

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the result of data analysis conducted to answer two research questions as outlined in chapter one, they are:

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 teacher in English classroom?

4.1 Data Description

The data of this study were set induction activities and were divided into five components: greeting, using audio visual, reviewing previous material, stating lesson objective and activating prior knowledge and for the closure activities divided into three components: summarizing, evaluating and reviewing upcoming material. The data source of the research were two English teachers who teach 7th grade students at SMPN 2 Jakarta. The data were collected from April-May 2016. In collecting the research, there were two instrument that the researcher used; the first is classroom observation was conducted to two English teacher, teacher A was observed on class 72 and teacher B was observed on class 76, each teacher was observed five times in continuously, and the second is interview was conducted to two English teachers who teach English at SMPN 2 Jakarta. The interview was conducted to two teachers and also used to confirm,

add, and triangulate the data obtain from the observation. It was also conducted in Bahasa Indonesia to avoid misunderstanding.

4.2 Findings and Discussions

The following parts are the findings and discussion of study to answer research question 1: “What components of set induction and closure are employed by the teachers in English classroom?” The data were gained through classroom observations and interview with 2 English teacher in SMPN 2. The result would be discussed per component.

4.2.1 The Components of Set Induction

The components of set induction conducted by using tables and each table consists of greeting, using audio visual, reviewing previous material, stating lesson objective and activating prior knowledge gained through classroom observation from five meeting, therefore M1-M5 stands for meeting one until meeting five. In addition there are extract as the evidence of the data gained from the interview.

4.2.1.1 Greeting

NO	Component	Teachers	M1	M 2	M3	M 4	M 5
1	Greeting	Teacher A	✓	✓	✓	✓	✓
2		Teacher B	✓	✓	✓	✓	✓

Table 1. Greeting

Overall, from five times of observation both teacher A and teacher B have employed greeting component in full ten times of observation, therefore it could

be percentage 100%. The first thing that teacher A did when she entered the class was usually she sit down on her chair and see all students' condition, if she thinks that the students were ready to study, she stood and gave signal to the captain of the class to lead the greeting after that the teacher answered the greeting. It was supported by the data gained from the interview teacher A realized that greeting is important to start a lesson,

Extract 1:

T: Kadang-kadang suka lupa. Kadang-kadang muridnya yang mulai duluan. Tergantung situasi. Kayak gini karena tadi ada pengarahan jadi buru-buru langsung ke materi. Tapi biasanya muridnya, ketua kelasnya yang mulai mengucapkan salam. Tapi sebenarnya itu penting untuk membuka pelajaran.

(teacher A)

Teacher B was employed set induction activities by greeting as well as teacher A. The first thing that teacher B did when he entered the class was usually he stood in front of the class, after that he asked the captain of the class to start the greeting. In the interview teacher B realized that greeting is important to get students' attention.

Extract 2:

T: Selaku guru bahasa inggris ataupun bukan guru bahasa Inggris yang namanya salam adalah wajib. Akan tetapi dalam penggunaan bahasa inggris tidak full-time menggunakan bahasa inggris sebab bahasa pengantar itu terkadang kita selipkan menggunakan bahasa indonesia sebagai pengantar agar dapat dimengerti.

I: Menurut bapak itu penting atau tidak? Lalu apa tujuannya pak?

T: Penting salam itu untuk mendapatkan perhatian murid agar lebih fokus

(teacher B)

From the observation and interview that were conducted, both teacher A and teacher B have understood that greeting is one of the important component in set induction. However teacher B knew that the purpose of greeting is to get students' attention, meanwhile teacher A only knew that the purpose is only to open a lesson.

