved 8.24%, ranging from 54.3 to 60.9. It indicates that students have positive perspective in learning English after giving warm up activities in the beginning of class. Warm up activities affected the students' extrinsic motivation in learning English after being treatment. The mean is improved (5.78%) ranging from 55 to 59.56, which indicates that students' extrinsic motivation is increased after giving warm up activities in the beginning of class. It also shows that warm up activities can create good atmosphere and positive perspective of students and encourage students to be involved in classroom activities. Concern about that facts and based on data analysis above and students' journal analysis, researcher would like to conclude that warm up activities can affect students' perspective and students' extrinsic motivation in learning English. So, we can make warm up activities as one of the option to face the class.

Keywords: *Students' motivation, learning English, warm up activities*

INTRODUCTION

Studying English becomes one of learning viruses in this era. Mostly, students join in an English meeting club to practice their English to be better in speaking especially. By seeing the atmosphere of English Zone, as a teacher we are demanded to be creative in providing the suitable material for the students' needs. In Hong Kong,

English is regarded as one of the most important subjects in local mainstream schools. Most students learn English as a second language and they receive explicit instruction. Considerable emphasis is also placed on grammar learning (Yeung, 2012).

However, we still lose the students attention when we begin the class without preparation first about what we will deliver in class. Especially, when the teacher is explaining about the topic in front of the class by using English, where it can help them to know more how to pronounce a word in English, they may will just keep silent or get busy with others. In this condition, it will be hard to get the students attention and get them to be involved in classroom activities. Why? The answer is they exactly don't understand what the teacher explains about. Therefore, we have to deal in introducing vocabularies in order to help students to get what we conduct in the class by using some kind of techniques.

On learning a language, it is necessary to know the students' perspective at first. As we know perspective is one of the elements that play an important role in teaching and learning. Many students who learn English has less involvement in classroom activity and they are reluctant to get involved because of their own perspective which affects them through behaviors.

Motivation also plays a key role in all aspects, including in English teaching learning process in classroom. Motivation is one of the main elements directly related to success in developing a second/foreign language. It determines the extent of active and personal involvement in language learning at different stages. One of the most critical aspects to second language instruction is how to get and to keep the students' motivation. Students should feel empowered to speak confidently, to discuss their learning and to communicate their struggles. Yet, the motivation to learn for many second language learners slowly begins to dwindle away (Rasyid, 2010).

Real success in English language teaching and learning is when the learners can actually communicate in English inside and outside classroom. For this, they need authentic exposure through communicative classroom activities either in pairs or in groups which enable them to use English effectively to solve the real common problem. One of the points that most of teachers in teaching English language forget is something to do in the beginning of class called warm up activity.

The students need a chance to settle down into the class and get their minds focused on the lesson ahead. Delving straight into difficult subject matter isn't going to help them in the least bit. We need to slowly ease people into learning, starting them off with something easy and slowly becoming more and more complex. The students need something easy to get them started, so the wheels in their head can start turning to speak. This is generally how a course runs and in a way the class is much like a miniature course within a course. So, warm up activity has a tight relation in each course class as a basic in starting successful learning and teaching.

This is what we need to be applied in particulars school included SMPN 2 Mangarabombang in Takalar. It is located in a rural area affect the development of learning quality and learning sources. Student is still less of vocabulary and has low motivation in learning English in many aspects. As we looked for alternatives to support the students' learning and motivation, the researcher intends to conduct a research under the topic about students' motivation in learning English by giving warm up activities in beginning of class.

REVIEW OF RELATED LITERATURE

Be certain to provide sharing time to engage participants. We also recommend that facilitators model appropriate sharing before asking for responses from participants. Velandia (2008: 20) in her research could assert that using warm up activities is an effective way of helping students to begin the English daily class. Through the analysis of the findings gotten from the students' journals and teachers'

field notes, she had come to the conclusion that the role of warm ups is one of being an attention injector for students.

The warm-up activities really appear to encourage student engagement in English classes. They should be used as a motivation and a means of preparing the foundation for the various stages of the lesson. The results of some of the researchers before have a correlation with this study, especially how to maintain and increase student motivation in class activities but the objectives are slightly different from this research. What is new in this study is the use of games in the early class sessions. The researcher will use the game as a warm-up to introduce some vocabulary while at the same time motivating students in learning English. Researchers focus on carrying out two objectives as novelty in the teaching and learning process.

