

**ENGLISH TEACHERS' STRATEGIES IN OPENING THE LESSON: EFL  
PRE-SERVICE TEACHERS' OBSERVATIONAL EXPERIENCES**



**RESEARCH PAPER**

submitted in partial fulfillment of the requirements for the degree of  
Sarjana Pendidikan at the English Education Department

by

**NURUL FADHILAH ALZA**

**NIM: 19010106031**

**FACULTY OF EDUCATION AND TEACHER TRAINING  
INSTITUT AGAMA ISLAM NEGERI KENDARI**

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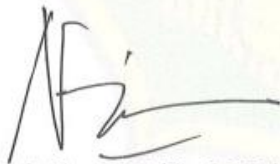
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SID : 19010106031

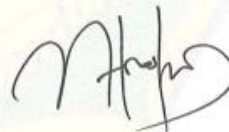
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for further research examination.

First Supervisor,



Sarjaniah Zur, S.Pd.I., M.Pd.  
NIP. 198501262018012001

Second Supervisor,



Nur Hasanah Safei, M.Pd.  
NIP. 199201262019032017



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI KENDARI  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Sultan Qaimuddin No. 17 Kelurahan Baruga, Kendari Sulawesi Tenggara

Tel/Fax. (0401) 3193710/3193710

Email: [iainkendari@yahoo.co.id](mailto:iainkendari@yahoo.co.id) website: <http://iainkendari.ac.id>

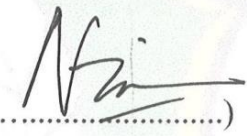
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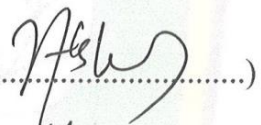
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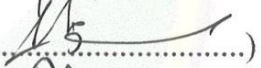
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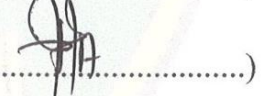
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: Dewi Atikah, M.A. TESOL (.....)

Approved by,  
Dean of Faculty of Education and Teaching Training

Dr. Masdin, M.Pd.

NIP. 196712311999031065

*Visi Program Studi Tadris Bahasa Inggris (TBI):*

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I am Nurul Fadhilah Alza, SID. 19010106031, hereby certify that research result by entitled "English Teachers' Strategies in Opening the Lesson: EFL Pre-Service Teachers' Observational Experiences" under the supervision of Sarjaniah Zur, S.Pd.I., M.Pd., and Nur Hasanah Safei, M.Pd. has been obtained and presented in accordance with academic rules and ethical conduct of IAIN Kendari. It is written and published as a requirement for the degree of English Education program, Tarbiyah, and Teacher Training Faculty at IAIN Kendari. For this reason, I am responsible for the research paper, if there are any objections or claims from others.

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SID. 19010106031



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Kendari, 14<sup>th</sup> June 2023

The Researcher



Nurul Fadhilah Aiza  
SID. 19010106031

## ABSTRACT

Nurul Fadhilah Alza. SID. 19010106031. English Teachers' Strategies in Opening the Lesson: EFL Pre-Service Teachers' Observational Experiences. Supervised by: Sarjaniah Zur, S.Pd.I., M.Pd., and Nur Hasanah Safei, M.Pd.

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This case study aims to explore the English teacher's strategy in opening classroom lesson activities based on the experience of pre-service teacher observations. The study involved fifteen EFL pre-service teachers as participants. In this study, participants were selected through the online survey that the researcher held. This study only selected the participants who witnessed the teachers' activities and techniques in the opening lesson. Focus group discussion (FGD) reflection questions and in-depth interviews were used to obtain qualitative data for this study. The data were analyzed using the thematic analysis technique to identify the emerging themes. The data analysis results show three strategies in opening the lesson activity carried out by teachers at the beginning of learning: greeting, reviewing the lesson, and warm-up activity consisting of games. The result showed that the most dominant strategy an English teacher uses in opening learning at school is reviewing the lesson. Teachers use these strategies to evaluate students' understanding.

