

## WARMING-UP FOR READING AS A STRATEGY FOR EFL CLASSROOMS

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### ABSTRACT

This article was aimed at implementing teaching reading by using warming-up for reading (WFR). It introduced reading warm-up activities. This might help many reading teachers looking for practical solutions to improve and encourage them to design their own reading materials. WFR was a good way to improve students' reading comprehension and aided in the teaching and learning process. Teachers monitored students and helped them clear their doubts as they read. The students participated actively, reading the text, writing questions, and predicting. Teaching reading was not an easy task because reading was complex. This article did not only provide reading activities but also showed why reading warm-ups should be theory-based reading activities.

**Keywords:** reading materials, warm-up activities, reading activities

### 1. INTRODUCTION

Reading can help us learn about a wide range of topics. It helps you explore new areas of knowledge and learn more about anything you are interested in. we can find books on almost any subject that we can imagine, dive in and start learning. Reading things that interest your students can help them learn more about themselves. It can make them a better writer and speaker. Reading skills can help us achieve our objectives by customizing the way we read. If we choose the right reading skills, it will enhance the reading process and help us achieve our goals.

Reading English is an important part of language learning because it helps students develop other related skills like grammar, vocabulary, and writing. Reading allows language learners to explore topics that they love and stories that engage them. Learning English is not

just learning vocabulary and grammar. It also involves mastering such skills as listening, speaking, writing and reading. It will not be an exaggeration to say that reading is one of the most important skills in learning English.

There are several reasons reading is important to master this skill. First, reading is a great way to expand vocabulary. As students read, they will come across many new words. They may not even need a dictionary because they can understand these words from the context of the book. They can remember many new and familiar words very well because they are repeated many times in the book. As we know, repetition is the key to transferring information from short-term memory to long-term memory. This they can increase their vocabulary while reading and remember better. Second, reading is very good for your students'

grammar. Just like vocabulary, when reading a book, we come across familiar and new grammatical structures in different contexts. Also, many times we come across some constructions that extend the grammar and memorize it.

Teaching my students to reading lessons, the writer have discovered that by searching for better teaching methods; it is possible to create better materials and improve the effectiveness. One of the most useful activities is a reading warm-up.

Reading is important for learning. What makes reading unique is that you can learn other aspects of the language. For example, you can read definitions of words, explanations of grammatical structures, writing guides, or general advice on how to improve your English. Good reading comprehension is required to succeed at it. Teaching through reading allows students to connect with their teachers and have a rich learning experience. Many researchers have focused on the positive aspects of why books are an integral part of the language curriculum.

## **2. OVERVIEW OF RELATED THEORIES**

### **2.1 Definition of Reading**

Reading is one of the language skills which is important for every individual. By reading, one can interact with feelings and thought, get information and improve the science knowledge. According to Tarigan (1998:7) reading is a process which is used by a reader in order to get the purpose of the writer through the written words. Thordike in Nurhadi (2016: 13) argues that reading is a process in thinking. It means that when a reader reads a text; he uses his brain to think and reason out.

### **2.2 The Importance of Reading**

Reading is one of the most important aspects for students to learn English. According to Ramelan (1990:1), reading is a good activity for students because it is crucial, as the success of their studies depends on their reading ability. Reading plays an important role in our lives. Through reading, we can explore the world, minds and ideas of great people from the past to enrich our knowledge.

### **2.3 The Ways of Reading**

Through reading, students meet and become acquainted with the new synchronic linguistics structure, and they may widen their vocabulary. Silberstein (1995: 25) states that reading is a complex information processing skill in which the reader interacts with the text to (re)generate meaningful discourse. This means that reading is an essential skill. Students must be able to understand and understand written material.

Grellet (1984:4) proposed some key reading methods to improve students' ability to process complex information.

#### **a. Skimming**

Skimming involves reading by scanning text with your eyes to catch the essentials. The purpose of skimming is to see a text. Readers skim to satisfy a very general curiosity about a text. It also helps the reader realize his thoughts and specify the information he can get from a book, so that his later reading will be more effective.

#### **b. Scanning**

Scanning occurs when a reader scans text to find specific information. It comprises the following steps:

1. Decide what keywords to search for.
2. Find these words in the text.
3. After finding each word, read the whole sentences to see if it

contains the information you are looking for.

4. If so, don't read any further. If not, continue scanning.

#### c. Extensive Reading

Extensive reading is reading long texts for your own enjoyment. This is an activity that is concerned with global understanding. Students of this type are free to choose to read material that interests them. In this course, they do almost all reading outside of class without the help of a teacher. Texts are always read to understand the main idea, not every word of detail.

