TEACHERS' PERCEPTION ON THE ROLE OF WARM UP ACTIVITIES IN DEVELOPING STUDENTS' METACOGNITIVE KNOWLEDGE AT EFL CLASSROOMS IN SURABAYA

THESIS

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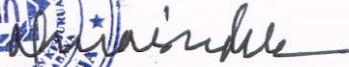NIP. 197610042009122001

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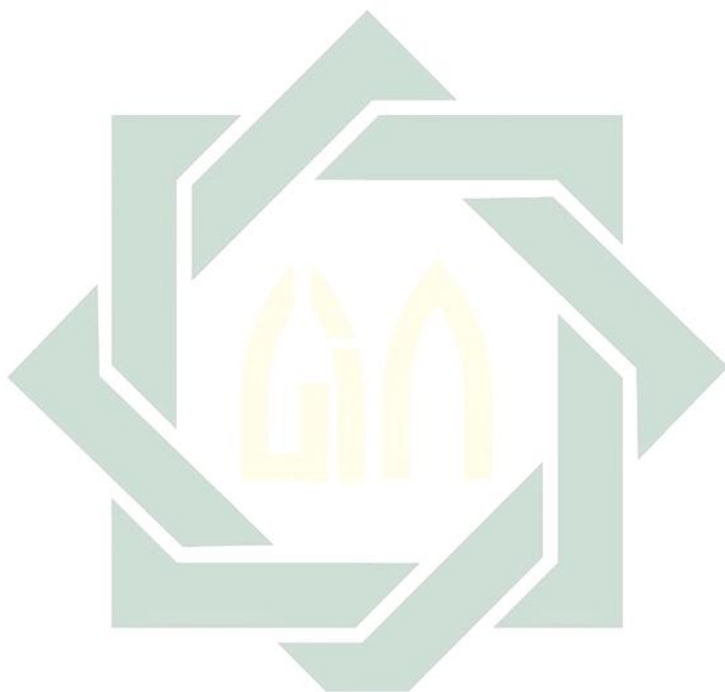Penulis

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ABSTRACT

Mukarromah, Nailil (2019). "Teachers' Perception on the Role of Warm Up Activities in Developing Students' Metacognitive Knowledge at EFL Classrooms in Surabaya" An Undergraduate Thesis, English Education Department, Faculty of Education and Teacher Training, UIN Sunan Ampel Surabaya. Advisors: Fitriah Ph.D, and Rakhmawati, M.Pd.

The revision of taxonomy in the curriculum 2013 (K-13) of Indonesia added the metacognitive knowledge in the original taxonomy. That is because metacognitive is important knowledge that emphasis on the students' knowledge of cognition in general such as their knowledge and awareness of one's own cognition and strategy used in learning process. In EFL classrooms, the teachers can help the students to develop the students' metacognitive knowledge learning through activities. Teachers can do the activities that stimulate metacognitive students at the start through warm up activities. Warm up activities is a short activity presents in the beginning of the lesson that have many kinds of interesting activities to encourage the students in using English such as games, question and answer, role play, storytelling, video, pictures, and et cetera. Furthermore, there were many studies revealed the significance of warm up activities in some skills of English learning. Therefore, because of the metacognitive knowledge and warm up activities have significant roles in language learning process, this research provides a portrait of teachers' perception on the role of warm up actives that beneficially on the development of students' metacognitive knowledge including the types of warm up, the ways in using warm up, and the function of warm up toward this matter. To obtain the result, the research conducted descriptive qualitative research by interviewing six English teachers from the different schools in Surabaya who have experienced in applying warm up activities in the beginning of lesson. The result of the study shows that the teachers perceived there are five types of warm up to develop metacognitive knowledge: question and answer, games, videos, pictures, and storytelling. The ways on using those five types of warm ups are depending on the teachers, and there are three functions of warm up

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activities to develop metacognitive knowledge are helping students in predicting the information, leading students in identifying learning progress, and guiding learners to develop habits of asking.

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ABSTRAK

Mukarromah, Nailil (2019). "Teachers' Perception on the Role of Warm Up Activities in Developing Students' Metacognitive Knowledge at EFL Classrooms in Surabaya" An Undergraduate Thesis, English Education Department, Faculty of Education and Teacher Training, UIN Sunan Ampel Surabaya. Advisors: Fitriah Ph.D, and Rakhmawati, M.Pd.

Kata kunci: persepsi guru, peran kegiatan warm up, pengetahuan metakognitif.

Revisi taksonomi 2013 dalam kurikulum (K-13) Indonesia menambah pengetahuan metakognitif dalam taksonomi asli. Itu karena metakognitif adalah pengetahuan penting yang menekankan pada pengetahuan siswa tentang kognisi secara umum seperti pengetahuan tentang diri mereka dan kesadaran akan kognisi diri mereka sendiri serta pengetahuan tentang penggunaan strategi dalam proses belajar. Di kelas bahasa Inggris, para guru dapat membantu siswa untuk mengembangkan pembelajaran pengetahuan metakognitif siswa melalui kegiatan. Guru dapat melakukan kegiatan yang merangsang metakognitif siswa di awal melalui kegiatan warm up. Kegiatan warm up yang memiliki banyak jenis kegiatan untuk mendorong siswa dalam menggunakan permainan, pertanyaan dan jawaban, permainan peran, bercerita, video, gambar, dan lain-lain. Selain itu, ada banyak penelitian yang mengungkapkan pentingnya kegiatan warm up dalam beberapa keterampilan belajar bahasa Inggris. Sehingga, karena pengetahuan metakognitif dan kegiatan warm up yang memiliki peran penting dalam proses pembelajaran, penelitian ini mencari peran kegiatan warm up dalam peningkatan metakognitif siswa yang termasuk tipe kegiatan warm up, cara penggunaan kegiatan warm up, dan fungsi warm up dalam pengembangan pengetahuan metakognitif siswa. Untuk memperoleh hasilnya, peneliti menggunakan penelitian kualitatif dengan mewawancarai enam guru bahasa Inggris dari berbagai sekolah di Surabaya yang telah berpengalaman dalam menerapkan kegiatan warm up di awal pelajaran. Hasil penelitian menunjukkan bahwa ada lima jenis warm up untuk pengembangan pengetahuan kognitif menurut persepsi guru, yaitu: tanya jawab, permainan, video, gambar, dan bercerita. Sedangkan Cara penggunaan lima jenis warm up tergantung pada guru, dan ada tiga fungsi kegiatan warm up untuk mengembangkan

pembelajaran, mengarahkan siswa dalam mengidentifikasi kemajuan belajar, dan membimbing peserta didik untuk mengembangkan kebiasaan bertanya.
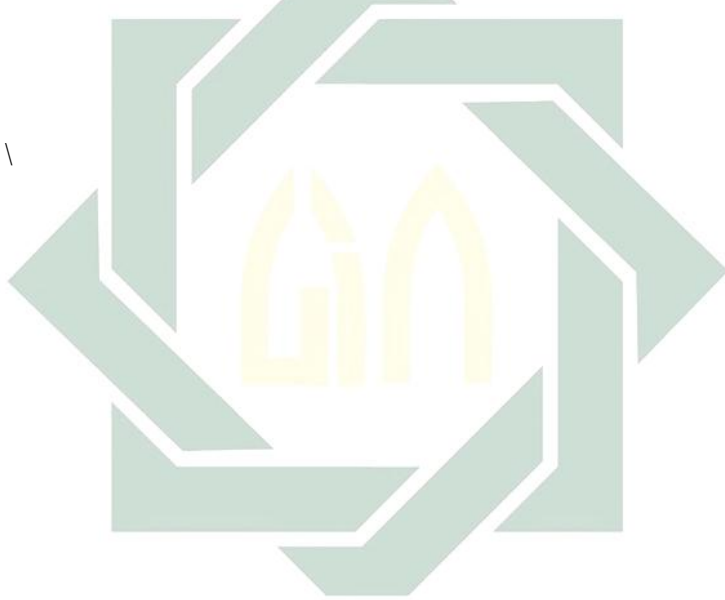
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LIST OF ABBREVIATIONS

1. EFL   : English Foreign Language
2. K-13   : Kurikulum 2013
   (Curriculum 2013)
3. SMP   : Sekolah Menengah Pertama
   (Junior High School)
4. MTs   : Madrasah Tsanawiyah
   (Islamic Junior High School)
5. SMA   : Sekolah Menengah Atas
   (Senior High School)
6. MA   : Madrasah Aliyah
   (Islamic Senior High School)
7. Q & A   : Question and Answer
8. LCD   : Liquid Crystal Display
9. KWL   : Know, Want to Know, Learned

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CHAPTER I

INTRODUCTION

This chapter is beginning with the background of the study. It then continues with the research question, followed by the objective of the study. The significant of the study, the scope and limitation of the study and the definition of key terms are presented after to show more information about the benefits, the constraint, and the terms used in this research.

A. Background Of Study

The curriculum of education in Indonesia has changed about seven times start from 1968 till 2013 which is now called by K-13. The alteration of the curriculum is one of the wisdom from the government to make the education in Indonesia better than before. The minister of education and culture said that the new curriculum of Indonesia is purposed to produce the clever and comprehensive generation which is not only has excellent knowledge but also has a good sympaty, honesty, creativity, and productivity. Therefore, K-13 is the curriculum which is expected to be able to grant the Indonesian learners become qualified learners.

However, eventhough K-13 is a granted as one of the curriculum that produce the students to be qualified learners, there is a revision of taxonomy particularly in the additional original taxonomy that is metacognitive knowledge. Pintrich explained that metacognitive knowledge emphasis on the students' knowledge of cognition in general such as their knowledge and awareness of one's own cognition.[1] Therefore, metacognitive knowledge is added in taxonomy revision because it is important knowledge that can help the Indonesian learners become knowledgeable and responsible more on their own thinking and cognition.

Additionally, Flavel stated that metacognition includes three kinds of knowledge, namely knowledge about strategies, knowledge of cognitive tasks, and self-knowledge.[2] Pintrich restores the general

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[1] Paul R. Pintrich, *"The Role of Metacognitive Knowledge in Learning, Teaching, and Assessing"*. (Ohio: College of Education, the Ohio State University, 2002).