**Keywords:** EFL pre-service teachers; opening the lesson strategies; teacher strategy

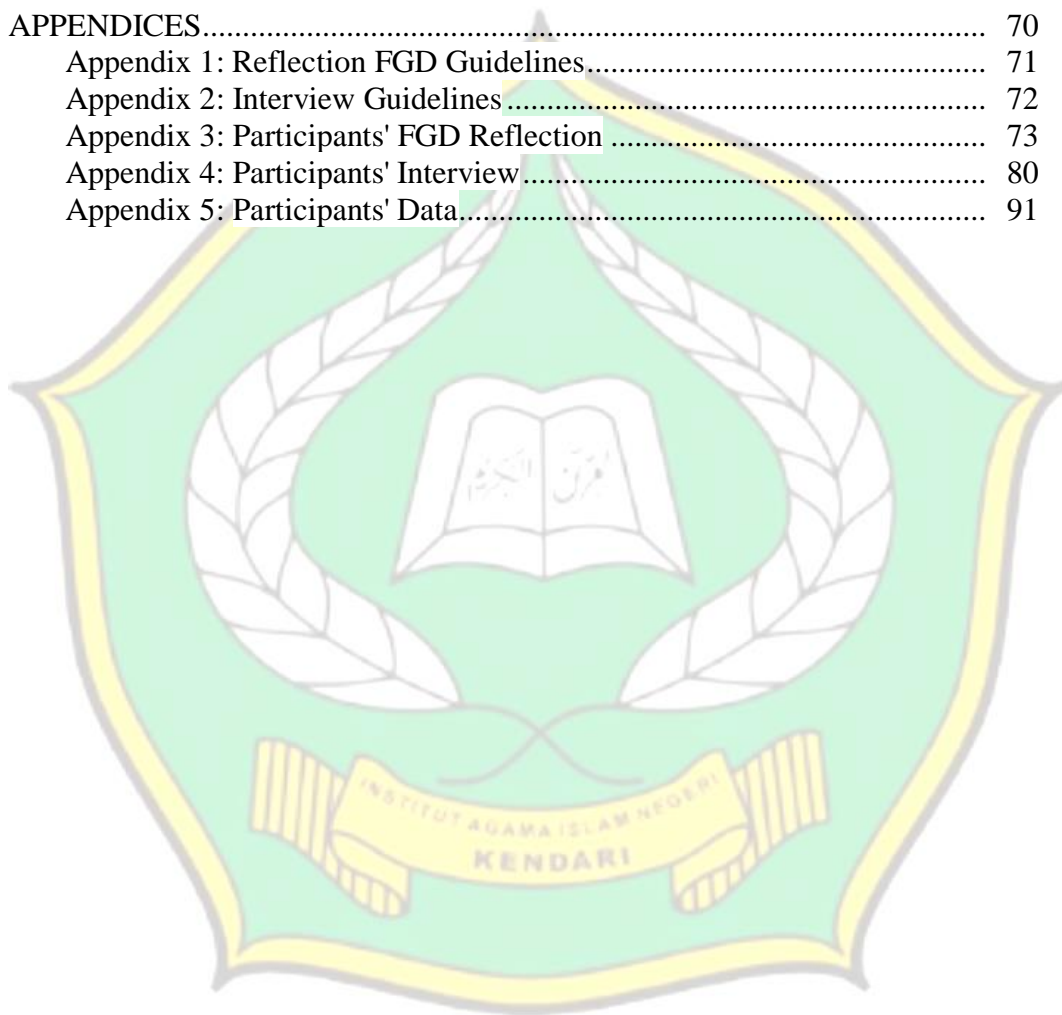


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## LIST OF ABBREVIATIONS

- EFL : English as Foreign Language  
FGD : Focus Group Discussion  
TA : Thematic Analysis  
P : Participant