Some Pertinent Ideas

A. Motivation Theory

Definition of Motivation

Motivation is an important factor in language teaching since it can affect the success or the failure of learners. There are many definition of motivation that have been proposed by experts. Those definitions are made up based in their views and ways of thinking as expressed distinctively as follows:

- 1) Brown and Yule (2015) points out that motivation is commonly thought as an inner drive, impulse, emotion or desire that moves particular action.
- 2) Harmer (1992:3) states that motivation is some kind of internal drive that encourages somebody to pursue a course of action.
- 3) Kitjaroonchai (2014: 23) states about motivation as follows:

Motivation – the strong desire to learn and the satisfaction experienced in the learning process and the learning outcomes. Integrative motivation - An interest in learning a foreign language in order to better understand the culture, tradition, and community of the people who speak that language. Instrumental

motivation – An interest in learning a foreign language for pragmatic gains as such passing examinations or university requirements, obtaining a prospective career, or for further education overseas.

- 4) Rost (2012) states that motivation has been called the “neglected heart” of language teaching. As teacher, we often forget that all of our learning activities are filtered through our students’ motivation. In this sense, students control the flow of the classroom. Without student motivation, there is no pulse, there is no life in the class. When we learn to incorporate direct approaches to generating student motivation in our teaching, we will become happier and more successful teachers.
- 5) Mcgroarty in Johansson (2015: 8) writes that motivation for Second Language learning is created from people. She suggests that motivation also can come from the different surroundings and the environment of schools and the places where the teaching takes place. She also says that it can be good for the motivation of learning a second language to have different kinds of groups that work together. She suggests that it is important that learners see the things they learn as meaningful, that they have some level of choices and that it is something that they need to work for to master.
- 6) According to Hanuš and Chytilová in Povjakalová (2014: 56) from a pedagogical point of view, motivating learners in education is considered to be one of the most important fields. Pupil’s success in the educational process is not determined only by his innate abilities but also by other stimuli. The task of the teacher is to support and develop these impulses. Motivation is one of these stimuli. Motivation helps to develop pupils positively. Suitable motivational activities of teachers can raise and maintain pupil’s interest in learning, particular subject or other learning activities.

1) Intrinsic Motivation

Alderman in Yeung (2012:139) states that intrinsic motivation describes students' engagement in actions "for their own sake and without coercion such as satisfaction, as sense of competence, interest, learning and challenge". Pressure from someone and coercion are also forms of extrinsic motivation". Ames and Archer (1988) state the importance of learning is taking place for the person's own sake, that there is an inner motivation. The inner motivation is important to reach the best effect upon the learning of different situations. The researchers say that those who have inner motivation often uses more advanced ways of studying than those who have a motivation that comes from outer rewards such as grades.

2) Extrinsic Motivation

Covington (2000: 354) describes extrinsic motivation as something you do because you want some kind of reward, like a grade. Ames and Archer (1988: 321) stress the importance of the inner motivation; they say that this kind of motivation has the best effect upon learning something new. They let the students complete the following question: "I learn grammar because"... The most popular answer was: "I want to get a good grade in English". This answer was one of three answers that can be seen as examples of outer motivation. Of course, grades matter a lot in school so maybe it is not that strange but still, the most popular answer was one of outer motivation. The second and third most popular answers were examples of inner motivation. Number two was "It is important for me to get a good grade in English" and number three: "I like to know about English grammar". This could be an idea for further research, how to inspire inner motivation. The answer "Because I can work with friends" was the second last before "My own suggestion" but more popular than "I have to".

According to Naillon (2015), extrinsically motivated students can bring a great deal to the educational environment. To begin with, these students see

the job or travel opportunities associated with learning a foreign language; this may become a long-term goal for them and motivate them to continue studying the language over a long period even without instructor involvement. Additionally, these students encourage instructors to change up the curriculum each semester; this allows lesson plans to evolve as new students come into class and bring new interests with them. Finally, because extrinsically motivated students respond to external factors, they will probably enjoy mastering their skills enough to converse with native speakers. This practice develops both language and social skills and encourages students to speak the language verbally, an important component of language acquisition. The University of Michigan defines extrinsic motivation as a motivation that stems from external stimuli. These motivators are unrelated to the subject being learned, and they exist outside the individual doing the task.

