WARMING-UP ACTIVITIES USED IN TEACHING ENGLISH
FOR STUDENTS WITH SPECIAL NEEDS IN SEKOLAH LUAR BIASA
(SPECIAL SCHOOL) JAMBI

THESIS ARTICLE

Submitted as Partial of Fulfillment for the Requirements to Obtain
the Degree of Sarjana Pendidikan in English Study Program

WRITTEN BY:
AFRIANI INDRIA Puspita
NIM RRA1B214029

ENGLISH EDUCATION STUDY PROGRAM
LANGUAGE AND ART DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF JAMBI
2018
WARMING-UP ACTIVITIES USED IN TEACHING ENGLISH FOR STUDENTS WITH SPECIAL NEEDS IN SEKOLAH LUAR BIASA (SPECIAL SCHOOL) JAMBI

By: Afriani Indria Puspita
Email: afrianiindriapuspita@gmail.com

English Education Study Program Language and Arts Department Faculty of Teacher Training and Education (FKIP) Jambi University

Supervisor:
Delita Sartika, S.S., M.ITS., Ph.D
Melati, S.Pd., M.C.C

ABSTRACT

This research is aimed to investigate the implementation of warming-up activities and the students’ responses towards those activities during English classes at Sekolah Menengah Pertama Luar Biasa (SMPLB/Special Junior High School) of Prof Dr Sri Soedewi Masqihun Sofwan SH in Jambi. Warming-up activity is a kind of learning activity that is done to start classes. This activity is designed to be interesting and enjoyable in order to help the students to be more comfortable and to be motivated to study in the class. This research used qualitative approach. The subjects of the research were the second-grade students with intellectual disability and their English teacher at Level C of Class 9. The data were collected from in-depth interview with the teachers and classroom observation. The findings of the research showed that the teacher mostly used songs and simple conversations that usually contained jokes and question-answer activities as warming-up activities to begin his classes. Alternatively, the teacher also used drill method that was designed according to the learning topics. Classroom observations showed that the implementation of warming-up activities was responded positively by the students. The use of those particular warming-up activities for students with intellectual disability not only prepared the students to learn, but it also facilitated the teacher’s efforts to introduce new vocabularies. This approach helped the students to pronounce and to memorize the vocabulary more easily. Based on the results of this research, it can be concluded that a proper use of warming-up activities can help teacher to create more positive and encouraging classroom atmosphere that benefits students with disability.

Key words: Warming-Up Activities, Students with Special Needs, Special School, Students with Intellectual Disability.
BACKGROUND

Education has been formally recognized as a human right. This has happened since the adoption of the Universal Declaration of Human Rights (UDHR) in 1948 Article 26 stated that "everyone has the right to education". That statement indicates that everybody has an equal opportunity in getting good education. This also applies for the children with special needs. The better education services are provided for them, they will be able to have a better life. They are also has the same right to get a respectable and proper education in their life without any discrimination.

In Indonesia, special school for students with special need called Sekolah Luar Biasa (henceforth SLB). Ditjen PLB (as cited in Widyawati and Felicia, 2017, p.73) state that “SLB is a school designed for children with special needs from one type of disorders”. According to Rahman (2008), the term ‘special children’ refers to any child whose performances deviate from the average (normal) upward or downward in such a way that it requires an exceptional educational program. The levels in SLB are same with the school for normal students. There are Sekolah Dasar Luar Biasa (elementary school for students with special needs), Sekolah Menengah Pertama Luar Biasa (junior high school for students with special needs), and Sekolah Menengah Atas Luar Biasa (senior high school for students with special needs).

SLB in Indonesia provide some class rooms for students with special needs categorized as follow: (1) class A is for visually impaired students, (2) class B is for students with hearing impairment, (3) class C is for cerebral palsy students, (4) class D is for students with orthopedically handicap, (5) class E is for delinquent students (Habibi and Jamila, 2014).

English is taught not only for the normal student but also for the students with disabilities or students with special needs. The government regulation No. 32 Year 2013 about National Education Standard section 4 Article 77I stated that English should become one of the subjects for students with intellectual disability. Even though students with special need have problem with their condition, they have a right to get education. They need learn something for their life.
Moreover, they have to learn English as a language for communication.

