Warmer And Filler In Increasing Students Vocabulary Mastery

Umi Farida[1], Jumiaty Nurung[2], Misnawati Misnawati[3,] Yusriadi Yusriadi[4], Hasmin Tamsah[5], Armin Anwar[6], Yati Heryati[7]

[1,4,5]Department of Management, STIE AMKOP, Makassar, Indonesia

[2]School of Postgraduate Hasanuddin University, Makassar, Indonesia

[3]Department of Legal Study, Sekolah Tinggi Ilmu Hukum Pengayoman, Makassar, Indonesia

[4]Department of Public Administration, Sekolah Tinggi Ilmu Administrasi Puangrimaggalatung, Makassar, Indonesia

[5]School of Postgraduate Universitas Muslim Indonesia, Makassar, Indonesia

[7]Department of Economic, STIE Muhamadiyah, Mamuju, Indonesia

ABSTRACT

Warmer is a short activity used at the beginning of the lesson before starting the experience. The filler is a short activity that is used in the middle or in the end of the lesson. The research method used is quantitative. This study involved the first grade of State College of Law (STIH) Pengayoman Watampone, consisting of ± 200 students. However, only class A was used as research subjects. Data collection techniques consist of two instruments, namely vocabulary tests, and questionnaires. The results showed that warmer and filler activities were more effective in increasing students' mastery of English vocabulary. From the study results, the average value in the pre-test, 6.4, rose to 12.9 in the post-test. Therefore, it can conclude that warmer and filler are more effective in increasing students' mastery of English vocabulary. Hypothesis 0 is rejected, and Hypothesis 1 is accepted.

INTRODUCTION

English is the most important language globally, which is used by people worldwide as an international language to communicate with one another either in spoken or written interaction. Human beings do not normally live in isolation without having contact with other people (Leong & Ahmadi, 2017). It has been recognized as the main language. Therefore, using English is the easiest way to communicate with people from other countries about many aspects of human life, such as technology, economy, society, and politics.

For Indonesia, English is a foreign language. Learning a foreign language is an integrated process that the learner should study the four necessary skills: listening, speaking, reading, and writing. Reading and listening are receptive skills, as it involves responding to language rather than producing it (Amankulova & Seisembieva, 2011). We use it to understand our world by listening and reading and expressing our feelings, needs, and desires through speaking and writing. By having

more knowledge about language skills, we have a much better chance of understanding and understanding and getting what we want and need from those around us. Therefore, English must be taught to give supplies for the future. Joanna showed two reasons why we should learn English; first is English has become an international language that is used as the primary language for other countries. The second is people need a common language to communicate (Bonet-Dalmau & Alsina, 2012).

English introduce into the curriculum, and it is a compulsory subject in kindergarten, elementary school, junior high school, senior high school, and university. The Indonesian government always tries to improve the quality of education by improving the quality of the teachers and other teaching components involved in the educational process. The quality of someone's English skills depends on the quality and quantity of the vocabulary he or she has.

Having more vocabulary is one of the ways to master English in producing words. We will be

a constraint in all aspects of English when we less vocabulary. Thesaurus is one of the three elements of language that very important to know. It has a vital role in mastering listening, speaking, reading, and writing. A linguist David Wilkins summed up the importance of vocabulary learning in a statement that "without grammar very little can be conveyed, without vocabulary nothing can be conveyed" (Min, 2013). It clears that we are not able to do anything in English without vocabularies.

Besides, every learning process will go on well if there is motivation created. It is expected that each student comes to school with motivation to study, but sometimes the motivation decreases when the learning is going on. Therefore, the teacher must make students productively involved using the work in the class. This step requires a teacher's creativity to create the most appropriate ways for their students.

We ever see more learning situations teacher has given many chances to deliver their mind. But students still have a little space in interacting with each other in a lesson matter, or some of them keep being silent and minimizing the opportunity to be seen active. It might speak less of vocabulary so that the classroom is becoming quiet. Then, we always see the students who are not severe or miss their spirit when the learning progress and still more problems in the class. But this is not a teacher or students' goal of learning English. As students want nothing an inactive type, the first aspect of fixing is increasing their vocabulary. The teacher has a significant role in doing it and lets the material absorbed by the learner. Therefore, it needs to use some methods as a tool or media to deliver the vocabulary. To appearance students' understanding of the object, it will create interaction between teacher to student, student to teacher, and student. It involves students' interest in studying more.