Alderman in Yeung (2012: 139) states that extrinsic motivation occurs when “students are engaged in activities for external reasons (outside of themselves) such as praise, grades, special privileges, and certificates or material rewards. Cherry (2015) says that Extrinsic rewards can be an important tool in motivating behavior, but experts caution that they should be used with caution, especially with children. Extrinsic motivators are best applied in situations where people have little initial interest in performing the activity or in cases where basic skills are lacking, but these rewards should be kept small and should be tied directly to the performance of a specific behavior. Once some intrinsic interest has been generated and some essential skills have been established, the external motivators should be slowly phased out.

In Addition, Mcgroarty (2012: 87) states that letting students work in different groups can have a positive effect on their motivation to learn a second language. So, the researcher can conclude that the outer motivation is coming

from environment, which can affect the students to do something while inner motivation is coming from the students itself not from others.

Deci and Ryan (2011: 64) describe motivation in self-determination theory which is related to all aspects of “activation” and “intention”, including energy, direction, persistence and equifinality. Motivation is classified as extrinsic motivation to intrinsic motivation, they are classified as five categories: external regulation, introjected regulation, identified regulation, integrated regulation, and intrinsic motivation.

External regulation means that learners perform certain behaviors so as to satisfy external demands or to get reward. These external regulated behaviors are usually experienced as being controlled or alienated.

Introjected regulation, which is another type of extrinsic motivation, remained quite controlling. People who are introjected-regulated mean that they perform the behaviors with a feeling of pressure, avoiding guilt, or obtaining selfesteem. For example, children may do homework not because they like it, but because they avoid being punished by teachers, or get other students’ approval.

Identified regulation, though still classified as extrinsic motivation, is a more autonomous form of extrinsic motivation. Identified regulation occurred when people identified the importance of some behaviors and took it as his or her own value. For example, a girl who learned English because she knew the importance of learning English, and she viewed this as her own goals in her life. Chang (2005: 48) says that identified motivation in current study is found to have a positive and significant correlation with all of strategies, especially closely correlated with social strategies.

The most self-determined form of extrinsic motivation, integrated regulation, refers to that people has fully assimilated the identified regulation to themselves. In other words, integrated regulation occurred when people taking the new regulation in their life and make it congruent with their own needs and values. Though integrated regulation and intrinsic motivation are said to be similar in some way, integrated regulation is still viewed as one of the types of extrinsic motivation, since people with integrated motivation were regarded as doing behaviors out of the presumed external value which is separable from behaviors (Ryan and Deci, 2000: 61)

Intrinsic motivation occurred when someone is moved to do something for fun or challenge, instead of environmental factors. In other words, people decided to do the action or behavior because of their interest toward the activity, rather than because of the external outcome.

C. The Function of Motivation

According to Hamalik (2014:161), the behavior will not happen without aim, but it rises to receive the people motif. This opinion is same with the theory that humans' behavior is purposive, its aim to satisfy our needs. Generally, the function of motivation can be shown as follows:

- 1) To stimulate to do something. Without motivation the study will not raise.
- 2) Motivation as a director. It aims to get the behavior that we want.
- 3) Motivation as an activator. Its function as a machine to a car. To measure the motivation, we can see how fast or slow in doing something.

D. Perspective Theory

1. Perspective Definition

per·spec·tive / pə'spektɪv / noun [countable] a way of thinking about something, which is influenced by the kind of person you are or by your experiences , [countable, uncountable] a sensible way of thinking

about, judging, and comparing situations, so that you do not imagine that something is more serious or important than it really is (Longman Academic E-Tutor Dictionary: 2008).

