

## Using WARM Technique in Improving Students' Speaking Skill at Grade X BB of SMA Negeri 1 Batang Anai

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### ABSTRACT

This paper is aimed to know whether the use of WARM technique can give significant effect cognitively, practically and affectively toward students' skill in speaking at Grade X BB of SMAN 1 Batang Anai. The paper was a writer's best practice. The instrument of the paper was speaking test. The data were analyzed by comparing students' speaking test before and after administering the technique. Based on the result of the test and the writer's observation, it was found that WARM technique gave significant effect toward students' speaking skill, especially in KD 4.6 namely contrasting simple past and present perfect tense, as it was compared to conventional technique that was usually used by the teacher in teaching speaking. It was proved by the result of the test which showed that (1) the mean score of the students' speaking test was 82 higher than that which was 74, (2) students participated actively and collaborated integratively in teaching and learning process, (3) the technique accommodated not only extrovert students but also introvert ones (4) the teaching and learning process was fun and enjoyable, and (5) the technique implemented multiliteracies in enhancing students' character. Based on the result above, it is suggested to English teachers at SMA level to apply this WARM technique as an alternative technique in teaching speaking in English especially and other subjects as well.

**Key Words:** WARM Technique, Speaking Skill, Collaborative Learning

### A. INTRODUCTION

#### a. Background of the Problem

The aim of teaching and learning English at Senior High School level is to explore students ability in order to have communicative competence both oral and written interpersonally, transactionally and functionally. This competence can be built through English learning activities which lead students to be able to use accurate and meaningful language features factually, conceptually, procedurally and metacognitively as it is demanded in curriculum 2013. It is also hoped that character education can be developed through English learning process.

Regulation no. 20 / 2003 section 3 about Education National System states that "The function of national education is to explore ability, to build nation character and valuable

nation civilization in educating nation's life. It is aimed to develop students' competence to become a faithful, good character, educated, healthy, skillful, creative, independent, democratic and liable citizen."

Curriculum 2013 demands that character education takes a quite big portion in practising. It is also hoped that all five kinds of the characters, namely religiosity, nationalism, collaboration, independence and integrity can be inserted in the learning process which is suitable to each subject. It is also hoped that character education can be associated along the learning process.

However, students' speaking ability, especially oral communication, is still far from expectation. Based on writer's observation during teaching and learning process and the result of students' mark on speaking test, it was clearly seen that speaking English was a problem for most of the students. It was difficult for the students to express what they feel when teacher asked question in English. Most of the students seemed uncertain to express their feeling and they spoke in low tone. It indicates that they have lack of confidence in speaking English. This condition affects their speaking test.

The result of students' speaking test, by applying speaking test indicators, shows that the students are not fluent enough to communicate their idea in terms of asking and answering questions. They also use inappropriate pronunciation, intonation and expression. It occurs because they are not accustomed to practise their English.

Furthermore, when they are asked to express their past experiences or feelings, their choice of words or diction and the way to express them seem weird and inappropriate compared to standard English expressions. The students are not fluent in delivering their ideas. They are unable to communicate fluently and accurately based on appropriate English structure.

It is undeniable that one of the causes of the problems is because the way the teacher teaches still conventional. Teacher does not use variable technique or strategy in teaching English. For example, in teaching the dialog of how to ask for past experience and respond it, teacher usually asks the students to write a dialog directly after giving common expressions in expressing past activities and the responses. After that, the students are asked to perform the dialog in front of the class in pairs. The technique makes them bored and unmotivated.

Moreover, time allocation which is two hours duration is not enough for the students to practise using English expressions especially in oral communication. Whatever the condition is, both teacher and students are demanded to be able to communicate fluently and meaningfully as the curriculum demand.

Based on the problems mentioned above, the writer is challenged to find an appropriate technique in helping the students to improve their speaking skill in expressing past experiences. The technique used should be simple but fun. One of the teaching techniques that may help the students in speaking is by using *WARM technique*. This technique will ease the students and produce the expressions used. The technique can be used in teaching *bahasa Inggris wajib* or general English for the tenth grade students KD or basic competency 3.6 and 4.6 namely contrasting past tense versus present perfect tense.

