

## CHAPTER I

### INTRODUCTION

This chapter provides general outline of this study. It covers background of the study, research questions, purposes of the study, scope of the study, and significance of the study

#### 1.1 Background of the Study

The role of teacher is really important to get an effective teaching and learning activity in the classroom. However, teacher might have different ways in teaching and delivery the lesson. Cooper, J (2011) stated that, "*The effective teacher is one who is able to bring about intended learning outcomes.*" (2011:2.)

Widodo (cited in Nafisah, A: 2013) stated one of the competencies that should be done by the teacher is opening and closing the lesson appropriately.

A study conducted by Azizah, N (2011) investigated teacher's skills in teaching in the classroom and there are eight teaching skills that have to be mastered by a teacher; questioning skills, reinforce skills, set induction and closure skills, classroom management skills, guiding skills, conducting variation skills, explaining skills, and the last is classroom management skills

To achieve a good learning and teaching process, in delivering a lesson there are three phase essential step that teacher have to do, first step is opening the lesson, next is the main activity which is the important part of teaching and learning process to deliver and understand the lesson by teacher and student, the last is the closing, in this part the teacher deals with evaluates the learning process

and gives homework or any assignment that relates with the lesson that have been learnt. Each phase plays important role to the teaching and learning activity for students and teacher.

*“As a process, language teaching and learning in the classroom requires three essential stages or sequences; set-induction (at the beginning), Main activity (during the lesson), and closure (at the end). Each stage has its own purposes, yet the three are interrelated and cannot be separated.”* Dameria, A (2015).

Thus, teacher have to master and complete the phase of activities to achieve a good learning activity.

Montessori, M (cited in Shostak, R 2011) said that,

*“active involvement at the beginning of a lesson can increase curiosity and stimulate student interest in the lesson.”*

According to Scirvener, J (2012:246) said that

*“the beginning of a lesson is crucial. You usually want to set a good atmosphere, re-establish contact with your students and then go straight to the lesson as quickly, efficiently and enjoyable as possible. If something goes wrong at this stage, it can affect all the rest of the lesson.”*

Richards,J and Bohlke,D (2011:9) stated that

*“the activities designed should be able to focus students’ attention, to motivate students, to make links to previous learning, to activate background knowledge, or to preview language or strategies students may need to understand for completing the lesson.”*

From that point of view, opening in learning activity is really essential thing to do by the teacher to prepare students for the focus of the lesson. However, Widodo, et all (2007) stated opening activity oftens determine as an activity which teacher enters a classroom, greeting, and states the topic that will be learnt that day, actually, opening activity should beyond that, needs a creative idea and use varieties activity to open a lesson.

Meanwhile the closure phase is important as well as set induction phase.

*“the closure phase ideally alerts the students that they have reached an important point in the lesson and that the time has come to wrap it up” (Shostak, 2006:99).*

Moreover Widodo stated that closing activity plays an important role in reinforce or evaluate what students have just learned, as well as providing feedback for teachers and for students regarding of learning activities at that time. Closing activity also provides a message by teachers for students about things that are still need to be learned.

Therefore, closing activity must be planned and designed in a good preparation in order to help students make a reflection about the lesson that they have learned. Unfortunately, many teachers skipped this and just let the lesson ends without giving some reflection or follow up for the next meeting due to the time restriction (Hermita, N , et.all, 2013). In addition, Lemlech (1997) in Smith, C and Laslett, R (2002) provided an illustration of a teacher who hasn't thought out the sequence of concluding the lesson and dismissing the class, therefore the students become confused.

Based on researcher experience when took part in PKM (Praktek Kegiatan Mengajar) teachers tend to be more focus on the main activity and neglect the set induction and closure phase. In fact set induction and closure play important role in teaching process.

There are many studies related to this study. First, A study conducted by Nafisah, A. (2013) a qualitative descriptive research, which goals was to find out teacher's set induction and closure in an elementary school in Bandung revealed that the teacher didn't state the lesson objectives because the teacher believed that lesson objective is not necessary for young learners. Next, A study conducted by Widodo,et.all (2007) a qualitative study, found that three Biology prospective teachers as participants, are still have not been able to motivate the students in opening a lesson and in closing the lesson they have tried to give the task though it was done in a hurry. Another study conducted by Dameria, A (2015) in four junior high school in West Jakarta, a qualitative descriptive research revealed that, in nineteen times of observation the major activities in set induction always appeared. And for the closure phase the activities were appeared less than 50%.

While the three previous studies found that some teachers was not considered set induction component of stating lesson objective as an important thing, and some others were not able to motivate in set induction activity and done in a hurry in closure activity, and others showed that only set induction mostly appeared in a learning activity and rarely use the closure phase. In a descriptive study conducted by Azizah, N. (2011), found a great expectation and results. This study involved four Moslem Religion teachers in MTs Mualimin Rembang,

Semarang showed that teachers' skill in opening and closing the lesson reached 83,3% which the set induction that the teacher used were reviewing previous lesson and linked it with today's lesson, and also using a video. For the end of lesson, the teacher evaluated the lesson, gave feedback and homework for the next meeting.

Based on the previous research realated studies, the researcher conducted this study with the research gap in method which the researcher used qualitative research employing case study method with the data 7th grade English teachers of Junior High School and focused on the components of set induction and closure and also the way set induction and closure carried out by the teachers.

Teachers have to be more pay attention to the importance of set induction and closure, and make students' more interesting to the lesson with attractive teaching. If the students are motivated, they would be more active in the classroom, especially for Junior High School students. . Thus, this study was conducted in SMPN 2 Central Jakarta at 7<sup>th</sup> grade class, because the researcher intended to describe a phenomena of English teachers who teach at 7<sup>th</sup> grade in SMPN 2 Central Jakarta.

## **1.2 Research Questions**

1. What components of set induction and closure are employed by the teachers in English classroom?
2. How are set induction and closure carried out by the teachers in English classroom?

### **1.3 Purposes of the Study**

To find out the components of set induction and closure that were employed by the teachers and also investigate how the teachers carried out set induction and closure in English classroom.

### **1.4 Scope of the Study**

The scope of the study is on set induction and closure in English classroom of 7<sup>th</sup> grades classes at SMPN 2 Central Jakarta.

### **1.5 Significance of the Study**

This study are beneficial to provide a portrayal of how set induction and closure were carried out by the teacher in Junior High School and also make English teacher and English Education Study Program student that will become a teacher in the future become more aware toward the implementation of set induction and closure, especially in conducting various activities that can engage students to the lesson from the beginning untill the end of the learning activity. The results of the study can also be used as a new sight of how English teachers deliver the lesson in set induction activities and closure activities. For the researcher this study will increase experience and knowledge in teaching and learning activity that can be useful in the future.