Appearing students' understanding of learning needs attritional theories of motivation by doing some practice method; it relates to building students' interest and curiosity about teaching. A teacher does some things to connect the activities and materials to students' attention to create understanding. Many events inviting teachers make the lesson interesting for students like using a game, puzzles, music, simulation, and other activities. Those will apply in learning to keep students interested in school and their schoolwork (Richard & Arends, 2007). Its usage is placed in the beginning, the middle, and the ending of the lesson, namely warmer and filler.

Warmer is a short activity that is used at the beginning of the lesson before starting the experience. It means making students relax in starting to speak or breaking the ice, getting students to speak and thinking in English, and conditioning the students to be ready to study English. The filler is a short activity that is used in the middle of the lesson to miss students' sleepiness, students' bored, and making a play for students. Whereas for the ending of the experience, filler means to review and brush up the material which has learned, it also used to fill the times left of time planning. Warmer and filler are used to energize activities. It can create a massive difference in a class's atmosphere and get how much students learn and how happy they are to come back to the level next week.

It is like the explanation above; the researcher had found some problems at the students of State College of Law (STIH) Pengayoman Watampone. Most teachers said the students in State College of Law (STIH) Pengayoman Watampone are smart enough. The researcher proved it is doing some meetings in the class, Class A because it thought that was the young students' class. After sharing some topics well, they were smart enough but not for English learning; other subjects like an introduction to law and other courses about their field. Students exactly have more trifle in class, not be motivated, and are not interested in studying English and doing the task since the classroom activities were running.

The researcher thought it might some caused like less understanding of the object. It is also because of an unclear explanation that they do not know how to speak in English, and the teacher

does not use an unusual method. So, the effect leads the students to avoid learning and considering English more difficult than others that influence the students' English achievement.

Came from the explanations above and the strong desire to find the solution to these problems, the researcher has the motivation to research to find an appropriate way of teaching English, which increases the students' vocabulary. In this opportunity, the researcher is interested in choosing one strategy in learning English vocabulary studying using warmer and filler to increase the students' vocabulary mastery in State College of Law (STIH) Pengayoman Watampone. This research formulated problem statements: 1) To what extent does the warmer and filler increase the students' vocabulary mastery, and 2) Are the students interested in using warmer and filler to increase their vocabulary? This will be information for English teachers that using warmer and filler in teaching English vocabulary is very important to increase students' mastery in Vocabulary. Besides, to further upgrade teachers' teaching strategies in teaching vocabulary and increase students' interest in learning vocabulary.

METHOD
Respondents

This research population was the first grade of State College of Law (STIH) Pengayoman Watampone that contained about 5 groups. The sum of the population was about 200 students. In this research, the researcher used purposive sampling by taking one group of populations for certain reasons. She took class A because first, it had a small number of students than the other group. Second, the class students had talked as special quality, but their numbers still had many lowest vocabulary masteries in English. The researcher thought it's a good sample for this research, especially for applying the warmer and filler method.

Designs

This research used the pre-experimental method in one group. The researcher collected the data in the form of a number by using a correlation formula to analyze and describe the collected data on the students' work. The researcher used pre-test to know students' English vocabulary before doing treatment and a post-test to know students' English vocabulary mastery. The design could be as follow:
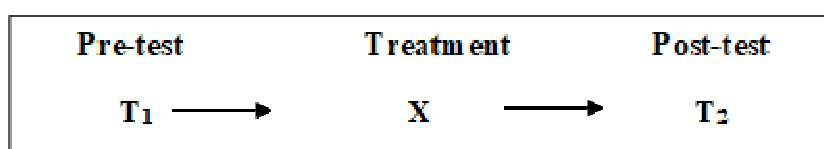

Figure 1. Research Design

Where:
T1 = Giving the students' pre-test.
X = Giving the treatment.
T2 = Giving the students' post-test (Subryabrata, 2011)

Instruments

This research contained two instruments: 1) To answer the first question in the problem statement, the researcher gave an English test that consisted of pre-test and post-test. Pre-test was given to the students to know the students' vocabulary before applying warmer and filler. A post-test was given to the students to know the students' vocabulary achievement after applying warmer and filler or after treatment. 2) To answer the second question in the problem statement, the researcher gave a questionnaire. It was given to the students to

determine the students' interest in learning English by applying warmer and filler. It used the Likert Scale that has been assigned in five choices to select the agreed number response, namely (1) Strongly Agree, (2) Agree, (3) Neutral, (4) Disagree, and (5) Strongly Disagree.