McLeod (2007) says that Perspective is an approach (i.e. view) that involves certain assumptions (i.e. beliefs) about human behavior: the way they function, which aspects of them are worthy of study and what research methods are appropriate for undertaking this study. Each perspective has its strengths and weaknesses, and brings something different to our understanding of human behavior. There may be several different theories within an approach, but they all share these common assumptions. Albert Bandura (2003) found that perspective is mainly based on the idea of looking at the interactions between an organism and its environment. But because this perspective concentrates too much on analyzing what we can see from the outside it lacks to study consciousness and internal subjective states. Some critics say that treating the organism like a black box means that one ignores the mental processes that are central to human behavior.

2. Kinds of Perspective on learning

Major perspective in psychology is divided into as follows:

a. Cognitive Perspective

Schneider & Stern (2010: 1), found that the cognitive perspective on learning is based on the assumption that knowledge acquisition lies at the very heart of learning. Once children acquire new information in learning environments, they are supposed to use that information in completely different situations later in life. This is only possible if they have understood it correctly and stored it in a well-organized manner in their long-term memory.

The study of cognition has a long history that goes back to the old Greeks –behaviourism, information processing approach, connectionism, and the situativity theory are approaches from the 20th century. The area of computer-based learning environments has been strongly influenced by the scientific results from disciplines with a focus on human mental abilities.

In response to the empty organism theory of behaviorism, the cognitive perspective developed explanations for human behavior that suggest that human behavior is at times thoughtful and can be controlled by thought processes. Indeed, the cognitive perspective suggests that much of human behavior is mediated by thought processes like memory and attention, belief systems, attitudes and language. Cognitivists believe that humans bring significant conscious processes into the mix and that much of human behavior is mediated by conscious processes. Belief systems, value systems, thought processes, reason and intelligence have a significant impact on why we do the things we do and act the way we act. The cognitive perspective suggests that much of human behavior is significantly influenced by cognitive processes and is thus amenable to our thoughtful control (Anonym, 2014).

b. Information science Perspective

There are two main approaches in information science: the human related approach and the rationalistic approach; and the main differences go back to the view on information and the role that information plays in information systems. The differences are reflected both in the methods used to analyze information, in the involvement of users, and in the cognitive aspects of information systems.

Chapelle, C.A., & Hegelheimer (2014) say that the first way of science insights from a studying information and information systems are as follows:

- 1) The human-related focus on cognitive aspects in the study of information and information systems;
- 2) Way the human-related approaches discuss how data, information and knowledge are related to each other in terms of potential information, information value related to individuals, state of knowledge, state of uncertainty, and problem space;
- 3) The role of information as a bridge or a medium in the process of cognitive communication of states of knowledge.

METHOD

Design and samples

This research applied a pre-experimental design with Pre-Questionnaire, Treatment and Post-Questionnaire. The population of this research was the second grade students of SMPN 2 Mangarabombang, kabupaten Takalar which consisted of VIII A, VIII B, and VIII. To find out the students' involvement motivation, the research used questionnaire. The questionnaire aimed to find the effects of warm up activities toward students' motivation in learning English. The questionnaire used attitude scale, they were: Strongly Agree (SA), Agree (A), Undecided (UN), Disagree (D), or Strongly Disagree (SD). The students answered the question based on their perspective and their opinion

Data Analysis

The answers of the students were scored through the following ways:

1. Scoring the students correct answer at pre-test and post-test.
2. Classifying the students' scores answer.

The scores were classified into seven level classifications which addapted to the scoring system from Depdiknas (2006:38).

3. Calculating the students' score, standard deviation and the t-test value between the pre-test and the post-test of both groups, the researcher used *statistical package for social sciences* (SPSS) program.

RESULT AND DISCUSSION

Result

After conducting the research, the researcher obtained the effects of warm up activities from two kinds of data; the percentage of pre-questionnaire and percentage of post-questionnaire. Pre-questionnaire was given in the first meeting before treatment and post-questionnaire was given in the last meeting after treatment. The results are presented as follows

1. The Difference between Pre-Questionnaire and Post-Questionnaire in Terms of Students' Perspective on Learning English

The Pre-Questionnaire was conducted to find out the data of students' perspective on learning English before giving warm up activities which is composed of three types of perspective; Cognitive Perspective, Information Perspective and Socio-cultural Perspective. The result of each type of perspectives is analyzed as follows:

Table 1. The Difference between Pre-Questionnaire and Post-Questionnaire in Terms of Students' Perspective on Learning English

