CHAPTER II

REVIEW OF THE LITERATURE

This chapter is divided into two major parts that discuss the theoretical framework and previous study. The theoretical framework comprises related theorists in this study, while previous studies discuss the implementation of that related theorist in prior studies.

2.1 Theoretical Framework

2.1.1 Selectivity Theory

The argument for providing closing activities in lessons is receiver selectivity theory (DeFleur, 1970), which argues that audiences selectively engage with messages from the message giver as a passive lawn receiving information. Many message properties help measure how recipients present themselves to the news and pay attention to, understand, or interpret the message's meaning in long-term memory. The recency principle indicates that newer messages are more likely to be noticed, particularly relevant to the lesson's conclusion.

In addition to its novelty, another message trait highlighted in selectivity theory is pertinent to closing the class (Webster, 2011). For example, assuming a review of the critical points taught earlier in the lesson is one of the goals of closing (Schempp, 2003). Conducting reviews often helps to summarize and highlight the most crucial subject matter, which selectivity theory says is vital to encourage message retention. In addition, reviews allow students to revisit the subject matter and therefore make overexposure to the material, which according

to selectivity theory, is essential for encouraging message perception (congruence of meaning between sender and receiver) and message retention (McCroskey & Richmond, 1996).

2.1.2 Lesson Closure

Lesson closure is the end of class time when the teacher can explain the points in the lesson, such as summarizing the learning material, reinforcing the learning output, or bringing together ideas from the class to make it whole (Moore, 2009; Thomas & Lee, 2008; Toledo-López & Pentón Herrera, 2015). 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 shows the importance of closure in a lesson for maintaining good working relationships between students and students, as well as students and teachers.

Siedentop and Tannehill (2000) suggested 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; (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.

On the other hand, Laslett and Smith (2002) investigated that an orderly procedure for stopping work should include consolidation and reinforcement of learning. It is not easy to achieve if children are still busy writing or are engaged

in collecting books and gathering materials together. It is helpful to warn that it will be time to stop in 'two minutes precisely' or a suitable time to avoid stopping students mid-sentence. Additionally, this time should be used for a summary reminding the class of what has been covered during the lesson and how this links to previous learning or prepares the way for the next activity.

Moreover, ideally, the closure activity should make students feel they have achieved their goals or learning objectives (Richards & Bohlke, 2011). Teachers must also be able to unite ideas with students because sometimes the understanding between teachers and students is different. Therefore, at the end of the lesson, the teacher can use the time to summarize the study and unite the students' ideas with theirs (Richards & Bohlke, 2011).

2.1.3 Closure Activity Strategies

The teachers choose the closure activity strategy when they want to close the class to help students achieve specific teaching goals. The use of learning strategies in the classroom is significant. The suitability of the learning strategy must also be considered in its use. If classroom learning strategies are inappropriate, they harm students and their learning outcomes (Dean & Hubbell, 2012). However, closing activities for English classes are too often ignored or played down by the teacher (Dörnyei & Murphey, 2003).

Partin (2009) stated that the teacher should notice that students are most likely to remember the first and last things that happened in class. For this reason, it is crucial to think carefully about the end of each lesson. A good ending allows students to relate what they learned in class to their prior knowledge (Hunt &

Holmes, 2018). Effective closing gives students a sense of accomplishment, helps them reflect on what they have learned in the study, and integrates new skills and concepts with their previous knowledge (Partin, 2009). The ending also provides an opportunity to plant the seeds of curiosity for the next lesson. Each activity should be followed by some processing experience to allow students to reflect on their learning. The challenge is presenting exciting and creative closing activities that keep students engaged rather than serving as cues to pack their books.

Previous research has shown several strategies for closure activity (Angelo & Cross, 1993; Chilmonik, 2018; Duffy & Jones, 1995; Ogle, 1986). Angelo and Cross's (1993) study found that the most popular class closing strategy is the one-minute paper in which the teacher asks students to answer questions such as, "What was the most important thing you learned today?" or the question "What questions or questions from today's class are still unanswered?". Then this research was collected by the teacher as student learning. It is somewhat related to Ogle's (1986) study mentions that closing the class with an activity he calls KWL, where the teacher asks students to ask questions at the beginning of the type, such as "What do I know," "What do I want to learn," then at the end of the lesson the teacher asks the question "What did I learn?." Chilmonik (2018) introduced an activity called 'ticket out of the door,' where students took five to ten minutes of class to write down what they had learned during the lesson.