Since teacher A and teacher B have employed it in five times of observation, they have practiced Smith, J and Laslett, R (2002) theory, stated that *“greeting is involved in the process of get the students in the class or gain the attention of the students.”*

4.2.1.2 Using Audio Visual

N	Component	Teachers	M1	M 2	M3	M 4	M 5
1	Using Audio Visual	Teacher A	-	-	-	-	-
2		Teacher B	✓	-	-	-	-

Table 2. Using audio visual

From five times of observation, using audio visual component only employed one time from teacher B meanwhile teacher A never employed audio-visual to start a lesson, therefore from one time out of ten, it can be percentage 10%. Teacher A always used text book or brought her own notes/ book as a tool of learning, she never brought a laptop, in fact the class was supported to use audio visual, because the class have LCD in a good condition.

However in the interview teacher A stated that the purpose of using audio visual is to get students become attention to the lesson, although she stated that

using audio visual is not really important, but it depends to the lesson or make a variation in learning.

Extract 3:

I: Menurut ibu apakah memutar video atau memutar lagu sebelum memulai pelajaran itu penting?

T: Engga terlalu sih ya.

I: kenapa memang nya bu?

T: Iya pakai, tapi tergantung materi atau untuk membuat variasi dalam pembelajaran.

I: tujuannya untuk apa bu?

T: ya supaya siswanya perhatian ya jadi semangat belajar gitu.

(Teacher A)

Meanwhile, teacher B employed audio-visual only once out of five times of observation. Actually on the second and third meeting teacher B used LCD but it was used in the main activity when the students have to present their procedure text. For the fourth meeting he used text book to teach descriptive text.

In the interview teacher B stated that he used LCD depends on the situation and the lesson, but he seemed understood that the purpose of using audio visual is to get students' attention.

Extract 4:

T: kadang- kadang. Tergantung situasi dan kondisi serta materi yang diberikan. Pastilah yang namanya penggunaan LCD pasti digunakan cuman kita harus dahulu dengan menertibkan kelas terlebih dahulu.

I: Apakah itu penting pak?

T: Iya penting tapi sepertinya engga semua materi harus menggunakan LCD

I: tujuannya apa pak?

T: tujuannya agar murid-murid menjadi lebih memperhatikan kedepan, yang tadinya bercanda jadi duduk rapih dan lihat kedepan.

(Teacher B)

From the interview that were conducted, both teacher A and teacher B have understood that using audio visual have purposed to get students attention. Unfortunately in five times of observation teacher A never employed audio-visual, meanwhile teacher B employed it only one time.

However 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, one of them is how a DVD or video clip related to the lesson theme.

4.2.1.3 Review Previous Material

No	Component	Teachers	M1	M 2	M3	M 4	M 5
1	Review Previous Material	Teacher A	-	-	-	-	✓
2		Teacher B	-	-	-	-	-

Table 3. Review previous material

For five times of observation, the review previous material only employed one time by teacher A by asking the students what they have learnt in the previous meeting, whereas teacher B never employed the review previous material, therefore it can be percentage 10% from ten times of observation from teacher A in the last meeting when she was teaching about question tag. However, she stated review previous material is important, but depends on the lesson that would be taught.

Extract 5:

I: Apa menurut ibu membahas pelajaran sebelumnya yang pernah diajarkan itu penting bu sebelum memulai pelajaran yang baru?

T: Iya penting itu harus dibahas

I: kenapa bu?

T: penting tapi tergantung waktu dan pelajaran yang akan diajarkan sesuai atau engga. Kalau masuk materi baru. Yang udah-udah yang engga sesuai sama yang akan diajarkan ya gausah dibahas lagi.

I: lalu apakah ibu selalu membahas pelajaran sebelumnya yang pernah ibu ajarkan sebelum memulai materi baru?

T: Kadang-kadang untuk mengingatkan siswa pelajaran yang sudah lalu agar berkesinambungan dengan pelajaran sekarang.

(Teacher A)

Overall, from five times of observation teacher B never employed the review previous material component. However he understood that review previous material is important to reminding students about the previous lesson.

Extract 6:

I: Apa saat memulai pelajaran bapak membahas materi yang sebelumnya pernah diajarkan?

