



STUDENT PERCEPTIONS ON THE USE OF WARMING-UP ACTIVITIES TO INCREASE LEARNERS' MOTIVATION IN ENGLISH CLASSES

Nailah Faizah¹, Afidah Safriani², & Aulia Drifani Kurniasari³

^{1,2} UIN Sunan Ampel Surabaya, ³ Universitas Negeri Surabaya, Indonesia

¹ nailahfaizah17@gmail.com, ² afida.safriani@uinsby.ac.id, ³ aulia.drifani@gmail.com

Abstract:

A major challenge in modern education is maintaining student attention, which has been found to diminish considerably faster than in previous decades. Considering these challenges, educators must incorporate imaginative and captivating activities to attract and maintain learners' focus. One effective method is to incorporate warming-up activities at the start of lessons to enhance student motivation and engagement. This study aims to investigate high school learners' views on the effectiveness of these activities in English classes. Utilizing a quantitative research design, data were gathered through structured questionnaires distributed to 79 randomly selected 10th and 11th-grade learners from a public school in Sidoarjo. The questionnaire addressed two key areas: the implementation of warming-up activities in English classes and the effectiveness of warming-up activities in Increasing motivation in English classes. The results indicated that most learners find warming-up activities advantageous for shifting into a learning mindset, increasing classroom engagement, and creating a positive learning environment. Furthermore, learners reported heightened motivation and participation when these activities were included. The study concludes that incorporating warming-up exercises into English lessons is essential for enhancing student motivation and should be regarded as a vital component of effective teaching strategies in EFL classrooms.

Keywords: *Perception, Student's Motivation, Warming-up Activities*

1. INTRODUCTION

The increasing prominence of English as the global language of communication requires reevaluating pedagogical approaches in EFL (English as a Foreign Language) contexts, such as Indonesia. The Indonesian Government's decision to introduce English instruction from elementary school through university highlights the importance of language learning. Incorporating engaging activities becomes essential to maximize the efficacy of language acquisition in this environment (Zakaria, 2021). The widespread use of English highlights the need for engaging and effective language learning methods.

The major challenge in today's classroom is holding learners' attention, which studies show fades much faster now than in past decades. Research indicates that learners often lose focus within the first ten to fifteen minutes of a lecture (Bradbury, 2016; Mustafa Kurdi & Sabah Meena, 2023). In addition to shortened attention span, modern classrooms are filled with distractions that make it even more challenging to maintain student engagement.

Considering these challenges, educators must bring creative and engaging activities that capture and hold learners' attention. Starting a lesson with a strong hook can set the stage for active participation and a more focused learning environment. As defined by (Mustafa Kurdi & Sabah Meena, 2023), student engagement encompasses the level of attention, curiosity, interest, optimism, and enthusiasm that learners display in their learning process.

Implementing warming-up activities at the start of lessons is a helpful approach to boost student engagement. Warming-up refers to simple activities carried out with



learners at the beginning of learning. Starting a class with a warming-up activity can enhance student engagement, foster a welcoming atmosphere, boost student involvement, capture their interest, and more (Safriyani R., Mahsunah, M., Munawwaroh, A., Usva, A. T. H., & Nuriawarti, F. A., 2020). In line with (Allwright, 1984), warming-up activities aim to engage learners, helping them set aside distractions and get ready to concentrate on subsequent tasks either independently or in groups (Lengari & Pavita, 2023). Warming-up activities benefit learners and educators as they prepare for class, mainly when dealing with learners who may lack the motivation to learn English. Warming-up exercises can spark learners' interest in learning, fostering a positive attitude toward the upcoming learning session.

The implementation of warming-up activities in the classroom offers many benefits. Based on the author's experience as a pre-service teacher, where games and videos have been implemented as warming-up classroom activities, these activities have proven to be highly effective in engaging learners and increasing their participation, especially during the final hours of the school day. Warming-up activities not only make the learning process more enjoyable but also help foster closer relationships between learners and educators, thereby enhancing the overall quality of the learning environment.

In addition, research indicates various warming-up activities, not just games and videos. According to Andy and Cortnie Brooks (2017), there are a lot of fun activities to warm up the learners, including Question and answer sessions, role play, games, pictures, videos, storytelling, and more (Mukarromah, 2019). Among these warming-up activities, games are frequently mentioned as they can enhance student interest, motivation, and excitement. et al. (2014) corroborated this, adding that incorporating games into language instruction is believed to increase students' interest, motivation, and eagerness to study. In addition to this, adding games to the classroom gives the learners a more memorable, fun experience. Moreover, in education, properly implementing games engages and motivates learners.

