

CHAPTER II

REVIEW OF THE LITERATURE

This part presents some theoretical frameworks and relevant studies. The theoretical framework consists of the theories that exist in this study. Meanwhile, the appropriate study discusses the implications of related approaches in previous research.

2.1 Theoretical Framework

2.1.1 EFL Teaching Strategy

The teaching strategy is one of the factors that help teachers in the classroom. Teaching strategies play an essential role in the teaching and learning process. It allows teachers to facilitate student learning activities and can also be one of the methods teachers use to make the teaching and learning process more effective and exciting (Hayati, Afriani, & Akbarjono, 2021). There are four main teaching strategy categories: communication-oriented, student-centred, task-based, and technology-mediated approaches. These strategies promote oral communication, learner autonomy, meaningful tasks, and technology integration in language classrooms (Hayati et al., 2021).

Psaltou-Joycey, Agathopoulou, Joycey, Sougari, Kazamia, Petrogiannis, & Gavriilidou (2018) stated that EFL teachers' perceptions of promoting language learning strategies in the classroom recognize the significance of explicit instruction in language learning strategies, with experienced teachers expressing a deeper appreciation of their effectiveness. However, challenges regarding time constraints, class sizes, and standardized testing pressures hinder comprehensive

strategy instruction. Professional development opportunities are crucial in equipping teachers with the necessary knowledge and skills to promote language learning strategies effectively.

The initial minute of learning is crucial for the subsequent hour of teaching and learning since students' brains are still developing and need time to express their creativity (Arseta, Nurcholis, & Saputra, 2020). Slattery and Willis (2001, cited in Farwati, Rahmah, and Sutisna, 2018) stated three steps in English teaching: greeting and checking attendance at the opening, organizing the classroom through everyday interaction or giving middle activity, and closing.

Arseta et al. (2020) research highlights the crucial role of pre-teaching activities and opening teaching strategies in creating a conducive learning environment. Effective pre-teaching activities, such as activating prior knowledge and introducing essential vocabulary, positively impact student engagement and comprehension. Engaging opening teaching methods, such as multimedia presentations and thought-provoking questions, fosters student interest and curiosity. Akpan and Beard (2016, cited in Abulhul, 2021) stated that the most effective strategy that instructors use to benefit student's learning in the classroom is to encourage them to link their experience in learning in the past to the new knowledge in the present through the class discussion and help them come up with new ideas that benefit them in their real-life problem-solving. This strategy can build students' self-confidence during the learning process.

After the opening activity, the next activity is the core activity. The core activity is defined as identifiable components (fundamental to teaching and grounded in disciplinary goals) that teachers enact to support learning (Grosser-

Clarkson & Neel, 2020). One of the activities that can be carried out in the core activities is to provide ice-breaking activities in the middle of the main activities. Based on Farwati, Rahmah, and Sutisna (2018), ice-breaking activities will make students enjoy the learning process and motivate them to get the best result from the lesson. They will be able to concentrate on their lesson. Ice breaking can be used in the middle of a session to refresh the situation, reduce boredom, reload the energy and enthusiasm of the students, and get concentration back.

The third step in teaching English is closing activity. Closure activity is also essential in a lesson sequence (Richards & Bohlke, 2011). It is also in line with the study of Maier and Panitz (1996), which showed the importance of closure in a lesson for maintaining good working relationships between students and students, as well as students and teachers. Moreover, ideally, the closure activity should make students feel they have achieved their goals or learning objectives (Richards & Bohlke, 2011). Some closing activity strategies that teachers can do at the end of the lesson based on existing concepts are making summaries or conclusions of the lesson, reflection, feedback on the learning process and outcomes, planning follow-up activities in the form of remedial learning, and conveying the learning plan at the next meeting (Hawa, Rahmayanti, Putra, Arifatul, Suryani, Purwanti, & Rini, 2021).

There are three teaching strategies in teaching and learning activities: opening the lesson, core activity, and closure activity. However, in this study, researcher only focused on the English teacher's strategy for opening class activities.

2.1.2 Teacher Strategies for Opening the Lessons

The successful execution of early learning activities in the classroom heavily relies on the effectiveness of opening the lesson. The way a lesson begins is crucial as it sets the tone and pace for the entire learning process. During this initial phase, specific values can be instilled, such as empathy, caring for others, and promoting social and moral values (Arianti, 2020). By incorporating these values from the start, students are more likely to become enthusiastic and engaged in teaching and learning (Arseta, Nurcholis, & Saputra, 2020).

