The Students’ Perception toward Warming-Up Activities in Increasing the Motivation in Learning Maritime English II

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Abstract

Tujuan penelitian ini adalah untuk mengetahui persepsi mahasiswa terhadap kegiatan pemanasan untuk meningkatkan motivasi mereka dalam belajar Bahasa Inggris Maritim II. Objek penelitian ini adalah 18 mahasiswa semester IV dari Program Studi Teknik Mesin di Akademi Maritim Nusantara Cilacap. Penelitian ini merupakan penelitian deskriptif-kualitatif. Data penelitian ini diperoleh dari observasi dan kuesioner. Pertanyaan dalam kuesioner terdiri dari tiga kategori yang menunjukkan persepsi mahasiswa terhadap kegiatan pemanasan, yaitu (1) Indikator dan Prinsip Pemanasan (2) Indikator Latar Belakang Pengetahuan tentang Kegiatan Pemanasan, dan (3) Indikator Motivasi dan Pemanasan Kegiatan. Hasil penelitian menunjukkan bahwa mahasiswa memiliki persepsi positif terhadap kegiatan pemanasan dalam pembelajaran Bahasa Inggris Maritim II. Hasil kuesioner menunjukkan bahwa mayoritas responden menjawab pertanyaan dengan Sangat Setuju dan Setuju untuk sebagian besar pertanyaan yang diberikan. Hal ini menunjukkan bahwa mereka menganggap positif kegiatan pemanasan sebagai cara untuk membantu memotivasi mereka dalam belajar Bahasa Inggris Maritim II.

Kata Kunci: Persepsi, motivasi mahasiswa, kegiatan pemanasan, bahasa inggris.

Introduction

When we looked for choices to improve our students’ motivation in learning English, it was suggested to utilize warming-up activities to boost the learning motivation of our students. However, this method is usually missed and not given much importance compared to other phases of learning, such as practice and presentation. As teachers, we have a responsibility to motivate and encourage our students during the learning process. The students need to find the appropriate and enjoyable activities to create a productive learning atmosphere.

Hasibuan stated that (1994) learning is an activity that includes the instructors’contact and interaction with students to create good physical
and mental circumstances and also build students’ focus in the teaching and learning process. Moreover, Nuratika in Hartina (2020)\(^2\) describes that the teacher’s role are explaining activities, checking the students’ understanding, and controlling the class during the learning process. The students’ interaction with the teacher can be significant since by responding to the teacher, it can be concluded that the students understand the material given. The learning process itself consists of three stages; they are pre-teaching, while-teaching and post-teaching activities. The pre-teaching activity is usually filled with warming-up. In learning English, the teachers have to find a way to establish student interaction with each other and also the teacher. This can also be done with warming-up activities.

Allwright (1984)\(^3\) describes that warm-up activities are intended to attract students’ attention and focus, assisting them to put away disrupting thoughts and making them prepared to focus individually or as groups on whatever activities that follow. Warming-up activities will make students quit whatever they’re doing or thinking and refocus their attention. We can say that a warming-up activity is a starting point to motivate the students and will lead them to work efficiently in learning the English language. Students’ positive attitude towards the class is critical in English learning. To create a positive learning environment in the classroom, the learning process must be enjoyable and exciting for the students so the students’ involvement in class can be escalated. One of the methods to achieve a positive learning attitude can be achieved through warming-up activities. Since it consists of actions to get the students’ attention, to get them interested in what’s going on in class, and to increase students’ expectations by arranging the situations to put the students in a positive and optimistic mood.

Moreover, motivation also plays a vital role in student’s learning process. Motivation is one of the main criteria that directly related to the achievement in learning and developing foreign language. Getting and keeping the students motivated is one of the most important aspects in foreign language instruction. Students should feel empowered to speak confidently in discussing their learning progress and to communicate their struggles of learning a foreign language. However, the motivation to learn for various second language learners slowly begins to decline (Rasyid, 2010)\(^4\). That is why, the teachers have a responsibility to motivate their students during language learning process.

