

# CHAPTER I

## INTRODUCTION

This chapter discusses the English teachers' closure strategies in the English classroom based on EFL pre-service teachers' observational experiences during field teaching practice. This chapter depicts the study's background, the scope of the study, the research question, and the study's purpose. The background of the study presents the reason for conducting the survey. The chapter aims to explain problems related to the study.

### 1.1 Background of the Study

Teaching activities are one of the classroom practices carried out by teachers in the classroom (Muryanti, 2016). Teaching includes a lesson structure which is part of the teacher's efforts in organizing the learning process to obtain optimal learning at a particular time (Richards & Lockhart, 1994). Therefore, they also define four structuring dimensions, one of which is part of a class closure called closure activities.

Educators believed lesson closures to be a fundamental component of effective teaching (Hirst, 1982; Hudgins & Cone, 1992). It is closely related to Richards and Lockhart's (1994) study, which shows that a good closure activity could make the learning process more meaningful, where lesson closure will reinforce, integrate, review, and prepare for the next class.

Many recommendations for effectively closing a lesson have been forwarded (e.g., Blythe & Sweet, 1998; Davies, 2001; Schempp, 2003; Siedentop

& Tannehill, 2000). For example, Siedentop and Tannehill (2000) suggest that an effective lesson closure should serve several functions: (a) making students aware of what was accomplished in the lesson; (b) highlighting student successes; (c) gauging students' feelings about the lesson; (d) reviewing critical elements of the lesson; and (e) providing a transition time from the last activity to the lesson's end. However, these guidelines and others have emerged from limited research. Exactly how effective teachers conclude their lessons remains an empirically unanswered question.

Teachers spend hours planning classroom instruction, but some favor the more exciting parts of the lesson cycle at the cost of others, despite the importance of each. Thinking of a flashy hook for a lesson seems more fun than planning time for closure (Abshire, 2014). However, closure, an often overlooked component of the lesson cycle, is critical to a student's ability to transfer knowledge (Lynch & Warner, 2008). The closure segment of the lesson cycle has become vital in creating self-directed learners in the classroom (Abshire, 2014).

Though most disciplinary problems arise from a poor start to a lesson, the next most vulnerable time providing many opportunities for troublemaking is the end of a teaching session. For this reason, getting them out is the second rule of classroom management (Laslett & Smith, 2002). Carefully planning the end of each lesson is a crucial part of how experienced teachers successfully handle the transition from one activity to another. As Gray and Richer (1988) put it, the structure at the end of a lesson is all too easily lost in a sigh of relief that it is nearly over. The lasting effect of an exciting learning experience can be wasted, and pleasantly developing relationships between teacher and class can be spoiled if

a productive session dissolves into a noisy, chaotic, and stressful finale. So teachers must consider the two phases of concluding a lesson and dismissing a class.

Thinking of flashy hooks for lessons is likely more fun than planning a time for closing (Abshire, 2014). Nevertheless, closure, an often overlooked component of the lesson cycle, is critical to a student's knowledge transfer (Lynch & Warner, 2008). The concluding segment of the lesson cycle has been the key to creating independent learners (Abshire, 2014). This argument is in line with Scrivener's (2012) opinion which reveals that the end of learning is essential to transition students and teachers to be together for some time, working, interacting, laughing, and enjoying each other's company. However, class-closing activities cannot be avoided. Class closing is not only done by saying goodbye to students. Dörnyei and Murphey (2003) stated that lesson closure has several advantages at most negligible. First, proper closing offers opportunities for a lot of teaching/learning and motivation, which will be missed if we do not include affirmation of what has been achieved. Second, leaving class without proper closure on personal and emotional issues can cause unprocessed stress on group members. Third, inappropriate closing can leave students with no plans or special measures t about how to proceed outside the group in the future.

Dörnyei and Murphey (2003) investigated that the point behind these methods is that lesson closure activities make students think back and see where they are now. Closing activities had significant learning and consolidation effects, but this is not the whole picture. Yet, it is characteristic of human nature to spend much time looking back, evaluating what they have done and how well it turned

out (Hunt & Holmes, 2018). This retrospection then leads to lessons learned for the future, and in this way, the past becomes inextricably linked with the future. Therefore, a proper closure that helps put things in a positive light significantly motivates students to pursue further academic achievement and generally impacts their future approach to group learning (Dörnyei & Murphey, 2003).

