CHAPTER III

METHODOLOGY

This chapter mainly presents the methodology of this study used to answer the research question, which covers research design, setting and context, participants, the data collection technique, and the data analysis method.

3.1 Research Design

In this study, the researcher used qualitative and case study design. Qualitative research is a method that focuses on in-depth observation. The researcher conducts qualitative research because it needs a complex, detailed understanding of the issue (Creswell & Poth, 2016). The researcher conducted a case study to determine the analytical approach to developing case descriptions based on themes and contextual information (Creswell & Poth, 2016). Yin, 2014 said that case study research involves case studies in real life, contemporary contexts, or settings. Therefore, using the case study, the inquirer explored the activities carried out by the teacher at the beginning of class based on the pre-service teachers' experiences while observing the teaching and learning process.

3.2 Setting and Context

This research was conducted at a university in Southeast Sulawesi, Indonesia. This study focuses on the experiences of EFL teachers when completing a fieldwork practice. They were observers at that time that saw the strategies used by the teacher. Observational experiences are related to the method

some English teachers use when opening lessons at the beginning of class. The teachers who were observed taught at the junior and senior high school levels.

3.3 Participants of the Study

This study involved 15 students majoring in English Education who were taken as participants after purposive sampling. Participants in this study were recruited based on the following criteria: 1) had done PLP 1, 2) active students of the English Language Education department, 3) had completed TEFL courses, and 4) had made observations at school.

Participants in this study were recruited based on the researcher's assessment of their responses during the focus group discussion (FGD) reflection with their group discussion regarding the teacher's opening lesson activity when learning English. Selected participants were seen based on adequate answers so they could be explored further through interviews. In addition, they are easy to reach and can collaborate well with the researcher in providing valid data.

The following table shows the research participants' profiles using the abbreviation 'P' (Participant).

Table 3.1 Demographic Profile Participants

No	Participant's Names	Gender	Age	Semester	School of PLP 1
1	P1	Female	19	5	Senior High School
2	P2	Female	19	5	Senior High School
3	P3	Female	23	7	Senior High School
4	P4	Female	20	5	Senior High School
5	P5	Male	20	7	Senior High School
6	P6	Female	19	5	Senior High School
7	P7	Female	20	5	Senior High School
8	P8	Female	20	5	Senior High School
9	P9	Female	22	5	Senior High School
10	P10	Male	20	5	Junior High School
11	P11	Female	20	5	Junior High School

No	Participant's Names	Gender	Age	Semester	School of PLP 1
12	P12	Female	19	5	Junior High School
13	P13	Male	19	5	Senior High School
14	P14	Female	19	5	Senior High School
15	P15	Female	20	5	Senior High School

3.4 Instruments of the Study

The focus group discussion (FGD) reflections and semi-structured interviews were appropriate instruments to assemble the data. FGD can help gather specific data or when it is challenging to obtain information using conventional data-collecting techniques (Omar, 2018). The reflection questions made were successful and agreed to be given to participants. The questions they discussed were related to the question: What strategies did the teacher use when opening lessons in class?

On the other hand, the researcher conducted a semi-structured interview (Wengraf, 2001) to dig into the source of data deeply to find more information on English teachers' strategies in opening lessons in English classrooms based on EFL pre-service teachers' observational experiences. The questions are given to each participant based on the process of opening the lesson they found during their observation. Researchers conducted face-to-face interviews with students in the same room and virtually via WhatsApp. Through an interview, the researcher can ask questions about things unclear from the participant's reflections and dig deeper into what they expressed during the FGD reflection regarding the English teacher's opening lesson strategy.

3.5 Data Collection

In this case study, the data collection procedure begins by giving background questionnaires to participants to use as demographic data. After the demographic data was collected, the researchers provided the reflective FGD questions, and participants answered them in group discussions using the Zoom application. After the recording of their conversation was ready, it was made into a transcript to facilitate the research. Lastly, the researcher put all data transcripts in one file in Google Drive, making it easier to reread when analyzing all document transcription reflective FGD. After that, the researcher simplifies the data by giving it colour and probing to dig for more information about the data from participants.

The researcher then conducted semi-structured interviews to dig deeper into the information, with several questions still needing additional information and clarification. Interviews were conducted face-to-face in class, where the researcher asked queries that were immediately answered by the participants and through the WhatsApp application. During the interview, the researcher recorded the participants' answers. Meanwhile, participants who were interviewed via WhatsApp were asked questions, and participants answered via voice notes. The results of the participant interview recordings were made in the form of a transcript. Then, the transcripts of the participant interviews and the transcripts of the participants' reflective FGD were analyzed by coding.