T: iya sedikitnya mengulang kembali materi-materi yang sudah diberikan.

I: tujuannya untuk apa pak?

T: untuk mereview daya ingat anak-anak terhadap pelajaran yang sebelumnya.

(Teacher B)

However, according to Smith, J and Laslett, R (2002) 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.

4.2.1.4 Stating Lesson Objective

NO	Component	Teachers	M1	M 2	M3	M 4	M 5
1	Stating Lesson Objective	Teacher A	✓	-	-	-	-
2		Teacher B	-	-	-	-	-

Table 4. Stating Lesson Objective

From ten times of observation from both teacher A and teacher B, Stating lesson objective only employed one time, therefore it can be percentage 10%. Stating of lesson objective were employed by teacher A once out of five times of observation by stating the goals or aims of the lesson that the students will be learnt that day.. Teacher A said it is important to let students know the objective of the lesson to make them understand that the lesson that they will learn is necessary for their own understanding.

Extract 7:

T: Iya itu penting supaya siswa tau yang akan dia pelajari itu tujuannya untuk apa.

I: Apakah ibu selalu menyebutkan tujuan pembelajaran?

T: Iya menyebutkan kadang-kadang, supaya tau apa yang akan dipelajari hari ini.

I: bagaimana akibatnya jika guru tidak memberitahukan tujuan pembelajaran diawal?

T: hmm takutnya siswa pasti jadi meraba-raba atau bengong engga ngerti materinya tujuannya apa. Kalau diberitahu tujuannya mereka akan paham kalau ini perlu untuk saya pelajari.

(Teacher A).

Meanwhile, in five times of observation teacher B never employed stating the lesson objective to the students, whereas in the interview he said students have to know lesson objective

Extract 8:

T: Betul tujuan pembelajaran harus kita ketahui dan juga harus diketahui oleh anak-anak didik kita supaya target tujuan pembelajaran pada hari itu tercapai.

I: Seperti memberitahu manfaat dari mempelajari sesuatu materi dalam kehidupan sehari-hari?

T: Iya saya selalu memberitahu agar siswa tau manfaatnya

(Teacher B)

However according to Cruickshank, et all (2006) and Shostak (2011) lesson objective is important and students have to know what lesson that they will be learnt.

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.

Shostak (2011) *stated one of the purpose of set induction is to establish expectations for what is to be learned, therefore 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 the expectation of the lesson.*

4.2.1.5 Activating Prior Knowledge

NO	Component	Teachers	M1	M 2	M3	M 4	M 5
1	Activating prior knowledge	Teacher A	✓	-	-	-	-
2		Teacher B	-	-	-	-	-

Table 5. Activating prior knowledge

From ten times of observation from both teacher A and teacher B, Activating students prior knowledge only employed one time, therefore it can be percentage 10% . From interview, teacher A said that activating students' prior knowledge is important but not all the lesson material are connected to the students' prior knowledge.

Extract 9:

T: iya itu penting tapi kayaknya engga semua materi terhubung sama pengalaman dan pengetahuan siswa. Kan ada juga yang baru yang dia belum tahu.

I: Lalu apa itu selalu menghubungkan materi yang akan diajarkan dengan pengalaman dan pengetahuan siswa sebelumnya?

T: iya harus dihubungkan dengan pengalaman siswa supaya nyambung. Kan terkadang materi juga ada dipengalaman dia.

(Teacher A)

Based on the observation teacher B never employed activating prior knowledge component. However teacher B realized that activating students' prior knowledge is important to make link between students understanding and the lesson, although in the observation he never implemented this component.

Extract 10:

T: Pasti terkadang pembelajaran pada hari itu kita hubungkan dengan kegiatan siswa baik kegiatan dia sebagai siswa maupun kegiatan dia dirumah. Itu terkadang kita kaitkaitkan selagi masih relevan.