In learning foreign language, it is necessary to acknowledge the students’ perspective initially. Since we understand that perspective plays an essential role in learning process, we can find that many students that learn English as a foreign language tend to have less involvement in the classroom activity because of their perspective toward learning, thus it can affect their behavior in class.

Based on the aspects mentioned above, the main question of this study was as follows: how is the students’ perception toward warming-up activities in motivating them to learn Maritime English? The researchers want to identify the students’ perception in the use of warming-up methods, that is whether the practice of this activities might work up the students’ motivation and interest in learning Maritime English and how significant the effect of warming-up in learning Maritime English II process.

**Theory and Method**

Perception can be defined as a process in which the information from outside environment is received, selected, organized, and also interpreted in order to make it meaningful to individuals. Robbins as stated in Saleh (2022)\(^5\) defines perception as the process experienced by individual to rule and to understand perceptions of sensory to give meaning in their environment. Leavit (2002)\(^6\) stated that perception in the narrow sense is right, how to perceive something. Adding to that, Barry in Ikhlis (2021)\(^7\) defined that perception is a set of process by recognizing, organizing, and making stimuli in our environment. Perception can be seen as individual’s acknowledgment and interpretation of sensory information; it also includes how individual respond the information.

From the description above, we can conclude that perception is a manner that comprises an identification, feeling, and intellectual activity that have connection to generate insight. Robbins, as stated in Agustina (2018)\(^8\) defines two indicators of perception as follows: (1) Acceptance/Re-absorption which is the process of perception in the psychological stage by using the senses to grasp external stimulus, and (2) Understanding/Evaluation which is the external stimuli that will be evaluated as a subjective
evaluation. Each individual will have different perception based on their environment.

Lassche (2005)[9] explains that a warm-up stage is an “initial orientation” for language learning lesson. A warming-up activity is applied to begin a class with a stimulating task to assist the students be more relaxed in the classroom situation and to help them start thinking in English. A warm-up stage is a preliminary phase to help the students feel comfortable and sets an encouraging ambience for learning (Rushidi, 2013)[10]. Adding to that, Robertson & Acklam (2000)[11] stated that warm-up activity is a brief activity for the beginning of a lesson. The objective of using warm-up activity before the lesson is to stimulate the students’ background knowledge (Garcia and Martin, 2004)[12]. A warm-up activity may support the students to activate their current knowledge and motivate their attention to the main lesson. In this way, the students may develop a connection between the old and new information (Nemati & Habibi, 2012)[13]. Akhter (2014)[14] stated that introduction that is highlighted on warm-up activity has various benefits. To begin a class with a warm-up activity may encourage interest between students, established a welcoming environment, increase the students’ contribution, and attract their attention.

The aim of the study was to find out the students’ perception towards the application of warming-up activities in Maritime English II lesson. The object of the study is the fourth semester students of Engineering Program in Akademi Maritim Nusantara Cilacap which are 18 students of Class A. The study was conducted in three meetings, which were meeting three, four, and five in the first half of the fourth semester. The 18 students were present in all three meetings of the observation. This is a descriptive qualitative study by using observation and questionnaire to gather data from the students. The observation was conducted by observing the students’ response towards the warming-up activities. The researcher designed a questionnaire to acquire data about the students’ perceptions toward warming-up activities in Maritime English II class. Moreover, the data was gathered from the students through questionnaire. To analyze the data, techniques were employed carefully and systematically.

The instrument used in this study is a questionnaire. The questionnaires were used to gather data of the students’ perceptions toward warming-up activity in their Maritime English II class. The questionnaire employs Likert scale as a reference, with the scale of one to five that range from 1 (strongly disagree), 2 (disagree), 3 (neutral), 4 (agree), and 5 (strongly agree) to measure the entry of each question. Each response was associated with point of value of the individual. The score is determined by summing the point of the value of each statement.