3.6 Data Analysis

In this study, the researcher examined the opening lesson strategies that the teacher used in the classroom by adapting theory from greeting (Arianti, 2020), reviewing the lesson (Paredes, Azcona, Hsiao, & Smeaton, 2018), and warm-up activity (Rudhidi, 2013). Table 3.2 below is an analysis of the details of the theories.

Table 3.2 Theories Analysis of Opening Lesson Strategies

Author(s)	Year	Type of opening lesson	Description
Arianti	2020	Greeting	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 example, 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?"
Paredes, Azcona, Hsiao, & Smeaton	2018	Reviewing the lesson	Teachers review the lessons to identify or review student achievement, comparing the efforts made by high-achieving and low-achieving students.
Rushidi	2013	Warm-up	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.

All data from reflective FGD and semi-structured interviews related to English teachers' strategies in opening the lesson in English classrooms based on EFL pre-service teachers' observational experiences were analyzed thematically. Afterwards, the researcher coded all the data from reflective FGD, and the transcript of the semi-structured interview was obtained using Saldana's (2014)

guide to code documents. The data were analyzed qualitatively in thematic analysis using descriptive coding (Saldana, 2021).

Analyzing the data using thematic analysis in the following way: 1) organizing the data. 2). conducting a preliminary read-through of the database. 3) Coding and organizing themes. 4) Representing the data. 5) Forming an interpretation of them (Creswell & Poth, 2016).

The data was coded using three colours. The green type represents greeting, the blue represents reviewing the lesson, and the purple represents warming up, consisting of games.
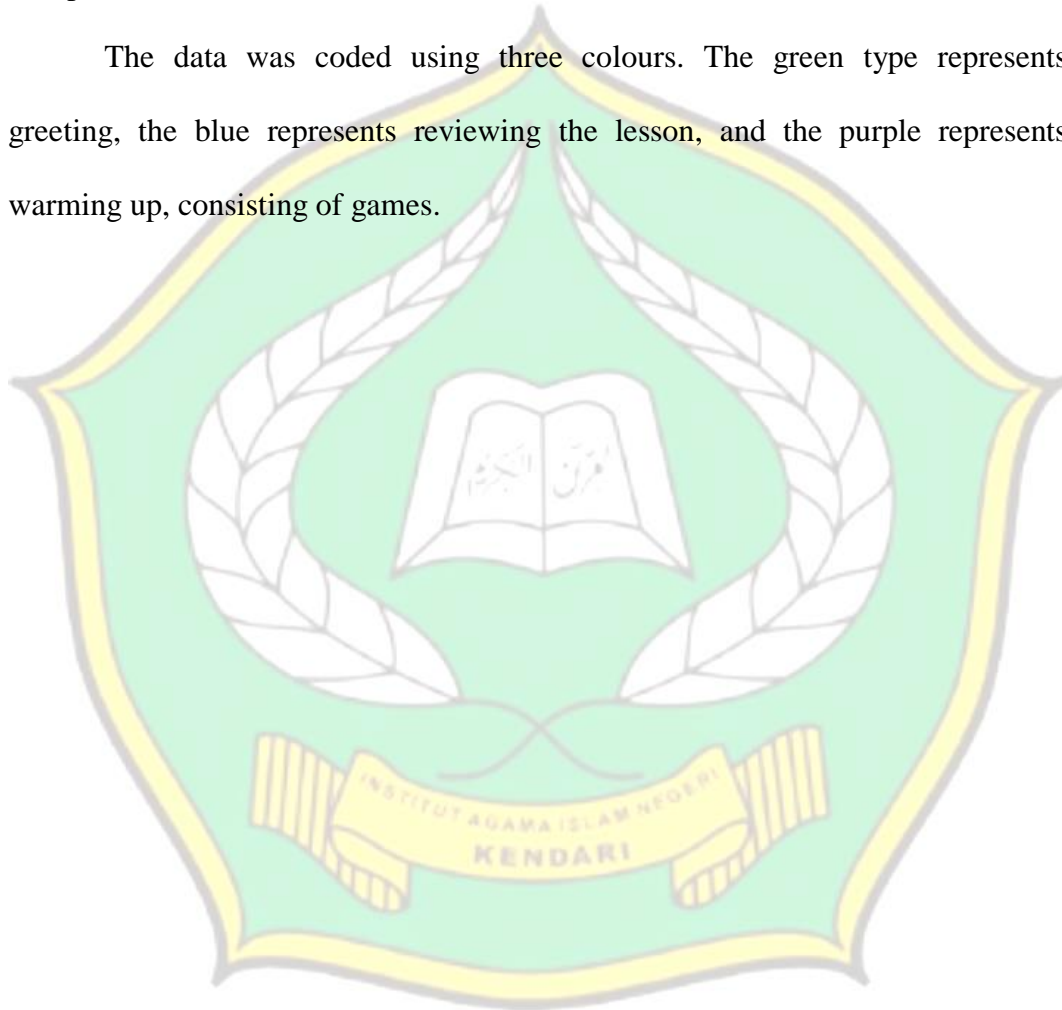
Table 3.3 Example of Thematic Data Analyses Procedure

