

Chapter Four

Findings and Discussion

This chapter focuses on presenting the findings and discussion of the research. The researcher describes the data that has been gathered throughout the interview. In the discussion, the researcher used some quotation of transcriptions from the coding and relates it with the theory from literature review.

Findings

There are three research questions that will be discussed in details. The first topic answers the first research question dealing with the types of warming up activities applied at EED UMY. Second, the finding answers the second question dealing with the implementation of warming up activities for students in teaching and learning process. The third finding answers the last research question about advantages of warming up at English Education Department UMY. The data from the interview was transcribed and put into descriptive codes.

The types of warming up activities applied at EED UMY. The researcher took the data through interview with six participants of English Education Department batch 2013. The researcher found two findings related to the types of warming up activities applied at EED UMY.

Finding1: Question and answer. Based on the interview, there were three participants who said that the type of warming up activities in EED was question and answer.

Participant 1 said that sometimes the lecturer gave their warming up with the question and the students had to answer. The second participant and the third participant also said the lecturer always gave question related to the subject matter and students had to answer it.

“Sometimes, the lecturer gives warming up. And sometimes, the lecturer does not give warming up. For example of warming up, they give question and we must answer the question.” (Participant1, 2015)

“ Some of the lecturer give question and then we must answer. “ (Participant2, 2015)

“Warming up activities depend on the lecturer. The lecturer is always give stimulus related to the subject matter, and then students give answer. After that the lecturer gives the subject matter for learning process. “ (Participant3, 2015)

Finding 2: Reading Story. The researcher found that reading a story was used in warming up activities at EED UMY. Participant 4 said that one of the lecturers read a reading story before teaching and learning process.

“Sometimes, the lecturer is does a warming up, and some of the lecturer do not use warming up. Every teaching and learning process always applies warming up. Lecturer applies reading story.” (Participant 4, 2015)

Based on the information above, the researcher concludes that question and answer is using a warming up in the class. In addition, reading story is also one of the types of warming up activities.

The implementation of warming up activities for students in teaching and learning process at EED UMY. Based on the eight principles of warming up as implementation of warming activities, the researcher found seven findings related to this research based on the research questions. The first was, that warming up as basic activity to start the lesson. The second, warming made the students get prepared in learning process. The third, warming up activities attracted the student's attention of lesson. The fourth, warming up activities made the students focus in the teaching and learning process. The fifth, warming up activities were fun and condusive in the class. The six, warming up activities was related to the topic. The last, warming up activities were conducted in short time.

Finding 1: Warming up as basic activity to start the lesson. Based on the interview, the researcher found that warming up was the basis to start a lesson. The participant said that warming up was one of the way to start lesson.

“I think, warming up activity was one of the ways to start activity.”

(Participant5, 2015)

Based on data above, the researcher concludes that this warming up activity as the basic activity to start the lesson because it is used to build students concentration in lerning process.

Finding 2: Warming made the students get prepared in learning process. In the interview, the participant said that warming up activity made him prepared in learning process. In addition, participant would get the subject matter in learning process.

“My opinion, it was enough make me prepared for study. When, the situation of classroom was not prepared for lesson, students could not get the subject matter. Therefore, warming up activity made them prepared for learning process.”
(Participant6, 2015)

Based on the data above, the researcher concludes that warming up is a prelude activity to build concentration in the beginning of learning process.

Finding 3: Warming up activities attracted the student’s attention of lesson. The finding of the research showed that students has more attention in learning process when warming up activities was given in the beginning of learning process.

“In my opinion, warming up makes me pay attention and more interested in teaching and learning process. So, it makes me focus on the lesson.”
(Participant2, 2015)

The researcher concludes that, warming up activity is an activity that makes students get intersted in the learning process. In addition, warming up makes students attention in the beginning of the lesson.

Finding 4: Warming up activities made the students focus in the teaching and learning process. Based on the interview, the participant said that students could build

central focus before teaching and learning process. This could happen because warming up is given in the beginning of learning process.