**Result and Findings**

In this part of the study, the researcher explained the result of the data analysis based on the statement of the problem in the previous section. There were 20 questions in the questionnaire that were divided into 3 categories of indicators. The categories were warming-up and principles, background knowledge of warming-up, and motivation and warming-up. In the first section, warming-up and principles, there were 4 items presented in the questionnaire, they were as follows:

- **Q1** Do you feel that warming-up activity before class is not the main part of Maritime English II lesson?
- **Q2** Do you think that the warming-up activity is related to the topic that you will learn in Maritime English II lesson?
- **Q3** Do the warming-up activities help you to start to think in English, evaluate the previous materials, and help you be more attentive in Maritime English II class?
- **Q4** Do you think that warming-up activity requires a long period?

The result of the first indicator was presented below.

**Table 1. Indicators of Warming-up and Principles**

<table>
<thead>
<tr>
<th></th>
<th>SD</th>
<th>D</th>
<th>N</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q1</td>
<td>22.2%</td>
<td>27.8%</td>
<td>11.1%</td>
<td>38.9%</td>
<td>0%</td>
</tr>
<tr>
<td>Q2</td>
<td>0%</td>
<td>0%</td>
<td>11.1%</td>
<td>33.3%</td>
<td>55.6%</td>
</tr>
<tr>
<td>Q3</td>
<td>0%</td>
<td>5.6%</td>
<td>11.1%</td>
<td>22.2%</td>
<td>61.1%</td>
</tr>
<tr>
<td>Q4</td>
<td>50%</td>
<td>27.8%</td>
<td>0%</td>
<td>22.2%</td>
<td>0%</td>
</tr>
</tbody>
</table>
From the table above, we can see that the respondents shared positive perceptions to the principles of warming-up indicator. The respondents understood that the principle of warming-up activities was to help them get ready for the lesson they are about to learn. It can be seen from Table 1 that the majority of the respondents answered Q1 to Q3 with Strongly Agree (55.5% and 61.1%) and Agree (38.9%, 33.3%, and 22.2%). Yet, in Q4, the answer that most of the respondents give is Strongly Disagree (50%), which meant that the majority of the respondents thought that the warming-up activity did not require a long time to be done.

The second indicator of the questionnaire was the background knowledge of warming-up. There were 6 questions as seen below:

Q5  Do you think that warming-up activity will help you in finding new information about the subject you’re going to learn?
Q6  Do warming-up activities help you connect old and new knowledge?
Q7  Do you think that warming-up activity can make a more positive learning environment for you to participate in the class more comfortably?
Q8  Do you think warming-up activities can help you develop equal trust between the students and the lecturer?
Q9  Do warming-up activities help you develop trust with your classmates?
Q10 Do you think that warming-up activities support you in understanding the objective of the lesson?
Q11 Do you think that warming-up activity does not help the students if the materials are too difficult compared to your ability to learn English?

The result of the second questionnaire was presented on the table below:

Table 2. Indicators of Background Knowledge of Warming-up Activities

<table>
<thead>
<tr>
<th>Q</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SD</td>
</tr>
<tr>
<td>Q5</td>
<td>0%</td>
</tr>
<tr>
<td>Q6</td>
<td>0%</td>
</tr>
<tr>
<td>Q7</td>
<td>0%</td>
</tr>
</tbody>
</table>

The second indicator, which was the background knowledge of warming-up activities meant that the respondents should understand the reasons behind warming-up activities before they start Maritime English II class. Consequently, the result from Table 2 showed that the respondents perceived a positive response to the activities. We could see that most of the respondents answered Q5, Q7, and Q10 with Strongly Agree (50%, 66.7%, and 72.2%). Moreover, it was followed by Agree answers for Q8 (55.6%) and Q9 (61.1%). However, there were 2 major Neutral answers in Q6 (44.4%) and Q11 (61.1%) which indicated that the respondents might not be able to decide whether the warming-up activities helped them connect old and new knowledge (Q6) and whether the activities failed to serve them if it’s too difficult compared to their level of competence.

