

CHAPTER II

LITERATURE REVIEW

A. English as Foreign Language (EFL)

English as Foreign Language (EFL) is the language which is used by the people of other country or society. According to Patel and Jain in Dainatus (2016), Foreign Language is the language where the secondary environment is not observed and the people of linguistically foreign societies use such language. Gebhard in Dainatus (2016) states that by EFL, English as studied by people who live in places where English is not the first language of the people. So, people studied English in other place where English is the first language. The goal of EFL in the educational system is to pass English entrance exams to enter good high school and universities. As such, much of the teaching is directed at making students' able to analyze and comprehend English, so they can pass entrance examinations, no necessary to preparing them to communicate in English. In EFL, teacher and students have some characteristic that the teacher more concern in how the student can speak or communicate by English in class.

Mitchel and Myles in Nurhayati (2008) define second language learning as “ the learning of any language to any level, provided only that learning of the ‘second’ language takes place sometime later than the acquisition of the first language.” Furthermore, they define second languages as any languages other than the learner’s native language or ‘mother tongue’. Language acquisition is the process by which language develops in humans. First

language acquisition concerns the development of language in children, while second language acquisition focuses on language development in adults. There have been continuing debate on whether.

The Instruction of English as a foreign language may occur in any country, whether English speaking or not. Learners of EFL study English for different purposes: passing the examination, career development, pursuing their education, etc. In most countries, English as a Foreign Language is part of the educational curriculum, particularly in state schools. In Indonesia, English is a compulsory subject in senior and junior high schools. In the lower levels, such as in elementary schools and in kindergarten, English is not a compulsory subject; it can be taught to the students as the local content subject (muatan lokal)

B. Warming Up Activity

Cognitive activity cannot be activated and brought to the desired stage automatically. Learners need a warm-up stage in the beginning of the lesson. This is for psychological and cognitive preparation of the learner for the coming theme and its linguistic and non-linguistic features. Techniques: general talk about daily events or daily life related to the topic, giving clues to the theme, using pictures, realia or other relevant audio visual materials as starters, presenting anecdotes accompanied by questions or a brief discussion, employing humor, personalization by asking questions.

The importance of having warming up activities was mentioned at the beginning of this paper, but a question remains: What is a warming up activity? Allwright in Rosalba (2008) considers that warm up activities are designed to attract students' attention, to help them put aside distracting thoughts, and to get them ready to focus individually and as groups on whatever activities that follow. They will cause people to stop whatever they are doing or thinking and refocus their attention. We could say a warming up activity is a motivating starting point that will lead students to become animated to work efficiently in the language class. For the purpose of our study, it was the activity used to encourage students' involvement and permeate the development of the whole lesson, so we avoided looking at them as isolated activities. These kinds of activities might also be called zealous, enthusiastic or suggestive activities. How we can include these activities in the process of a class will be the next focus in our discussion.

Warming up activities is really important in class. In class, we must try to avoid boring or over-theoretical subjects, using as far as possible warm-up activities we think our students may be interested in, that seem of practical relevance, that may arouse or stimulate them. Sometimes, a picture or a humor story can do a great deal towards arousing interest among students. As a matter of fact, we can say that how well students had done in class depends mostly on how well they had been warmed up. From this point of view, English teachers should start taking concrete measures to reconsider the methodology they can apply in their teaching in EFL Classes. We should use

some techniques that are effective and interesting in teaching English, thinking as much as possible about the needs of students.

C. Types Of Warming Up Activity

According to Buralkiyeva (2015) there are examples of warming up activity:

1. Back to back

When a piece of music is played, all students walk around the room and observe others clothes, hairstyles etc. When the music stops everyone makes pair with the nearest person and they stand back to back. Then, they make statements about each other's appearance without seeing each other. For example, student A: I think, your eyes are brown, Student B: that's not right, my eyes are black. In this way, when the music again starts, all pairs separate and when the music stops they make different pairs.

2. Question time

It is a warm up activity which is used to give learners some idea about the lesson topic. Here, the teacher asks some questions to activate learners' prior knowledge and elicit information. For example, teacher asks some questions such as do you often go to restaurant?, Do you like cooking?, what will make you unhappy when you will eat in a restaurant?. After eliciting information teacher tells them to listen a passage where a person is angry about a restaurant.

3. Proverb matching

It is a warm up activity in which every student gets a half proverb card and has to find out his\her partner for the other half. They together have to

come up with a story or situation which illustrates their proverb and others can guess the proverb.

4. Tell a story

This is another circle game. Going around the class students take it in turns to add three words to your story stem. Besides that, tell a story can also be used by teachers to introduce new topics. For example, the teacher tells his vacation experience to introduce simple past tens material. Conversely, students also do this.

5. Spin the marker

Sometimes students just want a chance to talk and express themselves in an unstructured way and it's a good idea to encourage this. Spin the marker pen and whoever it points to can dictate the conversation, ask questions, suggest the topic, etc. Spin the marker again when you feel the conversation has run its course. I find this activity works best when students are sitting in a small circle not too far apart.

6. Whose weekend?

Give each student a slip of paper and ask each student to write down three things they did at the weekend. Collect up the slips of paper and randomly read each one out. The students must guess whose weekend is being described.

7. Knock-Knock

This can be used at the beginning of each class. Teach the students to knock on the door before entering the classroom. There are 2 variations for the next step: 1. When the student knocks, teacher says "Who's there?". The student replies "It's (Koji)" and then the teacher says "Come in (Koji)". 2. When the student knocks the teacher must guess who it is "Is that (Koji)?". The student replies yes or no - if no, the teacher continues guessing. Having your develop their own knocking styles makes this even more fun.