The evidence above clearly demonstrates the significance of warming-up activities, which improve the learners' motivation and make it easy to have focused learning. Explain that motivation is an inner drive that pushes someone to take action. Furthermore, motivation plays an important role in students' learning process because motivation is a key factor closely related to their success in learning and mastering a new language (Lengari & Pavita, 2023).

Motivation can be categorized into two primary forms: intrinsic and extrinsic. Intrinsic motivation is the drive that comes from within, fueled by personal satisfaction, genuine interest, or simply the joy of doing something. Intrinsic motivation includes many things, such as the individual's personal goals, interests, needs, and hobbies. On the other hand, extrinsic motivation is a type of motivation that is influenced by broad factors; this includes things like rewards, grades, praise, and or recognition. This desire also occurs when the person hates negative results, like punishment or failure (Hariyati et al., 2020). These motivations are important factors for assisting students towards their goals, and both can be motivated by the design of engaging activities.

Motivation is an emerging force that motivates a person to do something or not to do the behaviour (Alizadeh, 2016; Purnamasari, 2022). It is particularly in helping students stay within the flow, tackle obstacles, and continue to put effort into language acquisition. According to Dörnyei (2001), motivation leads students to be more active and use more effective learning strategies in the process and are better at dealing with setbacks.

This highlights the need for a classroom environment that encourages motivation, and one effective way to do this is by starting with a warming-up activity that gets students excited about learning.

Understanding how a student's attitude can shape their learning experience is important. The researcher found that many learners learning English as a foreign language may have varying levels of involvement in classroom activities due to their attitudes toward learning. This variation in perspective can significantly affect their behaviour and engagement in class. The definition of perception, according to (Lengari & Pavita, 2023), is the process of receiving, selecting, organizing, and interpreting information from the external environment to give it meaning for individuals. Qiong, as stated in (Suyadi & Aisyah 2021), defines perception as the process involving the conscious human mind drawing from the surrounding environment. It entails understanding the meaning of stimuli while sensing objects, events, or relationships among symptoms, which are then processed by the brain. According to Robbins (Fitriana & Nurazni, 2022), perception is similar to an impression each person receives through sensing, interpreting, and analyzing to create understanding.

Furthermore, several factors influence perception. According to (Stephen P . Robbins, Timothy A . Judge, n.d.), there are three primary factors: characteristics of the perceiver, characteristics of the target being perceived, and the context of perception. The first factor is the perceiver. This refers to the person doing the perceiving, similar to the subject of a study. Their attitudes, motives, interests, experiences, and expectations all significantly shape how they interpret the world around them. The second influencing factor in perception is the target, which refers to the person or Object being perceived, similar to the Object of a study. When the subject holds a favourable opinion of the target, their perception tends to be positive. Meanwhile, when the subject's sentiment towards the target is hostile, their perception tends to be negative (Stephen P . Robbins, Timothy A . Judge, n.d.). Finally, the situation in which perception occurs, including factors such as time, work setting, and social environment, plays a crucial role in shaping the perception process.

Research on warming up in English classes is frequently undertaken, especially considering the significant transformations in English language learning over the last decade. However, research examining the impact of warming-ups on motivation remains quite limited. In 2023, Lengari and Pavita, this study explored learners' perceptions of warming-up activities in Maritime English classes. Conducted at Akademi Maritim Nusantara in Cilacap with 18 engineering learners, this descriptive-qualitative research revealed that warming-up activities significantly enhanced student motivation. The study utilized questionnaires to evaluate perceptions in three key areas:

warming-up principles, background knowledge, and motivation. In the preceding years, particularly in 2019 (Mukarromah, 2019), the impact of warming-up activities on enhancing learners' metacognitive knowledge in English as a Foreign Language (EFL) classrooms was investigated. The research included interviews with six English educators from Surabaya. Findings indicated that warming-up activities, like games and storytelling, were beneficial in helping learners predict information, assess their learning progress, and cultivate self-regulated learning habits. Another study about warming-up activities conducted by (Randy Zakaria, 2021) investigated the incorporation of games as warming-up activities in English language teaching at Inggris Village Singosari. The research utilized three main data collection methods: questionnaires, observation checklists, and interviews. In this study, twelve learners and three Smart Holiday English Camp trainers engaged in games such as identity cards, word arrangement, and guessing games. These activities were deemed appropriate for the learners' age and language proficiency, resulting in enhanced lesson comprehension, increased self-confidence, and greater motivation to learn English.