The significance of the first minute of learning cannot be underestimated, as it greatly impacts the subsequent hours of the learning process. An open and well-structured introduction to the lesson allows students to settle into a conducive learning environment, fostering a sense of calmness and attentiveness. Consequently, students can better focus on the subject matter being taught (Arseta, Nurcholis, & Saputra, 2020). Various teaching strategies have been proposed for effectively opening lessons. A study by Aung and Tepsuriwong (2017) stated that teachers commonly use several approaches. These strategies include greetings, informal talk or chatting, and reviewing and previewing lesson content.

In this study, the researcher only focused on three strategies when opening lessons: greetings, reviewing the lessons, and warm-up activities.

2.1.2.1 Greeting

Greeting is a mandatory activity for teachers to start learning. The notable impact of moral character education on students' greetings indicates heightened

respect and courtesy in the students' interactions. Additionally, the students demonstrated increased warmth and friendliness in their greetings post-intervention, contributing to a more supportive and positive school climate (Arrosyad & Nugroho, 2021). A greeting may be a polite word or sign of welcome or recognition (Faiz & Suhaila, 2013, p. 126).

Greetings are essential to social interaction as they initiate contact and influence subsequent interactions (Faiz & Suhaila, 2013). Greeting is the first word spoken as a routine to acknowledge someone's presence (Zeff, 2016). Morning greetings are one of the activities that can be done to set a good example and habit. This activity can make students happier and enjoy or feel closer to the teacher (Arrosyad & Nugroho, 2021).

This sense of well-being motivates students to participate actively in class activities. Classroom greetings offer more than a simple hello. It can welcome students “in” and signal that they matter. Greeting builds and maintains a classroom atmosphere to provide a good opportunity for dialogue between students and teachers (Shields-Lysiak, Boyd, Iorio, & Vasquez, 2020).

Those interactions increase motivation and activeness in early learning; therefore, teaching-learning can run well. The strategy to begin the lesson by facilitating interaction between teacher and students is a valuable thing to apply for effective learning. There are many various forms of classroom languages for beginning the lessons. For instance, there are some ways to greet the students, such as ‘How are you,’ ‘How is life,’ ‘How is everything?’, ‘Is everything ok?’, ‘Is everything well?’ ‘Are you feeling better today?’. In addition, the students always answered with the utterance “I am fine. And you” (Arianti, 2020).

Greetings welcome us in and acknowledge, “I see you.” They can be verbal, such as good morning, and physical, such as a High Five (Shields-Lysiak et al., 2020). Greetings to increase social belonging and promote a positive classroom climate involving specific positive interactions. For instance, greeting using the student’s name, handshake, fist bump, and pat on the shoulder (Cook, Fiat, Larson, Daikos, Slemrod, Holland, Renshaw, 2018).

2.1.2.1.1 The Benefits of Greeting

Greetings play a role in building and strengthening solid student-teacher relationships. By receiving personalized and warm greetings, students felt valued and supported, leading to a positive emotional climate within the classroom. Moreover, classroom greetings positively impacted student engagement, with students demonstrating higher levels of attention and participation during class activities (Shields-Lysiak et al., 2020). The study also revealed a positive correlation between the frequency of greetings and students' academic performance, suggesting that these simple interactions may contribute to enhanced cognitive stimulation and motivation. (Shields-Lysiak, et al., 2020)

The positive greeting procedure has three core features. First, teachers pleasantly greet students as they enter the classroom to connect relationally with each student and create a positive classroom climate in which students feel connected and belong. Second, teachers provide preplanned corrective remarks to increase the likelihood of students effectively transitioning into the classroom and engaging in the planned learning activity as soon as possible. Last, teachers deliberately deliver behaviour-specific praise statements to reinforce desired

behavior and capitalize on social learning, fostering a supportive and respectful environment for social-emotional learning. (Cook, et al., 2018).

Table 2.1 Description of the Greetings Activity

Author(s)	Year	Greeting activity	Description
Arianti	2020	Making interactions	There are some ways to greet the students, such as ‘How are you,’ ‘How is life,’ ‘How is everything?’, ‘Is everything ok?’, ‘Is everything well?’ ‘Are you feeling better today?’. In addition, the students always answered with the utterance “I am fine. And you?”.