[2] John H. Flavell, *"Metacognition and Cognitive Monitoring: A New Area of Cognitive Developmental Inquiry"*. (USA: American Psychologist, 1979).

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framework of metacognition into three categories[3] by incorporating student knowledge about the strategy that generally used for learning and thinking and their knowledge of cognitive task, the time and reason in using different strategies including the appropriateness of context and condition, and the students' conditional knowledge. The examples of metacognitive knowledge is the students can know the differences strategies to read a text as well as to check and to monitor their understanding since they read, the students interesting in a topic that may enhance their motivation to study, and the conditional knowledge of learners to solve the problems in some specific context such as at school, real-life, or another that influence on how they prepare for examination. That realization could change the students' approach on the task, for example in managing the students' reading approach or valuated.

Metacognitive knowledge is not easy to obtain but needs a full understanding of what metacognitive is and how each student's can have it. In this case, the teacher can help the students to develop the students' metacognitive knowledge particularly in EFL classrooms to process of thinking about language learning. One of the way to build the students metacognitive is through activities. Teachers can do the activities that stimulate metacognitive students at the start through warm up activities. Warm up activities is the beginning activies that appears in short time before entering to the main subject material in order to generate a good class atmosphere and attract students' interest such as playing games, singing a song, discussing, reviewing material and etc. Meanwhile, In developing the metacognitive knowledge in EFL classrooms, the teacher can do discussion activities in warm up. It is because according to Pintrich, through discussion the teacher can quickly find out the depth of students' metacognitive knowledge, through this also the teacher can help to adjust the teaching method to obtain students' metacognitive knowledge and to know the difficulties and obstacles of students' experiences in the learning process.[4]

Furthermore, developing metacognitive can go through expressing information by using story and interview techniques. It

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[3] Paul R. Pintrich, *"The Role of Metacognitive Knowledge in Learning, Teaching, and Assessing".* (Ohio: College of Education, the Ohio State University, 2002).
[4] Paul R. Pintrich, *"The Role of Metacognitive Knowledge in Learning, Teaching, and Assessing".* (Ohio: College of Education, the Ohio State University, 2002).

is because Joke van Velzen stated the story technique can elicit the student to explain his or her learning experiences to their friends, then they write it down.[5] Meanwhile, the interview technique can refer the student to interview their friends to capture and write down the learning experiences of their friends. Therefore, story and interview techniques can be useful for students to check and discuss whether they can clearly describe learning experiences.

Additionally, knowing the strategies of learning process is one of important component in metacognitive knowledge. Anderson and Kratwohl stated that different strategy knowledge such as remembering information, thinking and solving problems can help students to apply it in learning process.[6] In this matter, to introduce the strategies of learning process to the learners, teacher can do the warm up activities such as the recalling activities, memorizing activities, organizing activities, and problem solving activities. In order to emphasize on the learning strategies' recognition, teachers could explain it in the last of the warm up activities. Moreover, teachers can also design another activities as long as the activities meet the criteria mentioned and be able help to build students' metacognitive knowledge. It is because Linda Darling et al, also stated the activities that promote metacognition should facilitate participation equally, ensure the students to do most of talking, exist in pre, during, and post the experience, appear in different group forms such as individual, pairs, small and large group.[7] Additionally, Robertson and Acklam stated that teacher can apply the activities of warm up whatever they want as long as the activities can prepare the students to ready on studying and using target language.[8] Accordingly, the activities of warm up to help in developing students' metacognitive knowledge in EFL classrooms should at

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[5] Joke Van Velzen, *Metacognitive Learning Advancing Learning by Developing General Knowledge of the Learning Process*. (New York: Springer, 2016).
[6] Lorin W Anderson & Krathwohl David R. *Kerangka Landasan untuk Pembelajaran, Pengajaran dan Asesmen – Revisi Taksonomi Pendidikan Bloom*. (Yogyakarta: Pustaka Pelajar, 2010).
[7] Linda, Darling-Hammond, Austin, K., Cheung, M., & Martin, D. *Thinking about thinking: Metacognition. The learning classroom: Theory into practice*. (Stanford University School of Education, 2003).
[8] Callum Robertson & Richard Acklam, "*Action Plan for Teachers a Guide to Teaching English*". (London: BBC World Service, 2000).

least use English and there is a time to talk about students' awareness of English learning process.

In this matter, a number of studies has been revealed about metacognitive. The first is Nina Amelia's study examined the metacognitive strategy in writing the proposal. The finding of Nina study is that in writing the proposal, the students commonly used evaluating strategy instead of using the other strategy of Metacognitive.[9] The second is the study of Mochammad Rizal that examined the students' level of metacognition particularly in the basis of problem solving. The finding of the study show the level of the students' metacognition that particularly use by the students is *aware use and strategic use* levels in which that level strategies are benefit to show the students awareness of "what" and "when" to apply the learning strategy to enhance the thinking accuracy in solving problem.[10] The other study of metacognitive is Naiyi study that examined the construction and development of metacognitive knowledge about language learning in the context of web-based distance learning among a group of adult English as a foreign language (EFL) learners in China. The finding of Naiyi study showed that participants in this study started their web-based distance EFL learning with varying levels of Metacognitive about language learning in the online distance context in terms of its scope and complexity.[11]

There are also a number of studies revealed warm up activities. The first, Ashia Akther examined the effectiveness of using warm up activity in language classroom. The finding of Ashia study is that the use of warm up activity is helpful in language classroom such as to motivate students, to get students' attention at the beginning of the class, to recall their background knowledge, and etc.[12] The

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[9] Nina Amelia Nurul Khikmah. Undergraduate Thesis: "*Metacognitive Strategies Awareness Among Efl Learners In Proposal Writing*". (Surabaya: UIN Sunan Ampel Surabaya, 2018).

[10] Mochammad Rizal Ramadhan. Undergraduate Thesis: "*Tingkat Metakognitif Siswa Dalam Pembelajaran Pendidikan Agama Islam Berbasis Masalah*". (Surabaya: UIN Sunan Ampel Surabaya, 2018).

[11] Naiyi Xie Fincham. Dissertation: *"Metacognitive Knowledge Development And Language Learning In The Context Of Web-Based Distance Language Learning: A Multiple-Case Study of Adult Efl Learners in China".* (Michigan State University, 2015).

[12] Ashia Akther, Research Paper: *"Role of Warm-up Activity in Language Classroom: Tertiary Scenario".* (Dhaka: BRAC University, 2014).

second study of warm up activity is Hasan study. Hasan examined the efficacy of warm-up activities used in EFL classrooms. The result of Hasan study showed the diversity in the practices of warm up activities benefit in improving students' vocabulary in several different topics and warm up benefit to maintain the teacher-student relation.[13] The other study of warm up activities is Kathleen et al., study in which they examined the influence of warming up activities in fourth grade student's listening Comprehension. The result of Kathleen et al., study showed that warm up helped the students to improve their listening comprehension, worked as a motivation injector to students, reducing their anxiety and stressful to face listening tasks.[14]

Some studies above showed that metacognitive knowledge and warm up activities have significant roles in language learning process but have no one study conducted the useful of warm up activities in developing students' metacognitive knowledge. Therefore, this research tries to provide a portrait of teachers' perception on the role of warm up actives that beneficially on the development of students' metacognitive knowledge. More specifically, this research aims to investigate the perception of the English teachers' on the role of warm up activities in developing students' metacognitive knowledge particularly in EFL classrooms.

B. Research Question

Related to the background of the study, this study is guided by the following research question. : *What are teachers' perception on the role of warm up activities in developing students' metacognitive knowledge?*

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[13] Hasan Savaş,*"Maintaining the Efficacy of Warm-up Activities in EFL Classrooms: An Exploratory Action Research"*. Journal of Qualitative Research in Education, 4 (2), 2016.
[14] Kathleen A. Marrs et al. "*Use of Warm Up Exercises in Just-in-Time Teaching to Determine Students' Prior Knowledge and Misconceptions in Biology, Chemistry, and Physics"*. (Department of Biology, Indiana University Purdue University Indianapolis, Indianapolis, 2003).

C. Objective of the Study

Related to the research questions, the objectives of this study is to investigate teachers' perception on the role of warm up activities in developing the students' metacognitive knowledge, this includes the teachers' perception about the type of warm up activities that could develop metacognitive, the ways in using warm up activities in developing metacognitive knowledge, and the function of warm up activities that could develop metacognitive.

D. Significance of the Study

The result of the study is expected to give contribution for both English learners and teachers. In particular, this study can be one of sources to aware the role of warm up activities that benefit to develop students' metacognitive knowledge in the frame of teachers' perception. In which metacognitive knowledge is one of important knowledge in new revision of taxonomy from the government that the teachers have to be the facilitator to developing it.

For students who take English Teacher Education Department, this study give more information about metacognitive knowledge that they have to prepare to be taught in their students later and also can guide them in planning and selecting the activities they use in the beginning of English teaching particularly that beneficial in developing students metacognitive knowledge.

E. Scope and limitation

The scope of this research is the teachers' perception on the role of warm up activities in developing the students' metacognitive knowledge, this includes the teachers' perception about the type of warm up activities that could develop metacognitive, the ways in using warm up activities in developing metacognitive knowledge, and the function of warm up activities that could develop metacognitive.

The limitation of this study was targeted to six English teachers from different school of Junior and Senior high schools in Surabaya who were selected purposefully by the following criteria:

experienced in teaching English for Junior or Senior High School approximately two years, taught the school that have applied K-13 revision and know about metacognitive knowledge, applied warm up activities in the beginning of their classes.

F. **Definition of Key Terms**

To avoid misunderstanding and gain the same perception, the researcher provides the following key terms.

1. Teacher's perception

Chudler stated that perception is the conscious experience about the people sense.[15] Teacher's perception in this study means teacher sense about the experience on applying warm up activities which has role to develop students' metacognitive knowledge.

2. Warm up activities

Robertson and Acklam stated warm up activities are some short activities in the beginning of the class which involves students active in the classrooms[16]. Then, Allwright mentioned the warm up activities are the activities that commonly designed to attract students' attention and to get students focus on the material that day.[17] Warm up activities in this study means the activities which involve students' interest in the beginning of English classroom that benefit to build students' metacognitive knowledge.