#### **b. Identification of the Problem**

Based on the background of the problem above, the writer formulates the problem of this best practice as follows:

1. English speaking ability of class X BB student of SMA negeri 1 Batang Anai in contrasting past tense versus present perfect tense is still low.
2. The innovative, creative and appropriate technique in teaching speaking English in contrasting past tense versus present perfect tense which can ease the students to understand and express their question and answer appropriately is needed.

### **DISCUSSION**

Based on the explanation of the problems above, the writer needs to use certain technique in which the students will be interested in learning speaking deals with events happen in the past and ones occur in certain duration (past tense versus present perfect tense). The technique the writer proposes is WARM technique. It stands for Walk, Ask & Answer, Report and Mention in the form of *Find someone who/whose ....*

WARM technique is designed for teenage students who are fond of active way of learning which demands them to mingle and interact with their classmates and communities

suitable with items in the list which should be asked, filled and responded by their pair. This is in line with Kang Shin (2006:7) who states that community and collaboration are very crucial in communicating and learning foreign languages, in this case is English because exposure, collaboration and sharing are the key to enrich teaching and learning for students.

Past tense versus perfect tense has been introduced before on this technique. So, it is necessary to train students to speak by using these two kinds of tenses in order the knowledge gained is not only about a matter of memory but also basic knowledge. By practising, students initial knowledge will retain or stay longer. It is hoped that their English speaking skill will emerge naturally. This is the main focus of the technique.

Encouraging the students to interact, ask and answer one another, give response based on their question list will ‘force’ them to move or walk in the class. They do not only sit or talk to the friend who sits on the left but also the right side. Harmer (1998:90) explains some advantages gained because of students’ movement, for instance giving variation on class period structure, accommodating physical movement and creating conducive interactional variation.

There are several operational stages in applying WARM technique in speaking. The stages based on the demand of KD 4.6 are as follows:

- **Pre Stage**
  1. After discussing the concept of past tense and present perfect tense, teacher prepares a list consisting ten questions deals with both tenses in the form of card.
  2. Questioning card list should be real and suitable with students’ present condition.  
Such as:

*Find Someone Who/Whose....*

No.	Activity	Names
1.	Watched TV last night	
2.	Chatted with a friend via social media	
3.	Has ever been to Bali	
4.	Has written a journal	
5.	Submitted his/her biology project	
6.	Cut his/her hair short last week	

7.	Visited his/her hometown last weekend	
8.	Checked his/her e mail last night	
9.	Has presented his/her English group assignment	
10.	Called a relative yesterday	

• **Controlled Practice Stage**

3. Teacher distributes list questioning card for each student to ask to other students in the class.
4. Students *Walk* to find his/her in the class.
5. Students *Ask* one another based on the question list on his/her card.
6. Teacher asks the students to use English only during the activity and reminds one who does not use English or just shows his/her card to his/her friend.
7. Teacher reminds the students to start asking by changing the statement into question form, for example:
  - Natasya, did you watch TV last night?
  - Sherly, did you chat with a friend via social media?
  - Alvin, have you ever been to Bali?
8. If certain student can not answer the question with an appropriate answer, he/she has to find others to find the answer.
9. After the students answer the questions, the ones who ask the questions should write his/her friend's name in the provided column on the card. The same question can be asked to others.
10. Students ask and answer one another about the questions which must be completed.
11. Teacher limits the time to complete the task.
12. If one has finished all the questions, he or she is allowed to sit again.
13. Teacher crosschecks students' answers.

• **Free Practice Stage**

14. Students take turn Reporting his or her findings orally.
15. Students have to Mention his or her findings in the form of past and present perfect tense sentences, such as:

- Natasya watched TV last night but Fista didn't.
- Sherly, Ade and Puja chatted with a friend via social media.
- Alvin hasn't ever been to Bali.