In preliminary study, the researcher interviewed one of English teachers that teach students with special needs especially for intellectual disability students. The interview was done in October 27, 2017. One of the major difficulties that occur in teaching and learning process is in the stage of preparing students to start the lessons and to focus their attention. This stage is purposed to enable the students to follow the teaching and learning process well. How to make the students ready to receive the lessons is the thing that plays an important role to the whole learning process that applies in the beginning of the lesson. It is the reason why warming up becomes a topic to be studied.

In this research, the researcher focuses with Intellectual disability students as categorized in class SLB-C. It will be interesting to know the process of learning English for Intellectual disability (tuna grahita) as the student with disability.

Based on the background of the study above, the researcher is interested to know the used of warming-up in teaching and learning for special needs students with the title “Warming-up Activities used in Teaching English for Special Need Students in SLB Jambi”. The writer aims to know the implementation of warming-up activities in teaching learning process for special need students.

LITERATURE REVIEW

Education for Student with Special Needs in Indonesia: SLB

“SLB is a school designed for children with special needs from one type of disorders” (Ditjen PLB as cited in Widyawati and Felicia, 2017, p.73). Special education refers to distinctive provision, including education, for pupils with disability/disorder. It is informed by a range of foundational disciplines, and encourages academic progress and personal and social development. Special education has identifiable aims and methods. (Michael, 2009). In PP no. 19/2005 explained that the special school unit consists of: SDLB, SMPLB and SMALB.

Student with Special Needs

Wolfolk and McCune (2004, p. 598) stated that “students with special needs are kinds of students who cannot
study in regular class, with use standard method”. Students in this category display limited cognitive ability and below-average competence in academic linguistic and social functioning.

**Students with Intellectual Disability**

Mohsin (2007, p.8) stated that “Intellectual disability is a condition of restricted or incomplete development of mind which is specially characterized by slow or incompetent development of skills, manifested during a particular developmental phase which contributes to overall level of intellectual, language, motor and social skill”.

According to The American Association on Mental Deficiency (AAMD), there are four level of intellectual disability:

<table>
<thead>
<tr>
<th>Category</th>
<th>IQ Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mild Intellectual disability</td>
<td>50-70</td>
</tr>
<tr>
<td>Moderate Intellectual disability</td>
<td>35-49</td>
</tr>
<tr>
<td>Severe Intellectual disability</td>
<td>34-20</td>
</tr>
<tr>
<td>Profound Intellectual disability</td>
<td>&lt;20</td>
</tr>
</tbody>
</table>

Figure 2.1 Level of Retardation Indicated by 10 Range Obtained on Measure of General Intellectual Functioning

**Teaching English to Students with Special Needs**

Prakarti (2014) stated that the goal of teaching the students with special need is to make them be able to have link with others in everyday life, for example reading newspaper, using technology (phone), make a curriculum vitae, reading sign etc.

**Warming-up Activities**

Robertson and Acklam (2000) define Warming up activities as a short activity in the beginning of the lesson. In addition Leblanc (2011) stated that warming up is an activity which has as aim to attract the students’ attention in the class and avoid external distractions. Warming up activity as the first five to ten minutes that allow to the students activate the prior knowledge needed for the current lesson.

**The Principle of Warming-up Activity**

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

RESEARCH METHODOLOGY

Research Design
In this research, the researcher used a case study which adopts descriptive qualitative method to data collection and analysis. The researcher used descriptive qualitative design in this research because this research is focus on a certain phenomenon in the school environment.

The Subject and Data of Research
The subjects of this research were the second year students of intellectual disability class at junior high school for students with special needs (henceforth SMPLB) Prof Dr Sri Soedewi Masjihun Sofwan SH Jambi and the English teacher as the “key informant”. In English lesson, he uses kinds of warming-up in the beginning of the lesson to support the successful teaching English and learning process for students with intellectual disability.

Data of this research is in the form of information about the activities of warming up refers to kinds of warming up, how it is implement and how students response it, especially in English learning for intellectual disability students (tunagrahita).

Techniques of Collecting Data:

Interview
The researcher interviewed an English teacher of SLB Sri Soedewi Jambi. Interview is used to ask one or more participants by using open-ended questions and the participants’ answers were recorded. Type of interview used is structured interview in which questions have been made.