2.1.2.2 Reviewing the lesson

The most common way to start the lesson is by reviewing the lesson. Reviewing means dealing with the previous lessons, and it helps to raise the students’ confidence as the lesson is already learned (Aung & Tepsuriwong, 2017). The first step in the learning process is reviewing the previous material, which prepares students' brains for learning (Arseta, Harahap, & Syafryadin, 2021).

The most effective strategy that teachers use for student learning in the classroom is to review their experiences in learning in the past with new knowledge of the present through class discussions and help students find ideas that are useful for them in the future (Paredes, Azcona, Hsiao, & Smeaton, 2018). Reviewing the lesson, namely teaching the same lesson from once, can serve as a basis for distinguishing errors that will be corrected upon review. This study examines the possibility of improving the quality of teaching by utilizing the

experience gained from repeated education, namely the presentation of a lesson by the same teacher to students (Klein, 2012).

There are two ways of reviewing activities: reviewing previous material through games and reviewing material through questioning (Ardillah, 2019). Game and self-evaluation are two appropriate methods for reviewing the lesson. The first is delivering questions and forming a fun game. The second is the self-assessment or measuring self-understanding of the learned material at the previous meeting. In this stage, the teacher questions the students about previous materials (Ardillah, 2019).

Reviewing lessons at the beginning of class can help teachers review students' understanding of lessons in the previous meeting. Based on Paredes, Azcona, Hsiao, and Smeaton (2018), reviewing lessons to identify or review student achievement, comparing the efforts made by high-achieving and low-achieving students. In addition, Treko (2013) states that reviewing material and reinforcement is essential in large multi-level classes, and doing this at the beginning, of course, can reinforce concepts learned in previous lessons.

Besides reviewing, teachers ask questions to help students discover what has been learned, explore the subject in depth, and engage in peer discussion and interaction (Tofade, Elsner, & Haines, 2013). Questioning is one of the best-known modes of instruction to ask questions that can significantly facilitate learning (Milawati, Rohmah, & Alim, 2020).

Questions are often used to stimulate the recall of prior knowledge, promote comprehension, and build critical-thinking skills. The teachers need to plan some inquiry strategies before teaching English classrooms because by using

questioning strategies, the teacher can guide students to a particular response, promote interaction, enhance students' oral skills, and help promote student learning. The questioning technique can help the students become more involved in classroom discussions (Irawati, Nirmalasari, & Styati, 2021).

Based on Xuerong (2012, as cited in Irawati, Nirmalasari, & Styati, 2021), one critical tool to help students feel more connected is to ask questions. Xuerong (2012) supports the idea that questioning strategies are categorized into two groups: Question-planning and question-controlling. Question planning strategies refer to the types of questions the teacher uses in the classroom. The terms of question planning strategies display close-knit questions, open reference questions, and follow-up questions. Question-controlling techniques are proposed to students to answer questions, call on specific students to answer, and ask repetitive questions.

Based on Abulhul (2021), asking questions can engage students in class discussions. This strategy encourages students to think critically and analyze the knowledge presented in class. Finally, it can be concluded that the questioning technique stimulates the students' participation in the classroom (Wahyudi, 2017). Therefore, questions can work as mediating tools and can implicitly show students how to think, act, and reason within a topic (Svanes & Bakken, 2023).

2.1.2.2.1 The benefits of reviewing the lesson

The positive impact of reviewing lessons in fostering a collaborative learning environment is that students actively participate in discussions, exchange perspectives, and learn from each other's experiences (Favero, 2011). In such

environments, students take on an active role in their learning process, leading to increased motivation, participation, and a deeper understanding of the subject matter. Through collaborative learning, students are encouraged to interact, share ideas, and provide feedback, creating a dynamic and enriching educational experience (Favero, 2011).

Klein (2012) emphasizes the importance of careful planning and creativity when implementing successful review sessions. This activity highlights the need for educators to design review activities that are interactive, engaging, and thought-provoking to avoid monotony. By incorporating diverse delivery methods such as group discussions, debates, problem-solving activities, or multimedia presentations, educators can maintain student interest and cater to different learning styles, effectively reinforcing essential concepts.

Reviewing the lessons by asking students questions during the opening of lesson sessions offers several advantages. Firstly, it emphasizes the significance of the learning process in achieving success on tests and evaluations. When students actively participate in the review process, they can consolidate their understanding, identify areas of improvement, and reinforce their knowledge through retrieval practice. Regular reviews support learning and help students identify gaps in their understanding, allowing them to address misconceptions and improve their comprehension (Favero, 2011).

