

Chapter Two

Literature Review

In this section, the researcher presents four points. The first point is about perception. The second one is dealing with warming up activities. Next is dealing with the review of the related study. The last is about the conceptual framework. Those points are explained one by one below.

Perception

This first point is divided into two parts. Those are the definition of perception and factors influencing perception. Those parts are explained as the following.

Definition of perception. According to Saleh & WahabMuhbib (2004), perception may refer to the activities to observe the objects to get the information using sense organs and then processed by brain. Furthermore, Wang (2007) stated that “perception is a set of internal sensational cognitive processes of the brain at the subconscious cognitive function layer that detects, relates, interprets, and searches internal cognitive information in the mind (p.2)”

In other words, perception is an important cognitive function to see some objects that are processed in the brain with awareness. Perception also refers to the process of organ to interpret or to understand information (Sarwono, 2010). It is also supported by Sarwono (2010, p85) who stated that “perception is started from sensation”. Besides that, according to Kozier and Wilkinson (1995), perception is selection of process and

interpretation of sensory stimulus in picture that is related. It is someone's awareness in knowledge and memory of experience. It is also influenced by necessity, value, or reliance from every person.

According to Sobur (2003), perception is a part of all of processes to get reaction after stimulation. The process comprises an identification, feeling, and intellectual activity that have connection to create perception. In this respect, perception is an opinion of knowledge about an object based on observation.

Factors influencing perception. According to Siagian (1995), there are three factors that can influence the occurrence of perception. The first is from the individuals. The individual influence can be in the form of attitude, motivation, knowledge and hope. Therefore, a person can interpret an object to observe from individual. The second is target on perception. The purpose is to observe an object, event, or person. The object, event or person as the target of observation can influence the construct of perception on the matter. The third is situation of perception. The environment is one of influence that causes perception to occur.

In summary, the perception is an information processing in the human mind that involves sense organ to observe, detect, relate, and interprets of certain objects as the target. The process happens with full awareness of the person who perceives the matter.

Warming Up Activities in Teaching and Learning Process.

This part discusses about the warming up activities. This part includes the definition of warming up activities, principles of warming up activities, the importance of warming up activities, and some types of warming up activities.

Definition of warming up activities. Warming up is a small activities that demand an active involvement at the beginning of lesson (Robertson & Acklam, 2000, p.30). Additionally, according to Lassche (2005) warming up is a stage of ‘initial orientation’ to language learning. Warming up activity helps students to increase language skill and performance in the learning process (Lassche, 2005, p.83). Supported by Kay (1995) cited in Velandia (2008), warming up is defined as the effective way to help the students think in English, appraise previously introduced material. In short, warming up is an appropriate activity to facilitate students to know a new topic.

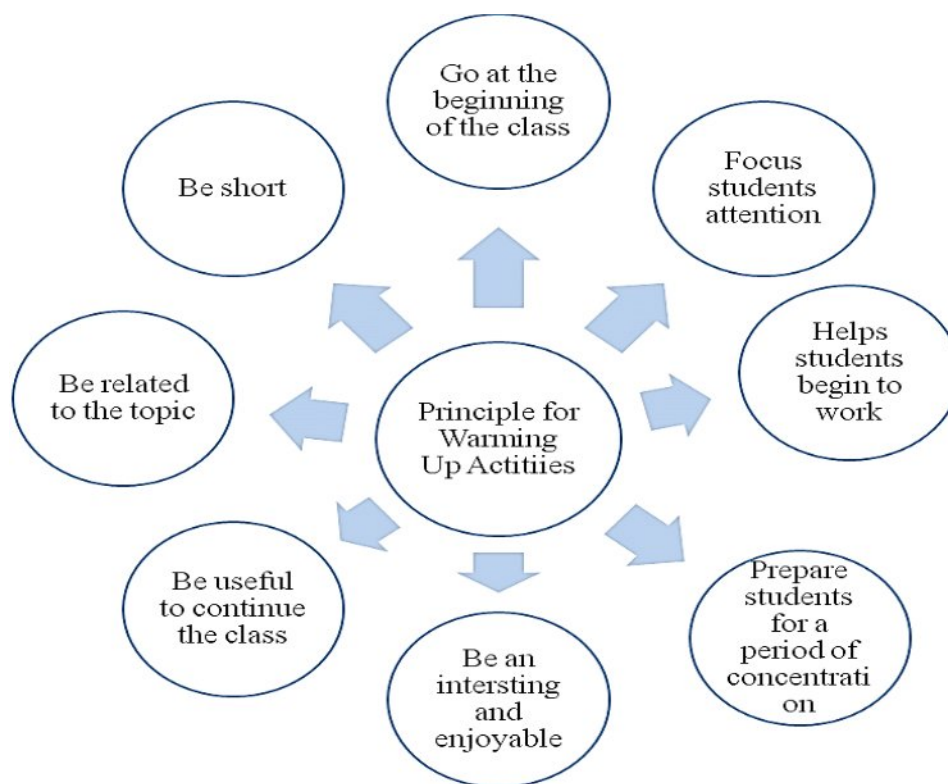
Additionally, warming up activity has function in the learning process. Warming up provides opportunities for preparation before learning process. It helps students to feel relax, and make them interested and comfortable during learning process. (Estalkhbijari & Khodareza, 2012).