16. Students are allowed to bring the draft of his or her findings. Yet, he or she has to report it naturally and spontaneously.

17. Students and teacher conclude their report.

WARM technique as an alternative solution in improving students' speaking skill about past tense versus present perfect tense is selected based on some considerations. One of them deals with the selection of learning sources. According to Prastowo (2011:61-61), there are, at least, four general requirements in choosing learning sources, namely; economical and practical, simple, easy to get, and flexible. The learning source of this technique is credited to fulfill all those criteria. The card consisting list of questions is easy to prepare, low cost and practical usage.

Besides, the technique prioritizes students' involvement and active interaction. The name of the technique literally means students are stimulated and demanded to be able to socialize with others in the form of interactive communication which occurs among them. The collaboration, the spirit of working together and active participation will lead to the implementation of character building education which is demanded by curriculum 2013.

In the same way, Englander (2002:8) states that interaction and collaboration among students will emerge affective factor in learning foreign language. In brief, it is said that the technique can create communicative competence among the students.

Moreover, this technique minimizes psychological burden of the students who are categorized as shy students or the ones who are reluctant to speak. While doing this activity, even introvert students can produce the language in the form of asking and answering actively since they do it without any disturbances. This might happen because the items of the questions are more real and beyond formal situation if it is compared to practising the dialog in front of the class. In this technique, constant repetition is possible since they have to repeat the same question to others. This will gradually increase their self confidence and speaking ability among students, especially the shy ones (Harmer:2001). In short, WARM technique also accommodate introvert and shy students in the class.

The other reason of choosing the technique is learning process runs in a fun way. The students do not only sit silently on their chair but they are demanded to move and walk to find their friends and to ask and answer about the activities they have done which suit the material about past tense versus present perfect tense, then report and mention their findings. They do it in fun, enjoyable and relax situation. That is why the role of the teacher in creating fun teaching and learning process is badly needed. Harmer (2007:131) mentions that in order to create a conducive and enjoyable learning process, teacher should prepare it well by taking the learning goal, allocated time and classroom situation into account.

From the explanation above, it is concluded that there are four main reasons in choosing WARM technique as an alternative solution. Those are:

1. Learning source must be easy to gain.
2. The students participate and collaborate actively.
3. The technique accommodates any types of learners including both extrovert and introvert students.
4. It is a fun learning activity.

## CONCLUSION

### a. Conclusion and Recommendation

After conducting this technique in the classroom, several results drawn. There is an improvement in students speaking test score KD 4.6 before handling WARM technique and after applying the technique. The result of evaluation shows that before using the technique, students mean score was 74. This was slightly above the passing grade or parameter or the Minimum Achievement Criteria, or KKM for short, which was 70. After applying WARM technique, the score was 82. The result indicates that WARM technique could improve students speaking skill of class X BB SMA Negeri 1 Batang Anai.

Furthermore, if we pay attention to the learning process, the students were more active in speaking English in this case was asking and answering questions about the activities they did in the past and those they have done. All students were speaking English actively. They seemed to enjoy the activity. They moved, walked, asked and answered, then reported and mentioned the result which made learning process became more enjoyable.

As an addition, students practised working together which could increase their self esteem and responsibility. Four 21 century skills, namely critical thinking, creativity, collaboration and communication as demanded by curriculum 2013 could be reached through this technique. Interestingly, literacy activities such as; reading, writing and reporting the findings could be done through this technique.

Based on the implementation of WARM technique conducted in SMA Negeri 1 Batang Anai, some conclusions can be explained:

1. There is a positive affective change in which almost all of the students involve themselves and participate actively in asking and answering list of statements that should be changed into questions they have to finish.
2. There is a positive correlation between students active participation in which the more the students participate the more the psychomotoric score they get compared to common conventional technique (score attached)

Based on writer's experience in conducting WARM technique, several recommendations can be proposed while handling the technique. Teacher should limit the time used in this activity because some students paid less attention about the time to accomplish the task. When the time was over, few students could not finish the question list in their own card. Besides, teacher is recommended to give such kind of reward for the students who can finish the activity fast in order to motivate them.