Although the previously mentioned studies concentrate on participants' views regarding warming-up activities, none have specifically investigated how warming-up routines affect the motivation of high school learners. This research gap is significant, given the essential role motivation plays in academic success and overall student well-being. Considering the beneficial effects of warming-up activities on learners, additional research is essential to examine their impact across all educational levels. This is especially important for high school learners.

Hence, This study aims to explore learners' perspectives on using warming-up activities in English classes. Given the aspects discussed earlier, the primary research question of this study was: 1) What are learners' perceptions of the implementation of warming-up activities in English classes? 2) How do learners perceive the effectiveness of warming-up activities in enhancing their motivation in English classes? The research will be conducted quantitatively, distributing questionnaires via Google Forms to 10th and 11th-grade learners. The questionnaire, adapted from (Lengari & Pavita 2023) study on Maritime English II classes, employs a Likert scale to gauge student perceptions.

This study explores students' perspectives on using warming-up activities in English classes, mainly how warming-up activity affects their motivation and engagement in class. By looking at students' opinions, we aim to understand how practical these activities are in class. Learning from students' insight is key to boosting their involvement and helping teachers create strategies that meet all learners' needs.

2. METHOD

The present study investigated the influence of warming up activity in English Class on students' motivation. To this end, a quantitative approach was used, with numerical data from the sample of 79 participants. This methodology was indeed valuable and helpful in revealing patterns and correlations from the data. The structured

questionnaire is designed to gather consistent and comparable responses for subsequent statistical analyses.

The study was conducted on 10th-grade and 11th-grade students of a public school in Sidoarjo. The researcher selected these grades to gather information from students at several stages in their high school careers that might help the researcher gain broader insight into what motivates them to participate in warming activities. We were randomly chosen from various schools to represent different ability profiles and various language learning interests. The diversity adds to the perspective of the researcher in relation to different students' perceptions and applications of getting ready tasks during their classes.

Data was gathered through an organized survey form that was adjusted from research carried out by (Lengari & Pavita, 2023), which is focused on maritime english II classes and followed up with Likert scale questions for this study. All responses were valued between 1 (strongly disagree), 2 (disagree), 3 (agree) and 4 (strongly agree). This method also measures opinions and perceptions easily, which is very useful for the statistical analysis of data.

The questionnaire covered two major areas: The first focus was to find out what role warming-up plays in english classes; this part investigated students awareness of warming-up activities and their previous experience with regards to warming-up activities which pertains to experiences toward product oriented system. The second measures — motivation and warm-up activities; this portion evaluated the effects of warming-up activities on students' movement and engagement lessons. Through the responses, the researcher will learn about the impact of warming up activities on students' motivation to participate in english classes.

In this research, the researcher uses descriptive statistics to get a clear overview of the overall trends in how students feel about warming-up activity in their english classes. The researcher created a modified questionnaire focused on important factors to understand how warming up activity influences students' motivation and engagement during english classes.

3. FINDING AND DISCUSSION

In this part of the study, the researcher presents the findings from the data analysis related to the issues that have been identified previously. The questionnaire consists of 20 questions, but some statements are not shown in this result because the statement's meaning is shown in other statements. The questionnaire is organized into two main indicator categories: the role of warm-up activities in English classes and indicators related to motivation and warm-up activities.

3.1 Learners Perceptions of the Implementation of warming-up Activities in English Classes

3.1.1 Learners' Understanding of Warming-up Activities

The first category focuses on the warming-up principles and includes five questionnaire items to assess key aspects associated with warming-up principles. The statements and the results of the questionnaire are as follows:

Table 1 Learners' Understanding of Warming-up Activities

Statement	Strongly Disagree	Disagree	Agree	Strongly Agree
S1. I don't think warming-up activities are the main focus of our English class.	6%	55%	38%	1%
S2. I think warming-up activities are connected to what I learned in English class.	0%	8%	76%	16%
S4. I don't think warming-up activities take up too much time.	2%	9%	71%	18%
S5. Warming-up activities help me find out more about what we will learn in English class.	0%	9%	59%	32%
S10. Warming-up activities help me understand what we're supposed to learn in English class.	0%	2%	70%	28%