I: Tujuannya untuk apa pak?

T: Tujuannya adalah untuk mengaitkan agar siswa menjadi lebih paham dan lebih mengerti betul.

(Teacher B)

Unfortunately teacher A employed this component one time and teacher B never implemented this component, whereas according to Smith, J and Laslett, R (2002) *“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.”*

4.2.2 The Components of Closure

The components of closure conducted by using tables and each table are consists of summarizing, evaluating, reviewing upoming material gained through classroom observation from five meeting, therefore M1- M5 stands for meeting one until meeting five. In addition there are extract as the evidence of the data gained from the interview.

4.2.2.1 Summarizing

NO	Component	Teachers	M1	M 2	M3	M 4	M
							5

1	Summarizing	Teacher A	✓	-	-	-	-
2		Teacher B	-	-	-	-	-

Table 6. Summarizing

From ten times of observation from all teachers, Summarizing component only employed one time, therefore it can be percentage 10% .In summarizing component, teacher A employed this component only once in the first meeting while teacher B never employed this component.

Extract 11:

I: Apakah diakhir pembelajaran ibu merangkum pembelajaran yang sudah diajarkan?

T: Iya

I: Biasanya berapa lama waktunya bu?

T: merangkum paling 5 menit lah. Cuma memngingatkan aja bahwa hari ini sudah belajar ini ini..

I: Kalau merangkum ibu yang merangkum atau menggunakan tanya jawab dengan murid?

T: Sambil bertanya juga sih kadang-kadang. Diingat ga yang tadi dipelajari itu apa kan gitu.

(Teacher A)

In the interview teacher B said that summarizing a lesson in the end of the lesson is a must, but unfortunately in the real practice he didn't employ that.

Extract 12:

T: Harus dirangkum dievaluasi. Sehingga materi yang tadinya mungkin agak melebar dapat dipersempit, dikecilkan kembali untuk dievaluasi dan dirangkum oleh anak-anak sehingga mudah diterima.

(Teacher B)

According to Smith, J and Laslett, R (2002) stated 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.”*

4.2.2.2 Evaluating

NO	Component	Teachers	M1	M 2	M3	M 4	M 5
1	Evaluating	Teacher A	-	✓	-	-	-
2		Teacher B	-	✓	-	-	-

Table 7 Evaluating

From ten times of observation from both teacher A and teacher B, Evaluating component were employed one time by teacher A and one time by teacher B, therefore it can be percentage 20% .

In five times of observation teacher A employed this component only once, on the second meeting when the students were asked to perform the descriptive text of their favorite idol. Teacher A end the class by praising good work of students who had performed. Meanwhile in the interview teacher A said that she sometimes end the class by evaluating the lesson or give feedback to the students.

Extract 13:

T: iya, terkadang bertanya jawab, diskusi, sharing-sharing juga.. kadang juga memberi masukan kepada siswa supaya rajin belajar.

(Teacher A)

As well as teacher A, teacher B employed this component once on the second meeting too. Teacher B end the class by praising students' good work and give positive feedback. In the interview teacher B said that he evaluated the lesson by asking questions or checking students' understanding.

Extract 14 :

T: iya bisa tanya jawab sama muridnya atau diskusi nanya tadi ngerti apa engga, ada yang kurang jelas atau engga.

(Teacher B)

Although teacher A and B employed this component only once, but they had praising students' good work and giving positive feedback, this was supported by Gray and Richer (1988) in Smith, J and Laslett, R (2002:6), stated that *“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.”*

4.2.2.3 Review Upcoming Material

NO	Component	Teachers	M1	M 2	M3	M 4	M 5
1	Review Upcoming Material	Teacher A	✓	✓	-	-	-
2		Teacher B	✓	✓	-	✓	✓

Table 8. Review upcoming lesson

From ten times of observation from both teacher A and teacher B, review upcoming lesson were employed six times, two times by teacher A and four times by teacher B therefore it can be percentage 60%.