#### d. Focused Reading

Focused reading is reading short texts to extract specific information. This is the exact activity that involves reading the details. In this course, they read carefully each text and for maximum understanding.

### 2.4 The Reading Models

Reading models can describe the interactions between readers, texts, and writers. According to Aebersold (1997:18), there are three main models of reading.

#### 1. Bottom-up theory.

The reader composes the text from the smallest units (letter to word, sentence, sentence, etc.), but composing the text from these smaller units is so automated that it left the reader wondering how it works.

#### 2. Top-down theory.

Readers bring a wealth of knowledge, expectations, assumptions, and questions to the text, and along with a basic understanding of vocabulary, continue reading as long as the text supports their expectations.

#### 3. Interactive School of Theory.

Both top-down and bottom-up processes occur simultaneously. These theorists describe processes that move both bottom-up and top-down depending

on the type of text, reader background, language level, motivation, use of strategies, and cultural beliefs about reading.

### 3. Theory of Warming-up for Reading

Sequero (1998:29) states that the warm-up for reading (WFR) technique is an activity that is contained in one worksheet. Versatile for any text, audience, and level. The style of the worksheet, with lines to fill in and boxes to tick off, seems to motivate students as it encourages them to fill in and makes the task look simple. It contains clear instructions aimed at making the activity self-sustaining. Activities that can be done with little or no teacher help.

Rahayu (2013) states The Warm-up for Reading (WFR) technique is one technique for teaching reading and can combine reading with learning. Warming up for reading (WFR) techniques is a solution for motivating students to read. The technique is very simple, just use a worksheet as one of your media activities. This activity can be done with any type of text, different age groups, and any education level.

The format of the worksheet is very simple and it can give the impression that students could complete it. This is important to motivate students and build confidence. Worksheets provide clear instructions. This technique can be done individually, so it is a very student-oriented activity center. This working paper provides assignment names and types (individual assignments and group assignments) to facilitate assessment of actions and monitor student activity.

Warm-up to read is an activity that takes within a single sheet. We can use it with any text, object, and level. The worksheet style, with fill-in-the-blank lines and check boxes, seems to motivate students because it prompts them to complete and makes the task look simple. It includes clear instructions intended to

make the activity self-contained, meaning an activity that students can do with little or no help from the teacher.

The worksheet also provides space for students to write their name (one or two: work individually or in pairs), date, and class number. This can be useful for assessment and for teachers to keep track of completed activities. The students write the title of the text, given by the teacher in the blanks. It's important to point out that leaving blank space for headings makes the spreadsheet flexible enough to be used with any text.

#### **4. DISCUSSION**

##### **4.1 An EFL Classrooms with Reading Warm-up**

During Warm-up Reading activity, the teacher normally explains the instructions to the students, although they are written clearly on the form. It is always good to introduce the activity so that students feel that you, the teacher, will accompany them through the experience.

In Part 1, the teacher asked the students to name their lessons. Depending on the title, before reading, students need to write the question in English and believe they will find the answer in the text. It is important at this point to tell your students that what they are doing is just speculation and, when they read the text later, their predictions may not be correct. In a separate column next to the question, students also write the words they think appear in the text, following the suggested theme of the title. Teachers should choose headings that provide relevant information about the text. Teachers should also choose narrative text titles that do not contain sarcasm or sarcastic elements. If the selected text does not have an appropriate title, the teacher should change the title to match the activity. The students should know the correct title at the end of the activity.

Ask students to write questions (predictions) in English. Giving students

extra practice in building informational questions (Wh-) in English is very important, especially in reading classes, where students have little opportunity to practice other skills. After completing Part 1, the next step is for the students to read the text. You read and try to see if the questions planned earlier find answers in the text. They also tested whether the vocabulary they predicted occurs in the text. Students must indicate on the reading start sheet whether their prediction is correct. Students often see the task as a challenge, which increases their motivation. Motivational tasks are designed to give meaning to reading (Harmer, 1983). Tobias (1989) argues that motivations and preferences seem to go hand in hand, leading readers to engage in deeper cognitive processing. It is important to emphasize that reading is useful. Students focus their attention on essential information.