The interview explored teacher’s perceptions and experiences in implementing warming up activities in the English lessons. The questions for the interview have been made by the researcher by modifying the questions in research conducted by Tartila (2014). The questions ware made in accordance with the needs of
the studies that can answer the research questions. The researcher probing and/or follow-up questions to encourage participants to elaborate on or clarify a response.

The structure of interview questions is made to obtain: (1) demographic information on the participants’ (2) what kind of the warming up activity that used in TEFL class (3) how the teacher implement the warming up activity in TEFL class and (4) how the students response the warming up activity. The interview spent 40 minutes with 21 questions. It was recorded by an audio recorder.

**Classroom Observation**

The observation of the participants is conducted in their classroom which is the non manipulative settings. The purpose of observation stage is to check the data obtained from interviews and to make sure that the data from the interview is really valid.

The researcher does participatory observation that the researcher will sit and study together with the students in the classroom. Observation sheet was used during classroom observation. The observation sheet is design based on observation protocol by Cresswell (2007).

**Data Analysis**

1. Organize and prepare the data for analysis. This involves result of transcribing interviews and observation sheet.
2. Read or look at all the data to get the information
3. Start coding all of the data.
4. Use the coding process to create a description of the setting or people as well as categories or themes
5. Making the description and theme that represented in the qualitative narrative.
6. Making interpretations about the findings or the results
7. Drawing the conclusion

**FINDINGS AND DISCUSSION**

**The Implementation of Warming-Up Activities**

In this section, the researcher explained about the implementation of warming-up activities in the classroom.

**Findings 1: The kinds of warming-up activities used in teaching and Learning English**

Based on the teacher’s interview with the English teacher, there are two
kinds of warming-up activities that used in teaching English for students with intellectual disability. They are singing and simple conversation.

a. Singing
The student in this subject of research categorized as children because they are junior high school students. The teacher mentioned that basically the behavior of students with special needs is like ordinary children. Because of their disability of intelligence, they tend to be like young children. They behave more like kindergarten student who love to play. In common, the children also like something funny.

Children with intellectual disability like singing. Therefore, singing is one of the appropriate warming-up activities that teacher used at the beginning of the lesson. It is because according to interviewee, to start learning, warming-up is used to create good mood of students to learn and make them enthusiastic to follow the lesson. The students will enjoy listening to the music. They also will be enthusiastic when it comes to sing. No matter how intellectual disable they are, they will enthusiastically follow the lesson. It has a positive effect on children with low to high level of intelligence.

For the criteria of the song itself, the teacher chooses songs that are cheerful, happy and there are beats on the song. It is also with songs related to learning material to be learned in accordance with the principle of warming-up. Furthermore, teacher said that to introduce the songs, teacher uses media such as video and audio.

The song that is chosen as warming-up is English song. The teacher will looking for the song based on the theme of learning materials that will be taught. For example, if the theme that he going to teach is about the zoo, he will use the song about the animals. The teacher used ‘Five Little Monkey’ song when the theme was about the animals and the material was about the adjective.

b. Simple Conversation; Question Answer Activity and Jokes
This simple conversation is another type of warming-up that the teacher used in addition to singing. The teacher said that he did not use the song in every meeting, but he only recalled the previous material with questions and answer activities in the beginning of the lesson. The teacher will ask a question related to the previous material and students had to answer it. Then subsequently relate it to the material on
that day. The teacher asked one by one to the students as warming-up.

In addition, simple conversation like jokes also can be applied to start the class. The teacher can start with simple interaction. He was doing the interaction when he taught to make the students to be funny in the class.

