CHAPTER I

INTRODUCTION

This chapter provides general outline of this study. It covers background of the study, statement of the problems, aims of the study, scope of the study, significance of the study, and organization of the paper.

1.1 Background of the Study

Teaching and learning process is a process in which the teacher transfers the learning materials to the students. The process requires steps or procedures to accomplish. Normally, there should be procedure in the beginning, in the middle, and in the end of the teaching and learning process.

Unfortunately, Wragg (1999: 104) stated that there are some teachers who did not accomplish the steps in teaching and learning process. Furthermore, there are also languages used in classroom when teaching and learning process is conducted. Teacher plays important roles in language teaching (Harmer: 2002). That means teacher should have been teaching skill (Djamarah: 2010).

Turney (1983) proposed eight teaching skills. The first skill is asking, which requires teachers’ skill in mastering techniques of asking intelligent questions, having good questioning skills base and asking further. The second is a skill to strengthen. Teachers are required to master skills of providing reinforcement to strengthen an incentive for students to improve attention. The next is to conduct “variety” skill, both the variation in teaching styles by using media and learning materials, and various patterns of interaction and activity. Fourth, skill to explain that requires teachers to reflect all information relevant to
everyday life. At least, the explanation should be relevant to the objectives, materials, and according to the abilities and backgrounds of students, and given at the beginning, middle, or end of the lesson as necessary. A skill of opening and closing lessons is the fifth to master. In this context, teachers need to design a variety of situation to create a dynamic class. To guide small group discussions is the next skill. The seventh one is classroom management skill related to the creation and maintenance of an optimal learning conditions and controls for optimal learning conditions. The last one is skill to do small group and individual teaching which requires teachers to hold a personal approach, to guide and facilitate learning, and to plan and carry out the teaching and learning activities.

According to Widodo (2007: 16), one of the competencies that should be mastered by the teacher is competency in opening and closing the lesson appropriately. The teacher, in common, assume that opening the lesson is the activities in the beginning of the lesson, such students’ attendance checking, or explaining the topic which will be discussed at the time. In fact, opening the lesson is more than checking attendance or preparing the topic given. Instead, opening the lesson had to be the creative-innovative activities that would arouse the students’ motivation so that the lesson can attract them, and finally the learning material can be conveyed in proper way.

Everything can possibly happen in the classroom, but teachers would be able to manage any situation by designing a lesson plan. According to Clark and Dunn (cited in Reiser and Dick: 1996), lesson plan plays a critical role in teaching and learning since it considerably affects classroom situations. In designing lesson
plan, teacher should imagine what will happen in teaching learning process. From the set induction (beginning) up to closure (closing) of that process.

At the end of teaching and learning process, teacher should check all of the process. Ideally, closure activities create powerful learning effects at the tail-end of the class, something that will reverberate for hours after the lesson is over, something a little sticky (Rod Lucero, 1984). In addition, he said that the defining element of the closure activity is that which your students will soon come to realize: class isn’t over until it has taken place. Furthermore, teacher have to use time effectively for evaluating the teaching learning process and measuring the lesson objective (Arend, 2008: 193). Sometimes, the teacher is rushed to complete a lesson that has run over its allocated time, sometimes materials such as test or papers must be collected, almost always students need to get their own personal belongings ready to move to another class, to canteen or to bus (Sidin, 1993). On the other hand, ending of the lesson alert students to the fact that they have reached an important point in the lesson and that the time has come to wrap it up (Shostak, 2006: 99). So, the teacher must be aware of the closk and must begin to initiate closure proceedings well before the lesson is due to end.

Finally, this study specifically focuses on a teacher’s acts in performing set induction and closure in EFL young learners’ classroom and the students’ responses to the use of the teacher’s acts in performing set induction and closure.
1.2 Statement of the Problems

The research problems are formulated in the following questions:

1. How does the English teacher act in performing set induction and closure in an EFL young learners’ classroom?

2. What are the students’ responses to the use of the teacher’s set induction and closure in an EFL young learners’ classroom?

1.3 Aims of the Study

Referring to the questions formulated in statements of the problem this research is aim at:

1. Finding out the teacher’s acts in performing set induction and closure in an EFL young learners’ classroom.

2. Finding out the students’ responses to the use of teacher’s set induction and closure in an EFL young learners’ classroom.

1.4 Scope of the Study

The scope of this research is limited to identify teacher’s act in performing set induction and closure in an EFL young learners’ classroom. Besides, it also identifies the students’ responses during the implementation using English in set induction and closure in an EFL young learners’ classroom.
1.5 Significance of the Study

The result of the research is how the teacher’s act in performing set induction and closure in improving students’ English ability. This research hopefully can give a representation model for Teaching English to Young Learners teacher, inform the teacher of how classroom language are managed, can be used as a contribution to development of English teaching learning. Then, it will give much more information for the development of this education field and will be one of the references especially for education students and English department students in general.

1.6 Organization of Paper

This paper is organized into five chapters as follow:

Chapter I Introduction

This chapter contains the background of the research, statement of the problems, scope of the research, aims of the research, significance of the research, research methodology, clarification of the key terms, and organization of the paper.

Chapter II Theoretical Foundation

This chapter contains theories and literature related to the research.

Chapter III Methodology

This chapter presents the methodology conducted in conducting the research. It includes the research design, research questions employed, the instrument of the research, the site and respondent of the research, the data collecting procedures, and data analysis.
Chapter IV Findings and Discussion

This chapter reports the findings and discussion of the study generated by interpreting and analyzing the collected data.

Chapter V Conclusions and Suggestions

This chapter concludes research result and recommendations for teaching process and further research.