To round up this activity, in part II of the warm-up reading worksheet, students have the chance to write the main idea of the text. This section of the activity is very important because during the initial tasks students concentrate on specific information, probably neglecting the general content of the text. Finally, the teacher may discuss the results with the students, checking how many of their predictions were correct. The teacher may also promote a follow-up discussion about the topic of the text. It is important to mention that success in using this technique will depend on the attitude that teachers and students assume during its administration. The next section deals with that specific aspect.

##### **4.2 Roles of Teachers and students**

During the reading activity, the teacher should take the role of facilitator. To keep the group focused, the teacher should monitor all students, helping them to understand the structure and content of the reading passage. Dole, Duffy, Roehler,

and Pearson (1991) say that reading teachers should be mediators between the reader and the text, and the teacher should approach reading activities with the same attitude. In addition, it is important to note that one of the attributes of a teacher's tasks during the post-reading phase is informing students that predictions do not necessarily have to be correct. Teachers should encourage students to call predictions hypotheses and to confirm or reflect on their hypotheses. This strategy can be used to help students who are concerned about the accuracy of their predictions.

Each student's role is to read the text, write the questions, and predict. Since this is a student-centered form, students are responsible for their own learning processes. "The most valuable information is in our students' perceptions and not our own" (Carrell and Eisterhold, 1983:88). Sometimes the reading teacher devotes much time to talk about the reading and the students just listen, but learning to read by reading and working seems to be the most appropriate alternative for the student (Grabe, 1991).

#### **4.3 Warming-up for Reading (WFR) Activities**

We have already talked about the way of and flexibility of WFR. We now move on to WFR's theoretical foundations, another crucial component. It was intending to give students experience with the abilities thought to be crucial for the growth of reading comprehension.

Grabe (1991: 379) lists six general skills and areas of knowledge of reading as part of researchers' ongoing efforts to characterize the reading process.

1. Automatic recognition skills
2. Vocabulary and structural knowledge
3. Formal discourse structure knowledge
4. Content/world background knowledge

5. Synthesis and evaluation skills/strategies

6. Metacognitive knowledge and skills monitoring

The WFR strategy aims for students to develop at least four of the six components. One goal of WFR is to increase vocabulary knowledge, which many authors believe is a critical component of reading. Using headings or text headings to encourage metacognitive tracking of students' knowledge and skills is another part of the activity covered. When waiting for information to arrive. Grabe (1991) refers to skills/strategies as synthesis and evaluation. WFR also works to monitor students' metacognitive knowledge and skills. We also increase students' awareness of the value of using these methods by having students scan material for general meaning, skim details, summarize content, or preview headings. Students then add these strategies to their toolbox.

WFR also uses the student's prior knowledge to understand the text. Many authors show basic information during the reading process. There has been much research done in this area and several authors have emphasized the importance of this reading in the classroom (Grabe, 1991; Carrell and Esterhold, 1988). Pre-reading exercises are useful in reading classes as they are as a resource that teachers can use to stimulate student interest in basic concepts. The first section of the WFR worksheet is a reading questionnaire used in reading studies (Royer et al. 1998).

Mikulecky (1985) also lists some strategies teachers can use. Among the strategies he mentioned are those covered in WFR: previewing, forecasting, questioning (as if you were having a "conversation" with the author), scanning, formulating key ideas, skimming, etc.

## 5. CONCLUSION

Reading strategies, such as anticipating main sentences and stories, lead students into deeper cognitive processes and ensure that reading has a purpose. In this way, students use active reading strategies to direct their attention to the information they need. I encouraged them to keep checking their answers and to feel responsible for their own learning.

There are many benefits for teachers and students. Reading warm-ups keeps teachers busy in class so that students are not bored. In addition, her reading warm-up checks and organizes the student's prior knowledge. WFR was created with the goal of enabling students to practice the skills considered important for their reading development.

While reading non-fiction books, students often come across unfamiliar words and terms. It could be words like decolonization, divestment, or gender inequality. Warm-up activities introduce students to this important vocabulary beforehand and help them better understand the text they are about to read.

WFR is alternative reading material, a framework for teachers to design new reading materials. This is an activity completely contained in one worksheet. It can be used universally with any text, audience, and level. The worksheet style, with lines for writing and boxes for tick marks, seems to motivate students as it encourages them to fill in and makes the task look simple. It contains clear instructions aimed at making the activity self-sustaining. H. Activities that can be accomplished with little or no teacher assistance. The worksheet also has space for students to write their name (1 or 2 names; 1 or 2 working together), date, and class number. This is useful for assessment purposes and for teachers to keep track of activities they already have.

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