Name	What strategies did the teacher use when opening the lessons in class?	First Open Coding	Next Open Coding	Axial coding	Selective Coding	Theme
P1	When opening the class, the teacher gives a game. The game is a clapping game. If I say good morning, you clap once. If good afternoon claps twice, well, and so on, it's just a game.	When opening the class, the teacher gives a game. The game is a clapping game. If I say good morning, you clap once. If good afternoon claps twice, well, and so on, it's just a game.	I. The teacher gives clapping games	I. Games	I. Games	Warm-up Strategy

Name	What strategies did the teacher use when opening the lessons in class?	First Open Coding	Next Open Coding	Axial coding	Selective Coding	Theme
P2	So I think at the beginning of activity in class, to guide eee the students to focus on the material in class, the teacher always asks some questions for their students. For example, "Have you breakfast? Have you taken lunch?" mmm then the teacher also asked how the students were doing, "How are you?" Are you healthy? It is like that.	So I think at the beginning of activity in class, to guide the students to focus on the material in class, the teacher always asks some questions for their students. For example, "Have you breakfast? Have you taken lunch?" mmm then the teacher also asked how the students were doing, "How are you?" Are you healthy? It is like that.	I. The teacher greets students, for example, "How are you?" have you breakfast? Have you taken lunch?"	I. Greeting	I. Greeting	Greeting
P3	From me, eee, before the teacher starts learning, the teacher usually greets the students, saying 'hello guys' and then asks, 'How are you today? Then, the teacher usually asks students about the previous lesson at the beginning of learning.	Before starting learning, the teacher usually greets the students, saying 'hello, guys' and then asks, 'How are you today? Then, the teacher usually asks students about the previous lesson at the beginning of learning.	I. The teacher greets students before starting class. II. The teacher reviews understanding by asking students about the previous lesson.	I. Greeting II. Reviewing the lesson	I. Greeting II. Reviewing the lesson	Reviewing the lesson

CHAPTER IV

FINDING AND DISCUSSION

The research findings and their discussion were presented in this chapter. The research represented the results of data analysis from reflective focus group discussion questions and participant interviews to reveal the strategy of English teachers in opening the lesson activities based on pre-service teachers' experience. Also, the results of this study were explored further in the discussion section by researchers and associated with relevant previous research findings.

4.1 Findings

This section presents the interpretation of all the data collected from the students' reflective FGD and interview transcripts. This research aims to reveal the pre-service teacher's observation experience of the English teacher's strategy in opening the lesson activities.

The reflective FGD in this study consisted of 1 question related to the strategies in opening the lesson activity carried out by the English teacher when starting class. In comparison, the interview consisted of 4 questions to gather data from participants' answers in the reflective FGD. Then, the data were analyzed qualitatively in thematic analysis using descriptive coding (Saldana, 2021).

This statement can be proven by identifying the main themes that emerged to uncover research findings based on the results of data analysis from the FGD reflection transcripts and interview transcripts, namely: (1) Greeting, (2)