“I think because I have central focus from someone in front of class, then I got the subject matter; this make me focus in the subject matter.” (Participant4, 2015)

Based on the information above, the researcher concludes that , warming up gives students focus in learning process. The focus of students are attention to get the subject matter

Finding 5: Warming up activities were fun and condusive in the class. Based on the interview, the finding of the research explained that warming up activities did not boring, fun and the classroom conducive. The participants said that they felt happy, not tense and not bored in the beginning of lesson.

“It is fun, because the beginning of lesson makes me sleepy and bored.”
(Participant1, 2015)

“I think. It is fun. If there are warming up, I didn't feel tense.” (Participant2, 2015)

“Yes, because it make me sleepy in the morning. So, this makes me passionate.”(Participant4, 2015)

“Of course, warming up make happy and create condusive in the classroom. Thus, the learning process activity feels comfortable.” (Participant6, 2015)

Based on the data above, the researcher concludes that, the participants felt happy and comfortable when warming up activities given by lecturer. They could enjoy the learning process after they got warming up activities.

Finding 6: Warming up activities were related to the topic. Based on interview, the participants said that warming up activities given by the lecturer was be related to the lesson. However, warming up did not exceed from the subject matter.

“Sometimes it is related, for example the subject matter given in class material design by lecturer. It discesses about the problem, but it is question and then she gives discussion about the topic.” (Participant2, 2015)

In addition Participant 3 said that, warming up is to be related to the topic. The lecture gave warming up about the example of subject matter. Thus, then the students asked questions about the topic to their lecturer.

“Yes, it is related. For example, we are EED. The subject matter is material design. The lecturer gives us about the topic. The topic is newspaper. Because, students do not know about the meaning of this topic, students will ask question to the lecturer about the topic.” (Participant3, 2015)

Meanwhile, participant 5 said that warming up gave the key of the subject matter before learning process. Besides that, warming up could not exceed of the subject matter before learning process.

“Warming up should be not exceeding of the subject matter that given for them, maybe lecturer will give key or the main of warming up for starting the subject matter.” (Participant5, 2015)

Based on the information above, the researcher concludes that, warming up related to the subject matter would make students active in the classroom.

Finding 7 : Warming up activities were conducted in short time. Based on the interview, the research showed that all the participants argued warming up is short in the learning process. The research showed that the lecturers had applied warming up in their beginning of lesson.

“I think, warming up does not need long time, because warming up is given to make students focus to learn”. (Participant1, 2015)

“I feel warming up also does not need long time; it is just 5 minutes, because warming up makes students to focus in teaching and learning process”.

(Participant6, 2015)

In addition, Participant 2, Participant 4, Participant 5 said that warming up need only 10 minutes until 15 minutes. This was supported with the statements of participant below which is:

“The name of warming up needs 10-15 minutes, if it takes a long time then it is a lesson.” (Participant2, 2015)

“I think, warming up needs 15 minutes. It is enough, because warming is short time.” (Participant4, 2015)

“No, warming up just needs 10 minutes.” (Participant5, 2015)

Meanwhile, participant 3 argued that warming up took a long time, it made students bored in learning process. It can be seen in the statement below:

“No, warming up doesn't need long time. Every teacher gives stimulus for students, if we will learn something. It doesn't need a long time because students will bore.” (Participant3, 2015)

It can be concluded that, warming up activities were conducted in a short time as students need stimulus to build concentration in the beginning of the learning process. Then, students will not get bored with the warming up.

The advantages and disadvantages of warming up at English Education Department. To answer the third research question, the researcher analyzed the answers from the participants regarding their opinion on the advantages and disadvantages of warming up activities at English Education Department UMY. There four are findings related to the advantages of warming up activities. The first, warming up gave motivation to the students. The second, warming up activities helped students turn off the outside world. The third, warming up made students active. The last, warming up made the students easier to understand the subject matter.