3. Metacognitive knowledge

According to Flavel Metacognitive knowledge is a person's awareness of how he learns, the ability to assess the difficulty of a problem, the ability to observe the level of understanding of himself, the ability to use various information to achieve goals,

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[15] Mike May and Eric H Chudler, Sensation and Perception (132 West 31st Street New York NY 10001: Chelsea House Publishers, 2007).

[16] Callum Robertson & Richard Acklam, "*Action Plan for Teachers a Guide to Teaching English*". (London: BBC World Service, 2000).

[17] R. L. Allwright, *The importance of interaction in classroom language learning*. *Applied Linguistics, 5*(2), 156-171. 1984.

and the ability to assess learning progress.[18] Metacognitive knowledge in this study means the students' knowledge of self-regulated about their progress in learning process and the strategy used in EFL classroom particularly it is built through warm up activities.

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[18] John H. Flavell, *"Metacognition and Cognitive Monitoring: A New Area of Cognitive Developmental Inquiry"*. (USA: American Psychologist, 1979).

CHAPTER II

LITERATURE REVIEW

This chapter presents a brief overview of the supported theories of this study. There two subheadings of this chapter, namely review of related literature and previous studies that have been revealed by the previous researchers.

A. Review of Related Literature

1. Teachers' Perception

Each individual has different understanding about something that depends on how the individual responds to the object with its perception. Kotler stated that perception describes the process of how a person selects, organizes, and interprets the information inputs to create a meaningful overall conception. [19] Moreover, Gibson et al. provides the definition of perception as a cognitive process used by individuals for interpreting and understanding the world around it. They also explain that perception is individuals' process of giving meaning to the environment.[20] Therefore, each person has different meaning to the stimulus of the object, even on the same object. It is as the teacher also has different perception in understanding about teaching.

Additionally, Richardson stated three major sources of teachers' perception.[21] The first is each teacher has differences on educational background, the second is on how long they have been teaching, the third is on who is being taught, where they teach, what they teach. Morover, Chudler added that perception is the conscious experience about the people sense.[22] Therefore,

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[19] Philip Kotler. (2000). Analysis, Planning, implementation, and Control 9th Edition. New Yersey: Prentice Hall International, Int.
[20] Gibson, J. L., Ivancevich, J. M., and Donnelly, J. H. (1996) Teacher efficacy: A construct validation. Journal of Educational Psychology. Vol. 7
[21] Virginia Richardson. (1996). The Role of Attitudes and Beliefs in Learning to Teach. New York: Macmillian.
[22] Mike May and Eric H Chudler, Sensation and Perception (132 West 31st Street New York NY 10001: Chelsea House Publishers, 2007).

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in this study teacher's perception is teacher sense about the experience on applying warm up activities which has role to develop students' metacognitive knowledge.

2. **Warm Up Activities**

Starting the class with in a good way is important thing to be considered. That is because Robertson & Acklam stated that teacher should try to make the students feel engaging in the beginning of the lesson[23]. Many teachers use the warming up activities to begin their classes in order to make their class being more active if they open the class by using interesting activities. Su Kim stated that warm up activity can make the students interested in the lesson and enjoy in the process of learning, and become more focus on it.[24] Additionally, Robertson & Acklam stated that the warming up activities have different kinds of interesting activities to encourage the students in using English.[25] Commonly activities that are applied such as singing a song, dancing together, playing games, giving motivating, discusing, storytelling and etc. the teachers usually applied the warm up activities depend on the material that day or the previous meetings that explore in interesting way inside of warming up.

Moreover Cotter explored the roles of Warm up Activities.[26] First, warm-ups can set the lesson's tone. This can help students to raise their energy levels for upcoming activities that students may find too difficult or confusing. The positive result can be that students are not discouraged and have a high chance to handle demanding tasks. Second, warm-ups get students to begin thinking and focusing on English. It can be a short period, yet also a long time since the students were exposed to English or used it. However, it is very useful to use a warm-up to let the students know that the lesson has already started and it is high time to switch a language.

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[23] Robertson, C., & Acklam, R. (2000). *Action Plan for Teachers a guide to teaching English*. London, UK: BBC World Service.
[24] Su Kim L. *Creative games for language class.* Vo.33 no.1, September 15th, 2014
[25] Ibid.
[26] Chris Cotter, *Warm Up Activities* (brochure). Better Language Teaching. 2009

Additionally, Cotter added that warm-ups provide a transition into the topic.[27] As the lesson usually has a given topic, a warm-up activity can obliquely activate students' thoughts that are related to the topic. Students can call up their previous knowledge, vocabulary based on a subject and it may also get students to brainstorm some of the ideas relevant to the lesson. Warm-ups allow the teacher important opportunities to assess character and ability. During a warm-up that is performed at the beginning of the lesson, the teacher can determine who of the students are better in group or individual activities. However, it can also be used to recognize, whether a student is mentally prepared for the lesson because everyone has sometimes bad and good days.

3. **Types of Warm Up Activities**

Based on the theory from Andy and Cortnie Brooks there are a lots of fun activities[28] to warm up the students that can be classified as follows:

Table 2.1. Types of Warm up Activities and The Examples Activities

NO.	Types of Activities	Examples of activities
1.	Question and answer	- 20 Questions - Open-ended questions
2.	Role Play	- Newspaper Role Play
3.	Games	- Simon Says - Telephone game - Pictionary etc.
4.	Picture	- What is happening in this picture?"

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[27] ibid

[28] Andy and Cortnie Brooks. 2017. "*Fun Activities for Teaching English".* Ywam Montana-Lakeside: The Tesol Department.

5.	Video	- What is happening in this video?" - Watch movies
6.	Storytelling	- Predict the last plot of the story
7.	Others	- Jumble sentences - Dancing etc.

According to table 2.1, the first type is Question and Answer[29]. The examples activities are 20 question and open-ended question. The way on applying 20 question is by putting an object in a box, then the students take turns in guessing what is inside by asking yes/no questions, count on the results in two columns on the board (Yes/No), the student who can solve the mystery wins a prize, example: Is it made of wood? / Does it have ear? / Is it a children's movie? / "I would like to solve...is it a toy of airplane. While the way on applying open-ended question is by asking everything to the students, it can be about the students' progress or et cetera.

The second type table 2.1 is role-play[30]. The example activities is news-paper role play. The way to do is same as with a common Role Play, but it uses articles from a newspaper, a magazine, or news clip or a movie scene from YouTube in order to create the scenario for the students to then they act out by using the realistic speech and gestures.

The third type table 2.1 is games[31]. The example activities are Simon Says, Telephone game, and Pictionary etc. The way on using Simon Says is same with the real game: the students take turns to be "Simon", the class has to do everything the Simon says when if he open his saying by "Simon says…". The second example is Telephone game. The way to do this game is the students make a line, a student at the end says a word, a phrase, or a tongue twister, then each student should quietly say

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[29] Andy and Cortnie Brooks. 2017. "*Fun Activities for Teaching English".* Ywam Montana-Lakeside: The Tesol Department.
[30] ibid
[31] ibid

it to the person next to them till the phrase can reach the end of the line. While, the way to the Pictionary game is simple, the teachers divide the students into teams, one student tries to draw a vocabularies word drawn randomly from a hat or stack of flashcards, meanwhile their teammates try to guess the word.

The fourth and five type table 2.1 is picture and video[32] in which both types have similar example activities: What is happening in the picture/ video. In this activity, the teachers show the picture/ video through the print out newspaper or magazine or through LCD Projector then the teachers ask the students to describe what is happening of the picture or the video.

The sixth types table 2.1 is storytelling[33]. In this type the teachers tell the story and stop in sudden, then ask the students to continue the story by speak up or act out it. For the last type of the warm up table 2.1 is jumbles, dancing, and etcetera in which the jumbles ask the students to put the sentence orderly. Then dancing asks the students to dance or doing some movement with the teachers' instructions, and another activities that can teachers used to begin the class interestingly.

4. **Metacognitive Knowledge**

According to Flavell, metacognitive knowledge is a knowledge about person's awareness of how he learns, the ability to assess the difficulty of a problem, the ability to observe the level of understanding of himself, the ability to use various information to achieve goals, and the ability to assess learning progress.[34] According to Hammond et al., Metacognitive activities ask students to reflect on what they know, what they care about and what they can do not only help students build their awareness, but also provide valuable information for teachers.[35] So it is important for teachers to give their students as many

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[32] Andy and Cortnie Brooks. 2017. "*Fun Activities for Teaching English".* Ywam Montana-Lakeside: The Tesol Department.

[33] ibid

[34] John H. Flavell, *"Metacognition and Cognitive Monitoring: A New Area of Cognitive Developmental Inquiry".* (USA: American Psychologist, 1979).

[35] Linda, Darling-Hammond, Austin, K., Cheung, M., & Martin, D. (2003). *"Thinking about thinking: Metacognition".* The learning classroom: Theory into practice. Stanford University School of Education

opportunities as possible to reflect on their learning so that they know what they are doing both when they succeed and when they fail in learning.

Flavell in his classic article on metacognition, revealed that metacognition includes three kinds of knowledge,[36] namely knowledge about strategies, knowledge of cognitive tasks, and self-knowledge. Pintrich restores the general framework of metacognition into three categories[37] by incorporating student knowledge about the strategy that generally used for learning and thinking and their knowledge of cognitive task, the time and reason in using different strategies including the appropriateness of context and condition, and students' knowledge about themselves. Finally, we include knowledge about ourselves (individual variables) related to cognitive components and performance motivation (Self-Knowledge).

The first kinds of knowledge in metacognitive is strategy knowledge. Pintrich describes strategy knowledge as the strategies knowledge that generally used for thinking, learning, and solving the problem.[38] This strategy can be applied to the scientific disciplines or to the subject matter domains. Strategies knowledge can be used in the different task and domains, more useful for one particular type of task in one particular subject. Strategic knowledge includes knowledge of various strategies that may be used by students in memorizing the lesson material, in gaining the meaning of reading and in understanding what they read in the book and what they hear in the class and the other subject matter.

Students that know about the different strategies of learning will more likely to apply them when leaning. Anderson and Krathwohl,[39] examples of strategic knowledge are the first is knowledge that repeating information is a way of remembering

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[36] John H. Flavell, *"Metacognition and Cognitive Monitoring: A New Area of Cognitive Developmental Inquiry".* (USA: American Psychologist, 1979).