Types of warming up activities. There is some warming up activities to encourage students in the learning process. According to Jun (2000), there are fourth types of warming up activities in practice. The first is reading story. Reading a short story in normal speed one or two times attracts student’s keenness and interest in the stories. The second type is a question and answer activity. This activity helps students build their knowledge at the same time. They use vocabulary and structures that are

connected with a particular function. The third, the type of warming up activity is using a picture or a humor story. This type of activity can do a great deal to arouse interest among students. The fourth, the type of warming up is a game. Robertson and Acklam (2000) provided an example of ball games to engage the students in the classroom as warming up activity. The use of ball game can stimulate students to create a conversation. Another example of the games is a chain Fairytale. This is a fun writing warming up. Students can write the first sentence or two to start a fairytale. The other students can continue to an end in which every student may have different and unexpected ideas that can trigger a funny and charming atmosphere.

The implementation of warming up activities. According to Velandia (2008), warming up has purpose for specific aspects. She described that warming up activity is used as a preparation for classroom activities in the beginning of learning process. This activity will help teachers to raise students' interest and to draw their attention. The activity should be interesting, so it can give motivation to the students. A warming up activity is usually in a form of short activity as a preparation in the teaching and learning process. It should be related with the lesson, because this preparation will increase skill of students (Velandia, 2008, p.13). The implementation based on to eight principles of warming up. The following diagram is principle of warming up activities.

Figure 1. Principle of Warming up Activities (Velandia, 2008)



The figure above indicates that to carry out warming up activities successfully teachers should fulfill the certain principles. The principles are being conducted in the beginning of the class, focusing on the student's attention, and helping students begin their study. In addition, warming up activities should be interesting and enjoyable, give benefits to students to continue the class, have connection with the topic being learn, and be presented in a short time. Be short, the warming activity should not become a dominant activity in the learning process (Velandia, 2008).

The advantages of a warming up activity. A warming up activity has advantages as it attends for the following purposes. Firstly, according to Velandia (2008), warming up activity can raise student's motivation. This motivation gives

encouragement for spirit in teaching and learning process. According to Garcia and Martin (2004), the warming up activities can be conducted at a period of roughly five or ten minutes. In such a period of time, it can be achieved to motivate students in the learning process. In addition, Dornyei (2001) stated that the interest of the students can be increased by raising or stimulating the students' curiosity in the learning process through warming up activity. This, interesting topic is one of ways to make students interested in teaching and learning process. Secondly, warming up activities manage to keep students' attention, to help students focus as an individual and as a part of group in the learning process. (Allwright, 1984). According to Walqui (2006), by focusing and active the students' attention, students can obtain optimal information from the lesson. By then, they can obtain the objectives of the study.

Teacher can prepare students before engaging them in interactive tasks to practice in the learning process. Estalkhbijari and Khodareza (2012: page) stated that "warming up helps students to turn off the outside world and focus on the task at hand". The students will concentrate only on the lesson inside the classroom. So, they will be focus and ready for lesson in the teaching and learning process. Warming up also helps students to focus their attention and not distracted during learning process.

The disadvantages of a warming up. Warming up activity has disadvantages in learning process. Some warming up activities have proven to be failed. Teacher and students have different feelings in the organization of the teaching and learning process because they have different assumption of the activities conducted in the classroom. Therefore, the organization of learning process must be suitable in warming up.

Otherwise, the warming up activity is most likely will be failed. Another weakness is different knowledge among the students. This gives influence for students to understand the activities. Krashen (1982 cited in Tricomi, 1986) stated that students must get language competence from warming up activities because the absence of this knowledge will affect students' understandings to grasp the meaning of the activities. Furthermore, warming up activity is also seen as threat for the shy students if they are doing assignment in front of the class.

Review of Related Studies

There are several researchers who had conducted studies about warming up activities. The researcher summarizes some previous researches. Firstly, it is from Velandia in 2008 entitled *the role of warming up activities in Adolescent Students' involvement during the English class*. The purpose of this study was to illustrate how to get students' attention at the beginning of the class by means of enjoyable and short activities as well as to observe how to engage with them in the steps to undertake the classroom activities. The participants of this research were 68 whose ages ranged from 12 to 15 years old and did not participate a lot in class. The research used mix-method mixing the quantitative and qualitative approaches. The qualitative approach data were obtained through action research design and the data gathered through writing journals and teacher field note. The quantitative data were obtained through distributing questionnaire. The finding of research indicated that using warming up activities is an

effective way of helping students to begin the English class daily, and with warming up students paid closer attention to the teacher.

Another study was conducted by Zahra Pakdel Estalkhbijari and Mohammadreza Khodareza in August 2011 entitled the *effects of warm-up tasks on the Iranian EFL students' writing ability*. The purpose of the research was to investigate the effects of warming up tasks as classroom activities on foreign language written production. In this study, the selected participants were randomly assigned into two groups of 30 to form experimental and control groups of the study. The treatments on warming up tasks could encourage the students to take part in the lesson.

Conceptual Framework

Warming up is a preparation before learning process. It helps students to feel relax and make student feel interested in and comfortable for learning process. Some lecturers can do these activities in the beginning of lesson. A warming up activity is a stage of 'initial orientation' to language learning. A warming up activity helps students improve their language skill and performance in the learning process. Due to the important role of warming up activity, this study was carried out by focusing on the types of warming up, implementation of warming up and also the advantages of warming up activities in the teaching and learning process at EED UMY. The research framework is presented in the chart below.

Figure 2. Conceptual Framework