**Findings 2: The Strategies used in The Implementation of Warming-up Activities**

a. **Warming-up activities are conducted related to the topic**

This is the principle of warming-up that the teacher used as the strategies in the implementation of warming-up activities. Warming-up related to the topic would make students easy to understand the topic so they can active in the classroom. The teacher gave warming up about the example of topic. Thus, the teacher asked questions to present the topic. It will help the students to continue the topic.

b. **Using drill Method**

The teacher used drill method in warming-up activity because the students with intellectual disability tend to forget the word that they just read. It needs time to teach the intellectual disability students. It is because the students with intellectual disability have short-term memory. They difficult to remember the lesson that they were taught. The teacher said that even though the teacher already give the warming-up (for example songs), they know how to spell it and they will remember when they do it together with the teacher as often as possible.

c. **Warming-up activities are conducted in short time.**

There are many step to start the teaching and learning process. The research showed that the teacher applied warming-up in a short time in the beginning of the lesson. This stage of warming-up is only conducted in a few minutes. Furthermore, the duration of warming-up for students with intellectual disability is about five to seven minutes. It is same as warming-up for teaching and learning in general. This is also suitable with the principle of warming-up.

**Finding 3: The Challenges of the Implementation of Warming-up Activities in the Classroom**

First, it is difficult to communicate with the students with intellectual disability. It is challenge for the teacher to make the interaction to children who
are not communicative. It concerns with the condition of the student both mental and physical condition. Because of their intelligence, they cannot communicate well. It is also give the influence for their physical condition to speak and to give the good response. From the interview, the teacher found that not all students can talk and it becomes a problem to him. It is also because in SLB Sri Sodewi, especially in level C was lack of teacher. They put some of students with different level of intelligence in one class. The teacher also mentioned that the teacher have to be patient.

Second, the challenge that faced by the teacher is how to teach them. Because their disability, the teacher said that the challenge is to search a lot of approach and to choose the appropriate method which is suitable to the students with intellectual disability. Even it will be challenge for the teacher to find the appropriate song. In this case, the teacher role is very important.

Finding 4: The Other Purposes of Warming-up Activities used in The Classroom

The other purposes of warming-up are to introduce new vocabulary to the students from the warming-up given by the teacher and it is also to pronounce and memorize vocabulary. It is to know how to pronounce the expressions in English. From the song, the students will find kinds of expression that the students do not know how to express.

Furthermore, because the teacher use song that related to the material, of course the vocabulary also has correlation to the material. The students can memorize the vocabulary related to material. It makes the teacher easy to teach the material that will be given. Pronounce and memorize vocabulary already exists automatically which the teacher want to achieve.

Students’ Response to Warming-up Activities in the Classroom

There are three kinds of responses that the students showed: (1) the students follow the warming-up that given by the teacher well and enthusiastic, (2) there is positive action from one student who cannot speak because his disability of intelligence when warming-up was given, and (3) there is one student did not follow question and answer activity but he only follow warming-up when it comes to singing.
Research Discussion

In this section, the researcher discusses about the effectiveness of warming-up activities for students with special needs especially for intellectual disability students.

Based on the data interview’s result from the English teacher at SLB-C Sri Soedewi Maschunj Sofwan SH Jambi, the researcher see that the teacher should give the students different treatment with general students especially students with intellectual disability that their way of thinking is still like young children.

First is about the characteristics of students with Intellectual disability. Student with intellectual disability is not communicative and have short term memory. However, it is not difficult to communicate with students with intellectual disability because they can communicate same like normal people. They can say, hear and also feel, but the teacher need to be patient to face them when communicate with them. The problem is their perception in catching the massage because their low of intellectual. When the teacher communicated with them, he should make the conversation as simple as it could so they can understand what the teacher mean.

The students with intellectual disability also have short term memory because of their intelligence. The teacher knows their condition so he uses the appropriate strategy by using drill method because we cannot force them to communicate with us.

Second, warming-up activity is important in teaching English and learning process. This activity is important especially for students with special needs. Warming-Up activity is an activity that only took 5-15 minutes in the beginning of the lesson but will influence the whole of teaching and learning process.

This statement also match with Dornyei (2001) claimed that the key issue in generating interest is to widen the student’s appetite; that is to arouse the students’ curiosity and attention and to create an attractive image for the class so that they will get more involved with it and a better learning process will take place.

Third, teacher uses warming-up based on the principle of warming-up. The teacher conducted the warming-up activity related to the topic. The teacher also conducted the warming-up activity
in the beginning of the class. The activities conducted in short time and it is as basic activity to prepare the student to start the lesson and also to attract the student’s attention. It can be seen in the observation conducted by the researcher. The finding is in line with the principle of warming-up by Velandia (2008).