Reviewing the lesson, and (3) Warm-up activity consist of games. Below is the percentage of strategies in opening the lesson activity.
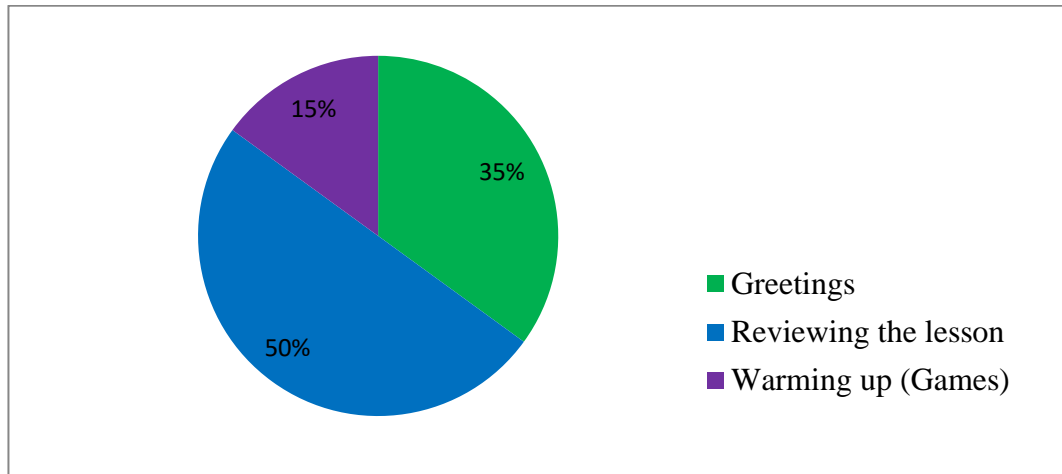

Figure 4.1 Strategies for Opening the Lesson

The findings indicate that the warm-up technique is not commonly utilized, with only 15% of participants reporting incorporating games in their classes. In contrast, most teachers (35%) prefer to initiate the class by greeting students and inquiring about their well-being, a practice to establish a positive and welcoming classroom environment. A noteworthy observation from the study is that the most frequently encountered strategy for opening lessons among teachers is reviewing previous learning. Approximately 50% of the participants reported that teachers commonly engaged in reviewing content from previous lessons at the beginning of class.

This finding reflects the importance of reinforcing and consolidating previously covered material as an effective teaching practice. By revisiting prior lessons, educators provide students with opportunities to refresh their memory, solidify their understanding, and make connections between new and existing

knowledge. The results suggest that the infrequent use of the warm-up technique, as shown by the low percentage of participants incorporating games in class, may be an area of improvement for teachers.

Warm-up activities can be valuable tools to engage students, spark their interest, and prepare their minds for the upcoming lesson. Incorporating diverse warm-up exercises, such as language games, discussion starters, or audiovisual activities, can enhance student motivation and create a conducive learning atmosphere. Moreover, the relatively high prevalence of the greeting and reviewing strategies underscores their significance in the teaching process. Greeting students and expressing interest in their well-being fosters a positive teacher-student relationship, promoting a supportive and inclusive learning environment. Similarly, reviewing past lessons helps solidify students' knowledge and aids in their long-term retention of the material.

4.1.1 Doing Greeting Activity

Greeting students at the beginning of an English class is a valuable activity that has several positive effects on the learning environment. One significant benefit of greetings is that they foster a sense of belonging among students. When students feel welcomed and acknowledged by their teacher, they are more likely to feel comfortable and engaged in the learning process. This sense of belonging can lead to increased participation and a willingness to take risks in using the English language.

Moreover, greeting activities contribute to building a sense of community within the class. By starting the lesson with a positive interaction, students are

more likely to view their peers as friends and teammates. This sense of community can lead to increased collaboration, empathy, and student support. Furthermore, greetings play a vital role in establishing and strengthening student-teacher relationships. When a teacher greets each student individually, it shows that the teacher values and cares about each student. This activity can lead to greater trust and respect between students and teachers, creating a more conducive learning environment. EFL pre-service teachers' responses based on greeting activities in English class are as follows:

> *"So I think the beginning of activity in class, to guide the students to focus on the material in class, the teacher always asks some questions for the students. For example, 'Have you breakfast? Have you taken lunch?' then the teacher also asks how the students are doing 'How are you?' it is like that"* (FGD_P2)

> *"From me, before the teacher starts the lesson, the teacher usually greets the students 'hello guys' then asks how students are doing 'How are you today?'…"* (FGD_P3)

> *"Okay, in the school where I observed, before carrying out learning activities, they usually pray and greet students"* (FGD_P4)

> *"From what I saw, when he began the class, the teacher said, "Have you had breakfast? Did you have fun today or how was your day?" The teacher asks like that so the students feel that the teacher cares about them. That's what I saw from what I observed"* (FGD_P6)

> *"Okay, the teacher starts the class by asking the question, How are you? Then start with a prayer, continue to fill in attendance"* (FGD_P8)

> *"At the school where I was PLP 1, the teacher asked how students were doing, like "How are you?..."* (FGD_P11)

> *"For me, the teacher usually asks how students are doing..."* (FGD_P13)

Based on the participants' answers from focus group discussions, it highlights a common practice among teachers in the observed school setting, where the beginning of class activities involves teachers asking students about the condition. These practices aim to establish a positive and caring classroom environment and help guide students' focus toward the material being taught. One prevalent strategy observed is greeting students and asking about their well-being at the start of class. This activity can involve simple questions like "How are you?" or specific inquiries about whether students have had breakfast or lunch or if they had a good day.