Secondly, some students may initially express frustration or apprehension about more engaged review activities. Such sessions can be beneficial in reducing test anxiety, particularly in the context of high-stakes exams. The collaborative nature of these review sessions promotes a supportive learning environment,

encouraging students to learn from each other, clarify doubts, and gain confidence in their abilities. This activity can alleviate the stress often associated with exams, as students feel more prepared and supported in their learning journey (Favero, 2011).

Additionally, active review sessions can foster critical thinking and analytical skills. When students are encouraged to discuss and debate concepts, they are prompted to think deeply about the subject matter, consider different perspectives, and develop well-reasoned arguments. This activity enhances their understanding of the material and equips them with valuable skills that extend beyond the classroom setting (Favero, 2011).

Table 2.2 Description of the Reviewing the Lesson Activity

Author(s)	Year	Reviewing the lesson activity	Description
Ardillah	2019	Reviewing material through games and reviewing material through questioning	Game and self-evaluation are two appropriate methods for reviewing the lesson. The first is delivering questions and forming a fun game. The second is the self-assessment or measuring self-understanding of the learned material at the previous meeting. In this stage, the teacher questions the students about previous materials.

2.1.2.3 Motivation

Motivation elucidates a person's direction, persistence, and goal-directed behaviour (Ullah, Sagheer, Sattar, & Khan, 2013). Motivation has been utilized as a psychological strategy in schools to inspire students to improve their academic performance. Teacher motivation strategies for students aim to improve student

academic achievement (Kirondo, 2014). Wery and Thomson (2013) stated that teachers are frequently at a loss for how to assist the students while also feeling pressure to guarantee they reach the essential academic goals and objectives.

The most challenging time teachers encounter when teaching struggling students is related to motivational aspects: 'How can I motivate my students to learn? Do many teachers express a common issue? Because motivation is an internal process, many teachers feel it is beyond their influence (Wery & Thomson, 2013). Klahr (2007, as cited in Kirondo 2014) stated that after observing teacher' strategies to motivate students in Australia, he found that students can be motivated by achievement, novelty, choice, relevance, diversity, collaboration, teacher enthusiasm, and encouragement. Teachers must understand the techniques that can be used to motivate students and must apply them appropriately to help students achieve good results.

Students' motivation is essential for quality teaching and learning (Ullah, Sagheer, Sattar, & Khan, 2013). Teachers frequently provide students with incentives to engage and complete an activity. These incentives might be either physical benefits like money or sweets or the promise of a future reward like a grade. Non-tangible rewards may include verbal praise, a smile, or a pat on the back (Wery & Thomson, 2013).

Motivation can be categorized into 2, intrinsic and extrinsic (Pahlavannezhad & Nejatyan, 2013), both affecting student achievement. Intrinsic motivation occurs when someone participates in an activity purely because of curiosity or a need to know more about something (Wery & Thomson, 2013). However, extrinsic motivation cannot only encourage the desire of students

who are interested in learning but also foster the desire of less interested students. Extrinsic motivation is motivation from outside the learner and involves external rewards for completing a task. Words of praise from the teacher, a privilege, and a higher grade on a paper are instances (Burden, 2000).

The reinforcement practices of extrinsic motivation can be effective. Still, excessive rewards may be decreasingly successful in new situations, foster dependence on the teacher, and undermine intrinsic motivation (Burden, 2000). In a supportive environment where there is a sense of belonging and where everyone is valued and respected, students' motivation will grow, and they can give their full attention to learning (Pahlavannezhad & Nejatyan, 2013)

2.1.2.3.1 The Benefit of Providing Motivation in Class

Students' motivation is critical to their performance and attainment of high-quality academic marks. Their subjective experiences determine student motivation and desire to participate in lessons (Ullah, Sagheer, Sattar, & Khan, 2013). Johnson (2008 cited in Ullah et al., 2013) stated that the factors that influence students' motivation to learn include a variety of environmental factors such as classroom cleanliness, teachers' interactions with students, and students' interest in certain course material.

Motivation increases engagement in activities (Pahlavannezhad & Nejatyan, 2013). Larson (2000, cited in Pahlavannezhad & Nejatyan, 2013) stated that motivation encourages students to spend time on the task, an important factor affecting their learning and achievement. The increase in motivation led to English learning development as the methods used by the teacher made the

students more and more interested in class participation (Pahlavannezhad & Nejadiyan, 2013).