In the component of review upcoming material, teacher A employed this on the first meeting when she was teaching about descriptive text, she asked the students to make a descriptive text about their idol and have to performed it in front of the class and also in the second meeting when the rest of students who had not perform it were reminded to perform the task in the next meeting. From the interview, teacher A said that she sometimes employ this component if the lesson still need to be continued on the next meeting or sometimes she gives a task for the next meeting.

Extract 15:

T: iya itu terkadang disebutkan kalau materinya belum selesai sehingga harus dilanjutkan pada pertemuan selanjutnya atau kasih tugas untuk pertemuan selanjutnya.

(Teacher A)

Meanwhile, teacher B employed this component almost in every meeting. On the first meeting when he was teaching a procedure text, he asked students to continue their work of making a procedure step and had to perform it in the next meeting, on the second meeting when the rest of students who had not perform it. On the fourth meeting when he was teaching about descriptive text, he asked the students to prepare their descriptive text of their favorite idol and perform it in the next meeting, and the last was on the fifth meeting, when all students were asked to performed their descriptive text task, the rest of students who hadn't perform it were reminded to perform the task in the next meeting.

Extract 16:

T: Iya saya pasti memberitahukan materi untuk pelajaran berikutnya atau kadang memberikan pr agar buku bahasa inggris selalu dibuka oleh siswa.

I: Tujuannya untuk apa pak?

T: bertujuan agar siswa membuka-buka buku bahasa inggris dirumah agar selalu dipelajari.

(Teacher B)

Since teacher A and teacher B have employed it in two times of observation and teacher B almost in five times of observation, they have practiced 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.*"

4. 2.1 Set Induction and Closure Activities

The following parts are the findings and discussion of study to answer research question 2: "How are set induction and closure carried out by the teacher in English classroom?" The data are gained through classroom observations with 2 English teacher in SMPN 2. The result would be discussed per teacher.

4.2.1.1 Set Induction Activities

Set induction activities conducted by using tables and each table consists of teacher A and teacher B gained from five meeting, therefore M1-M5 stands for meeting one until meeting five. In addition there are extract as the evidence of the data gained from observation.

4.2.1.1.1 Teacher A

No	Set Induction Activities	M1	M2	M3	M4	M5
1	Greeting	✓	✓	✓	✓	✓
2	Using Audio-visual	-	-	-	-	-
3	Review previous material	-	-	-	-	✓
4	Stating lesson objective	✓	-	-	-	-
5	Activating prior knowledge	✓	-	-	-	-

Tabel 9. Set Induction Activities of Teacher A

From five times of observation, Teacher A carried out set induction by using greeting, reviewing the previous material, stating the lesson objective and activating students' prior knowledge.

Overall, from five times of observation, greeting was always carried out by the teacher by answering the students greeting, then the teacher asked students' condition.

Extract 17:

Captain of the class : Stand up! greeting
Students : Assalamualaikum.wr.wb
Teacher : waalaikumsalam. How are you ?
Students : I'm fine and you?
Teacher : I'm fine too thank you.

Teacher A reviewed the previous lesson about question mark in the fifth meeting of observation by asking the students about what they have learnt in the previous meeting.

Extract 18:

Teacher : Kemarin materinya apa?
Student : ini ma'am mencatat ini

Teacher : Question mark ya? Buku kamu mana? (asked a student who sits in the first line, and see the book) ok minggu lalu kalian sudah mencatat tentang Question mark, atau pertanyaan. Hari ini saya akan menjelaskan sedikit. Question mark artinya apa?

Teacher A stating lesson objective in the beginning of the lesson when she was teaching descriptive text first meeting by stating the aims or goals that students need to be achieved with the lesson that will be learnt that day.

Extract 19:

Teacher : sudah? Nah sekarang kalian akan belajar teks deskriptif lalu nanti minggu pertemuan selanjutnya tugas kalian akan mendeskripsikan idola kalian masing-masing. Paham ?

