

CHAPTER II

LITERATURE REVIEW

This chapter presents Set Induction and Closure. It consist of the concept of set induction and closure, the purpose of set induction and the purpose of closure, the components of set induction and the components of closure, the previous related research and conceptual framework

2.1 The Concept of Set Induction and Closure

In the classroom the teacher needs to have an interaction with the students, when the teacher is in the classroom he/she needs to achieve a good communication with the students and the first thing she/he needs to do is to set the class. According to Cambridge dictionary third edition the word *set* means get ready, and *induction* means *introduction*,

Cooper, et all. (2011) defines a planned beginning, or set, is a combination of actions and statements designed to relate the experiences of the students to the instructional objectives of the lesson. Oman, 2001; Johnston, 2008 (cited in Dameria, A 2015), stated that these set induction-sometimes referred to as anticipatory set, could be also put into time when introducing a new unfamiliar topic, and is intended to provoke learners thought and curiosity.

“Set induction is inducing a learning set is the initial instruction act on the part of the teacher for the purpose of establishing a frame of reference deliberately designed to facilitate the creation of a communicative link between

the experimental field of the pupils and the desired behavioral goals of the learning experience (the lesson). “Schuck, R (1969).

According to Cruickshank,et all. (2006) *“set induction or anticipatory set are terms used to indicate the need to start the lesson by capturing the learner attention and interest. “ (2006:169)*

In addition Scriniver, J (2012) defines some terms in opening a lesson, one of them is Lead-in, which means a part of single flow connected to the main lesson.

“Every lesson in learning activity needs a good ending and finish meaningfully. A good finish normally takes the form of review that gets students to summarize what they have learned and connect it to prior and future learning.”

Cruickshank, et all. (2006)

Shostak, R. (2011:98) stated

“closure is a term used to refer to those actions or statements by teachers that are designed to help students bring things together in their own minds, to make sense out of what has been going on during the course of the lesson.”

Closing is an important phase of teaching and learning activity. Ideally, it should leave the students feeling that they have successfully achieved a goal they set for themselves or that had been established for the lesson, and that the lesson was worthwhile and meaningful. At the end of a lesson, it is usually valuable to summarize what the lesson has tried to achieve, to reinforce the points of the lesson, to suggest follow-up work as appropriate, and to prepare students for what

will follow. It is always important to praise the students for their effort and performance. Richards and Bohlke (2011).

Moreover Scrivener, J (2012) said closing a lesson is important as well as start a lesson.

“Teacher needs to avoid for being rushed, chaotic or confused or have run out things to do after an activity finishes earlier. Teacher need to leave an enjoyable, interesting class feeling to the students, and feeling that students have achieved something useful and they will be looking forward to the next lesson.”

Scrivener, J (2012:284).

2.2 The Purposes of Set induction and closure

2.2.1 The Purposes of Set Induction

Shostak, R (2011) proposed four purposes of set induction.

1. The first purpose of a planned beginning is *to focus student attention on the lesson*. Shostak, R (2011) stated to make students paying attention to the lesson, an effective teachers know that one of their primary tasks is to involve the student in the learning process. In addition, to get students attention teacher need to effectively gives clues from the teachers' voice, eye contact gesture and indicate the students the lesson is ready to be started..
2. The second purpose, a planned beginning attempts *to establish expectations for what is to be learned*. Teacher need to give *the objective or goals* of the lesson and students have a right to know what is going to be learnt and and the expectation of the lesson. Shostak (2011) stated “

Effective teachers frequently share their goals and objectives with students as a means of helping them establish a framework for their learning and involving them in the lesson.”

3. The third purpose of a planned beginning is *to motivate students to become involved in the lesson*. Active involvement at the beginning of a lesson can increase students curiosity and stimulate students interest in the lesson. To motivate students to become involved in the lesson teacher need to asking questions, , brainstorming or design team-work activities.
4. The fourth and last purpose of the planned beginning is *to relate students’ prior knowledge to the new material to be learned*. In opening a lesson, activating students’ prior knowledge can increase students’ interest and curiosity about the lesson. Shostak (2011:86) stated “ The clever use of examples and analogies can do much to help students relate their prior knowledge to new material to be learned.”

2.2.2 The Purposes of Closure

Shostak, R (2011) suggested three purposes of closure in learning activity:

1. The first purpose is *to draw attention to the end of the lesson segment*

In learning and teaching process, teacher need to get the students become more pay attention to the end of the lesson, because most teacher tend to neglect the activity of ending a lesson and they spent less time in ending a lesson. Moreover Shostak, R (2011) stated that making provision for feedback and review is one of the most important parts of teachers’ plan to

end a lesson. The teacher must be aware of the clock and must begin to initiate closure proceedings well before the lesson is due to end. Shostak, R (2011)

2. The second purpose is *to help consolidate student learning*. Teachers must master a skill to wrap up and summarize the point of the lesson that the students' have learnt that day. According to Shostak, R (2011) stated that, "The skillful teacher needs to provide students with an opportunity to create new knowledge by consolidating what they already know with what they have just experienced."