1. Teacher should match the statements to the real condition in the classroom. This is done to make the activity and the questions more real and 'alive'.
2. Teacher can motivate students to have more self confidence in doing oral communication in English as a result of handling fun and enjoyable learning technique.
3. Teacher can apply WARM technique to other materials and subjects which aimed to improve students oral communication.

#### **b. Lesson Learned**

Some obstacles were found while the writer implemented this technique in the learning process in the classroom. Some of them are:



1. The class was crowded since students were busy talking or communicating quite loudly in order to be heard by other friends. This condition sometimes disturbed other classes. To solve the problem, the teacher asked the students not to talk too loudly and closed the door as well.
2. At the beginning of the activity, there were some students who were not able to create the questions well and they tended to annoy others. Moreover, few of them just read the statements without substituting them into questions form. In the mean time, they cheated their friends' answer. To handle the problem, the writer tried to approach and reminded them to ensure that they have done as the instruction given.
3. Students' mobility also became a problem in handling the technique because they stood to any directions in the classroom to find their friends. Limited space movement was another thing because of the chair and table arrangement which was not so conducive to conduct the activity. In order to handle the problem, the writer asked the students to rearrange their sitting arrangement so that it could give the space for the students to move freely and accomplish their task. Another alternative is by inviting them to do the activity outside the classroom.
4. Time allocation provided for general English which was 2 hours in a week was also an obstacle. That is why the writer also made use of extra curricular time in handling the activity.

Besides the problems above, there are several supporting factors in conducting the technique. Those factors are:

1. There was support from the students who were active, cooperative and creative in the learning process.
2. The writer's colleagues were willing to discuss and gave suggestions and critiques in the learning process.
3. School stake holders also supported by providing the facilities needed, for example free-wifi which could be used to find information on internet, learning tools for multiplying cards given to students, LCD projector to display the items to support learning process.
4. Corporationship and support from the head master who always supported school teachers in improving their competency and skill in teaching is the other factor.

In applying WARM technique which is significantly able to improve oral communication ability of the students in using English, the writer proposes some developmental alternatives that can be conducted and have positive effects to the students, the writer herself, colleagues, and stakeholders in education. The alternatives are as follows:

1. The students have sufficient knowledge on how to use past tense versus present perfect tense practically and grammatically. Thus, we can apply it to other skills instead of listening skill. Writing skill is one of the alternatives. Students can ask and answer the questions about his/her activity occurred in the past time interchangeably. After that, they can write a written report of the topic they have discussed. To conclude, the technique can be used as a form of achievement for the students.
2. The technique can be used as a competitive internal event in the class which encourage the students to compete fairly by giving reward to the ones who can complete their card fast and accurately. Teacher may also give an appreciation and verbal reward for example by saying *You did it, Congratulation on being the winner, You have done a very good job*, and other motivating words. In the long run, students' motivation in learning English improves significantly.
3. WARM technique can also be used in other subjects like bahasa Indonesia or others. This alternative development is possible since the essential of handling the technique is to improve oral ability of the students.
4. To the writer herself, the implementation of this technique can be used as an alternative teaching technique and an extracurricular activity through English club where students have a big portion of time allocation to practise speaking English.
5. Since WARM technique can give contribution for English teachers in their teaching and learning process, the writer can write her personal experience in the form of *best practice* or a Classroom Action Research or record their activities as their scientific writing in the form of video to be used as a reference for other English teachers to try this technique in their class and school.