Lastly, there were 8 items in the third category. This category discussed warming-up principle, and the questions were:

Q12 Do warming-up activities increase your motivation to study Maritime English II?
Q13 Do warming-up activities help you to start the class with a fun and motivating assignment?
Q14 Do warming-up activities arise your motivation so that you are motivated to learn more about Maritime English II?
Q15 I like when my lecturer gives us warming-up activity at the beginning of the class.
Q16 Do warming-up activities make you more active student in learning Maritime English II?
Q17 Do you think that warming-up activity is significant in the learning process in Maritime English II lesson?
Q18 Do you think that you become more interested in learning Maritime English II when the lecturer gives you warming-up activities?
Q19 Do warming-up activities help you to be more focused in learning Maritime English II?
Q20 I follow the warming-up activities
that the lecturer gives with a good attention and focus.

The result of the third section of the questionnaire was presented below:

Table 3. Indicators of Motivation and Warming-up Activities

<table>
<thead>
<tr>
<th>Q</th>
<th>SD</th>
<th>D</th>
<th>N</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q12</td>
<td>0%</td>
<td>0%</td>
<td>5.6%</td>
<td>27.8%</td>
<td>66.7%</td>
</tr>
<tr>
<td>Q13</td>
<td>0%</td>
<td>0%</td>
<td>16.7%</td>
<td>38.9%</td>
<td>44.4%</td>
</tr>
<tr>
<td>Q14</td>
<td>0%</td>
<td>0%</td>
<td>5.6%</td>
<td>33.3%</td>
<td>61.1%</td>
</tr>
<tr>
<td>Q15</td>
<td>0%</td>
<td>0%</td>
<td>5.6%</td>
<td>27.8%</td>
<td>66.7%</td>
</tr>
<tr>
<td>Q16</td>
<td>0%</td>
<td>0%</td>
<td>11.1%</td>
<td>55.6%</td>
<td>33.3%</td>
</tr>
<tr>
<td>Q17</td>
<td>0%</td>
<td>0%</td>
<td>11.1%</td>
<td>61.1%</td>
<td>27.8%</td>
</tr>
<tr>
<td>Q18</td>
<td>0%</td>
<td>0%</td>
<td>16.7%</td>
<td>66.7%</td>
<td>16.7%</td>
</tr>
<tr>
<td>Q19</td>
<td>0%</td>
<td>11.1%</td>
<td>27.8%</td>
<td>55.6%</td>
<td>5.6%</td>
</tr>
<tr>
<td>Q20</td>
<td>0%</td>
<td>0%</td>
<td>16.7%</td>
<td>61.1%</td>
<td>22.2%</td>
</tr>
</tbody>
</table>

Based on the total classification of respondents’ answers to this section of the questionnaire, most of the respondents chose Strongly Agree for Q12 to Q15 (66.7%, 44.4%, 61.1%, and 66.7%) and Agree for Q16 to Q20 (55.6%, 61.1%, 66.7%, 55.6%, and 61.1%). There was no significant frequency of Neutral, Disagree, and Strongly Disagree answers in this section. It could be concluded that most of the respondents felt motivated in learning Maritime English II after they were given warming-up activities.

From three indicators which were stated in the 20 questions given in the questionnaire, it could be concluded that the respondents had positive perceptions toward warming-up activities in Maritime English II lesson. The result showed that the majority of the respondents answered the questions with Strongly Agree and Agree for most of the questions given. It indicated that they positively perceived the warming-up activities as a way to help motivate them in learning Maritime English II.

Conclusion

In order to comply the need to improve our students’ motivation in learning English, we might utilize warm-up activities to boost the learning motivation of the students. Moreover, to acknowledge the perception about the use of warming-up method to improve students’ motivation in learning Maritime English II, the result of this study found that the students had positive perceptions toward warming-up activities in Maritime English II lesson. The result of the questionnaire showed that the majority of the respondents answered the questions with Strongly Agree and Agree for most of the questions given. It indicated that they positively perceived the warming-up activities as a way to help motivate them in learning Maritime English II.

Acknowledgment

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