No.	Indicators	Pre		Post		The Difference	
		F	%	F	%	F	%
1	2	3	4	5	6	7	8
A	Information Perspective	65.5	79.37%	72.5	90.62%	+7	+11.25%
	1. The Importance of Learning English	68	80%	74	92.5%	+6	+12.5%
	2	3	4	5	6	7	8

	2. The science of learning English	63	78.75%	71	88.75%	+8	+10%
B	Cognitive Perspective	53	66.25%	61.25	76.56%	+8.25	+10.31
	1. The difficulties of Learning English	56	70%	71	88.75%	+15	+18.75%
	2. The difficulties of English usage	59	73.75%	64	80%	+5	+6.25%
	3. The English class situation	33	41.25%	44	55%	+11	+13.75%
	4. The interest of Learning English	64	80%	66	82.5%	+2	+2.5%
C	Socio-Cultural Perspective	50	62.5%	54	67.5%	+4	+5%
	1. The English usage in classroom	54	67.5%	58	72.5%	+4	+5%
	2. The English environment	43	53.75%	56	70%	+13	+16.25%
	3. English as an obligation	38	47.5%	45	56.25%	+7	+8.75%
	4. Learning English is cool	65	81.25%	57	71.25%	-8	-10%
	Total	543	67.88%	609	76.12%	+66	+8.24%
	Mean ()	56.16	69.37%	62.58	78.22%	+6.42	+8.85%

Questionnaire and questionnaire result in post-questionnaire. It shows that there is an improvement and a decline in some items of each indicator.

The first perspective is Information perspective, concerns with information oriented related to the needs. It consists of two negative statements in pre-questionnaire and two positive statements in post-questionnaire. The difference in table 1 shows an improvement at item I, ranging from 68-74, 12.5% greater. The item II is also improved 10% greater, ranging from 63 to 71.

The second perspective, Cognitive perspective, concerned with understanding mental processes such as memory, perception, thinking, and problem solving. In each questionnaire consists of four statements, three negative statements and one positive statement in pre-questionnaire; and four positive statements in post-questionnaire. The difference in table 1 shows an improvement at the item I, ranging from 56 to 71, 18.75% greater. Item II is improved 6.25% greater, ranging from 59 to 64. Item III is improved 13.75% greater, ranging from 33 to 55. And item IV is improved only 2.5% greater, ranging from 64 to 66.

The third perspective is Social-cultural perspective, where students are influenced by social context, environmental cues, social pressures and cultural influences. In each questionnaire consists of four statements, three negative statements and one positive statement in pre-questionnaire; three positive statements and one negative statement in post-questionnaire. The difference in table 1 shows the improvement at item I, ranging from 54 to 58, only 5% greater. Item II is improved (16.25%), ranging from 43 to 56. Item is improved (8.75%), ranging from 38 to 45. And item IV is fewer (10%), ranging from 65 to 57.

Among the three students' perspective, the greatest frequency difference is in the cognitive perspective item I ($F = +15$), as shown in table 1 while the fewest frequency difference is in the social-cultural perspective item IV ($F = -8$). In over all, the difference in terms of students' perspective is increased 66, ranging from 543 to 609 or 8.24% greater. The mean also is increased, ranging from 56.16 to 62.58, 8.85% greater.

2. The Difference between Pre-Questionnaire and Post-Questionnaire in Terms of Students' Extrinsic Motivation

The Pre-Questionnaire is conducted to find out the data of students' extrinsic motivation on learning English which composed of four types: External Motivation, Integrated Motivation, Identified Motivation and Introjected Motivation. The result of each types of extrinsic motivation is analyzed as follows:

Table 2. The Difference between Pre-Questionnaire and Post-Questionnaire in Terms of Students' Extrinsic Motivation.