Students : yes

Teacher A activating students' prior knowledge by asking the students' about their favorite idol.

Extract 20:

Teacher : yang lain gimana? Coba Calista, idolanya siapa? Who is your idol?

Student 2 : Taylor Swift Ma'am.

Teacher : okay. Yang lain ?

Students : (mention their idols name "Justin Bieber Ma'am", "Kaka Ma'am", "Selena Gomez Ma'am)

Teacher : Ya okay, seperti yang tadi ma'am bilang, Nah tuh kayak Justin Bieber. What does he look like? Apa dia ganteng? Kulitnya warna apa, matanya, tingginya. Ngerti?

4.2.1.1.2 Teacher B

No	Set Induction Activities	M1	M2	M3	M4	M5
1	Greeting	✓	✓	✓	✓	✓
2	Using Audio-visual	✓	-	-	-	-
3	Review previous material	-	-	-	-	-
4	Stating lesson objective	-	-	-	-	-

5	Activating prior knowledge	-	-	-	-	-
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Table 10. Set Induction Activities of teacher B

Set induction were carried out by Teacher B by using greeting and using audio visual. From five times of observation, greeting was always carried out by the teacher by answering the students greeting.

Extract 21:

Teacher : Assalamualaikum

Captain of the class : Stand up! Let's pray together. Finish. Greet to our teacher

Students : Assalamualaikum wr.wb Good morning sir

Teacher : waalaikumsalam wr.wb Good morning class. Oke duduk lagi

Students : (sit down)

Teacher B used audio visual in the first meeting when he was going to teach a lesson about procedure text by showing a video of how to make guava juice.

Extract 22:

Teacher : ok now. I want to show you a video. Ketua kelas coba nyalakan LCD nya

Captain of the class : iya pak

Based on the findings of observation regarding set induction activities that were carried out by both teacher A and teacher B it can be percentage by 28% from five times of observation.

4.2.1.2 Closure Activities

Closure activities conducted by using tables and each table consists of teacher A and teacher B gained from five meeting, therefore M1-M5 stands for meeting one until meeting five. In addition there are extract as the evidence of the data gained from observation.

4.2.1.2.1 Teacher A

No	Closure Activities	M1	M2	M3	M4	M5
1	Summarizing	✓	-	-	-	-
2	Evaluating	-	✓	-	-	-
3	Review upcoming Material	✓	✓	-	-	-

Tabel 11. Closure Activities of Teacher A

Teacher A carried out closure by summarizing the lesson on the first meeting by summarized the content of lesson about descriptive text by asking the students a question about what they have learnt that day. It is supported by 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.”

Extract 23:

Teacher : Sekian untuk pelajaran hari ini. Tadi kita belajar apa?

Students : Deskriptif teks

Teacher : What is descriptive text? Teks yang menjelaskan sesuatu. Seperti apa?

Students : Orang, idola, benda.

Teacher A evaluating students by giving a feedback regarding students performance. It is supported by 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.*”

Teacher A carried out closure activity on the first meeting by reviewing upcoming material by giving a task and reminding students to prepare for next meeting.

Extract 24:

Teacher : Tugas kalian untuk minggu depan itu adalah membuat sebuah paragraf tentang idola kalian. Nanti maju ke depan satu-satu okay?

Students : yah ma'am. Hari selasa?

Teacher : iya. Sudah ada pertanyaan? Sudah jelas semua?

Students : (silent)

Teacher :Udah kalian mah pinter cari di internet juga lengkap.

Teacher A carried out closure by reviewing material on second meeting by reminding the rest of students who haven't performed to prepare it at home and asked them to performed it in the next meeting.