***Find Someone Who/Whose....***

No.	Activity	Names
11.	Watched TV last night	
12.	Chatted with a friend via social media	
13.	Has ever been to Bali	
14.	Has written a journal	
15.	Submitted his/her biology project	
16.	Cut his/her hair short last week	
17.	Visited his/her hometown last weekend	
18.	Checked his/her e mail last night	
19.	Has presented his/her English group assignment	
20.	Called a relative yesterday	

*Find Someone Who/Whose....*

No.	Activity	Names
1.	Watched TV last night	
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3.	Has ever been to Bali	
4.	Has written a journal	
5.	Submitted his/her biology project	
6.	Cut his/her hair short last week	
7.	Visited his/her hometown last weekend	
8.	Checked his/her e mail last night	
9.	Has presented his/her English group assignment	
10.	Called a relative yesterday	

**Test Score**

**Class X BB****Conventional Technique KD 4.6**

<b>No.</b>	<b>Student's Name</b>	<b>M/F</b>	<b>Score</b>
1.	ADE INDRA SAPUTRA	M	60
2.	AFNI DINIARTI	F	63
3.	AHMAD FARID	M	60
4.	ALVIN LIE	M	79
5.	ANGGUN MELIYA AZZANI	F	79
6.	ANIL AYDHA	F	76
7.	DEPAYZA NURUL PUTRI	F	80
8.	DIKI RAHMAD HIDAYAT	M	65
9.	FAJRI JUNAIDI	M	64
10.	FISTA AMELIA SARI	F	77
11.	GUSWIRA HANDAYANI	F	80
12.	JELYA ANDIKA PUTRI	F	63
13.	MARIANI	F	62
14.	NANDA PRAMITA S.	F	79
15.	NATASYA LUMONGGA	F	81
16.	NELVA ALI YANI	F	76
17.	NICHO VANALDO GENDI	M	65
18.	NUR SALMAH	F	81
19.	PANJI OKFRIANTO	M	65
20.	PUJA NOVITA SARI	F	80
21.	RIJA ANGGELIA PUTRI	F	80
22.	RINA PURNAMA SARI	F	77
23.	SARI BAGANTI	F	77
24.	SELVIA RESTETI NENGSIH	F	66
25.	SHERLY DIRRAHMADENITA	F	82
26.	SHINTA CLAUDIA ANISA	F	82
27.	SISI TRIWAHYUNI	F	76
28.	TALITA KENANGA PUTRI	F	79
29.	TARA WIDY TRISMA SAIT	F	79
30.	TASYA ELVISYA	F	81
31.	WIDYA SWARA	F	79
32.	YOGI SETIAWAN	M	79
	Mean Score		74

**Test Score**

## Class X BB

## WARM Technique KD 4.6

No.	Student's Name	L/P	Score
1.	ADE INDRA SAPUTRA	M	69
2.	AFNI DINIARTI	F	80
3.	AHMAD FARID	M	77
4.	ALVIN LIE	M	86
5.	ANGGUN MELIYA AZZANI	F	87
6.	ANIL AYDHA	F	80
7.	DEPAYZA NURUL PUTRI	F	81
8.	DIKI RAHMAD HIDAYAT	M	79
9.	FAJRI JUNAIDI	M	82
10.	FISTA AMELIA SARI	F	80
11.	GUSWIRA HANDAYANI	F	85
12.	JELYA ANDIKA PUTRI	F	79
13.	MARIANI	F	70
14.	NANDA PRAMITA S.	F	85
15.	NATASYA LUMONGGA	F	86
16.	NELVA ALI YANI	F	77
17.	NICHO VANALDO GENDI	M	79
18.	NUR SALMAH	F	87
19.	PANJI OKFRIANTO	M	72
20.	PUJA NOVITA SARI	F	85
21.	RIJA ANGGELIA PUTRI	F	87
22.	RINA PURNAMA SARI	F	86
23.	SARI BAGANTI	F	81
24.	SELVIA RESTETI NENGSIH	F	70
25.	SHERLY DIRRAHMADENITA	F	93
26.	SHINTA CLAUDIA ANISA	F	90
27.	SISI TRIWAHYUNI	F	84
28.	TALITA KENANGA PUTRI	F	83
29.	TARA WIDY TRISMA SAIT	F	87
30.	TASYA ELVISYA	F	90
31.	WIDYA SWARA	F	89
32.	YOGI SETIAWAN	M	87
	Mean Score		82

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