Procedures

The procedure of collecting data performed through these steps:

a. The pre-test was given before doing treatments. It had 20 numbers questions that stayed in 4 instructions. The purpose of pre-test to find out the students' vocabulary mastery.

b. The treatments were given after giving pre-test. This was done for several meetings in the classroom at 6th till 21st February of 2020. The treatments conducted for eight meetings to give students vocabularies material and for applying warmer and filler activities. The vocabularies materials were about vocabularies of personal characteristics, parts of body, personal appearances, hobbies, things in the home, professions, foods and drinks and animals. The writer used warner and filler as activities to extend and focus on vocabulary mastery before and after giving the materials. The warmers and fillers used were *Cards Board, Cards Race, Bingo, Body's Card, Random and Pair, Kaboom, Ball Pass, Miming, Word Chains, Map Game, What's Missing?, Paper Fold, People's Letter, Hot Seat, Touch and Say, and Guess and Touch*.

c. The post-test was given to the students after doing treatments. The result of pre-test and post-tests calculated to find out the significance different and to measure whether the students get progress in vocabulary achievement toward the application of warmer and filler.

d. Questionnaire was given to the students after giving the post-test. It was as the last session of collection data. In this case, the questionnaire consisted of 15 statements.

Data analysis

The data collected through the tests by using descriptive and inferential statistics. Then it was analyzed by employing statistical calculation to test the hypothesis. To calculate the percentage of the students' score, the researcher used this formula as below:

$$P = \frac{f}{N} \times 100\%$$

Where:

P = percentage
F = frequency
N = the total number of students.

To calculate the mean score of all students' answer in pre-test and post-test, the researcher used this formula as below:

$$\overline{X} = \frac{\sum X}{N}$$

Where:

X: Mean Score
∑X: Total Score
N: Total Number of Subject (Sudjono, 2011)

Meanwhile, to know the vocabulary mastery of Class A in State College of Law (STIH) Pengayoman Watampone taught using warmer and filler activity. The writer would like to make the criteria for the English score. The score is obtained from the sum of the total correct answer. The writer used this formula:

$$Score = \frac{\text{The total correct answer}}{\text{The total score}} \times 100$$

Therefore, the highest score would be 100, and the lowest score would be zero. The data description of the students' test scores is classified into five

criteria. The criteria for measuring the test score is as follows:

Table 1. The scoring system for the test.

No.	Score	Classification
1	96 – 100	Excellent
2	86 – 95	Very good
3	76 – 85	Good
4	66 – 75	Fairly Good
5	56 – 65	Fair
6	36 – 55	Fairly Poor
7	0 – 35	Poor

To find out the standard deviation of the students' pre-test and post-test, this formula used:

$$SD = \sqrt{\dfrac{\sum x^2 - \dfrac{(\sum X)^2}{N}}{N-1}}$$

Where:

SD = Standard deviation.
$\sum x$ = The sum of all scores.
N = The total number of students.
$\sum X$ = The square of all scores

To find out the significant difference between pre-test and post-test, the following formula used:

$$\overline{D} = \dfrac{\sum D}{N}$$

Where:

D: The mean of difference Score

∑D: The sum of all Score
N: Total Number of Subject

$$t = \dfrac{\overline{D}}{\sqrt{\dfrac{D^2 - \dfrac{(\sum D)^2}{N}}{N(n-1)}}}$$

Where:

t = Test of significant differences.
D = The mean or the different score.
$\sum D$ = The sum of all scores.
N = the total number of students.

To examine if there was any significant achievement between the independent variable (X) and dependent variable (Y), the hypothesis testing was done by the statistic hypothesis as follows:

Hypothesis Test:

H_0: $\mu^1 = \mu^2$ or P-Value > α 0.05
H_1: $\mu^1 > \mu^2$ or P-Value < α 0.05

Where :

μ^1: The vocabulary mastery of Class A in State College of Law (STIH) Pengayoman Watampone after being taught using warmer and filler activity.

μ^2: The vocabulary mastery of Class A in State College of Law (STIH) Pengayoman Watampone before being taught using warmer and filler activity.

Therefore, the highest score would be 100, and the lowest score would be zero. The data description of the students' test scores classified into five criteria using the Likert Scale as follows:

Table 2. The Likert Scale (Sudjono, 2011)

Positive Statement		Negative Statement
Score	Category	Score

5	Strongly agree	1
4	Agree	2
3	Neutral	3
2	Disagree	4
1	Strongly disagree	5

The rating scores from the lowest score to the highest score was 15 to 75, and the distance is 60. The questionnaire employed 5 categories, and the interval class was 60:5=12.