[37] Paul R. Pintrich, *"The Role of Metacognitive Knowledge in Learning, Teaching, and Assessing".* (Ohio: College of Education, the Ohio State University, 2002).

[38] ibid

[39] Lorin W Anderson & Krathwohl David R. 2010. *"Kerangka Landasan untuk Pembelajaran, Pengajaran dan Asesmen – Revisi Taksonomi Pendidikan Bloom".* Yogyakarta: Pustaka Pelajar.

information, the second is knowledge about various strategies is strategic for memorizing (the example using an acronym to memorize 7 coordinating conjunctions For, And, Nor, But, Or, Yet, and So which create FANBOYS, the third, knowledge of various organizing strategies such as writing outlines and drawing diagrams. The next is knowledge to plan strategies such as formulating goals for reading, knowledge of understanding-monitoring strategies such as testing and asking self-questions. After receiving the material from the teacher at the school, then at home the students reread the material and make notes on what things have been understood and record things that have not been understood to be asked to the teacher at the next meeting, the last is knowledge of solving the problem.

The second kind of knowledge in metacognitive is Knowledge of cognitive tasks. It explains that different learning tasks can be said to be difficult, it can also be said to be less difficult by certain students according to students' cognitive abilities and learning situations. Pintrich explained that, it can happen because different tasks allow different cognitive strategies to be needed. For example, a task for recalling is more difficult than the task of recognizing a sound, because in the recalling task, the students must use their memory and returning the information, while the recognizing task, it emphasis on the discerning between the multiple alternatives and choosing answers right.[40]

The last kinds of knowledge in metacognitive knowledge is Self-knowledge. Self-knowledge is an important component in metacognitive knowledge. Flavel said that Self-knowledge consists on knowledge about one's own weakness and strengths.[41] For example is a student knows that he is better able to do a multiple choice test than a test in the form of an essay has some metacognitive knowledge about him. Not a few students do not know that actually they do not know something. Therefore self-knowledge is closely related to self-awareness.

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[40] Paul R. Pintrich, *"The Role of Metacognitive Knowledge in Learning, Teaching, and Assessing"*. (Ohio: College of Education, the Ohio State University, 2002).
[41] John H. Flavell, *"Metacognition and Cognitive Monitoring: A New Area of Cognitive Developmental Inquiry"*. (USA: American Psychologist, 1979).

5. **Benefits of Metacognitive Knowledge**

Pintrich revealed that many students will acquire their metacognitive knowledge through experiences that students get where they learn something.[42] When students have metacognitive knowledge, it will produce a learning process that is meaningful to students, not just stopping to remember a subject matter. This is related to the achievement of educational goals. Educational goals that foster the ability to remember are quite easily formulated, but goals that develop the ability to transfer are more difficult to formulate, teach and assess. Students are expected to be able to reuse the same learning strategy in different situations and problems.

There are three kinds of learning outcomes, all three of which are the results of a learning process that can occur anytime and anywhere. Mayer stated that first is there is no learning activity (no desired learning activities), second learning to memorize (rote learning), and the third is meaningful learning.[43] From the three of learning outcomes most important is meaningful learning. This is where the role of knowledge Metacognitive enables students to achieve a process called meaningful learning.

6. **Warm Up Activities to Develop students' Metacognitive Knowledge**

Dirkes stated that there are three basic strategies to develop metacognitive knowledge, namely connecting the previous information with the new information, intentionally select the thinking strategies, and planning, monitoring, and evaluating learning progress[44]. therefore, the teachers have to instruct the students to do that in warm up activities such as helping students to connect the previous information with the next information

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[42] Paul R. Pintrich, *"The Role of Metacognitive Knowledge in Learning, Teaching, and Assessing".* (Ohio: College of Education, the Ohio State University, 2002).
[43] Richard E Mayer, *Rote Versus Meaningful Learning*. (Ohio: College of Education, The Ohio State University, 2002).
[44] M. Ann Dirkes. *"Self-directed thinking in the curriculum".* Roeper Review, December, 1988.

for example by showing the pictures or video of the information that the teachers will teach, helping students to know the strategy of learning for example by doing some games that involve the strategy on learning, and guide them to plan, monitor, and evaluate their thinking progress for example by asking them what they have understood or have not.

Robertson and Acklam stated one of the warm up activities features is warm up activities are not always associated with the target language of the lesson. Many of the activities can be coordinated from the point of view of the teacher. The main goal of Warmer is to prepare students for study and work in English.[45] Accordingly, the teachers are free in designing the warm up activities to their students' as long as the purpose of the role of warm up can be achieved. In this study the teacher need to design how the students can increase their students self-regulated in learning regarded what they have known and what they have not known yet.

Meanwhile, In developing the metacognitive knowledge in EFL classrooms, the teacher can do questioning students' progress. As said by Joke Van Velzen that questioning can help to find explanation that help the subject matter more understandable.[46] Moreover the teacher can do discussion activities in warm up. It is because according to Pintrich, through discussion the teacher can quickly find out the depth of students' metacognitive knowledge, through this also the teacher can help to adjust the teaching method to obtain students' metacognitive knowledge and to know the difficulties and obstacles of students' experiences in the learning process.[47]

Additionally, Robertson and Acklam added another warm up activities features is warm up can also use to provide revision and give the students' opportunity to use language that has been

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[45] Callum Robertson & Richard Acklam, "*Action Plan for Teachers a Guide to Teaching English*". (London: BBC World Service, 2000).

[46] Joke Van Velzen, *Metacognitive Learning Advancing Learning by Developing General Knowledge of the Learning Process*. (New York: Springer, 2016).

[47] Paul R. Pintrich, *"The Role of Metacognitive Knowledge in Learning, Teaching, and Assessing".* (Ohio: College of Education, the Ohio State University, 2002).

learned previously.[48] Therefore, warm up activities can help to develop students' metacognitive knowledge because through the theory of warm up and metacognitive knowledge, both of them can be done by recalling students' prior knowledge. Friederike Klippel said that since the students' chances of asking a lot of questions are not very good in 'language-oriented' lessons, interviews are a good compensation. If the teacher divide the class up into groups of three and let two students interview the third, then the time spent on practicing questions is increased. Accordingly, the activities that is relate with that matter is by doing interview and sharing the story activities which can be done in individual, pair, or group.

Furthermore, Joke van Velzen stated that developing metacognitive can go through expressing information by using story and interview techniques.[49] The story technique can elicit the student to explain his or her learning experiences to their friends, then they write it down. Meanwhile, the interview technique can refer the student to interview their friends to capture and write down the learning experiences of their friends. Therefore, story and interview techniques can be useful for students to check and discuss whether they can clearly describe learning experiences. He added that there have advantage of the interview technique over the story technique is that the students can prompt each other to establish better explicitly through the descriptions of the learning experiences. Moreover, Teachers can ask students about the students' progress to ask them questions, as said by Marry Ann and Christine Rauscher that asking about students' self-question can help to improve students' awareness and can control of their thinking.[50]

Pintrich stated that teachers can promote students' metacognition of the learning by explicitly asking question about the students' process of learning for example asking the

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[48] Callum Robertson & Richard Acklam, "*Action Plan for Teachers a Guide to Teaching English*". (London: BBC World Service, 2000).

[49] Joke Van Velzen, *Metacognitive Learning Advancing Learning by Developing General Knowledge of the Learning Process*. (New York: Springer, 2016).

[50] Marry Ann Corley and W. Christine Rauscher. *"The Teaching Excellence in Adult Literacy (TEAL)"*. (United States: Department of Education, Office of Vocational and Adult Education (OVAE), 2013).

students' confusion and strategy on exam.[51] The teachers can ask about the students' progress on exam in warm up in the next day after having the exam in previous day. Additionally, as Ertmer, Newby, Schraw, and Coutinho stated the example of the reflection question on students' exam are "What about your exam preparation worked well that you should remember to do next time?", "What question did you not answer correctly? Why? What confusions do you have that you still need to clarify?", or "How much time do you plan on studying? Over what period of time and for how long each time you sit down do you need to study?"[52]

Additionally, to introduce the strategies of learning process to the learners, teachers can do the warm up activities such as the recalling activities, memorizing activities, organizing activities, and problem solving activities. In order to emphasize on the learning strategies' recognition, teachers could explain it in the last of the activities. Anderson and Kratwohl stated that different strategy knowledge such as remembering information, thinking and solving problems will help students to apply it in learning process.[53] In order to emphasize on the learning strategies' recognition, teachers could explain it in the last of the activities. The other strategy that can be introduced through warm up activities is predict the information as said by Delgado that predict and confirm strategy can make the students understand more the material. In this matter, the teachers for example want to introduce a new topic and the students are asked to predict what they will learn through the warm up they have done.

Moreover, teachers can design another activities as long as the activities meet the criteria mentioned and be able help to build students' metacognitive knowledge. It is because Linda Darling et al, also stated the activities that promote metacognition should facilitate participation equally, ensure the

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[51] Paul R. Pintrich, *"The Role of Metacognitive Knowledge in Learning, Teaching, and Assessing".* (Ohio: College of Education, the Ohio State University, 2002).

[52] Peggy A. Ertmer and Timothy J. Newby. "The expert learner: strategic, self-regulated, and reflective". 1996

[53] Lorin W Anderson & Krathwohl David R. 2010. *"Kerangka Landasan untuk Pembelajaran, Pengajaran dan Asesmen – Revisi Taksonomi Pendidikan Bloom".* Yogyakarta: Pustaka Pelajar.

students to do most of talking, exist in pre, during, and post the experience, appear in different group forms such as individual, pairs, small and large group.[54] Additionally, Robertson and Acklam stated that teacher can apply the activities of warm up whatever they want as long as the activities can prepare the students to ready on studying and using target language.[55] Accordingly, the activities of warm up to help in developing students' metacognitive knowledge in EFL classrooms should at least use English and there is a time to talk about students' awareness of English learning process.