The table above presents respondents' answers regarding warming-up principles, which consisted of five questionnaire items designed to evaluate crucial elements linked to warming-up principles. The table indicates that a majority of student reported not perceiving warming-up activities as the primary focus of their English class. The survey findings reveal that most learners do not view warming-up activities as the primary focus of their English lessons (Statement 1). This is evident from the 61% who disagreed. Although 39% of the participants perceived warming-ups as a key element, this resonates with the idea that warming-up activities usually start a class, engage learners, boost their enthusiasm, and encourage active involvement in the English session. So, it can be said that most learners already understand that warming-up activities are not the main focus in English classes (Khalaf, 2023)

Educators can implement warming-up activities as an effective strategy to assist learners in recalling previously learned material. This perspective is shared by learners, as shown by statement number 2, where 81% show agreement. Additionally, the responses to statements 5 and 10 indicate that warming-up activities help learners remember past lessons and prepare them for the upcoming material. This is reflected in the agreement rates of 91% and 98%. Moreover, learners acknowledged that these exercises were efficient in terms of time, consistent with the researcher's findings on adaptable warming-up routines that can accommodate different classroom schedules and environments; it can be seen that most learners agree (89%)

with S4. Warming up activities requires careful time management. If they extend too long, valuable time is diverted from the primary lesson focus, leaving the learners with limited time to grasp the new subject (Diril, 2015).

3.1.2 Learners' Perception of Warming-up Activities in English Class

This section, titled "Learners' Perceptions of the Implementation of Warming-up Activities in English Classes," explores learners' perceptions regarding the use of warming-up activities in English language classes. The second category focuses on the role of warming-up activity. It includes six questionnaire items to assess the effectiveness of warming-up activities in English classes from the student's perspective. The statements and results of the first section of the questionnaire are displayed below:

Table 2 Student Perception of Warming-up Activities in English Class

Statement	Strongly Disagree	Disagree	Agree	Strongly Agree
S6. Warming-up activities help me link what I already know with what I'm about to learn.	1%	8%	70%	21%
S8. Warming-up activities help me trust my classmates and my English teacher more.	0%	13%	67%	20%
S9. Warming-up activities help me feel more comfortable with my classmates in English class.	1%	5%	62%	32%
S15. I like it when our teacher starts English class with warming-up activities.	3%	1%	52%	44%
S17. I think warming-up activities are really important in learning English.	2%	11%	65%	22%

The second category is about student perceptions of Warming-up activities in Class. Learners overwhelmingly reported positive experiences with warming-up activities in English class. As mentioned, the table indicates that warming-up activities enhance learners' understanding of previously covered and upcoming lesson content. This assertion is supported by student responses to statement 6, where 81% expressed agreement and only 9% indicated disagreement.

Furthermore, around 90% of respondents, or 71 individuals, noted that warming-up activities enhanced the classroom atmosphere. This was reflected in their responses to statements 8 and 9, where (87% and 94%) respectively agreed that warming-ups promoted trust among classmates and

educators. In addition to improving the classroom atmosphere, warming-up activities significantly heightened learners' enthusiasm for learning English. Furthermore, 96% of learners agreed that these activities fostered a more enjoyable classroom environment (statement 15). Furthermore, 87% of learners agreed, and 12% disagreed with statement 17, indicating that they considered warming-up activities important. All the data above indicates that learners perceive warming-up activities as beneficial from various perspectives.

Learners typically view warming-up activities in English classes as a beneficial part of the learning process. According to feedback, these activities act as effective ice-breakers, aiding learners in transitioning to a more focused and engaged mindset for learning English from their previous activities or states of mind. Learners appreciate that warming-up tasks are interactive and engaging, involving activities like games, brief discussions, or creative exercises, which they find enjoyable and less intimidating than formal lessons.

Moreover, learners pointed out that these activities create a relaxed environment where they feel at ease participating and making mistakes, which they believe is essential for language learning. The variety of warming-up activities was also praised as a positive element, as it adds excitement to the classes and works for all kinds of learners.

3.2 Learners' perceptions of the Role of Warming-up activities in Increasing Their Motivation in English Classes

Table 3 The Role of Warming-up Activities in Increasing Learners' Motivation in English Classes

Statement	Strongly Disagree	Disagree	Agree	Strongly Agree
S3. Warming-up activities helped me get into English mode, remember what I learned before, and pay better attention during class.	1%	5%	59%	35%
S7. Warming-up activities make the class feel more positive and make it easier for me to join in.	0%	5%	50%	45%
S11. Warming-up activities are beneficial for me even when English class material is challenging	6%	20%	64%	10%
S13. Warming-up activities make starting English class more fun and interesting.	1%	0%	52%	48%



S16. Warming-up activities make me more active in learning English.	0%	11%	62%	27%
S18. When my teacher gives us warming-up activities, I get more interested in learning English.	0%	8%	57%	35%
S20. I pay good attention and focus on the warming-up activities our teacher gives us at the start of English class.	0%	5%	70%	25%

Most learners indicated that warming-up activities eased their shift into an "English mode, suggesting that warming-up activities effectively prepared them for the lesson. Furthermore, these activities helped reinforce prior learning and improved their attention span during class. This is supported by the responses to statement number 3, where 94% of learners agreed.

