

CHAPTER I

INTRODUCTION

In this chapter, the researcher discusses English teachers' strategies in opening the lesson based on the pre-service teacher while observing the classroom's English teaching and learning process where they conducted the first field teaching practice. This section displays the background of the study, the scope of the study, the research question, the purpose of the study, the significance of the study, and the key terms definition.

1.1 Background of Study

Many elements influence the success of the teaching and learning process, including the learning environment, learning materials, student enthusiasm for learning, and so on (Ardillah, 2019). In general, two types of factors influence learners' knowledge: internal factors and external factors. Internal factors derived from self-learners include talent, motivation, interest in learning, ability (potential), and attitude. External factors are derived from outside learners, such as family, learning techniques, learning environment, educator interaction patterns, parental attention, and so on (Mirhadizadeh, 2016). Therefore, the teacher must arouse students' interest in learning in pre-activity, main activity, and post-activity in the learning process (Ardillah, 2019).

Opening the lesson is the first major activity part of the lesson, when the teacher and students begin to interact. Moreover, the first minute of learning is the most important time for the next hour in the learning process because this step of a

brain student's development precedes creativity (Arseta, Harahap, & Syafryadin, 2021). Some activities included in the opening session (pre-activity) include greeting the students and asking about their condition, doing an apperception, introducing material, and motivating the students (Ardillah, 2019).

The starter activity is multipurpose, including checking previous knowledge, readiness, and openness to learning; this activity also has attention-grabbing motivators (Naz, Nasreen, & Rashid, 2021). In the study of Arseta et al. (2021), it was found that warm-ups, used in the opening stage, are also activities that can attract students' attention, helping them engage in the teaching and learning process the warm-up exercises will help students focus on the task at hand. Each student will be ready to study and focus on their language studies at the end of the warm-up activity.

By engaging students in low-risk warm-up activities, a teacher will reach out to more reserved students and help their students achieve their language goals (Estalkhbijari & Khodareza, 2012). Based on Flanigan (2011, as cited in Estalkhbijari & Khodareza, 2012), doing warm-up activities in English class will help students get in the right frame of mind for learning. Also, proper warm-up exercises ensure students get the most out of their course.

In a global context, Aung and Tepsuriwong's (2017) research explores the critical phase of opening a lesson and the practices used by English teachers when starting their lessons. This study aimed to investigate the strategies used by English teachers during lessons, identify standard techniques used, and examine their impact on student engagement and learning outcomes. The author conducted observations and interviews with English teachers from different educational

backgrounds, enabling an in-depth understanding of the nuances of opening lessons. Research findings indicate that effective lesson opening involves creating a positive and friendly classroom atmosphere through greetings, informal talks, reviews, and previews (Aung and Tepsuriwong, 2017)

In Indonesian's education context, the opening lesson is the teacher's effort to provide an introduction/direction about the materials. Hence, students are mentally prepared and interested in following it. Interactive and engaging strategies employed during lesson openings positively influenced students' curiosity and interest, fostering a conducive learning environment (Hawa, Rahmayanti, Putra, Arifatul, Suryani, Purwanti, & Rini, 2021).

Teachers must give an introductory or stimulus in pre-teaching of the material or direction that will be taught to students before entering the material of teaching and learning to make students mentally ready and interested in following the process of teaching and learning in the classroom (Arseta, Nurcholis, Saputra, 2020). There are four skills to open lessons for Indonesian language teachers: attracting students' attention, generating motivation, providing references, and making connections (Hawa et al., 2021).

This research needs to be done to inform readers about the activities carried out by the teacher in class when starting learning. After providing FGD reflections and conducting a semi-structured interview with participants, the most common way teachers start a lesson seems to be by a greeting. The second most common and most used method for teachers in the classroom is to review the lesson. Meanwhile, the activity that is rarely carried out by the teacher in class is warming-up activities.

Based on previous studies, there is a lot of research that discusses English class opening strategies (Arseta, Nurcholis, Saputra, 2020; Naz & Nasreen, 2021; Hawa et al., 2021; Arseta, Harahap, & Syafriadin, 2021) only some literature explores how teachers implement lesson opening strategies based on observations of pre-service teachers during field teaching practice. Using the opening lesson strategy for students is very important because Hawa et al. (2021) stated that opening lessons are efforts or activities undertaken by teachers in teaching and learning activities to create mental preconditions for students to focus their attention on the content to be studied, resulting in a beneficial influence on activities taught.

1.2 Research Question

Following the research focus, it was formed to explore the following research question: "What are the strategies of the English teacher in opening the lesson activities in the classroom based on the experience of pre-service teachers' observations?"

1.3 Scope of the Study

This study focuses on the strategy of EFL teachers in opening the lesson activities at the beginning of learning. This research is limited to the experience of observing students' English teachers in schools during the introduction of the school field.

1.4 Purpose of the Study

Based on the research question, this present study aims to explore the English teacher's strategy in opening classroom lesson activities based on the experience of pre-service teacher observations.

1.5 Significance of the Study

The findings of this study can be used as a reference for anyone who wants to conduct related research, such as exploring students' experiences during observations at school about the teacher's strategy in opening learning activities at the beginning of class. Thus, this study provides information related to the process of opening lessons carried out by teachers at the beginning of learning.

This research can be helpful for many educational parties, especially in language learning. This research can help students see variations in the opening lesson activities the teacher will carry out at the beginning of learning. As a result, this research can also help teachers integrate their teaching strategies so that they are not just fixated on one type of activity.

1.6 Definition of key terms

Some terms must be defined for this study, as listed in the following.

Teachers' strategy: In this study, teaching strategies refer to the methods, techniques, procedures, and processes teachers use, such as opening the lesson, middle activity, and closing activity.

Strategy for opening lessons: The opening lesson strategy is an activity carried out by the teacher to prepare students mentally. This activity aims to keep

students focused on the things to be learned. Some of the strategies carried out by the teacher in class are greeting the students, asking about their condition, motivating the students, reviewing the lesson, and doing warm-up activities.

EFL pre-service teachers: in this study, the term refers to students who are already finishing the first field teaching practice program. This is one of the college programs that must be followed by students majoring in education, which in this context are students majoring in English education. The program that the pre-service teacher follows takes place in junior or senior high school.

Observational experience: Refers to students' experiences in observing the teachers in schools during the learning process, focusing on the strategies for opening the lesson at the beginning of learning.