The interval of the students' interest in the questionnaire could be as follows:

Table 3. The Interval score of the students' score

No.	Interval Score	Category
1.	63-75	Very high
2.	51-62	High
3.	39-50	Moderate
4.	27-38	Low
5.	15-26	Very low

RESULTS AND DISCUSSION

Students' vocabulary mastery by using warmer and filler activity

Data Analysis

This research's data analysis deals with the rate percentage of the students' scores in the pre-test, post-test, and questionnaire obtained through the mean score, standard deviation, test of significance, inferential analysis, and the students' interest.

1. The rate of percentage of students' score in pre-test and post-test presented below:

Table 4. The frequency and percentage of students' score in pre-test

No.	Classification	Score	Pre-test	
			Frequency	**Percentage**
1	Excellent	96 – 100	0	0 %
2	Very good	86 – 95	0	0 %
3	Good	76 – 85	0	0 %
4	Fairly Good	66 – 75	0	0 %
5	Fair	56 – 65	0	0 %
6	Fairly Poor	36 – 55	12	37,5 %
7	Poor	0 – 35	20	62,5 %
	Total		**32**	**100 %**

Table 4 shows that 20 students were in poor classification before giving treatments with the highest rate percentage is 62,5 %, and 12 students (37,5) were in fairly poor classification. Meanwhile, none of them was fair until excellent classification with the lowest rate percentage was 0%. The mean score was 6,4, indicating that the students' vocabulary mastery was categorized into poor classification before giving treatments.

Table 5. The frequency and percentage of students' score in post-test.

No.	Classification	Score	Pre-test	
			Frequency	**Percentage**
1	Excellent	96 – 100	3	9.4 %

2	Very good	86 – 95	0	0 %
3	Good	76 – 85	0	0 %
4	Fairly-Good	66 – 75	5	15,7 %
5	Fair	56 – 65	13	40,6 %
6	Fairly-Poor	36 – 55	11	34,3 %
7	Poor	0 – 35	0	0 %
	Total		**32**	**100 %**

Table 5 shows that after giving treatments to the students, 13 students were in fair classification with the highest percentage, 40,6 %, 11 students (34,3%) were in fairly-poor, and 5 students (15,7%) were in fairly good classification. Meanwhile, no one in poor classification with the rate of percentage of 0 %. Besides that, three students got excellent, with the rate percentage of 9.4%. The mean score was 12,9 indicated that after giving treatments, the students' vocabulary mastery increased.

2. Mean score and standard deviation

After being calculated the result of the students' score in pre-test and post-test, the mean score and the standard deviation of the students' vocabulary mastery presented below:

Table 6. The mean score and standard deviation of the student's pre-test and post-test."

Type of test	Mean Score	Standard Deviation
Pre-test	6,4	1,999
Post-test	12,9	2,729

Table 6 shows the statistical summary of the students' mean score and standard deviation both in pre-test and post-test. The mean score of the students' pre-test result was 6,4 and in the post-test was 12,9. The students' standard deviation of pre-test was 1,999, and the post-test was 2,729. It shows that the mean score of the post-test was higher than the mean score of pre-tests. So, it said that there was an increasing achievement both the test in pre-test and post-test through warmer and filler activity.

3. Test of significance

T-test value was used to know whether there was a significant difference between pre-test and post-test in vocabulary mastery by using warmer and filler activity at the level of significance 0,05 or 5% where N= number of students (32), *df (*32-1 = 31). The following table shows the result of the t-test classification:

Table 7. T-test of the students' vocabulary mastery.

Variable	t-test	t-table
X-Y	22,462	2.040

Table 7 indicates that the value of the t-test was higher than the value of the t-table. It indicated that there was a significant difference between the result of the students' pre-test and post-test.

4. The result of inferential analysis

If the t-table value is higher than the t-test at the level of significance α 0.05 and *df (N-1) = 31,* it means that the null hypothesis (H_0) is accepted and the alternative hypothesis (H_1) is rejected. On the other hand, if the t-test is higher than the t-table, it means that the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_1) is accepted.

The result of data analyzed in the t-test was 22,462 was higher than t-table = 2.040 at level significance α 0.05 and *df* 31. Thus, the result shows that H_0 is rejected, and H_1 is accepted. From the result above, we also see the difference between the t-test and t-table is very significant. It concluded that teaching English by using warmer and filler activity proved to increase the students' vocabulary mastery.

Discussion

As we saw in the previous data analysis section, the students' vocabulary mastery before giving treatments using warmer and filler activity were still low. The pre-test result proved it before treatments that no one student got a score in 56-100 or fair to excellent classification. Still, 12 (37,5%) students got fairly poor classification, and most of them, 20 students (62,5%), got poor classification. The data showed that of 32 students in this class, about more than half of the students stayed in low vocabulary mastery. It was very different by the result of pre-test above, there was a significant increase on the post-test after giving treatments that there were 3 (9,4%) students had got excellent classification, 0 (0%) student had got good and very good classification, 5 (15,7%) students got fairly good, 7 (21,8%) students got fair, 17 (53,1%) student got fairly poor classification and no more students got poor classification.