Warming-up activities have been shown to enhance learners' extrinsic motivation significantly. This is reflected in the responses of participants, where 95% indicated that these activities fostered a more positive and inclusive classroom environment, facilitating easier participation. Specifically, 95% of respondents agreed with statement 7. Although opinions on the efficacy of warming-up activities differ, most participants (74%) found warming-up activities helpful, even when engaging with difficult material. In contrast, only a small percentage (26%) felt that warming-up activities were less effective in these contexts.

Furthermore, learners agreed that warming-up activities enhance the enjoyment of English classes (Statement 13). A substantial portion of respondents, more than 90% of learners, noted that these warming-ups made English lessons more engaging and sparked a greater interest in learning (Statement 18). Moreover, 85 percent of students mentioned that engaging in up exercises motivated them to be more involved in learning (Statement 16). Additionally, learners expressed concentration and attentiveness in their classes because warm-up activities were included at the start of the lesson; this was supported by a 95 per cent agreement rate, for statement 20.

Research indicates that commencing English lessons with up exercises can significantly enhance student motivation and participation. These conclusions are consistent with a study conducted by Safriyani and colleagues in 2020 that emphasized how a warm-up activity can increase class engagement and foster an environment that prompts students to participate and remain attentive during lessons. Numerous students have expressed the effectiveness of the up activity. Have shown a preference for classes that incorporate such activities at the beginning. Filogna et al.s research in 2020 also backed the results, which highlighted that inner drive stems from passions and wishes. Warm-up exercises enhance the ambiance in a classroom that usually extends to the lesson. It also facilitates student engagement effectively. Many of students confirmed that having a

fun or interesting start at the beginning of an activity increased their willingness to seto participation and enhanced their focus on the material during the English class. This can be backed by Allwright (1984), who states that warming-up refers to the initial motivation activities in which a student could help focus their interest and get away from other distractions from lessons held in individual or group. Findings imply that warming-up activity is beneficial as it reduces the fear and anxiety experienced during language learning, which enables learners to be more open to the learning material.

Moreover, students have recognized that warm-ups are integral in cultivating classroom community. This knowledge activity helps build friends among peers and encourages them to participate more through group work and interaction. Students are more motivated to learn when they feel accepted and supported by their peers. These research results further highlight the motivational power of warming up activity. They promote instant engagement and are useful for keeping motivation throughout the lesson. These results are consistent with (Eragamreddy, 2013) research that warming-up activity enhances classroom diversity where people learn within their sights or curiosity is aroused; students become focal in attention, and they feel a sense of purpose and motivation.

4. CONCLUSION

Warming up (or warm-up) is a basic but effective activity teachers do with students at the beginning of a lesson. It has been proved that starting a lesson with an icebreaker can help improve student attention, create a friendly environment, encourage learners to be active participants, and arouse interest (Safriyani et al., 2020). Motivation is one of the primary areas relevant to language education philosophy in terms of how students are actively and reactively engaged with the learning process by adopting a wider range of learning strategies. The present study investigates how warming-up activities can improve learners' motivation in English classes.

The results show that students see warm-up activities simply as a starting point of the lesson and as an effective transition and a method to create an inclusive environment. These activities should be interactive and diverse to lower anxiety and maximize participation, which are fundamental steps in enabling real language acquisition. The good reception of warmers is consistent with language learning theories that emphasize lowering affective filters and facilitating a low-anxiety classroom where students can comfortably acquire the target language. Therefore, implementing a fun and recreational activity before embarking to learning activities will enhance students' performance in the language process.

Moreover, warmers have a substantial motivational impact. These activities were reported to elicit immediate participation and help sustain motivation during the lesson. This confirms that motivation is a key determinant in successful language learning and that a positive emotional climate has a profound effect on students' willingness to approach material.



The findings indicate that warm-up activities should be integrated into educators' practices cautiously, particularly in the language learning environment where anxiety and motivation play a vital role. Long-term research on the activities' ability to bring improvement in and retention of language and whether they are effective across different educational contexts in varied populations of students would help better to understand their wide general benefits for all learners.

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