Table 2.3 Motivation Activity in Classroom

Author(s)	Year	Motivation Activity
Kirondo	2014	Klahr (2007, as cited in Kirondo 2014) stated that after observing teacher' strategies to motivate students in Australia, he found that students can be motivated by achievement, novelty, choice, relevance, diversity, collaboration, teacher enthusiasm, and encouragement.

2.1.2.4 Warm-up activity

Warm-up is the preparatory stage where students are helped to relax and get in a good mood, with the idea that learning will be easy and fun (Rushidi, 2013). Warming up is a simple activity at the beginning of the meeting with students to increase student interest, increase student participation, and attract their attention during the learning process (Safriyani, Mahsunah, Munawwaroh, Usva, & Nuriawarti, 2020). Based on Chris, 2014 (as cited in Karpushyna, Bloschynskyi, Zheliaskov, Chymshyr, Kolmykova, & Tymofieieva, 2019), warm-up activity is the first activity of the class, so warm-up sets the tone for the next lesson boosts students' energy levels, creates a positive atmosphere for language practice and experimentation and puts them in English mode. Warming-up activities help students concentrate on the learning process and stimulate their thinking in learning (Karpushyna et al., 2019).

Warm-up activities at the beginning of the class are significant for teachers. These activities can make students less sleepy and arouse their enthusiasm to learn English. Warming-up activities are essential components that foster motivation (Seçer, Şahin, & Alcı, 2015). Warm-up is an effective way to

help the students think in English and review previously introduced material (Velandia, 2008). Warming up is carried out at the beginning of the learning process to prepare students' brains to learn. Warm-up must also be short because it is like preparation for the other class stages (Velandia, 2008).

Warm-ups are a skillfully organized lesson beginning (usually no more than 5 minutes), which can introduce students to a foreign language atmosphere and give students a positive attitude for the entire lesson (Dmytryk, 2021). For the warm-up to be successful, it should have the following conditions: 1) be interesting. An interesting warm-up can interest students and arouse positive emotions, affecting motivation. 2) Based on the topic. The warm-up should be based on the goals of the lesson. 3) Focus on students. The warm-up should be for their age group and level of language. 4) Be short. Teachers should always set a time limit, and warm-up tasks should take no more than 5 minutes. 5) Be authentic. The warm-up should not be detached from reality. It will be better if the warm-up simulates life situations and daily activities (Dmytryk, 2021, p. 13).

2.1.2.4.1 Types of Warm-up

Effective warm-up activities are vital in setting the tone for an English language class and getting students focused on the lesson ahead. Incorporating diverse warm-up exercises into a routine can enhance student engagement, promote language acquisition, and create a positive learning environment (Treko, 2013). There are varieties of warm-up activities to get students focused on English at the beginning of a class that can be incorporated into a routine. Some warm-up

exercises included giving games, quizzes, providing a picture, and audiovisual activities (Treko, 2013).

Some warm-up activity strategies that teachers can do at the beginning of the lesson based on existing concepts are as follows:

2.1.2.4.1.1 Games

Warm-up activities with game elements are found across different practices and domains (Segura, Vidal, Waern, Duval, Bel, & Bertran, 2021). Games help teachers create contexts in which the language is valuable and meaningful (Aisyatin, 2014). Games help and encourage many learners to learn the target language more easily (Derakhshan & Khatir, 2015). Kuo (2008, as cited as Wang, Shang, & Briody, 2011) continues, "Games and game-like activities have always been popular tools in English classrooms to engage or 'wake up' disinterested students and promote interaction, thinking, learning, and problem-solving strategies (Akdogan, 2017).

Research conducted by Aisyatin (2014) shows that a fun way of teaching is needed to help children with language learning. Games such as warming up in the class can encourage the students to relate to the lesson since they create a communicative environment where they can explore themselves without fear of making mistakes (Zakaria, 2021). Learning becomes more fun by playing games and becomes a platform for students to remember a lesson (Jafarian & Shoari, 2017).

Based on Safriyani, Mahsunah, Munawwaroh, Usva, & Nuriawarti (2020), in one junior high school in Indonesia, students are bored when they listen to what

the teacher says, and there are no other activities during the teaching-learning process. From these problems, finally, the warming up activity was carried out for the game before the English learning process to increase students' interest and motivation in learning.