The researcher assumed that the use of warmer and filler activity in teaching English vocabulary gives better effect, which helped increase the students' vocabulary mastery. The students' mean score in pre-test was 6,4 and in the post-test was 12,9 and so was in the result of the standard deviation was 1,999 to 2,729.

The Discussion section should be a reasoned and justifiable commentary on the importance of your findings. This section states why the problem is important; what larger issues and what propositions are confirmed or disconfirmed by the extrapolation of these findings to such overarching issues.

The students' interest

Data Analysis

The questionnaire was distributed to the students to know their interest in studying English toward warmer and filler activity. The data showed that warmer and filler enhance the interest of the students in studying vocabulary. This was indicated by the students' scores of the questionnaire, as shown in the following table.

Table 8. The percentage of the students' interest score.

No.	Interval score	Category	Frequency	Percentage
1	63-75	Very high	27	84,37 %
2	51-62	High	4	12,5 %
3	39-50	Moderate	1	3,13 %
4	27-38	Low	-	-
5	15-26	Very low	-	-
	Total		32	100%

Table 8 shows the questionnaire analysis that 27 students got very high category with the highest percentage was 84,37 %, four students in high category with the rate of percentage was 12,5 %. Meanwhile, only one student got a moderate category, with the rate of percentage was 3,13 %. Based on the students' scores of questionnaires, the researcher found the highest score was 75 as a very high category, and the lowest score was 50 as a moderate category. The analysis showed the mean score was 69.63 that indicated staying in a very high interesting category. The researcher concludes that the data indicated that the warmer and filler activity in teaching English vocabulary is exciting.

Discussion

The data of interest's score through questionnaire have indicated that the use of warmer and filler activity in teaching English vocabulary enhance the interest of Class A in State College of Law (STIH) Pengayoman Watampone, where 27 (84,37%) students had been strongly interested with very high category and got the score at interval 63-75 then, 4 (12,5%) students got the score at interval 51-62 with high category and 1 (3,13%) student got moderate category with the score of interval 39-50. The mean score found was 69,63, which was categorized as a very high-interest category.

Analyzing the students' scores of the questionnaire by discussing item by item, seeing that most statements got a positive response from them. It proved that when applying warmer and filler in the learning process, more than 20 students chose strongly agree in all items of the questionnaire likes; among 32 students in the class, 24 students (75 %) had high motivation in studying and were happier ending the lesson by using warmer and filler. 20 students (63 %) liked studying vocabulary by warmer and filler, became more active in class, and agreed to apply warmer and filler in the first grade. 23 students (72 %) felt interested, had the readiness to start English, got much something new, and learned more varied learnings using warmer and filler. It was also able to get 29 students (91 %) working together in a group and getting 27 students (85 %) missed their class sleep. The writer also found 21 students (66 %) easily understood the previous subject and memorized vocabulary items which do-over by warmer and filler. They also add the students' vocabulary treasure of 20 students (63 %) and miss the 25 students' bored (88 %) studying English.

Based on the students' score of the questionnaire, it was found that the highest score was 75, which had categorized as very high, and the lowest score was 50, which as moderate category and more than half students indicated very highly interested in the application of warmer and filler activity in increasing students' vocabulary mastery. It is like Scoot noted that warmer and filler are exploited at any point in a lesson in helping students to improve the quality of the lesson. Jim also agreed that students had much chance to be active in English learning by warmer and filler, especially for learning vocabulary. They had taken part in several interesting activities and creating feeling more comfortable in the class. The result of the score above could prove it.

CONCLUSION

Using warmer and filler activity in teaching English vocabulary increases the students' vocabulary mastery. It was proved by the data of students' scores in pre-test and post-test before and after doing warmer and filler activity. The table of both scores showed that the students' mean score in the post-test (12,9) was higher than the students' mean score in the pre-test (6,4). The students' vocabulary mastery increased after doing some treatments by using warmer and filler activity. So, it concluded that the use of warmer and filler activity was effective to increase students' vocabulary mastery to the students of Class A in State College of Law (STIH) Pengayoman Watampone.

Warmer and filler activity was very high interesting to the students of Class A in State College of Law (STIH) Pengayoman Watampone. The table showed that most students got a high score at the mean score in the questionnaire was 69,63, which stayed on very high interest.

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