8. Spin the Bottle

Sit in a circle with a bottle in the middle. Teacher spins the bottle. When it stops spinning the student it is pointing to has to answer a question. If the answer is correct then that student can spin the bottle. This is a good class warm up activity (e.g. What did you do last weekend? Did it rain yesterday? What did you have for breakfast this morning?).

9. Fact or Fiction

In this game, one person tells a short story about themselves or someone they know or heard about. Usually it is something funny or crazy. It can be a true story, or something made up.

Example: Josh tells a story about his Uncle Leo who sleeps in the nude. One day Uncle Leo was sleepwalking and he went outside and took his dog for a walk. The next door neighbour was coming home late from work and saw him! She called the police and he got arrested for being naked in

public. Everyone around the room has to say whether they think Josh's story is fact (true) or fiction (made up). Josh reveals the truth when everyone has guessed. Members can take turns telling a story.

10. Show the Picture/video

In this activity teacher show the picture or video to introduce the topic. Students can observe the contents of the image or video, then the teacher explains the purpose of the picture and video. Of course the picture or video provided is related to the material to be studied.

11. Who am I?

In this game, the leader prepares cards with famous people's names on them. The leader tapes one card on the back of each member. Then everyone pretends they are at a party and asks each other questions to find out their own identities. When someone guesses their own name correctly, the name-tag gets taped to their front and they continue to chat with the party guests until everyone is wearing the nametag on the front.

12. Hot Seat

In this game, the club is split up into two teams. One member from each team sits facing the group. The leader holds up a word (or writes it on the board if you are in a classroom) for all of the team members to see except for the two players in the hot seats. The teams must try to get the person in the hot seat to guess the word or phrase. The first person to guess correctly gets to stand up and a new member from their team takes the hot seat. The person on the other team has to remain in the hot seat until she gets an

answer first. You can keep score or just play for fun. This game can also be played in pairs. One pair member closes their eyes while the leader shows the word to the other pair members. The first pair to get the word right gets a point.

13. Broken Telephone

This is a listening and pronunciation activity that always gets people laughing. The leader first must think of a sentence or phrase and whisper it to the person beside her. That person will then whisper what she heard to the next person. Each person can only say, "Can you please repeat that?" one time. When the message reaches the end of the chain that person must speak out loud. Oftentimes the message will be completely different when it reaches the end. Try to find out where the chain broke! In a big group you can send the message two ways and find out which team comes closest to the real message. (A famous example is the army message that started as "Send reinforcements, we're going to advance" and ended as "Send three and fourpence, we're going to a dance.").

14. Categories

For this game, one person thinks of a category, such as MOVIES. In a circle, everyone must take a turn thinking of a Movie title (in English of course). If someone takes too long to give an answer (the leader should count to five) then that person is out and a new category begins. If someone gives an answer that doesn't make sense or is incorrect, he is also out of the game. For example, if the category is VEGETABLES and

someone says "banana" that person is out. The game continues until only one person is left.

Warm up activities are designed to attract students' attention, to help them put aside distracting thoughts, and to get them ready to focus individually and as groups on whatever activities that follow. Those are example of warming up activities in EFL classes.

D. Relevant Research Findings

There are some previous studies regarding to the use of Warming Up Activities in EFL Classes. The first a study with title "Maintaning the Efficacy of Warm-up Activities in EFL Classrooms: An Exploratory Action Research" by Zhang Yi Jun (2016) this journal discusses about warm up activities in listening classes. With the problem that the present situation of the teaching of listening in most collages in China is not encouraging. Many students complained that they became tired of listening to the tape from beginning to the end with some mechanical exercises. The teacher must prepare a strategy to make students enthusiastic in the listening class, one of them is by doing a warm up activity. Of course, listening comprehension is a complex activity involving a large number of different skill and activities. No small set of exercises can possibly satisfy the needs of most students. No one correct learning strategy will work for all students at all times. So, English teachers should have large battery of different exercises designed to give practice in most of these various skills. Moreover, listening should be taught

with motivation, interest and variation so students can keep their interest in it. As a result, students can make good progress in listening comprehension.

Second, from Estalkhbijari and Mohammadreza (2012) this study investigated the effects of warm up tasks on the writing ability of two groups of Iranian EFL students. Through the analysis of the findings gotten from the students' pretests and posttests, we have come to the conclusion that the role of warm ups is one of being an attention injector for students. That facilitates their involvement in the class work by sharing answers, trying to participate, paying attention, giving the answers, encouraging to take part in the lesson, participating as volunteers, working on the exercises, drawing, and writing the exercises. The findings revealed that participants in the experimental group, who had received the treatments on warm up tasks, significantly enhanced better performance in a writing test.

The third, study with the title "Investigating the effect of audio visual materials as warm-up activity in Aviation English courses on students' motivation and participation at high school level" by Seçer (2015) in this research, researcher using audio-visuals as a warm up activity and it can be clearly concluded that there is an obvious positive effect of the use of audio-visuals on students' motivation and class participation, observed by the instructors of Aviation English. The data, collected from the interview shows that the teachers can cope with the additional workload in utilizing audio-visual materials in the teaching Aviation English. It can be also outlined that all the participants reflect their positive perceptions on the use of

audio-visual materials in Aviation English course. In other words, the findings of the present study reveal that the use of video as an information and communication technology is very beneficial and motivating in teaching and learning Aviation English.