Using games in English class can get students relaxed and enjoy using the language (Zhu, 2012). One of the studies used guessing games. The essential role of guessing games is simple: one person knows something another wants to discover. The thing to be supposed can differ significantly from one game to another. It can be a word, an object, an activity, or many other things. Guessing games help student's practice logical thinking and ask questions (Zhu, 2012; Zakaria, 2021). In addition, clapping games are an oral tradition, shared from child to child and generation to generation and passed on by word of mouth. Games typically incorporate repetition, improvisation, coordination, memory, and skill tests (Veblen, Kruse, Messenger, & Letain, 2018).

One example of an activity carried out in class is kinesthetic brain exercises. Students were asked to work in groups of four. Each group member was given a number one to four. They were asked to count from one to four, making sure the students spoke up, which correlated with the number. After a few rounds, they were asked to replace the word "one" with clapping. After a few more games, they were asked to return "two" with a punch to the table, then "three" with a snap of a finger, and finally "four" with a leg stump (Paulikova, 2018).

The types of games the teachers use as warming-up activities are clapping games and taboo games/guessing games. The teacher said good morning in clapping games, and the students should clap their hands once. When the teacher

said good afternoon, the students should clap twice; when the teacher said good night, the students should clap half. If there were students who got it wrong, they got punished (Safriyani et al.). Then, the second game is taboo games/guessing games. In this game, students learn to cooperate to earn some points. The teacher sticks a word on the student's forehead, and then the student must guess the word by asking for clues from other group students. This fun activity showed the group's cohesiveness (Aisyatin, 2014).

Furthermore, this game could also maintain students' enthusiasm for learning. Hadfield (2001, as cited in Aisyatin 2014) stated that this is characteristic of the competitive game. The game aims to deliver the message to be included in the communicative game through body gestures.

In addition to the two games discussed above, previous research examined six games as warming-up activities the trainers used in teaching. First, identity cards as a warming-up activity in her speaking class. Second, arranging words is a warming-up activity in her vocabulary class. Third, gesturing their body as a warming up activity in her vocabulary class. Fourth, mentioning profession as a warming-up activity in her vocabulary Class. Fifth, the guessing game is a warming-up activity in her vocabulary class, and this game aims to build cooperation between students in the classroom. Sixth, do you love me? A warming-up activity in grammar class, mostly simple present tense (Zakaria, 2021).

Aisyatin's (2014) research focuses on English teachers applying games as warming-up activities in young learners' classrooms since games are fun for children and help students and teachers in teaching. The students improved

vocabulary mastery and confidence while learning English through games (Zakaria, 2021). Vocabulary is one of the most critical factors in English (Akdogan, 2017).

2.1.2.4.1.2 Quizzes

Teachers need to be active in learning with the potential to control what they know and how the process occurs. Quizzes give control over regulating their cognition, motivation, and behaviour (Kovacs, 2017). The teacher is a facilitator and a source of knowledge in the student learning process because teachers are the central element in the learning process (Akhtar, Hasanati, & Istiqomah, 2019).

Quizzes and short language challenges can activate students' prior knowledge and assess their understanding of previously taught material. These quizzes include quick multiple-choice questions, fill-in-the-blank exercises, or interactive digital quizzes. Such activities encourage students to recall information and provide valuable feedback to the teacher about areas that may need further reinforcement (Treko, 2013).

Quiz-development activities are a valuable way to scaffold self-regulated learning (Jones, 2017, p. 10). Pre-Lecture Quiz (PLQ) gives students quizzes before the learning process begins, which aims to increase student readiness to participate in learning. Students were divided into 5-6 groups, each given a problem-based worksheet (Rudibyani, 2020). Quiz administration is an effective instructional method that can potentially improve student achievement. After giving the quiz, students receive feedback in the form of the correct answer

regarding the accurate and complete definition (Nyroos, Schéle, & Wiklund-Hörnqvist, 2016).

Quizzing can enhance learning, and learning strategies yield powerful benefits to students' memory (Nyroos, Schéle, & Wiklund-Hörnqvist, 2016) and powerful instructional tools that are efficient for overall assessment (Lin, Sun, & Zhang, 2021). Quizzes help teachers evaluate learners and assess whether their learning meets the instructional goals. Quizzes also motivate learners to structure their academic efforts (Lin et al., 2021).