Gray and Richer's (1988) study shows how valuable it is to spend the last minute of class giving positive feedback to students, praising good work, and reassuring those in difficulty that things will be different next time. It is an opportunity to refresh, restate and reinforce the lesson theme. It is also a good idea

to set aside time for games, quizzes, or stories so that the lesson's conclusion becomes a reward for previous efforts, especially for those who may find the main subject content more or less a struggle. Ending on a light, positive note in this way should make even the most incompetent student feel that while it will never be a preferred activity, even a complicated subject offers them some possibilities of fun and enjoyment (Wlodkowski, 1978).

Some strategies for closing activities that the teacher can carry out at the end of learning based on several existing theoretical concepts are as follows:

2.1.3.1 Reflection

An excellent pattern to close a lesson is by prompting learner reflection on what they have studied and what they have learned or have not learned (Scrivener, 2012). This case aligns with Garrett's (2014) statement, revealing that reflecting on the lesson as the lesson closes is one of the most effective strategies for improving teaching. The teacher may consider questions to himself such as, which part of this lesson or activity went well? What will I do differently next time? Do I think students understand the fundamental concepts I am planning for them? Reflection on critical questions like this is believed to help improve the quality of each lesson (Garrett, 2014).

Freeman (2002) argued that teacher education programs should teach reflectivity skills and provide discourse and vocabulary to serve participants in renaming their experiences. Previously, Schön (1983) believed that reflection enables educators to become professionals where it can increase their self-awareness, develop new knowledge about professional practice, and have a

broader understanding of practitioners' problems. Wallace (1991) further developed a reflective model that can be used to demonstrate the professional competence of language teachers. In Wallace's (1991) model, teachers remember their teaching experiences and provide reflections as input for their future planning and actions.

Shulman's (1987) investigation reveals that reflection stands between the critical dispositions involved in pedagogical reasoning and action, which he maintains involves "a cycle through the activities of comprehension, transformation, instruction, evaluation, and reflection." (p. 14). Reflection in Shulman's conception includes "Reviewing, reconstructing, reliving and critically analyzing his own and class performance, and basic explanations in evidence" (p. 15). This inquiry is in line with Cruikshank's (1987) investigation, which asserts that to reflect means to evaluate one's teaching practice, particularly in terms of visible student growth and achievement.

Zeichner and Liston (1987) and Zeichner's (1981) study presents a reflective practice with three application levels. The first level is similar to Cruikshank's (1987) concept, which shows that reflection aims to determine whether students have achieved specific learning outcomes. The second level considers how various factors, including institutional and historical problems in education, influence teacher actions. The third level, guided by moral and ethical issues, asks teachers to examine how current practice can move beyond what has already happened to what might be ideal.

2.1.3.2 Coming Attraction

Partin's (2009) study describes nineteen tips for closing a lesson in the class with activity and ending with a teaser or promo for the next day's lesson. This activity is called coming attraction, where the teacher gives students an idea about what they will learn at the next meeting. It will help students to prepare or study in advance the material that has been mentioned before finally entering the class at the next predetermined meeting. The coming attractions hook leaves students in suspense and enhances their motivation to show up next time (Drapeau, 2014).

2.1.3.3 Wrap-up Summary

Richards and Bohlke's (2011) investigation shows that the closing phase of the lesson is also an essential part of the sequence. Ideally, it should make students feel that they have achieved the goals they set for themselves or that they have set for the lesson and that the class is valuable and meaningful. Sometimes you and your students may have different understandings of what you want to achieve in a speech. That investigation aligns with Laslett and Smith's (2002) argument, which shows that an orderly procedure for stopping work must include strengthening and strengthening learning. It is difficult to achieve if children are still busy writing or collecting books and materials together. Therefore, it can be helpful to provide an early warning that it is time to stop in two minutes, to be exact, or whatever the time is to avoid stopping students mid-sentence (Laslett & Smith, 2002).