Sometimes, teachers begin the class with a prayer, which may have cultural or religious significance in the observed school setting. Prayer can have multiple purposes, such as instilling a sense of gratitude, setting a positive tone for the class, or emphasizing shared values and beliefs.

4.1.2 Reviewing the lesson

Reviewing lessons at the beginning of class is an effective strategy that benefits teachers and students. By reviewing the material covered in the previous meeting, teachers can gauge the student's understanding of the topic and identify any areas needing further clarification or reinforcement. It also helps students recall and reinforce what they have learned, as repetition is crucial in enhancing memory retention.

The review process can be approached in two ways: through games or questioning. Both methods have their merits. Reviewing previous material through games can make the process engaging and enjoyable for students,

fostering a positive learning environment. On the other hand, reviewing material through questioning allows teachers to directly assess individual students' knowledge and comprehension of the subject matter. Revisiting prior knowledge has a positive impact on learning outcomes. When learning material is revisited frequently, it becomes more ingrained in the students' minds, making it easier to recall and apply the information when needed.

The data obtained from participants, particularly from the FGD (Focused Group Discussion) reflections, further supports the idea that reviewing prior knowledge is a commonly employed method by teachers during early learning activities. Students' responses based on this strategy are as follows:

> *"...Then, at the beginning of learning, the teacher usually reviews student understanding by asking about previous lessons."* (FGD_P3)
>
> *"Okay, from me, before starting the lesson, the teacher recalls the material learned in the previous meeting, so it's quite simple, but I think it's advantageous to get students ready to face the lesson...."* (FGD_P5)
>
> *"Okay, before starting the learning material, the teacher usually asks about past learning that they have learned"* (FGD_P9)
>
> *"In the school where I am PLP 1, maybe the teacher asks how students are doing, like "how are you?" and after that, the teacher also reviewed last week's material"* (FGD_P11)
>
> *"Before learning, in my opinion, what is often done is that the teacher reviews it by asking questions regarding the previous material whether they understand it or not, so it's like that"* (FGD_P12)
>
> *"From me, the teacher usually asks how are they doing, continues to review previous lessons by asking students like 'what have you studied last week?"* (FGD_P13)
>
> *"Yes, it's the same as me. The teacher just repeats the previous lesson"* (FGD_P14)

"For me, most of the time during the observation, the teacher usually had several teachers asking about the material from last week, the students answered and then proceeded to new material. …" (FGD_P15)

Beginning a lesson with a review of the previous lesson is a pedagogical approach that benefits both students and teachers. It facilitates a smooth transition into new material, reinforces learning, and allows teachers to assess and address student comprehension effectively. Some participants also said that the teacher in class reviews by asking about previous assignments. As stated by P7 and P10 below:

"Based on the results of my observations in class in language lessons before starting the learning material to be studied that day, the teacher asked the students about the learning material in the previous meeting to review the lessons learned. Were there any assignments from the previous meeting? If there is no assignment, the teacher will immediately proceed to the material to be discussed that day" (FGD_P7)

"Ok, regarding the lesson's opening, from me, the teacher usually reviews the lessons from yesterday, last week, or even before entering a new material. The teacher will ask if anyone knows obout assignments from the previous meeting, for example, the topic of numbers, so the teacher first asks if anyone can memorize and count from one to one hundred in English. so, the teacher asked the students before entering the core material…." (FGD_P10)

Based on participant data from the results of the FGD, reflections indicate that a standard method teacher's use at the beginning of the learning process is the review of previous lessons. This practice involves revisiting and assessing students' understanding of the material covered in previous class sessions before proceeding to new content. The teachers' practice of reviewing previous lessons serves several important purposes. Firstly, it helps to reinforce students' knowledge of previously covered material. Regularly revisiting topics and

concepts allows students to retain information better and make connections between new and existing knowledge. This activity can enhance long-term memory and improve students' comprehension of the subject matter.