Extract 25:

Teacher : yang belum maju dihafalkan dirumah. Maju pertemuan selanjutnya ya. Sudah siap-siap pulang sekarang

4.2.1.2.2 Teacher B

No	Closure Activities	M1	M2	M3	M4	M5
1	Summarizing	-	-	-	-	-

2	Evaluating	-	✓	-	-	-
3	Review upcoming material	✓	✓	-	✓	✓

Table 12. Closure Activities of Teacher B

Teacher B carried out closure activity by evaluating and reviewing upcoming material. Evaluating the lesson was carried out on the second meeting by giving feedback when teacher B was asked students to perform the procedure text.

Extract 26:

Teacher : iya waktunya sudah hampir habis ya. Bapak mau kasih masukan sedikit saja. Yang tadi sudah maju bagus, yang pakai video tadi kelompoknya siapa?

Students : Tiara pak

Teacher : iya kelompoknya Tiara ya how to make Cilung tadi ya. Sudah bagus semua cuma hanya terpaku dengan layar saja terus suaranya pelan. Yang lain juga sama ya suaranya pelan. Yang minggu depan maju lebih baik lagi ya

Teacher B carried out closure activity by reviewing upcoming material on first meeting by giving a task to continue the group work at home and each group were asked to performed it on the next meeting,

Extract 27:

Teacher : oke dilanjutkan kerja kelompok dirumah. Minggu depan maju satu-satu ya praktek procedure text.

Student 11 : pak saya pake kompor gimana pak?

Teacher : hmm.. pake video ajadeh direkam gimana?

Student 12 : nanti pake lcd ditampilin gitu pak?

Teacher : iya sudah ya.

On the second meeting, teacher B reviewed upcoming material by reminding the rest of students to continue the presentation for the rest of students

Teacher : yang belum maju Syifa's group Sella's group and Juan's Group dipersiapkan minggu depan

On the fourth meeting by giving an assignment to make a descriptive text about their favorite idol

Extract 28:

Teacher : Ada tugas ya untuk kalian dirumah

Students : tugas apa pak?

Teacher : tugasnya make a descriptive text about your idol. Membuat deskripsi tentang idola kalian. Lalu minggu depan satu-satu maju untuk membacakan teks deskripsi nya didepan kelas

On the fifth meeting, he reviewed the upcoming material by reminding the rest of students to continue the presentation for the rest of students.

Extract 29:

Teacher : yang belum maju pertemuan selanjutnya ya. Jadi masih hafalan. Yang belum dipersiapkan agar lebih mantap, sudah ayo dirapihkan. Jadi yang belum maju hari ini majunya besok ya. Jadi besok masih hafalan bagi yang belum.

Based on the findings of observation regarding closure activities that were carried out by both teacher A and teacher B it can be percentage 29.97% from five times of observation.

4.2.3 Teachers' Obstacle on Set Induction and Closure

The interview section also revealed that teachers have some obstacles during set induction and closure. The obstacle came from two aspects; time limitation and mastering students' character. Teacher A said that it depends on the situation and if there weren't much time left, she would began the class into the main activity. therefore teacher A stated that her obstacle on set induction and closure is time limitation due to the situation in the school.

Extract 30:

I: apa hambatan ibu dalam melaksanakan kegiatan membuka dan menutup pelajaran?

T: Membuka itu tadi tergantung situasi. Kayak sekarang tadi, guru-guru ada pengarahan dulu jadi udah lewat waktunya ya udah langsung materi aja. Situasi dan waktu aja

(Teacher A)

From the interview, teacher B seemed found difficult to determine the appropriate set induction and closure due to students character, because the character of students from one class is different with the other class, therefore he added that students character must be mastered well.

Extract 31:

I: Apa saja hambatan bapak dalam kegiatan membuka dan menutup pelajaran?

T: Iya hambatannya adalah karakter siswa yang bervariasi. Sehingga untuk menguasai kelas dari kelas yang satu dengan yang lain itu berbeda-beda dalam menghadapinya. Karakter siswa harus kita kuasai.

(Teacher B)