B. Previous Study

In this part, the researcher wants to show about the previous studies to find the difference with this research. In this matter, a number of studies has been revealed about metacognitive. The first is Nina Amelia study examined the metacognitive strategy in writing the proposal.[56] The study involved 22 students who had passed the thesis proposal examination. They were given the questionnaire. The aim was for identifying the use of learning strategy in writing the proposal. The finding of Nina study is that in writing the proposal, the students commonly used evaluating strategy instead of using the other strategy of Metacognitive. Nina study is different with the present study because Nina study focused on the metacognitive in writing while this present study focuses on the metacognitive in warm up activities.

The next is the study of Mochammad Rizal. He examined the students' level of metacognition particularly in the basis of problem solving.[57] The study involved 193 students who are in the fifth grade

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[54] Linda, Darling-Hammond, Austin, K., Cheung, M., & Martin, D. (2003). *"Thinking about thinking: Metacognition. The learning classroom: Theory into practice"*. Stanford University School of Education

[55] Callum Robertson & Richard Acklam, "*Action Plan for Teachers a Guide to Teaching English*". (London: BBC World Service, 2000).

[56] Nina Amelia Nurul Khikmah. Undergraduate Thesis: "*Metacognitive Strategies Awareness Among Efl Learners In Proposal Writing*". (Surabaya: UIN Sunan Ampel Surabaya, 2018).

[57] Mochammad Rizal Ramadhan. Undergraduate Thesis: "*Tingkat Metakognitif Siswa Dalam Pembelajaran Pendidikan Agama Islam Berbasis Masalah*". (Surabaya: UIN Sunan Ampel Surabaya, 2018).

of two Junior high schools. The students' were observed and the teachers were interviewed. The aim was for knowing the process of learning particularly in the learning based problem. The finding of the study show the level of the students' metacognition that particularly use by the students is *aware use and strategic use* levels in which that level strategies are benefit to show the students awareness of "what" and "when" to apply the learning strategy to enhance the thinking accuracy in solving problem. This Mohammad Rizal study is different with the present study in which his study focused on the level of metacognitive based problem solving while the present study focuses on the aspect of metacognitive particularly in warm up activities.

The other study of metacognitive is Naiyi study that examined the construction and development of metacognitive knowledge about language learning in the context of web-based distance learning among a group of adult English as a foreign language (EFL) learners in China.[58] The study involved six students. They were observed about their self-assessment of the improvements in their knowledge and skills of English, personal qualities that affected learning gains or progress, and motivations for learning over period of 16 weeks and interviewed. The finding of Naiyi study showed that participants in this study started their web-based distance EFL learning with varying levels of metacognitive about language learning in the online distance context in terms of its scope and complexity. This study is different with the present study in which this study focused on the development of metacognitive knowledge through web-based distance while the present study focuses on the development of metacognitive knowledge through warm up activities.

M. Rizal and Naiyi studies have the similarity of the focus and the methods of the study. The focus is about the levels of metacognitive in which M. Rizal study only investigated the students' levels of metacognitive based problem solving, meanwhile Naiyi study investigated the development levels of metacognitive after having a web-based test. In both studies, also used same

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[58] Naiyi Xie Fincham. Dissertation: *"Metacognitive Knowledge Development And Language Learning In The Context Of Web-Based Distance Language Learning: A Multiple-Case Study of Adult Efl Learners in China".* (Michigan State University, 2015).

methods that is observation and interview. In addition M. Rizal study interviewed the teachers and observed the process of learning while Naiyi study interview the students and observed the students' self-assessment.

The other study of metacognitive is Kathryn study that examined the method for the development metacognitive of self-knowledge as learners.[59] The study involved twenty seven senior college students of psychology majors. They responded a guided reflection activity by writing narratives. The finding of Kathryn study showed that guided reflection is effective to develop metacognitive of oneself-knowledge. This study is different with the present study in which this study focused on the development of metacognitive knowledge through guided reflection while the present study focuses on the development of metacognitive knowledge through warm up activities that have many types of activities.

There are also a number of studies revealed warm up activities. The first, Ashia Akther examined the effectiveness in using warm up activities in language classroom.[60] The study involved 10 teachers and 247 students from 5 private universities. They were asked to fill up the survey questionnaire. The aim was for knowing whether warm up activity plays an important role in language classroom and whether it is useful for teachers and students in language teaching and learning. The finding of Ashia study is that the use of warm up activity is helpful in language classroom such as to motivate students, to get students' attention at the beginning of the class, to recall their background knowledge, and etc. This study is different with the present study in which this study focused on the benefit of warm up activities in general meanwhile this present study focuses on the benefit of warm up activities at more specific which is in developing metacognitive knowledge.

The next study of warm up activity is Hasan study. Hasan examined the efficacy of warm-up activities used in EFL

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[59] Kathryn Wiezbicki. *"Metacognition: Developing Self- Knowledge through Guided Reflection".* (USA: University of Massachusetts Amherst, 2009)
[60] Ashia Akther, Research Paper: *"Role of Warm-up Activity in Language Classroom: Tertiary Scenario".* (Dhaka: BRAC University, 2014).

classrooms.[61] The study involved 32 students from two skill-based listening and speaking classes. They were asked to fill up the questionnaire about what warm-up activities/practices meant to students and to investigate students' perceptions on the use of warm up activities as tools to increase participation in classes. The result of Hasan study showed the diversity in the practices of warm up activities benefit in improving students' vocabulary in several different topics and warm up benefit to maintain the teacher-student relation. This study is different with the present study because this study focused on the benefit on applying the warm up activities differently while the present study focuses on the warm up activities which benefit to develop students' metacognitive knowledge.

Then the study of warm up activities is Kathleen et al., study in which they examined the influence of warming up activities in fourth grade student's listening Comprehension.[62] The study involved 26 fourth grade students from public school and three pre-service teachers from English teaching program of a university. They were observed of their listening activity. The aim was to know the warming up activity used and how it is implemented in listening material and the class interaction refers to the way how the teacher and students interact during the warming up. The result of Kathleen et al., study showed that warm up helped the students to improve their listening comprehension, worked as a motivation injector to students, reducing their anxiety and stressful to face listening tasks. This study is different with the present study in which this study focused on the influence of warm up activities in listening comprehension while the present study focuses on the influence of warm up activities in developing metacognitive knowledge.

Ashia Akhter, Hasan, and Kathleen et al studies have similarities of the focus. Those three studies focused on the benefit of warm up activities in EFL Classroom in which those study have different findings of the warm up activities' benefits in which Ashia study showed the benefit of warm up activities is to motivate, recall

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[61] Hasan Savaş, *"Maintaining the Efficacy of Warm-up Activities in EFL Classrooms: An Exploratory Action Research"*. Journal of Qualitative Research in Education, 4 (2), 2016.

[62] Kathleen A. Marrs et al. "*Use of Warm Up Exercises in Just-in-Time Teaching to Determine Students' Prior Knowledge and Misconceptions in Biology, Chemistry, and Physics*". (Department of Biology, Indiana University Purdue University Indianapolis, Indianapolis, 2003).

knowledge, and grab students' attention, Hasan finding is to improve vocab and maintain teachers-students relation, and Kathleen et al., finding is to improve listening comprehension, motivation injector, reduce anxiety and stressful in facing listening tasks. Additionally, Ashia and Hasan studies have similar method that is filling up the questionnaire.

The other study of warm up activity is Khin Soe Myint Aung and Saowaluck Tepsuriwong.[63] The study investigated how English teachers begin the lesson. The study involved 5 English teachers by observing and interviewing them. The result of the study showed there are variation of types and the order of lesson opening activities applied by the English teachers. This study is different with the present study because this study focused on the whole of activities teachers done from greeting until activities before entering to the main lesson material while the present study focuses on the warm up activities stage which benefit to develop students' metacognitive knowledge.

The other study related warm up is Zahra Pakdel and Mohammad Reza study.[64] The study involve sixty students that divided into experimental group who got treatment on warm up and control group who did not. The result showed that the experimental group who received the treatment on warm up task improve better perform in writing task. The warm up activities that implemented during the project are routine daily activities such as matching picture, guessing, and sharing information about routine, activities related to the topic such as explanation to the topic, question and answer, and drawing pictures, and sharing information about topic, formal and informal conversation.

Some studies above showed that metacognitive knowledge and warm up activities have significant roles in language learning process but have no one study conducted the useful of warm up activities in developing students' metacognitive knowledge. Therefore, this research aimed to investigate the perception of the English teachers' on the role of warm up activities in developing students' metacognitive knowledge particularly in EFL classrooms.

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[63] Khin Soe Myint Aung and Saowaluck Tepsuriwong. *"Lesson Openings: How Teachers begin Lessons in An English Class".* (International Conference: DRAL, 2017)
[64] Zahra Pakdel and Mohammad Reza. *"The Effects of Warm-Up Task on the Iranian EFL Students' Writing Ability".* (Iran: Islamic Azad University). Vol.05 No.02, April 2012.

CHAPTER III

RESEARCH METHOD

This chapter discusses the research approach and design, continuous with research setting and subject, data and source of data, research instrument, and then followed by data collection technique, data analysis technique, and research stages.

A. Research Approach and Design

According to Kerlinger, "Research design is research in the plan, structure and strategy of investigation conceived so as to obtain answers to research questions and to control variance".[65] Therefore, the research needs to be designed, because that helps the researcher in doing the study regarding to what the expert said.

The design of this study is qualitative design using descriptive approach to explore phenomena of the teachers' perception on the role of warm up activities in developing students' metacognitive knowledge by interviewing them. Likewise, Creswell explained qualitative research can focus to conduct the people's perception, experience, and the way people make sense in their lives and it is reported descriptively in words.[66] Therefore, This approach is suitable as the researcher can show the phenomena of teachers' perception about the benefit of warm up activities in developing metacognitive that includes the teachers' perception about the type of warm up activities that could develop metacognitive, the ways in using warm up activities in developing metacognitive knowledge, and the function of warm up activities that could develop metacognitive.

In this study, collecting, analyzing the data, and describing the result of analysis are emphasized because in qualitative analysis provides detail, process, richness and sensitivity and they are appropriate if the aim is to understand meaning to build theoretical

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[65] Fred N Kerlinger, *Foundations of Behavioral Reserach* (4th edition). (New York: Holt, Rinehart and Winston, 1973).
[66] John W Creswell, *Rresearch Design – Qualitative, Quantitative, and Mixed Methods Approaches Third Edition. (California:* SAGE Publications, 2009).