By asking questions related to previous lessons, teachers can gauge students' level of understanding and identify any areas of confusion or misconception. The participant data above shows data that needs further elaboration. Therefore, participants must be interviewed regarding how the teacher reviews class material. This was obtained from the answers of the interview participants below:

"The teachers ask the students if anyone remembers last week's lesson. Then, the students' responses varied. When asked, they immediately opened their books. I saw where the students were in the front corner when the teacher asked about the material in the previous meeting. The students immediately opened his book, and some were thinking, marked with hmmm hmm, while waiting when the teacher mentioned a little of the material. They immediately mentioned one by one, like that." (Interview_P3)

"When the teacher reviews the material, the teacher usually asks the students if they remember what we learned last week. For example, does anyone still remember the topic of numbers? Can anyone count from one to one hundred in English?" because the students were silent, the teacher then started by saying 'What is five in English?' Simultaneously the students answered and said in English." (Interview_P10)

Does anyone remember yesterday's lesson? Can anyone explain? Usually, there are two responses from students; some answer right away, and some have to be provoked first to give instructions because students are usually hesitant to answer. And those who answer don't have to be all. Two or three people are enough. At least they still remember the previous lesson." (Interview_P15)

Based on the statements from interviews, the teachers review previous lessons by asking students if they remember specific topics or concepts. The

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responses from students varied, ranging from immediately opening their books to confirm the material to thinking and hesitating before providing an answer. These review sessions assess students' retention of previous material and engage them in active recall and participation. The teachers' approach to asking students if they remember specific topics from previous lessons encourages active recall. By prompting students to retrieve information from their memory, the review process strengthens their ability to retain and retrieve knowledge. This active recall benefits long-term learning by reinforcing neural connections related to the recalled information.

As mentioned in the quotes, the student's responses to the review questions varied. Some students responded quickly by opening their books to confirm the material. In contrast, others took a moment to think before providing an answer, and some students only listened to the answers from their friends. As stated by the following participants:

> *"Last week, we discussed the types of recount text. Can anyone give one example? Of the students' responses, some answered, and some were silent. Someone explained based on what he recorded in the notebook. Someone also helped provide examples from his friend's explanation."* (Interview_P5)

> *"Usually, the teacher asks the students, "What material did we study in the previous meeting? After that, the student will answer questions from the teacher, "In the previous meeting, it was about suggestions, then if the teacher asks again, what are suggestions? some students answered, some only listened to what the teacher and other friends said, and others opened the book while looking at what was learned in the previous meeting."* (Interview_P7)

> *"Okay, before we start learning, I want to ask a question. Last week, we learned about suggestions and offering help. Who can explain again what offering help and suggestions are, along with examples? Then, some students will answer the teacher's questions*

enthusiastically because they know what they learned last week. But some students may not study enough and don't know what they learned last week, so they feel pressured by the teacher's question." (Interview_P9)

"The teacher reviewed the material like last week we learned about expression. Can anyone give an example of the expression used to describe the expression of congratulations? Then, some students mentioned examples, and others just listened. The teacher then clarifies the material again by explaining." (Interview_P11)

The provided quotes from interviews showcase various approaches used by teachers to review previous lessons with students. During these review sessions, teachers inquire about the material covered in the previous class and ask students to provide examples or explanations. The responses from students vary, with some students answering the questions enthusiastically, some referring to their notes, and others relying on their classmates' explanations. These review sessions reinforce previous learning, assess students' understanding, and encourage active participation. After students answered, the teacher explained the material learned in the previous meeting before proceeding to new material. The following participant data:

"The teacher asks questions to students in the form of who still remembers yesterday's/last week's material. What is discussed in the material? After several students answered, the teacher re-explained the previous material, after which the teacher continued the new material." (Interview_P12)

"Before starting class, the teacher asked the students, 'Where did the material go yesterday?' or 'What did you learn last week?' students then answered the questions, but only a few answered. After that, the teacher explains a little of the previous material before moving on to new material." (Interview_P13)

"The teacher asks again regarding the previous week's topic or not assignments in the previous week. For example, the teacher asks. Last week we learned about Can anyone explain or remember? After that, the students answered. After the students answered, the teacher explained a little more. For example, yes. Last week, we learned about offering help in English and its sentences. Now we continue to the next page…." (Interview_P14)

The interview quotes highlight a common pattern in the teachers' review strategy for previous lessons. The teachers typically begin by asking students about the material covered in the previous class or week. The questions prompt students to recall and articulate their understanding of the previous content. The students then respond to the questions, with only a few students participating actively in answering. Subsequently, the teacher reinforces the previous material by providing additional explanations or clarifications as needed. After the review, the teacher proceeds to introduce new material.