Likewise, in the global event, there have been several pieces of research conducted on closure activity in various disciplines, including innovative closures to engage students (Hunt & Holmes, 2018), closure in teaching strategies for adult learners (Toledo-López & Pentón Herrera, 2015), lesson closures of expert teachers (Webster, Connolly, & Schempp, 2009), and structure of the lesson and the process of creating the lesson plan (Křížová, 2012).

However, in the Indonesian context, research that discusses closure activities strategies in English classrooms is still less explored. In addition to the lack of empirical research related to closure activity strategies in the English classroom in Indonesia, the implementation of closure learning in the English class is also less noticed by the teacher. Some previous studies that are considered still relevant to closure activity strategies such as studies of teaching strategies in EFL classrooms (Mubaraq, Hermaniar, & Palupi, 2019), teachers' problems in highlighting multiculturalism value to the teaching of English (Hermaniar, Palupi, & Mubaraq, 2021), and students' response toward ELT practice in the classroom (Cahyana, 2019). A previous study by Webster, Connolly, and Schempp (2009) suggests that future research should compare teaching across multiple contexts to better define instructional expertise as a global construct and establish more precise boundaries of effectiveness in education. This suggestion is in line with

Křížová's (2012) study shows that the endings of English lessons are further examined to show how important they are. Therefore, to fill those gaps, this study focuses on lesson closure strategies conducted by teachers from several schools based on data from EFL pre-service teachers' observations during field teaching practice.

### **1.2 Scope of the Study**

This study is limited to discussing English closure activity strategies in English classrooms. This research only focuses on lesson closure strategies in English classrooms conducted by some teachers from several schools based on data from EFL pre-service teachers' observational experiences during field teaching practice. Therefore, this study explores the strategy of closing classes for English teachers in schools in Southeast Sulawesi.

### **1.3 Research Question**

This study's research question is: How does the teacher end the class in an English classroom instructional context?

### **1.4 Purpose of the Study**

This study aims to identify how the teacher ends the class in an English classroom instructional context.

### **1.5 Significance of the Study**

This study offers important theoretical and practical insights. In terms of theoretical insights, the result of this study could be a scientific contribution to the field of English Education. It also provides ideas about English teaching strategies when closing the class. Thus, this study could be a reference for those who want to investigate English closure activity strategies in English classrooms.

Moreover, this study could benefit many parties in educational fields, particularly in language learning. For students, this study could help them to see variations in closing the class. As a result, students could know about the lesson closure activities, so they will prepare themselves when the class closing activity arrives. Therefore, this study also has a role in helping teachers integrate their teaching strategies. It means that the teacher could incorporate their teaching strategies regarding implementing closure activity strategies in the English classroom.

### **1.6 Definition of Key Terms**

For the purpose of this study, the terms to be defined are listed as follows.

*Field teaching practice* is a process of observation and apprenticeship carried out by Bachelor of Education program students to study aspects of learning and management of education in schools. It is a stage in the process of preparing prospective teachers/professional educators at the Bachelor of Education Program level in the form of assignments to students to implement learning outcomes through observing the learning process in schools, practicing developing learning tools, and guided teaching and learning accompanied by



reflective action under the guidance and supervision of field supervisors and supervisor teacher in stages.

*The teaching strategy* is planning the methods teachers will use in learning activities where the learning process focuses on student activities. The choice is carried out by considering the situation and conditions, learning resources, needs, and characteristics of students faced to achieve effective and efficient learning objectives.

*English teachers* are meant here as educators working in junior and senior high schools and teaching English subjects.

*Closure activity strategies* are carried out by the teacher at the last moment of class closing. The closing activity of the lesson does not include routine activities carried out by students, such as preparing teaching aids, greetings, filling out attendance lists, and so on. The effort to close the lesson is intended to provide an overall picture of what students have learned and determine the level of student achievement and the level of success of the teacher in the teaching and learning process. The purpose of basic teaching skills close to the lesson is, first, to know the level of success of students in studying the subject matter. Second, knowing the level of success of the teacher in teaching students. Third, helping students to determine the relationship between experiences that have been in the case of the thing they just learned.

*EFL pre-service teachers* are also known as teacher candidates. This term describes non-native teacher candidates enrolled in an English teacher education program working towards teacher certification. They complete a supervised field-based teaching experience with support and guidance from university/institute

faculty. They are students majoring in English education who were educated in college to become professional teachers with little or no classroom teaching experience.

*EFL pre-service teachers' observational experiences* are observational experiences carried out by prospective English teachers while completing mandatory courses, namely field teaching practice from universities, for approximately 45 days. They made observations on the school field, starting from school infrastructure, teaching and learning activities in the classroom, observing the making of lesson plans, and others.