3. The last purpose is *to reinforce the major points to be learned in the lesson*. Shostak, R (2011: 99) stated "Having signaled the end of the lesson and made an effort to organize what has occurred, the teacher should briefly refocus on the key ideas or processes presented in the lesson." Moreover Shostak, R (2011) stated, "The ultimate objective here is to help students retain the important information learned in the lesson and thus increase the probability that they will be able to recall and use the information at a later time." Therefore, the point of the lesson should review in detail and also teacher needs to give the students some activities or task in order to assure students understanding.

2.3 Components of Teacher's Activities in Set Induction and Closure

2.3.1 Components of Teacher's Activities in Set Induction

a. Greeting

In opening a learning and teaching activity, teacher needs to prepare students in physically and emotionally. Smith, J and Laslett, R (2002:4) said that *“Starting a lesson smoothly and promptly depends not only on managing the physical entrance and disposition of the student body but also the mental tuning-in of the student mind.”*

. The first step teacher does when enter the classroom is greeting the students. Saying “hello”, “Good morning”, or “Assalamualaikum” can be used by the teacher in greeting students.

Smith, J and Laslett, R (2002) stated that *“greeting is invloved in the process of get the students in the class or gain the attention of the students.”*

Beside teacher, students can also greet first, it usually leads by the captain of the class. In some region or country some schools praying can be one of the steps that usually do before the main lesson started. While doing greeting in the opening of lesson teachers’ voice, eye contact and gesture need to be indicate that the lesson is going to start

b. Using audio visual

Gaining attention from the very beginning is really important to make the lesson running smoothly. Showing the students movie, video or listening to some songs will be helpful to make students paying attention to the lesson that day. When the students are paying attention they will be more active to learn today’s lesson

According to Smith, C and Laslett, R (2002)

“Whatever the subject or topic each lesson should start with some activity which occupies every child quietly, whilst teachers deal with registration, latecomers, lost or malfunctioning equipment.”

In addition Richard and Bohlke (2011:9) proposed some ways to achieve successful opening in order to arouse interest, to make links to previous learning, to arouse interest in the lesson and to activate background knowledge, in the lesson; the ways are ask questions to assess the learners’ background knowledge or to develop ideas related to the topic, use brainstorming and discussion activities, show a DVD or video clip related to the lesson theme.

c. Reviewing previous material

In opening a lesson teacher should elicit students knowledge of the new lesson and link it with previous lesson. Smith, J and Laslett, R (2002) said that in opening a lesson teachers should reinforce previously acquired skills, recap earlier work or set the scene for new learning material is needed before the teacher start to move to the next lesson. Brophy and God (1986), Feden (1994), and others (in Cruickshank, et.all, 2006) noted that learning increases and becomes more efficient when new material is related to the previous material. Moreover according Richard and Bohlke (2011:9) stated that in opening phase teacher should make links to previous learning. The review of the last lesson is needed before teacher moved to the next lesson, for reminding students of what they have already finish and achieved.

d. Stating lesson objectives

Objectives give purpose to activities and experiences. In the real practice, teacher could tell the lesson objective either in the beginning, the middle or at the end of a lesson. However, ideally according to Shostak (2011), telling the lesson objective in the beginning of a lesson is better because that help students understand the lesson easily. If they have bear in mind what they would be expected to be able at the end of the lesson, they could manage learning strategies to achieve that goal. Without objectives, students are unsure as to what they are expected to learn from all their attentiveness and work. Lorin, W Anderson (1989). In addition telling the students the lesson objective could arise students motivation about what they will learn is helpful in their own lives. Cruickshank, et.all (2006) stated that informing the lesson objectives to the students at the beginning of the lesson is helpful to make students establish a mental framework for the concepts or activities, which at the end could enable them reflect their own understanding toward the concept.

e. Activating prior knowledge

Students might be have some experience of the lesson that would be learned today. Activating prior knowledge is intended to help students process the new information better. If the students don't have any idea of the topic that being discussed they would be difficult to follow the lesson. It has long been assumed and hass now been confirmed that people work harder on the tasks

related to their knowledge and interests (Renninger, Hidi & Krapp, 1992 in Cruickshank, et.all, 2006).

Smith., J and Laslett, R (2002) said that

“in opening a lesson teachers should reinforce previously acquired skills, recap earlier work or set the scene for new learning material is needed before the teacher start to move to the next lesson.”

In addition Richad and Bohlke (2011) proposed some various ways that can teachers' use in opening a lesson including ask questions to assess the learners' background knowledge or to develop ideas related to the topic.