2.1.2.4.1.3 Audiovisual activities

An audio-visual activity included listening to a song and competing to win most of the heard words (Paulikova, 2018). English songs as a warm-up activity can increase students' motivation. Mustajib and Ardian (2020) stated that integrating music-based activities enhances student motivation and language learning experience. The rhythmic and melodic elements of songs create an enjoyable environment and serve as an effective platform for practising pronunciation, vocabulary, and comprehension skills. Moreover, incorporating culturally relevant and age-appropriate songs fosters a relaxed atmosphere, boosting students' confidence in expressing themselves.

Engaging students with audio and video clips relevant to the lesson's theme can captivate their attention and stimulate listening and comprehension abilities. After watching or listening to the material, students can participate in follow-up activities such as answering questions, summarizing the content, or engaging in group discussions (Treko, 2013). By reducing anxiety about language

learning, these activities positively influence students' language proficiency and make the learning process more enjoyable and rewarding. Therefore, selecting suitable songs maximizes their motivational impact and encourages language educators to integrate music-based activities into teaching practices (Mustajib and Ardian, 2020).

Strategies that can be done in class are asking the students to form groups of three and dictate a set of words, which are written on separate strings of paper. The comments are then put in front of the group, and a song is played. The student's task is to listen to the words in the song they have written before. Once they heard a specific term, they should have picked it up quickly to win it over. The winner of the competition is the one who has the most comments (Paulikova, 2018).

2.1.2.4.1.4 Showing Picture

Teaching English through pictures remains one of the most creative and effective new techniques for teaching foreign languages. It can be used by any student, regardless of their skill level in English (Fiodorov, 2021). Providing students with an intriguing or thought-provoking image related to the lesson's topic can spark discussions and encourage creative thinking. Students can be asked to describe the image, discuss their impressions, or speculate about its relevance to the upcoming lesson. This activity helps to develop students' descriptive and expressive language skills (Treko, 2013).

The activity that students can do is to be shown situational pictures following the lesson's topic, but they do not know it. Students are asked to form

groups of three and discuss the images. They were asked to focus on the background story of the situation, the possible outcomes, and the items in them. After the group discussion, they were asked to compare their findings with the rest of the class. At the end of the activity, they explained the actual situation with all the information needed to move forward (Paulikova, 2018).

2.1.2.4.2 The Benefits of Warm-Up Activities

Warm-up activities offer many benefits for teachers and students, including a suitable learning environment and springboard to the lesson topic or target language (Chris, 2014). Using warm-up in teaching creates a fun learning environment and provides fun and energy to motivate students (Hoang & Van, 2022).

Warm-up activities are processes to begin the class and tools that help us catch students' attention (Velandia, 2008). Studies on warm-up activities that can increase student motivation in learning have been carried out in Ukraine. Ukrainian researchers confirm that to increase students' motivation to learn foreign languages, teachers choose interesting educational materials, use unusual teaching methods, and attract students' attention to be active in class. Therefore, warm-up activities can affect the emotional environment, attract students' attention before class, and increase learning motivation (Dmytryk, 2021).

One of the Islamic schools in Indonesia has been applying the 2013 curriculum revised. In the 2013 revised curriculum, students should be active students. Most students are less interested and enthusiastic about learning English and tend to feel bored during the learning. This solution is designed to increase

students' interest in learning English and support their motivation in the English learning process. Therefore, teachers should offer many games and warm-up exercises to create an enjoyable atmosphere before learning English. Thus, warming up can motivate students to learn English (Safriyani et al., 2020).

Based on Karpushyna, Bloschynskyi, Zheliaskov, Chymshyr, Kolmykova, & Tymofieieva (2019), Warm-ups are an effective way of helping students to begin the English class daily. More specifically, the research also discusses warm-up activities in EFL classrooms, which examines the effects of warm-up tasks as classroom activities on foreign language written production (Savas, 2016).

In this way, students can better prepare (Hoang & Van, 2022). Akther (2014, as cited in Arseta, Harahap, & Syafryadin, 2021, p. 53) argues that warm-up exercises that only take place in teaching opening activities but can help in the following aspects of teaching and learning activities, such as to build good relationships between students and teachers and set up a positive learning environment, to motivate students, attract students' attention at the beginning of the lesson, recall background knowledge, and to discuss and set clear objectives of the study. At the preparatory stage, warm-up exercises can be essential in arousing students' interest and motivating them. So, warm-up activities encourage students to participate actively in learning (Dmytryk, 2021). Different types of warm-ups help provide variety and interest in the lesson (Velandia, 2008).