Finding 1: Warming up gave motivation to the students. In the interview, the researcher asked about the strength of warming up. The findings of the research showed that warming up gave students motivation. They said that warming up could build the passion to learn in the learning process. In addition, warming up was accepted by students

“Yes, it gives advantages, for example: it gives motivation to learn. Then, it helps students to prepare before learning process.” (Participant1, 2015)

“I think, warming up make us have spirit in class”. (Participant2, 2015)

“The advantages of warming up make us enthusiastic in the start of lesson. So, the lesson can success until the end of learning process.” (Participant3, 2015)

“Of course warming up have strength, because lecturer cannot starting of lesson without warming up. So, classroom has not motivation.” (Participant5, 2015)

Based on information above, the researcher concludes that, warming up activities have functions in teaching and learning process. Warming up activities give positive influence psotive for participants. Warming up activities increased the students interest and stimulated the students curiosity in the learning process.

Finding 2: Warming up activities helped students turn off the outside world. In interview, the participant said that, condusive classroom means students can turn off the outside world.

“The result of advantages warming up is conducive in the class. The lecturer give warming up, the atmosphere of class is better than without the warming up.” (Participant 6, 2015)

Based on the information above, the researcher concludes that the learning processes were conducive when using warming up. So, students can keep their attention from the outside class.

Finding 3: Warming up made students active. Based on the interview, the researcher found that students could be active in the class. The participant said that becoming active was the effect of warming up activities. Thus, they could prepare and accept of the subject matter in learning process.

“Lecturer gives stimulus and question for us. This makes us active, and got easier the subject matter.” (Participant3, 2015)

Based on the information above, researcher concluded that warming up makes students active and prepared in learning process.

Finding 4: Warming up made the students easier to understand the subject matter. In the interview, the participant said that warming up make her easy to get the subject matter. When, she compared with the class without warming up activities.

“I think, when I compare with the class without warming up activities, and I follow the warming up activity, I easier to get the subject matter.” (Participant4, 2015)

Based on the data above, the researcher concludes that students need warming up to make them get the subject matter in learning process.

Related to the disadvantages of warming up activities, there were two findings revealed in this research. The first, warming up activities led to different assumption of activities. The second, warming up activities led to out of the topic in learning process.

Finding 1: Warming up led to different assumption of activities. Based on the interview, the finding of the research revealed that the students could have different assumption of warming up activities. The participant said that material of warming up was simple. It could influence memories of participant. The participant could remember the warming up rather than subject matter that was given by the lecturer.

“The weakness of warming up is that the lecturer gives simple warming up. The material of warming up is littler than subject matter in lesson. So, it makes

students to remember warming up rather than the subject matter.” (Participant5, 2015)

Based on the data above, the researcher concluded that the material of warming up if given too much by the lecturer can influence memories of participant. The participant gets pleasure of warming up rather than the subject matter in the learning process.

Finding 2: Warming up activities led to out of the topic in learning process.

Based on the interview, the researcher analyzed the finding of the research. The participant said that out of topic warming up was not suitable, because it made students confused and bored. In addition, the students could not understand of the topic.

“Ok, the disadvantage of warming up it is not interesting. For example warming up that is out of topic makes it hard to be understood. It makes them bored and confused.” (Participant6, 2015)

Based on the information above, the researcher concludes that lecturer gave the warming up activities which were out of the topic, the students became confused and not understand about the material of warming up. Thus, the students were not interested in the warming up activities.

Discussion

Based on the findings of the research, the discussion of the findings is divided into three parts consisting the types of warming up activities commonly used at EED UMY, the implementation of warming up activities for students in teaching and learning

process at EED, and the advantages and disadvantages of warming up EED in the learning process. In the discussion, the researcher used some quotation of transcriptions that are related to some theories in chapter two. Three parts are explained below:

The types of warming up activities applied at EED UMY. Related to the types of warming up commonly used at EED UMY, Jun (2000) mentioned the types of warming up activities. The two different types of warming up activities at EED UMY were first question and answer, and second reading story. These findings were in conformity with Jun (2000) who stated that warming up activity helps students build their knowledge. The second finding related to the types of warming up was reading story. This was supported by Jun (2000) who argued that reading a short story in normal speed one or two times attracts students' keenness and interest in the stories.

