CHAPTER I
INTRODUCTION

This chapter provides the description of research background, research problems, research objectives, research significance, scope and limitation, definition of key terms.

1.1 Research Background

Learning English language for young learners in Indonesia is not an easy thing for them. Young learner is young person between six to ten or eleven who have very different abilities, needs, and interest from adult learners. Competences, needs, and cognitive skills are different depend on someone age (Harmer, 2007). The other difference is the adult learners have more life experiences and prior knowledge than the young learners (McDonough, 2013). The researcher might expect children of primary age to acquire much of a foreign language through play, whereas for adults we can reasonably expect a greater use of abstract thought.

For young learners in Indonesia, they must make efforts to understand, to use, and to adapt a new language. This is because English is not the first or second language. The effort of learners should be maintained at every moment and in a long time. While teaching English for young learners is very difficult than teenagers or adult because they are fast to get distracted so, teacher should choose the suitable teaching method for them (Bakhsh, 2016). Then the teacher must design and implement a variety of learning which suitable with their needs and
interests, and which are appropriate to their developmental levels (Halimi, 2009). It means that teachers should be able to know student developments, needs and characteristics. On the other hand, teachers have different ways for giving English materials in every grades of class, especially for English young learner’s class. The fun way of teaching is needed to help children in language learning. The researcher expects children to enjoy the learning process with do warm-up activity before start the lesson.

Warm-up activity is kinds of activities which can lead the students to effective language learning from beginning of learning. Warm-up activity is not just done when we are going to physical exercise, but the teaching process must use warm-up activity. Student’s interest in learning is important especially in language learning but, not all the students interest and motivate to work in activities provide in class. One of the reasons is students’ doing same thing in the beginning to end of a class. Teachers should be able to look attractive by using a variety of styles, so it makes students not bored in following learning activities. By using warm-up activities, it can increase students’ motivation in following the next activities in language class (Velandia, 2008). Warm-up activity is short activities that influence the students' motivation in language learning. Warm-up activity is a quick activity usually 5-10 minutes. The role of warm-up activity in English class is important because will help students be in the right frame of mind to learn (Flanigan in Estalkhbihari & Khodareza, 2012).

When the students get motivation from the beginning of the class, it will help the teachers catch the students’ attention. Therefore, Warm-up activity should take
place at the beginning of the class. The use of warm-up activity is very effective for students who learn English because at the beginning of the class the teacher prepares students to be able to participate by preparing the vocabulary and developing the mind of a topic (Hasan & Akhand, 2013). It means warm-up activity is very important for the students to prepare themselves before start the lesson. Then, warm-up activity has to be related with the lesson topic so that in other stages students can get involved in different activities easily to develop their language skill.

The researcher takes results from the previous study about warm-up activity in English class. First, Akhter (2014) conducted a study entitled “Role of Warm-up Activity in Language Classroom: a Tertiary Scenario”. The result of the study shows warm-up activity helpful in language classroom and every teachers use different in purpose of using warm-up activity. Teacher may use warm-up activity to get students’ attention, to activate students’ background knowledge and teacher may use it to build a good relationship and motivate the students. Furthermore, Sebek (2017) conducted a study entitled “Use of Activation Methods in Classes in English Language”. The result shows that the use of warm-up activity is more often used by teachers with a short time and start before learning process. By using warm-up activity, the mood of students can be formed.

Considering the previous study conducted by Akhter and Sebek, the researcher is interested in observing warm-up activity in SD Negeri Mojorejo 01 Batu because this school is use warm-up activity. Besides, warm-up activity used
by the teacher in teaching English language at SD Negeri Mojorejo 01 Batu has
never been investigated yet.

1.2 Research Problems

Based on the background of the study above, the researcher formulates the
statement of problems as follows:

1. What kinds of warm-up activity used in teaching English Grade IV at SD
Negeri Mojorejo 01 Batu?
2. How is the implementation of warm-up activity used in teaching English
Grade IV at SD Negeri Mojorejo 01 Batu?
3. What are the advantages of using warm-up activity in teaching English
Grade IV at SD Negeri Mojorejo 01 Batu?

1.3 Research Objectives

To answer the statement of the problems above, the researcher states the
purpose of the study as follows:

1. To explain kinds of warm-up activity used in teaching English Grade IV at
SD Negeri Mojorejo 01 Batu.
2. To describe the implementation of warm-up activity used in teaching
English Grade IV at SD Negeri Mojorejo 01 Batu.
3. To find out the advantages of using warm-up activity in teaching English
Grade IV at SD Negeri Mojorejo 01 Batu.

1.4 Research Significances

This research is significant for three parties, they are:
This research is expected to help in giving some knowledge to choose warm-up activity from several examples in this research. It also gives information that warm-up activity is important to use in class and how to make a good warm-up.

This research will give benefit for the reader in how to increase students’ motivation in learning English as foreign language with warm-up activity. It also can help students’ to increase their motivation in the beginning class to make easy in doing next activity learning. For teacher, it can useful to get student’s attention and interest.

1.5 Scope and Limitation

To have straight and unbiased study, the scope of this study is focused on warm-up activity that used in teaching English. In this case, the researcher limits the study on kinds of activity in warm-up, the implementation of warm-up activity and, the advantages of using warm-up activity in teaching English Grade IV at SD Negeri Mojorejo 01 Batu.

1.6 Definition of Key Terms

In order to avoid misunderstanding the definition of terms are provided as follow:

1. **Warm-up activity** is one way to bring variation in class activity and to make the students curious, focus their attention, provide them purpose and motivation (Eragamreddy as cited in Muzamil, 2017).

2. **English for young learners** is learners which have lower levels of awareness about themselves as well as about the process of learning while the older learner shows growing levels of awareness (Nunan, 2011).
3. **Teaching English for Young Learners** is an appropriate theoretical and practical training are needed for Teacher for teaching English for young learners (Kirkgoz as cited in Hawanti, 2008).

4. **SD Negeri Mojorejo 01 Batu**, is a primary school and located in Junrejo district. This school is very strategies because the located is very easy to access even though using public transportation. This elementary school uses the 2013 curriculum.