The teachers' practice of asking questions about the previous material prompts students to actively engage in the recall process. The review session encourages active retrieval of information from memory by reminding students to remember what was discussed or learned. This process helps reinforce learning, strengthens memory retention, and prepares students for the new material. The responses from students vary, with only a few actively answering the review questions. This variation in student participation may be influenced by confidence levels, familiarity with the material or individual learning preferences.

After receiving student responses, the teacher provides additional explanations or clarifications as necessary. This reinforcement of the previous material helps to solidify students' understanding and addresses any

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misconceptions or gaps in knowledge. The teacher's explanations also contribute to a comprehensive understanding of the topic before moving on to new material. By reviewing and reinforcing the previous material, students are better prepared to assimilate the new information, and the continuity in the learning process is maintained.

4.1.3 Warming-up activity

4.1.3.1 Playing Games

Games in this context are intended as activities carried out by the teacher before starting the learning process. Games attract students' attention and refocus the learning process. Games carried out in the classroom are so varied. One of the most frequently used games is clapping games. Games are carried out to give students enthusiasm. By giving clapping games, students will return to focus on learning. As expressed by P1:

> *"... The game is clapping games. If I say good morning, you clap one time, if good afternoon, clap twice, well and so on ......"* (FGD_P1)

Based on P1 data, the participant acknowledged giving clapping games before starting lessons. In this game, participants clap several times based on the greeting mentioned. For instance, if "good morning" is said, participants clap once; if "good afternoon" is mentioned, they clap twice, and so on.

After conducting further semi-structured interviews regarding the teacher's clapping activities in the classroom, clapping games were given based on the

teacher's instructions to provide enthusiasm and determine student focus. Additional data was obtained after conducting the following P1 interviews:

"... A teacher wants to check students' enthusiasm or concentration, for example, like this. Okay, if I say good morning, clap once. Suppose I say good afternoon and clap twice. If I say good night, clap half. So, later, the teacher said, good morning, good afternoon, good night there. If some students clap wrongly, they say that this student lacks concentration." (Interview_P1)

The quote introduces a clapping game as a teacher's method to check students' enthusiasm and concentration. In this game, students are instructed to clap a certain number of times based on the greeting mentioned by the teacher. For example, if the teacher says "Good morning," students clap once; for "Good afternoon," they clap twice; and for "Good night," they clap half

The game is used as a form of assessment to gauge students' attentiveness and focus during the activity. If a student claps incorrectly (e.g., clapping the wrong number of times or clapping at the wrong moment), the teacher may interpret it as a lack of concentration from that student.

P3 also revealed the same activities after being interviewed regarding other activities carried out by the teacher in class besides reviewing. This is expressed in the following data:

"In addition to reviewing the material, the warm-up is the teacher giving games, and the games are like the teacher giving instructions to students to do the first. If the teacher says Good morning to students, students will clap once. Then, if the teacher says good afternoon, the students will clap their hands twice. Finally, no students can clap their hands if the teacher says good night. It is done in stages, starting slowly then getting faster...." (Interview_P3)

From the results of the interviews, apart from giving clapping games that aim to attract students' attention and restore students' enthusiasm to focus on the lesson, there are other types of games that the teacher does at the beginning of class. This game is done in groups to see the cohesiveness of each team, as expressed by (P9):

> *"...The English teacher uses the game ears to ears or whispers a word. So, the one at the forefront will explain what sentence has been whispered by his friend, and there is also one more game, which is like the taboo game, where two students guess the vocabulary that their friend demonstrated."* (Interview_P9)

The quote mentions two language learning games used by the English teacher: "Ears to Ears" (or "Whispers") and a taboo game. These games promote language comprehension, communication, and vocabulary development while fostering a fun and interactive classroom environment. In the game, ears to ears, the teacher whispers a word or sentence to one student, who then passes it on by whispering to the next student, and so on. The last student in the chain must say the word or sentence out loud. This game encourages active listening, as students must pay close attention to the whispered message to pass it on accurately. It also reinforces vocabulary and sentence structures as students hear and repeat the target language.

The second game resembles "Taboo," a popular word-guessing game. In this version, two students demonstrate vocabulary words without explicitly saying them while the rest of the class tries to guess the words based on the demonstrations. This game enhances vocabulary recall and encourages creative language expression without relying on specific words.