2.3.2 Components of Teacher's Activities in Closure

The components of closure includes these elements:

a. Summarizing

Summarizing a lesson need to be done when the lesson is about to finish. Teachers have to give a main points of the lesson before leaving the class. According to Smith, J and Laslett, R (2002) define that *”additionally or sometimes alternatively this time should be used for a summary reminding the class of what has been covered during the lesson and how this links in to previous learning or prepares the way for the next activity.”*

In addition according to Scrivener, J (2012: 284)

“ summarizing can be done in two ways, it could be a teacher monologue or it could involved eliciting from students. Teachers can ask the students about the lesson that they have learnt that day by eliciting the students about the lesson.”

b. Evaluating

Giving a feedback can be done after the teachers have summarizing the lesson. According to Shostak, J (2011:99). Closure phase is the moments for teacher to evaluate the lesson or evaluate the students. *“Simply calling attention to the lesson’s conclusion is not enough. A great deal of information may have been involved and a number of activities may have taken place, and it is the teacher’s responsibility to tie it all together into a meaningful whole.”*

Smith, J and Laslett, R (2002:6) *“This could take the form of a brief question and answer session which will enable the teacher to check on how successfully objectives have been attained or identify points which require further attention.”*

“When students say or write, or do things, they usually expect feedback from the teachers.” (Harmer, 2012). Students need to find out whether their works or action already fulfill the learning lesson goals or teachers’ expectations.

Gray and Richer (1988) in Smith, J and Laslett, R (2002:6) point out *“how valuable it is to use this time to give positive feedback to pupils, praising good work and reassuring those who have had difficulties that next time things will be different.”*

c. Reviewing upcoming material

In giving a lesson, there are many parts of lesson that need to be learned, but unfortunately one class meeting is not enough for teacher deliver the material or for students in understanding the lesson, therefore before the class is dismiss

the teachers need to remind the students or give a lesson material that relate with today's lesson and will be discuss further in the next meeting.

Smith, J and Laslett, R (2002:6) said that

"Additionally or sometimes alternatively this time should be used for a summary reminding the class of what has been covered during the lesson and how this links in to previous learning or prepares the way for the next activity."

2.4 Previous Related Study

There are many studies related to this study

First a study conducted by Nafisah, A. (2013) A descriptive study titled Teachers' Set Induction and Closure in an EFL Young Learners, which goals was to find out teacher's set induction and closure in an young learner 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.

Second, a study conducted by Widodo,et.all (2007) which titled is Peranan Lesson Study dalam Peningkatan Kemampuan Mengajar Calon guru, a qualitative research, the data are three Biology prospective teachers, found that in opening a lesson the prospective teachers have been trying to dig up the students prior knowledge, although they still have not been able to motivate the students. In closing a lesson the prospective teachers have tried to give the task though it was done in a hurry.

The third is a study conducted by Dameria, A (2015) entitled Teachers' Set Induction and Closure in four Junior High School in West Jakarta, a descriptive qualitative study , in nineteen times of observation from four teachers

in different school in west Jakarta found that the major activities in set induction always appeared. And for the closure phase the activities were appeared less than 50%.

Fourth is a study conducted by Azizah, N. (2011), a descriptive study entitled *Studi Deskriptif Tentang Kemampuan Guru Rumpun PAI dalam menerapkan 8 Keterampilan Mengajar bagi Guru MTs Muallimin Rembang*, this study involved four Moslem Religion teachers in MTs Muallimin 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.

On the other hand, three studies conducted the use of set induction has a good effect for the student in international scope. First a study conducted in the earlier era by Schuck (1969), entitled *The Effect of Set Induction Upon Pupil Achievement , Retention, Assessment of Effective Teaching in a Unit on Respiration in the BSCS Curricula* , an experimental research which investigated the use of set induction and its effect upon pupil achievement and knowledge retention, revealed teachers who trained to use set induction techniques have great results for the students achievement and retain knowledge better than those who taught by teachers who didn't train to use set induction techniques.

Second is a study conducted by Oman, J (2002) the conclusion that can be drawn was students were more motivated and wanted to learn further about the

subject, thus the set induction raised students interest in technology education subject. Third is a study conducted by Johnston, T (2008) found that set induction have a significant effects on students engagement levels throughout the lesson.

2.5 Conceptual Framework

This study was intended to find out how set induction and closure carried out by the teachers. Two English teachers were involved as participants and were observed five times using observation sheet containing components of set induction and closure that was designed based on theories regarding set induction and closure proposed by Smith, C and Laslett, R (2002); Shostak, R, (2011); Richards, J & Bohlke, D, (2011) ;Scrivener, J (2012) ;Cruickshank, et.all (2006).