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explanations from participants' understanding.[67] Furthermore, qualitative approach is used to explain what the teachers' perception on the role of warm up activities to develop students' metacognitive knowledge in EFL Classrooms.

B. **Research Setting and Subject**

The participant in this study is six English teachers from different schools in Surabaya. The first school is SMP Kemala Bhayangkari 1 Surabaya, the second school is SMP Miftahul Ulum Surabaya, the third school is MTs Al-Fatich Surabaya, the fourth school is MAN Surabaya, the fifth school is MA Al-Fatich Surabaya, and the sixth school is SMA Taruna Surabaya. They were selected purposefully by three criteria: the first is the teachers have experienced in teaching English for Junior or Senior High School approximately two years, the second is the teacher taught the school that have applied K-13 revision and know about metacognitive knowledge, the third is the teachers have applied warm up activities in the beginning of their classes. Those criteria are important to get the comprehensive data and to get more information on the role of warm up in EFL classroom particularly in developing students' metacognitive knowledge. Additionally, the time of the research was on May 2019 after presenting the proposal of this research untill July 2019.

C. **Data and Source of Data**

The data of this study is teachers' responses on their experiences in applying warm up activities by interviewing them. The purpose of the teachers' renponses is to collect the data of the teachers' perception on the role of warm up activities that benefit to develop students' metacognitive knowledge. Furthermore, the researcher came to each of the participants to conduct the interview. Then, the answers from all of the participants were collected and analyzed.

Related to the data that are needed in this research, the data were gained from the subjects of this research. The subjects are six

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[67] Phyllis Tharenou. *"Management Research Method"* (New York: Cambridge University Press, 2007).p. 17.

English teachers at Junior and Senior High School level in Surabaya which have experiences in applying warm up activities in the beginning of the lessons.

D. Research Instrument

According to Corbin and Strauss, in qualitative research the researcher is free to decide the instruments to use as long as they are fit for the purpose of the research.[68] In addition, according to Suharsimi Arikunto, research instrument is tool which is useful for the researcher to gather the data easily and systematically.[69] Therefore, this research used semi structure-interview guidelines to ask about teachers' perception on the role of warm up activities to develop student metacognitive knowledge in EFL classrooms. Moreover, the instrument of this present study is audio recorder in order to support the researcher to analyze the data.

E. Data Collection Technique

Suharsimi Arikunto stated that data collection technique is the ways to collect the data by the researcher[70]. In this research, the data was obtained through interview to six English teachers. To collect the data of interview, the researcher contacted the schools to get the permission from headmasters to do the research on the role of warm up activities especially to develop students' metacognitive knowledge, when the headmasters agreed to involve the research, the researcher met the teachers to decide the time and the place to do the interview. After that, the researcher did the interview with the teachers and asked permission to record the audio during the interview.

F. Data Analysis Technique

After doing the interview, the next step is to analyze the data of interview. The researcher analyzed the data inductively by using

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[68] Juliet Corbin & Anselm Strauss, *Basics of Qualitative Research: Techniques and Procedures for Developing Grounded Theory* (3rd ed.). (California: Sage, 2008).
[69] Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik.* (Jakarta: Rineka Cipta, 2013).
[70] Ibid

thematic analysis of Braun theory[71] because he said that thematic analysis can be used to generate meaningful finding from interview data. Therefore the researcher analyzed the data as follows:

The first step of thematic analysis is familiarization. The reseracher transcribed the data, then read, and re-read the interview transcribe. The purpose of this process is to make the reasearcher familiar with the data. The second step is coding the data with initial codes to the data transcribed. The researcher coded the data to be able to organize and systemize the interview data completely and in detail so that data can appear overview of the topic being studied. The third step is making the themes. In this step, the researcher grouped the similiar codes. The fourth step is reviewing theme. This step is to make sure the theme has captured the meaningful aspects of the data. The next step is defining and giving name to the themes. In this step the researcher defined the theme according to the content and meaning from the codes and after that the researcher gave comprehensive name that describe the relationship and meaning of the theme. The last step is writing the final report. In the last step, the researcher wrote up the final report in which the researcher presented the finding and interpretation of the data.

G. Research Stages

The process of this study has done as the following stages. First, the researcher came to the schools as the location of this research one by one. Second, the researcher asked permission to the headmasters with bring permission letters. Third, after getting the permission, the researcher met the teachers to decide the time and place to do the interview. Then, the researcher did the interview to the teachers using interview guideline according to the theory about warm up activities to develop metacognitive knowledge. After doing the interview to the teachers, the researcher transcribe the result of interview, coding the data by using some colors which every colors represent the objective of this study to answer the research question. After that, the research analyzed it, interpreted it, and made the

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[71] Virginian Braun & Victoria Clarke, *Successful qualitative research: A practical guide for beginners.* (California: Sage, 2013)

conclusion from the result of interview. The last stage, the researcher presented the result of the study.
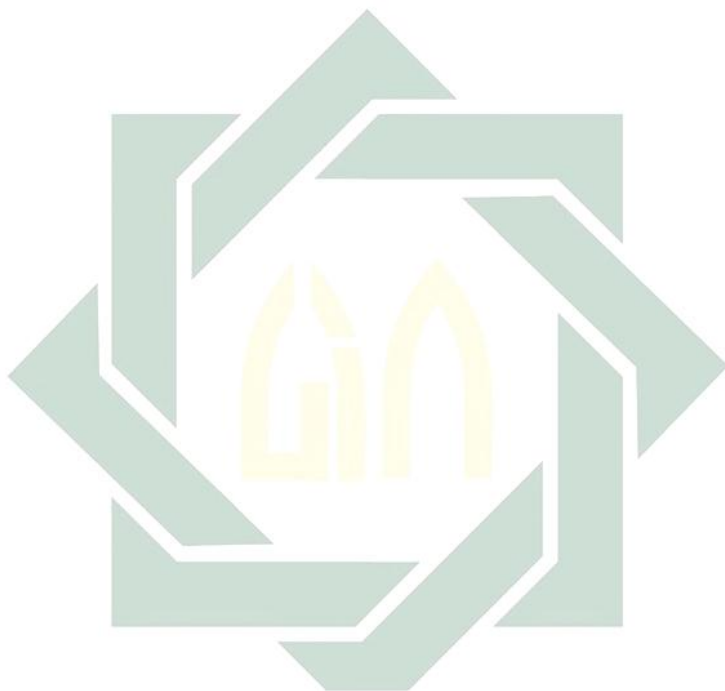
CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter shows the result of this research about teachers' perception on the role of warm up activities in developing students' metacognitive knowledge in EFL classrooms. This chapter consists of two sections: the research finding and discussion.

A. Research Finding

The interview data were analyzed by the researcher descriptively. The results of the data analysis are explored into three sections, namely the types of warm up activities in developing students' metacognitive knowledge, the ways in using warm up activities to develop students' metacognitive knowledge, and the function of warm up activities in developing students' metacognitive knowledge. The detail results are elaborated as follows:

1. The Types Of Warm Up Activities In Developing Students' Metacognitive Knowledge

To find out the types of warm up activities in developing students' metacognitive knowledge, the researcher has interviewed six English teachers who have experienced on applying warm up activities in teaching EFL classrooms. The result of interview indicated that teachers used several warm up activities in developing students' metacognitive knowledge that include into five types, namely question and answer (Q & A), game, video, picture, and storytelling. See Figure 4.1.

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Figure 4.1. The Types of Warm up Activities in Developing Students' Metacognitive Knowledge
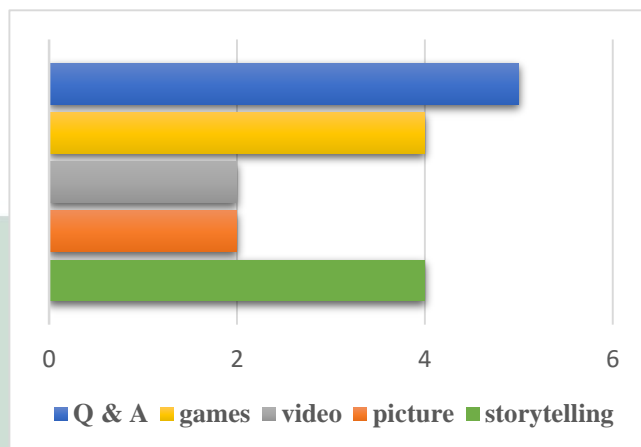
According to figure 4.1, the first type of warm up activities in developing students' metacognitive knowledge is question and answer (Q & A) as done by Teacher 1, Teacher 3, Teacher 4, Teacher 5, and Teacher 6. The teachers that do by asking about the material that they have learnt on the previous meeting, asking about the students' progress including the students' problem on learning and students' achievement, and asking about what the topic that would be studied that day.

> *"I prefer to use questioning in warm up, because I want to ask many questions to my students regarding their problem of learning, their achievement, and many others."* (Teacher 4)

> *"In warm up stage, I usually ask the questions to my students in order to make sure that they really know and understand about the previous material I have taught".* (Teacher 6)

According to figure 4.1, the second type of warm up activities in developing students' metacognitive knowledge is games as done by Teacher 2, Teacher 3, Teacher 4, and Teacher 5. The games that the teachers used to warm up the students are like the reviewing game of the previous lesson material such as Jeopardy, snake game to review vocabularies, and matching game of the adjective and the noun.

> *"I usually do a jeopardy to review the previous lesson material in warm up, my students really like it"* (Teacher 4)

> *"When I teach a new topic, I usually warm up the students by playing snake game to review the vocabularies".* (Teacher 2)

> *"In warm up my students, I usually use jeopardy to review the lesson material".* (Teacher 4)

According to figure 4.1, the third type of warm up activities in developing students' metacognitive knowledge is video as done by Teacher 1 and Teacher 2. The teachers used an interactive video to introduce a new topic that would be learnt on that day.

> *"I show the video to open my class in introduce a new lesson material…".* (Teacher 1)

> *"When I want to teach new topic, I warm up the students by showing them video interactive about the material I will taught".* (Teacher 2).

According to figure 4.1, the fourth type of warm up activities in developing students' metacognitive knowledge is picture as done by Teacher 1 and Teacher 3. The teachers showed a picture such as flashcard.