Fourth, warming-up activities for students with intellectual disability have another purpose and give positive response for the students. Based on the findings, the purpose of warming-up not is only to make the students focus and attracted the student’s attention but also to introduce, pronounce and memorize vocabulary. This purpose accordance as cited in Farell (2008, p.8) stated that a teacher trainee mentions that students should not only do activities just to have fun but also should learn something from each activity that is needed. It is something needed as positive effect that teacher get to create the better teaching and learning for students with intellectual disability.

Furthermore, it can be described that warming-up activities for students with special need is important and helpful to create the better class atmosphere. Warming-up activities is an effective way to help the students to begin the English learning process. Based on the interview to the teacher, there is difference between the situation using warming-up and without warming-up in the beginning of the lesson.

The teacher said that when they do warming-up, the classroom atmosphere will be fun because the students have been invited to feel happy at the beginning of lesson. It is different when they do not do warming-up activities in the class.

Lastly, singing is the appropriate and suitable warming-up favored by the students with intellectual disability. Music have been reported for people with intellectual disabilities in the areas of communication, cognition, physical development and emotional development. It is because when we singing, apart from working purely musical faults, we indirectly impact on the diction, vocabulary, self control, self-esteem and sosialization (Liamas, 2012). In the observation conducted by the researcher, the researcher compares the observation that used singing and did not use singing as warming up. There is a different between them. When the teacher used singing as
warming-up, the students seems more active. It also affect the student in severe level of intelligence. The learning runs smoothly and the students excited to follow the lesson. It is different when the teacher only use question and answer activity. It is especially clearly seen in children who are not communicative.

The teaching and learning process still continue but the classroom atmosphere is quite. The students only keep silent if the teacher do not asked anything. It is also stated by the teacher in the interview conducted by the researcher.

Finally, from the in depth interview and observation in SLB Prof Dr Sri Soedewi Macdjhn Sofwan SH Jambi, it can be concluded that warming-up activities take a big and effective role to create the better atmosphere. With warming-up, students paid closer attention and seemed a bit more excited than before. It is also the students will get more attention, get interested and also focus to get prepared in learning process in the beginning of the class. The students could build central focus before start the lesson, so that students are ready to receive the material and help the students begin to work. It will increase skill of students. The result of observation also can describe that the students give good responses.

Warming-up activities not only can make the students feel happy, it is also important to remark that no matter how simple warming-up can be, they should be well prepared.

**Conclusions**

Teaching English for learning disabilities students especially students with intellectual disability is not something easy to do. The teacher needs more effort and the most importantly the teacher have to be more gently and patient.

Being a teacher need to be creative, because they never know what kind of children that they teach. Even though it is hard to teach students with special needs but it is does not close any change to students to learn something new. For example, students with intellectual disability in Sri Seodewi Special needs school class 9.1 level C, even though the students have problem in learning, they still learn English as a subject in school. In order to makes the students learn English, the teacher put so much effort in it. He
used warming-up in the beginning of the lesson and he also input some songs and simple conversation as warming-up to make the students motivated, ready to study and enjoy learning English as a foreign language in classroom. In this case of teaching English for intellectual disability, the use of warming-up is give a bit more positive effect in the teaching and learning process and make the positive response from the students.

**Suggestions**

Based on the finding that the researcher found on this research, there are some kinds of students that the future educator needs to know and to learn. As a future educator, a person need know the characteristics of his students, because not all of the students are the same. It is not only in the special school that have students with learning disabilities, even in general school there some of students that have problem with learning but the teacher do not notice. The teacher need to be creative, there are so many way to teach students with learning disabilities like using appropriate warming-up in the beginning of the lesson.

From the results of this research, the researcher suggests that variations in teaching English can be offered to the students with special needs in order to motivate to study and explore their learning preferences. Therefore, experimental research is recommendable way to find out the most effective way to teach children with special needs.

Apart from the validity of the study, The researcher has limited observation that only did in three times. A larger number of observation is also recomendable to see the students’ response more accurately.

**REFERENCES**

American Association in Mental Retardation. 1984. *Classification in Mental Retardation*. American Association on Mental Deficiency (AAMD) 1719 Kalorama Road, NW Washington, DC 20009