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4.2 Discussion

This section discusses the analysis of the research result on the teacher's strategies in opening the lesson activity based on the experience of the EFL pre-service teacher during field teaching practice. The result of this study is discussed by looking at relevant previous researchers related to the strategies used by English teachers in opening the lesson activity. This study found three strategies for opening the lesson activity carried out by teachers at the beginning of learning.

The first strategy is greetings. The finding showed that the teacher's activity at the beginning of learning is to make students focus on the material. The teacher always greets students with "Hello guys" and then greets students by asking questions such as "Have you breakfast?" "Have you taken lunch?" or asking how students are doing "How are you today?" This activity aligns with Arianti's argument (2020) that the teacher greets students before starting the lesson to help build the student-teacher relationship, an essential part of all-day learning. The strategy to begin the class by making the interaction between teacher and students is a helpful thing to be utilized for gaining practical knowledge. It contains numerous different classroom language formats for starting the sessions. For instance, there are some ways to greet the student, such as "How are you," "How is life," "How is everything?" and "Is everything well?"

With greetings, students will feel welcomed and involved in class activities. Shields-Lysiak, Boyd, Iorio Jr, & Vasquez (2020) expressed that greetings help create an environment where students feel included, safe, and supported. 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. 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)

Therefore, when starting a lesson, the teacher must greet students enthusiastically so that students can feel the same enthusiasm. Students will find it easier to follow the study if they feel enthusiastic and have a supportive classroom atmosphere. So, starting the lesson with enthusiastic greetings from the teacher is very important (Keller, Neuman, & Fischer, 2013).

The second strategy is reviewing the lesson. The findings show that the teacher always starts by reviewing the material at the beginning of learning. The teacher reviews by asking students about the material studied in the previous meeting. This activity is related to the research results conducted by Ardillah (2019), which states that there are two ways to review in class. The first is delivering questions and forming a fun game. The second is the self-assessment or self-measuring understanding of the material learned at the previous meeting. The purpose of this activity is that the teacher wants to assess whether students can remember and understand as a whole or have forgotten the material discussed. This activity aligns with the research of Paredes, Azcona, Hsiao, & Smeaton (2018), who stated that reviewing lessons to identify or review student achievement, comparing the efforts made by high-achieving and low-achieving students.

Therefore, Billings-Gagliardi (2009) revealed that reviewing the materials is beneficial since it triggers students to recall the related content, not only

focusing on isolated facts. Parra-Santos (2009) also suggests that an effective way to review the material before class is by answering questions related to the current and previous lessons. Moreover, Weiss (2020) found that studying the material in pre-class can deepen the learners' knowledge of the course topic. Therefore, it was excellent for the teacher to apply for the material review before starting the main activities in the classroom process.

The third is teachers used games as warm-up strategies in teaching English. The finding showed that the teacher applied games before starting the classroom. Games could captivate students' attention in learning (Safriyani, Mahsunah, Munawwaroh, Usva, & Nuriawarti, 2020). This study found that teachers used a variety of games in classroom interaction. However, the most frequent game that the teacher uses is a clapping game. This game was used to bring back the students' attention level at the beginning of the class. This activity aligns with Safriyani et al. (2020) finding that warming up by using games can effectively eliminate boredom among students by doing free and cheerful activities. Language teaching has many kinds of games to improve students' vocabulary acquisition, which teachers can choose based on their language teaching situation (Akdogan, 2017).

Other types of games that the teacher carried at the beginning of the class were ear to ear, better known as the chain whisper game and taboo game. The findings show that the English teacher uses ear-to-ear games or whispers a word at the beginning of learning. So, the student at the front will explain what sentence his friend has whispered. Another game used is the taboo game, in which two students guess the vocabulary their friend demonstrates. Toma, Alexandru,

Dascalu, Dessus, & Trausan-Matu (2017) stated that taboo is a word-guessing multiplayer game in which one player describes the word from a card while the others try to guess it. Taboo games help students increase competition, collaboration, enthusiasm, and motivation in vocabulary learning (Nastiti & Veniranda, 2021).

Based on Zakaria (2021), there are four advantages to using games as a warm-up activity: students easily understand learning English, students' self-confidence increases when learning English, games that are applied can remember previous lessons, and games used in class can motivate students to learn English. Based on Aisyatin (2014), games also help learners recall material pleasantly and entertainingly.