Based on I-Jung (2005, as cited in Akdogan 2017, p. 32), the benefits of using games in language learning include that games are learner-centred, encourage creative and spontaneous use of language, and foster participatory

attitudes of the learners. According to Zakaria (2021), there are four advantages to using games as a warm-up activity: students easily understand learning English through games, students' self-confidence increases when learning English through games, games that are applied can help remember previous lessons and games used in class can motivate students to learn English. Games also help learners recall material pleasantly and entertainingly (Aisyatin, 2014). Games help engage all students, provide an opportunity for collaboration and cooperation, and provide an enjoyable learning experience (Aslanabadi & Rasouli, 2013).

Giving quizzes at the beginning of a lesson can also be very helpful for teachers to attract students' attention and help them refocus on the learning process (Rudibyani, 2020). A quiz is a learning assessment tool with many benefits, making it easier to monitor student understanding and increasing student involvement (Akhtar, Hasanati, & Istiqomah, 2019).

Pictures also benefit learners by improving their sensory experience and increasing their creativity (Willis, 2008). Providing images can arouse interest and concentrate attention at the beginning of a lesson (Fiodorov, 2021). Teachers using realia in the classroom can spark ideas for their studies. Not only that, realia is a highly compatible medium that can be used easily and administratively to teach learners (Maxom, 2009).

Table 2.4 Description of the Types of Warm-up Activity

Author (s)	Year	Types of Warm-up	Description
Aisyatin	2014	Games	A fun way of teaching is needed to help children with language learning. Games such as warming up in the class can encourage the students to relate to the lesson since it creates a

Author (s)	Year	Types of Warm-up	Description
Nyroos, Schéle, & Wiklund-Hörnqvist	2016	Quizzes	communicative environment where they can explore themselves without fear of making a mistake. Quiz administration is an effective instructional method that can potentially improve student achievement. After the quiz, students receive feedback in the form of the correct answer regarding the accurate and complete definition.
Mustajib and Ardian	2020	Audiovisual activities	Integrating music-based activities enhances student motivation and overall language learning experience. The rhythmic and melodic elements of songs create an enjoyable environment and serve as an effective platform for practicing pronunciation, vocabulary, and comprehension skills.
Treko	2013	Showing picture	Providing students with an intriguing or thought-provoking image related to the lesson's topic can spark discussions and encourage creative thinking. Students can be asked to describe the image, discuss their impressions, or speculate about its relevance to the upcoming lesson. This activity helps in developing students' descriptive and expressive language skills.

2.2 Previous Study

This research related to the opening lesson strategies is not a brand-new study. However, other studies have looked at the same focus among other teacher strategies in opening lessons in classroom interaction. Studies focusing on opening lesson strategies in English classrooms have revealed several focuses, such as students' interest at the opening of the class (Ardilah, 2019) and an analysis of activities carried out by teachers at the beginning of learning at Schools (Arseta, Harahap, & Syafryadin, 2021).

In the context of opening teaching, Arseta, Nurcholis, and Saputra (2020) reveal that the opening teaching phase is acknowledged for its influential role in setting the tone for the entire lesson and fostering a positive and participatory learning environment. Crucially, the study emphasizes the significance of student engagement throughout the pre-teaching and opening-teaching phases. Active student involvement correlated positively with improved learning outcomes, underlining its pivotal role in teaching. Teachers who encouraged students to express their thoughts and ideas reported higher motivation and interest in the subject matter.

Using a mixed methods approach, Arseta, Harahap, and Syafrudin (2021) conducted observations and interviews with various groups of English teachers to collect comprehensive data. The findings reveal that a prominent strategy educators use to open their lessons is using language games, instilling an element of fun and encouraging incidental language learning. In another study, some activities included in other opening sessions (pre-activity) were greeting students and asking about their condition, doing apperception, introducing material, and motivating them (Ardilah, 2019).

Another study with the same focus is research from Hawa, Rahmayanti, Putra, Arifatul, Suryani, Purwanti, & Rini (2021). The authors used a mixed solid methods approach, combining qualitative and quantitative techniques, to collect data from educators in diverse educational settings. The findings reveal four components and aspects of opening lessons: 1) attracting students' attention, 2) generating motivation, 3) providing references, and 4) making connections.

This study is similar to previous studies by some researchers who had previously observed English teachers' strategies in opening the lesson activity. The novelty and differences between this study and previous studies present the English teacher's strategies when opening lessons used in class based on observational experiences during field teaching practices.