> *"For warm up, for example when I will teach about narrative, I will show the picture about a fiction story."* (Teacher 1)

> *"I prepare some pictures to warm up students before I teach the main material about descriptive."* (Teacher 3)

The last warm up activities in developing students' metacognitive knowledge is storytelling. The teachers who do this is by telling a story related to the lesson material they want to teach such as story about someone successful strategy, teachers' experience on studying that topic, the story on how the way practicing the topic. This is as done by Teacher 4 and Teacher 5.

> *"When I teach about narrative, in warm up stage, I will do a simple storytelling".* (Teacher 4)

> *"In begin my teaching, I usually tell my experience related to the topic I want to teach".* (Teacher 5)

2. **The Ways In Using Warm Up Activities To Develop Students' Metacognitive Knowledge**

The finding also identify the ways on using five types of warm up activities showed in figure 4.1 that used by English teachers in developing students' metacognitive knowledge. This is including the steps, the times, and the language used.

The way on using the first type of warm up activity namely Question & Answer (Q & A) related to students' progress, students' understanding about what they have got from the previous meeting and the students answered it. For example, Teacher 4 asked about what have the students got from the topic they learnt.

> *"For example is in descriptive text topic which has many things should be learned that need more than one meeting, we can ask to the students "what have you got from descriptive topic?" they answer "we have known about someone physical features" and many others".* (Teacher 4)

Teacher 4 asked about a new topic that would be learnt that day.

"When I want to teach about song, I will ask to my students when warm up stage, do you like listening to the music. Then, What song do you like? After that we can elicit the main question, when you listening to a music, do you ever think that in fact the music you are listening to contains of a massage?"

The way on using the second type of warm up activity namely Games dependent on teachers' purpose, in this finding, Teacher 2 used a game namely snake game in order to review the students' vocabularies.

"I divide the students into two big groups of group A and group B and have divided the whiteboard into two parts for A and B groups, then I ask the each group to make a straight line like a snake in front of the whiteboard, after that, I give one marker in each group and ask each group to write down the vocabularies they have learnt on the previous material as much as possible on the whiteboard interchangeably without opening the note book during 5 minutes, and in the end, the group that able to write down the greatest number of vocabularies will be the winner of the game."

The Teacher 4 used Jeopardy to review the previous lesson material:

"I did Jeopardy by using LCD that consist of some questions about the previous lesson material, I divided my students into some groups and they have to answer the question quickly".

The teacher 3 used matching game to introduce new topic:

"For example the topic about descriptive text, so I will make some sticker of adjectives and then I divide the groups then they have to match it with the picture"
(Teacher 3)

The way on using the third type of warm up activity namely video is by playing it on the LCD Projector and the teachers showed the video dependent on the topic that would be taught. In this finding the teacher 2 would teach about narrative, therefore she showed animation video about a fable story.

> *"Sometime I show the video depends on the topic, for example is fable story or legend story. I show it using LCD projector, and it is not too long video, maybe it only take 5-15 minutes because it is only for warm up".*

> *"I often show my students a video of song when I want to teach the massages of an English song, I play it through LCD projector and then we sing it together and discuss the content of the song together".* (Teacher 1)

The way on using the fourth type of warm up activities namely picture. The way on using pictures is almost similar with the video that is shown depending on the topic and it can be shown through LCD Projector, the different is the picture can be printed in a paper such as flashcard. In this finding the teacher 1 showed the picture of fiction story to teach the topic of narrative.

> *"I show a picture of a legend, myth, fairytale, or fable to warm up my students in narrative topic".* (Teacher 1)
> *"I use a flashcard to warm my students up, so that they have to talk a related vocabulary on the picture I show"* (Teacher 3)

The way on using the last type of warm up activities namely storytelling is by telling story related to the lesson material they want to teach and the story about someone successful strategy in learning such as telling teachers' or people experiences and reading quotes.

> *"Sometimes, I warm my student up by telling about my experience".* (Teacher 5)

"I read the quotes from an inspirational person to enhance my students' motivation and knowledge of the successful strategy in learning in the beginning of my teaching". (Teacher 6)

Another teacher who told how the way to practice the topic.
"For example, the topic is about introduction, I will tell how to introduce myself and I practice it". (Teacher 4)

In doing warm up activities, all of the teachers took the same short time between five till fifteen minutes.
"Warm up only takes 5-15 minutes". (Teacher 1)
"Under 15 minutes, it doesn't need too much time". (Teacher 4)

Then, the teacher used mix-language in warm up, so that they speak English first and then they translated it.
"I mix the language especially when I speak unfamiliar vocabs to my students" (Teacher 2)

"In warm I combine the language, and I translate it when I see my students' get confusion" (Teacher 3)

There is also teacher who combine it with the gesture to help the students understand about what she is talking about before letting on the translation.

"I mix the language used and I always use gesture during my explanations". (Teacher 6)

3. The Functions Of Warm Up Activities In Developing Students' Metacognitive Knowledge

In this section, the researcher will explore the function of warm up activities in developing students' metacognitive knowledge through warm up activities. Based on the interview data warm up activities have this function. See table 4.1.

Table 4.1. The functions of warm up activities in developing students' metacognitive knowledge

> ➢ Helping students in predicting the information
> ➢ Leading students in identifying learning progress
> ➢ Guiding learners to develop habits of asking.

According to table 4.1, the first function of warm up activities in developing students' metacognitive knowledge is helping students in predicting the information. This is related to the warm up activities that elicit to the main topic as revealed by Teacher 3 and Teacher 4 below:

> *"To get the students' attention on the topic we want to teach, we warm the students first by an interesting activities such as showing the video of a legend story if we will teach about narrative".* (Teacher 3)

> *"So, warm up is the stimulus to concern on our material that we want to teach, so we should warm up first. For example we show a picture of one thing to be described when we want teach about descriptive text".* (Teacher 4)

The second function of warm up activities in developing students' metacognitive knowledge according to Table 4.1 is leading students in identifying learning progress. This is related to the warm up activities that monitoring students' progress such as question & answer and games types. This is as revealed by Teacher 3 and Teacher 4 and Teacher 6.

> *"When I continue the previous topic, in the warm up I will ask to my students' about their understanding to the material I taught in previous meeting it can be through questioning or games".* (Teacher 3)

> *"Usually, in warm up, I test my students by simple question and simple games about the previous material*

I have taught to make sure their understanding". (Teacher 6)

The last function of warm up activities in developing students' metacognitive knowledge according to Table 4.1 is developing students' habits to ask. This is related to criticize of the students toward the language teachers' used and the relation between the warm up activities with the main material. This is as revealed by Teacher 1 and Teacher 2.

"My students always active in warm up, when they do not know what I am talking about, they will ask to me by saying "What ma'am?" it should be "pardon ma'am". (Teacher 1)

Or the active students who wanted to know everything about what the purpose and relation between warm up activities with the material that would be taught by the teachers that day.

"After having warm up activities, my students often ask me what is the relation between the activities they have done with that day material, because nowadays' students are more critical than before, so as teacher we have to explain the benefit and the purpose of what we teach in order to comprehend our students". (Teacher 2)

B. Discussion

This section will present the interpretation and the discussion toward the result of this study about teachers' perception on the role of warm up activities in developing students' metacognitive knowledge at EFL classrooms in Surabaya. In the research finding, the result of this study consists of three subheadings; the types of warm up activities, the ways in using warm up activities, and the function of warm up activities in developing students' metacognitive knowledge. The salient findings of this research are the question and answer type of warm up activities and helping students in predicting

the information function of warm up activities in developing students' metacognitive knowledge.

1. **The Question and Answer Type of Warm up Activities**

The result of interview indicated that question and answer is one of the type of warm up activities that most frequently used by the teachers to develop students' metacognitive knowledge. The teachers ask the question in warm up activities might to refresh the students' understanding of previous material so it may attract the students' participation in the classroom activities. As said by Marry Ann and Christine Rauscher that asking about students' self-question can help to improve students' awareness and can control of their thinking.[72] In this case, the teachers ask question about students' progress including students' problem on learning and students' achievement, and asking about what the topic that will be studied that day. As stated by Dirkes that knowing about what the students' know and what the students do not know is one of the way to develop metacognitive knowledge.[73] For example, in the finding the teachers ask the question about the previous topic "Do you still have any confusion on the previous lesson material?" and the other question that monitor students' progress.

In warm up, they also ask question about students' reflection on what have happened to the students in the previous meeting such as asking how the students difficulties in facing the exam. Pintrich stated that teachers can promote students' metacognition of the learning by explicitly asking question about the students' process of learning for example asking the students' confusion and strategy on exam.[74] Additionally, as Ertmer, Newby, Schraw, and Coutinho stated the example of the reflection question on students' exam are

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[72] Marry Ann Corley and W. Christine Rauscher. *"The Teaching Excellence in Adult Literacy (TEAL)"*. (United States: Department of Education, Office of Vocational and Adult Education (OVAE), 2013).

[73] M. Ann Dirkes. *"Self-directed thinking in the curriculum"*. Roeper Review, December, 1988.

[74] Paul R. Pintrich, *"The Role of Metacognitive Knowledge in Learning, Teaching, and Assessing"*. (Ohio: College of Education, the Ohio State University, 2002).

"What about your exam preparation worked well that you should remember to do next time?", "What question did you not answer correctly? Why? What confusions do you have that you still need to clarify?", or "How much time do you plan on studying? Over what period of time and for how long each time you sit down do you need to study?"[75] Therefore, asking the question about the reflection of exam in warm up can help the students to aware their self-awareness and then the students will change themselves to better learning in facing the exam and will help them to get better score.

On the other hand, the teachers used the question answer to develop metacognitive students only orally in the limit time of warm up. So that, the teachers could not accommodate all of the students responses or answers one by one specifically and individually. Ogle stated that the teachers could give worksheet to the students to list what the students have known, want to know, and what have learned or KWL chart to develop students' independent in knowing their own progress.[76] Therefore, the teachers might give the worksheet in warm up stage in order to accommodate all of the students respond toward their learning progress.