No.	Indicators	Pre		Post		The Difference	
		F	%	F	%	F	%
1	2	3	4	5	6	7	8
A	External Motivation	51.75	64.68%	56.6	70.62%	+4.75	+6%
	1.Student's Self confidence	44	55%	59	73.75%	+15	+18.75%
	2.Good score	57	71.25%	68	85%	+11	+13.75%
	3.Encourage the teacher	61	76.25%	58	72.5%	-3	-3.75%
	4.Self existence	45	56.25%	41	51.25%	-4	-5%
B	Integrated Motivation	47.6	59.5%	55.2	69%	+4.56	+9.5%
	1.Friends Influence	59	73.75%	54	67.5%	-5	-6.25%
	2.Classroom activities	33	41.25%	55	68.75%	+22	+27.5%
	3.Classroom situation	56	70%	49	61.25%	-7	-8.75%
	2	3	4	5	6	7	8
	4.Teaching aids	35	43.75%	67	83.75%	+32	+40%
	5.Classroom condition	55	68.75%	51	63.75%	-4	-5%
C	Identified Motivation	58.66	73.33%	63	78.75%	+4.34	+5.42%
	1.Requirement subject	64	80%	67	83.75%	+3	+3.75%
	2.Student's ability	53	66.25%	67	83.75%	+14	+17.5%

	3.English usage	59	73.75%	55	68.75%	-4	-5%
D	Introjected Motivation	64.5	80.62%	65.5	81.87%	+1	+1.25%
	1.Self competitive	65	81.25%	62	77.5%	-3	-3.75%
	2.Self esteem obtaining	68	85%	65	81.25%	-3	-3.75%
	3.Avoiding pressure	55	68.75	65	81.25%	+10	+12.5%
	4.Good student	70	87.5%	70	87.5%	0	0%
	Total	879	68.67%	953	74.45%	+74	+5.78%
	Mean ()	55.62	69.53%	60.07	75.06%	+4.45	+5.53%

Table 2 above shows the difference between questionnaire result in pre-questionnaire and questionnaire result in post-questionnaire. It shows that there is an improvement and a decrease in some items of each indicator.

The first extrinsic motivation is external motivation, refers to student doing certain activities to get external reward or to satisfied external demand. In each questionnaire consists of four positive statements in pre-questionnaire and four positive statements too in post-questionnaire. The difference in table 2 shows the improvement in item I, ranging from 44 to 59, 18.75% greater. Item II is improved 13.75% greater, ranging from 57 to 68. But Item III is decreased (3.75%), ranging from 61 to 58 and item IV is also decreased 5%, ranging from 45 to 41.

The second motivation is Integrated motivation, means that student have fully assimilated the identified motivation to themselves. In each questionnaire consists of five statements; four positive statements and one negative statement in pre-questionnaire; two positive statements and three negative statements in post-questionnaire. The difference in table 2 shows the decrease in item I, ranging from 59 to 54, 6.25% fewer; item III is decreased (8.75%), ranging from 56 to 49 and item V is decreased (5%), ranging from 55 to 51. The improvement is in the item II, ranging from 33 to 55, 27.5% greater and in the item IV, ranging from 35 to 67, 40% greater.

The third is Integrated motivation refers to that students identify the importance of certain behavior and take it as his or her own value. In each questionnaire consists of three statements; one positive statement and two negative statements in pre-questionnaire; three positive statements in post-questionnaire. The difference in table 2 showed item III is decreased (5%), ranging from 59 to 55, while item I is improved (3.75%), ranging from 64 to 67 and item II is improved (17.5%), ranging from 53 to 67.

The fourth is Introjected motivation refers to people performing certain behaviors out of avoiding pressure, guilty, or obtaining self-esteem. In each questionnaire consists of four statements; three positive statements and one negative statement in pre-questionnaire; four positive statements in post-questionnaire. The difference in table 2 shows that item I and item II are decreased (3.75%), item II is improved (12.5%) ranging from 55 to 65. And item IV is not improved and decreased as well.

Among the three students' extrinsic motivation, the greatest frequency difference is in the Integrated motivation item IV ($F = +32$) improved 40% greater, as shown in table 1 while the fewest frequency difference is also in the integrated motivation item III ($F = -7$) decreased 8.75%. In over all, the difference in terms of students' extrinsic motivation is increased 74, ranging from 879 to 953 or 5.78% greater. The mean is also increased, ranging from 55.62 to 60.07, 5.53% greater.