Based on the participants answer, the researcher found that the participant mentioned question answer, and reading story as types of warming up activities. Question and answer activity was a warming up that required the students to actively open their mind before teaching and learning process. Thus, these activities build their knowledge. Furthermore, the knowledge was gained through reading story. The students could prepare themselves to pay attention during the learning process.

The implementation of warming up activities for students in teaching and learning process at EED UMY. Related to the implementation of warming up activities for students in teaching and learning process at EED UMY, Velandia (2008) mentioned that warming up has purpose for specific aspects and implementation refers to principle of warming up. Based on the principles of warming up activities, there are

seven points of the students' perception on the implementation of warming up activities at EED UMY. First is warming up as basic activity to start the lesson. Second, warming made the students get prepared in learning process. Third, warming up activities attracted the student's attention of lesson. Fourth, warming up activities made the students focus in the teaching and learning process. Fifth, warming up activities were fun and conducive in the class. Six, warming up activities were related to the topic. The last, warming up activities were conducted in short time

Based on the participants' answers, the researcher found that the first warming up as basic activity to start the lesson. The lesson of warming up activities gives motivation to students in the beginning of teaching and learning process.

The second, warming made the students get prepared in learning process. It becomes the basic to start the lesson where students could prepare themselves to join in the learning process. Furthermore, student could build their concentration and keep their mind in the beginning of lesson. Students were motivated to be active and easy get the subject matter of lesson.

Third, warming up activities attracted the student's attention of lesson. Participants said that the implementation of warming up could raise students' interest and attention.

The fourth, warming up activities made the students focus in the teaching and learning process. This activity helps them get central focus in their mind

The fifth, the researcher found that, warming up activities were fun and conducive in the class. Thus, they were not bored. It was fun and conducive in the

classroom. The pleasure of the activities makes them comfortable in the classroom. This condition was in line with the principles of warming up activities which recommend to provide interesting and enjoyable activity.

Six, based on principle the implementation of warming up, warming up activities should be related to the topic. Participants said that warming up given by lecturer related to the topic. The example of subject matter that is used could make students understand the lesson. The understanding of warming up related to the topic has made students active in activities.

The last, warming up activities were conducted in short time. Warming up is simple activities. This activity does not need long time, because students need stimulus to build the concentration in the beginning of the lesson. If warming up takes a long time, it would make students bored to follow these activities.

The advantages and disadvantages of warming up at EED UMY. There were three advantages of warming up activities. The first finding was that warming up motivated the students. The students have been motivated by the existence a warming up. Thus, it was in conformity with Velandia (2008) who said warming up activity can raise student's motivation. It means that warming up made the students became motivated in the beginning of lesson. In addition, the students were passionate to follow the learning process. This statement was supported by Donyei (2000) that student's interest can be increased by warming up activity because it stimulates students' curiosity in the learning process.

The second finding was that warming activity help students to turn off the outside world. Students will pay attention in learning process. This makes them focus on the lesson in the classroom. They could disregard disruption on the outside of classroom. This statement was supported by Estalkhbijari and Khodareza (2012), that 'warming up helps students to turn off the outside world and focus on the task at hand'.

The third, warming up make students active. Warming up make students active and prepared in learning process.

The fourth warming up makes the students easier to understand the subject matter. Warming up actitiy helps students to get the subject matter in learning process. Thus, it was in conformity with Walqui (2006) who said that, students can obtain optimal information from the lesson. It means that the warming up made the students get the subject matter in the learning process.

Based on the findings of the research, there were two disadvantages of warming up activities in the class. The first, warming up has led to different assumption of activities. Warming up activities was giving different assumption for students. The students are supposed to understand the material in the warming up which is given by lecturer. If the lecturer gives the material of warming up too much in the beginning of learning process, it can influence the participants' memories. The participant got pleasure of warming up rather than subject matter of the lesson. Thus, the purpose of warming up is not reached.

Second, warming up activities led to out of the topic in learning process. The organization of the warming up should be suitable in learning process. Warming up that

is out of the topic can make students confused and bored on the classroom. Thus, the participant would not be interested with the warming up. It was in conformity with Krashen (1982) cited in Tricomi et al. (1986) who said that students could not get knowledge from warming up activities.