This finding confirmed previous study by Zahra Pakdel and Mohammad Reza which also found that using question and answer in warm up activities gave the good impact on students. In Zahra and Mohammad Reza study, question and answer is done to ask the related topic in order to successful writing while this study used question and answer to monitor students' progress in develop metacognitive knowledge.[77] This study conducted differently with this study by dividing the participants into experimental group who got treatment on warm up and control group who did not. Therefore, because of having differences in methodology, the focus, and the participant of the study, Zahra and Reza's study found that

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[75] Peggy A. Ertmer and Timothy J. Newby. "The expert learner: strategic, self-regulated, and reflective". 1996

[76] Yuli Anita P. Thesis: *"The effect of Implementing KWL and QAR strategies on Students' reading comprehension with Different Motivation".* (Lampung: Lampung University, 2017)

[77] Zahra Pakdel and Mohammad Reza. *"The Effects of Warm-Up Task on the Iranian EFL Students' Writing Ability".* (Iran: Islamic Azad University). Vol.05 No.02, April 2012.

warm up can help to enhance the writing of University students while this study found that warm up activities can help to develop metacognitive knowledge of Junior and Senior High School level.

This finding also confirmed the study by Kathryn which also found that question and answer helped to identify the students' progress. Kathryn study tried to develop metacognitive through guided reflection activity by designing the question to identify the students' strengths and weakness, styles, preference, and motivational perception in self-learning.[78] Kathryn study has similarity with this study on the way of knowing the students' awareness in which in developing students' metacognitive knowledge particularly on self-knowledge is using question and answer and similarity in qualitative the methodology to explore the result of the study. But for the participant is different that was giving open-ended question survey for twenty seven senior students of psychology major and different on the focus of this study is more specific in one's learning process.

The other study that confirmed the finding of this study is by Khin Soe Myint Aung and Saowaluck Tepsuriwong[79] which found that question and answer is the activity that used by the teacher to begin the class to ask about stimulating awareness of need, eliciting relevant experience, and check previous learning. This study also conducted by interviewing the English teachers. While, the differences is this study have very general lesson opening activities including greeting and checking attendance, the different on the amount of the participants that took five English teachers, and doing the observation before interviewing the teachers.

From those previous studies, most of the result has similarity in using question and answer for asking the students' progress in English learning, as stated by Rosenshine that question is to check about previous learning that have been learnt about the language point on previous week including

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[78] Kathryn Wiezbicki. *"Metacognition: Developing Self- Knowledge through Guided Reflection"*. (USA: University of Massachusetts Amherst, 2009)

[79] Khin Soe Myint Aung and Saowaluck Tepsuriwong. *"Lesson Openings: How Teachers begin Lessons in An English Class".* (International Conference: DRAL, 2017)

knowing students' difficulties in order to learn the new material.[80] Therefore, using question and answer type in warm up is one of the best way to cover and to know what the students' progress of learning awareness.

2. Helping Students in Predicting The Information

The result of interview indicated that helping students in predicting the information is one of the function of warm up activities to develop students' metacognitive knowledge. Warm up activities to encourage students in predicting the information will motivate the students' interest to involve in the classrooms. As said by Su Kim that warm up activity can make the students interested in the lesson and enjoy in the process of learning, and become more focus on it.[81] In addition, Kinsella stated that the students make the prediction based on the initial set of the information that the teacher provides.[82] In this case teachers for example showing picture and video to predict the lesson topic that will be learnt on that day and then teachers will confirm whether the prediction is right or not.

The teachers show the picture in warm up to help students in predicting the information regarding the topic of the lesson for example in the topic of descriptive, the teachers show the picture of a house, then ask to the students to mention the features of the house look like, then in the last of the activity teacher will ask the students to predict what they will learn today and then the teacher will confirm their answers. While, if it is through the video for example in the topic of narrative, in warm up, the teachers show the video of a legend story and then ask the students to predict what they will learn. In this case, Delgado said that predict and confirm strategy can make the students understand more the material.[83] Therefore, the students will be more understand and remember the lesson

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[80] Barak Rosenshine. *"International Academy of Education: Principles of Instruction"*. Educational Practice Series, Vol.21, IAE & IBE, 2012.

[81] Su Kim L. *Creative games for language class.* Vo.33 no.1, September 15th, 2014

[82] Kate Kinsella, "Mathematic Reading Strategies". (California: Globe Fearon, Pearson Learning Group, 2001)

[83] Jane Delgado. *"Engaging Strategies for All Students: The Spring Board Reading Strategies".* (New York: The College Board, 2005)

material through the picture or the video that the students have predict in the warm up. Dirkes stated that one of the way of developing metacognitive is by connecting one information to the former information.[84] The teachers done this strategy by helping to predict what will learn in the warm up activity that make the students want to know what they will learn that day such as the picture and video above that stimuli the students to think about what the information will be presented or appeared. Therefore, warm up activities which ask the students to relate between one to another information is beneficially in the development of metacognitive knowledge.

On the other hand, the teachers should notice to students to use this predicting strategy in another situation as said by Elaine and Sheila that closure the activities to focus on the students' thinking process to develop students' awareness of strategies that can be applied in other learning situation of learning.[85] Likewise, the study of Ririn Ambarini et.al used predicting strategy in reading skill[86] because Ririn study intended to promote this strategy in reading for teaching TEFL class. The subject of Ririn study is two class of fifth semester of English department that divided into the experimental class and the control class. The result showed that the students in experimental class who were taught the use of predicting and confirming strategy have the better achievement than the control class who taught without using that reading strategy.

Predicting information also beneficially for listening comprehension. Likewise, the previous study of Boby P.S. Dhillon and Bertaria Sohnata Hutauruk found that prediction strategy gave significant effect on students' listening comprehension.[87] The result of this study showed that the

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[84] M. Ann Dirkes. *"Self-directed thinking in the curriculum".* Roeper Review, December, 1988.
[85] Elaine Blakery and Sheila Spence. *"Thinking for the future".* (Emergency librarian, 1990)
[86] Ririn Ambarini et al., *"PACA (Predicting and Confirming activity) Reading Strategies to Promote Students' Teaching Strategy in TEFL 1 Class.* Journal of culture in English Language, Teaching & Literature. Vol.18 No.1, July 2018*"*
[87] Boby P.S. Dhillon and Bertaria Sohnata Hutauruk. *"The Effect of Predicting Strategy for Listening Comprehension in EFL Classroom on the third year students (academic year 2012) at English Department in FKIP Universitas HKBP Nommensen Pematangsiar".* (Indonesia: Universitas HKBP, 2012)

students on experimental group who were taught predicting in listening got higher score rather than the students on control group who were taught listening without using this strategy.

From the discussion and the previous study, predicting the information as the function of warm up that used by the teacher to help students in developing metacognitive by stimulating what the lesson material that will be learnt. It is one of the strategy that the teachers can promote in the closure of the warm up to be used in learning another English skills such as reading and listening. It is like Smith state that to comprehend someone must predict, while to learn someone must hypothesis.[88]

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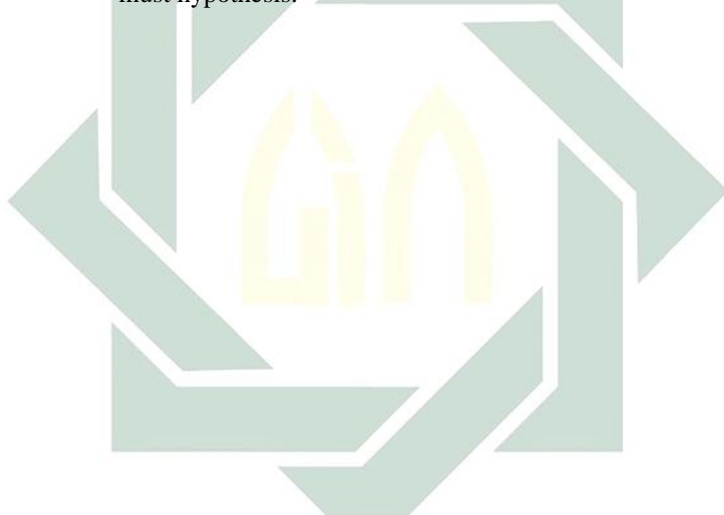
[88] F Smith. *"A Practical Study of Ways to Improve English Listening Comprehension in ELT".* Report of the faculty of education. (Japan: Gunma University, 1987).

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion of this study of teachers' perception on the role of warm up activities in developing students' metacognitive knowledge in EFL classrooms. This chapter also presents suggestions of this study for English teachers and future researcher.

A. Conclusion

Based on the data in research finding, there are five types of warm up activities that perception by the teachers in developing students' metacognitive knowledge, namely, question and answer, games, videos, pictures, and storytelling. The first type is question and answer. Using this types is important because it can monitor the students' progress in learning process, therefore the students' can aware on their strengths and weakness that useful to develop students' metacognitive knowledge. The second type is games. The games are applied to introduce the strategy of learning such as reviewing the previous lesson material for example snake game to review vocabularies, matching game to introduce the new topic, and memorizing game, through the games the students are emphasized on the learning strategies recognition that can help to develop metacognitive knowledge. The third and fourth types are videos and pictures. The teachers show videos and pictures related with the lesson topic that the teachers will teach to the students on that day using LCD Projector or printed paper. Therefore, videos and pictures will stimuli to the main lesson material that help the students to predict what is being studied. The last type is storytelling. In storytelling, the teachers tell the story related to the lesson material they want to teach and the story about someone successful strategy in learning such as telling teachers' or people experiences in learning process.

Those mentioned warm up activities have some functions in the developing of metacognitive knowledge which are first, helping students in predicting the information as one of the strategy of learning, second, leading students in identifying learning progress to develop self-knowledge, and the last, guiding learners to develop habits of asking on the connecting between the warm up activities

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and the main lesson material that help students in reflecting the learning process.

B. Suggestion

1. For English Teacher

Applying warm up activities in learning to develop students' metacognitive knowledge is not difficult. In applying it, the teacher needs to design the activities which can make the students think about their self-regulated and recognition the strategies of learning although through indirectly activities such as Q & A, games, videos, picture, or storytelling. For addition, in applying warm up, the teachers will get another benefits as the previous studies has revealed such as set the class tone, provide revision, and et cetera.

2. For Future Researcher

For the future researcher can develop this study because this study only used the teachers as the subject participants, the future researcher can investigate the students' perception on the warm up activities in developing metacognitive knowledge applied by their teachers, so it will enrich the research about warm up activities especially relate with metacognitive knowledge in EFL classrooms.

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