Discussion

Having analyzed the data of pre-questionnaire and post-questionnaire by calculating the mean and percentage of motivation, there are two parts discussion as follows:

1. The Effects of Warm up Activities towards Students' Perspectives on Learning English

The first objective of this research is to know if the warm up activities affect students' perspectives on learning English or not. Referring to the difference between pre-questionnaire and post-questionnaire that is shown in table 1, it shows 8.24% greater improvement of students' perspectives means, ranging from 34 to 38. The greatest percentage difference which is shown in appendices is the cognitive perspective (P= +10.31%), followed by information perspective (P= +8.75%) and socio-cultural (P= +5%).

Based on the data analysis result, the difference is not really significant with the pre-questionnaire, but the researcher could say that it is proven that warm up activities affected students' perspective and students' extrinsic motivation in learning English. The students had an awkward perspective first in learning English before treatment, after the treatment they felt enjoyable and had fun in learning English. It means, warm up activities have good effect towards students' perspective. It is also supported in students' journal result that can be seen in appendices. In students' journal consisted some questions related to warm up activities such as students' difficulties, students' like, and students' new perspectives on learning English. Furthermore, it is relatively fair to state that warm up activities had good effect toward students' perspective on learning English at the second grade of junior high school.

2.The Effects of Warm up Activities towards Students' Extrinsic Motivation on Learning English

The second objective of this research is to know if warm up activities affect students' extrinsic motivation or not. Referring to the difference between pre-questionnaire and post-questionnaire that shown in table 2, it showed 5.78% greater improvement of students' extrinsic motivation means, ranging from 55 to 59.56. The greatest percentage difference that shown in appendices is Integrated Motivation which is increased (9.5%), followed by External Motivation is increased (5.63%), Identified Motivation is increased (5.42%) and Introjected Motivation is increased only 1.25%. Based on data analysis result, it shows that warm up activities affected the

students' extrinsic motivation fewer than students' perspectives on learning English where the percentage also is not really significant. Moreover, the students' journal supported more about the greater effects of warm up activities toward students' motivation on learning English which was given in the last meeting. It is alike what Velandia (2008: 20) and Estalkhbijari and Khodareza (2012: 197) found in their research where the warm up activities are the attention injector for students. Some of students had low motivation to get involved before giving warm up activities and became encourage to get involved for some reasons after the treatment. Most of them become more welcoming to ask and giving question, try to encourage their partner to finish the assignment. It means, warm up activities has good effect towards students' extrinsic motivation, so that students are encouraged to be involved in classroom activities on learning English.

Somehow, there are many factors affect students' extrinsic motivation problem that teacher found along in the classroom activities. The main skills, speaking, writing, reading and listening are still low with what we expect before entering class. Sub skill like vocabulary comprehension also needs to be reinforced every meeting in order to help the students' in apply the language. Moreover, environment and student have tight relation in achieving success of language learners, students.

CONCLUSION

This chapter deals with the conclusion relating to this research.

Conclusion

In conducting this research, the researcher acquired various responds from students in classroom activities. Motivation has huge effect towards student attitude and interaction in classroom and help teacher to get easy in teaching. The researcher has applied games as warm up activities in the beginning of class to encourage students' motivation in learning English. Some students' got involved in and the rest were out of the teachers' eyes, and that what was happened in classroom activities.

Based on the result of teaching by giving warm up activities in the beginning of class, the researcher would like to present the conclusions as follows:

1. Warm up activities affected the students' perspective in learning English after being treatment. The mean was improved 8.24%, ranging from 54.3 to 60.9. It indicates that students have positive perspective in learning English after giving warm up activities in the beginning of class.
2. Warm up activities affected the students' extrinsic motivation in learning English after being treatment. The mean is improved (5.78%) ranging from 55 to 59.56, which indicates that students' extrinsic motivation is increased after giving warm up activities in the beginning of class. It also shows that warm up activities can create good atmosphere and positive perspective of students and encourage students to be involved in classroom activities. In addition, teachers know that learning English can get lots of major benefits; some of them are becoming an international person, communicating with any people in the world and improving the changes in the job. So that, teacher needs to realize that they will never have same situation in each class. Concern about that facts and based on data analysis above and students' journal analysis, researcher would like to conclude that warm up activities can affect students' perspective and students' extrinsic motivation in learning English. So, we can make warm up activities as one of the option to face the class.

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