Additionally, or sometimes alternatively, during class closing should be used for a summary reminding the class of what has been covered during the

lesson and how this links into previous learning or prepares the way for the next activity (Laslett & Smith, 2002). At the end of the class, it is usually helpful to summarize what the lesson has been trying to accomplish, reinforce lesson points, suggest appropriate follow-up work, and prepare students for what will follow (Sieberer-Nagler, 2016). It is always important to praise students for their efforts and performance. During the closing stage, students can raise an issue or problem they want to discuss or resolve. At this point, a teacher can also encourage them to ask for advice on how they can improve (Richard & Bohlke, 2011)

Educators have various effective communication techniques to play a valuable leadership role in any group (Greif, Lockey, Conaghan, Lippert, De Vries, & Monsieurs, 2015). Therefore the teacher should be able to summarize the essential points, paraphrase the vital issues, and deal with differences in the discussion. Giving a class closing with a summary can be done by the teacher or volunteer summarizing the main points that are emphasized, or the teacher directs the students to make conclusions (Partin, 2009)

2.1.3.4 Reward

Gray and Richer (1988) revealed the importance of giving positive feedback to students at the last minute of class, praising good work, and reassuring those in difficulty that things will be different the next time. Ending on a light, positive note in this way should make even the most incompetent student feel that while it will never be a preferred activity, even a complex subject offers them some possibilities of fun and enjoyment (Barkley & Major, 2020).

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Partin's (2009) investigation shows that public praise from teachers will serve many students as a pleasant consequence and positively motivate their behavior. A reward is learning techniques that are always used in multiple environments, including education, work, and life (Kelishadroky, Shamsi, Bagheri, Shahmirzayi, & Mansorihasanabadi, 2016). It tends to convey appreciation, recognition, or approval—for instance, a compliment, a smile, or a pat on the back. Teachers can use praise effectively. Compliments need to be specific rather than general. Instead of saying, "Good job," offer detailed information about what you like about student work. For instance, by telling you used "Excellent paragraph transitions" or "Your use of color in this image is unique." Therefore, sometimes alternatively, last-minute time can be used to reward students. Rewards made by teachers can be by acknowledging their efforts and successes. Thank them for working so hard. Teachers can even invite them to give them a standing ovation (Partin, 2009).

Idris's (2014) study revealed that reward consists of several types, including:

1. Verbal Reward

Teacher comments such as words of praise, support, and recognition can be used to reinforce student behavior. A verbal reward can be expressed in two forms, namely words and sentences. 1. Words like good, yes right, that is right, right, very good, and so on. 2. Sentence, I like your job great; I am happy with the results you are doing, the way you give explanations is very good, and others.

2. Non-Verbal Reward

A nonverbal reward is a form of facial expression or body gesture. For example, the teacher is smiling, nodding, thumbs up, applause, etc. A nonverbal reward is often used together with a verbal tip. For example, when the teacher gives verbal rewards to students, such as saying, "Your job is excellent," and at that time, the teacher provides applause or smiles.

3. Reward by coming close to students

Students coming close to the teacher can warm the learning atmosphere; students feel familiar with the teacher and increase student motivation. Reward by coming to these students such as standing next to students, walking next to students, or sitting with students

4. Reward by touch

A teacher must consider the child's background, age, and gender in providing this touch. Giving this reward, the teacher can perform some behaviors: tapping the shoulder, stroking the student's head, and shaking the student's hand.

5. Gift

Reward by gift such as school stationery, book, written comments on student books, or giving another gift. Need to be considered in providing tips in the form of this gift. Student learning goals should not lead to the object. Therefore the frequency of use is limited.

2.1.3.5 Motivation

Reeve (2016) stated that at the end of the lesson, the teacher reaches a level of enthusiasm that may indicate they are very excited and in a hurry to end the learning activity, making them more enthusiastic because the lesson is almost

over but also irritated if last-minute demands get in the way of ending the lesson. Therefore, Reeve (2016) supports the argument that being motivated at the right time, both at the beginning, in the end, and throughout learning, is essential for fostering positive students.

Harmer (2008) confirmed that motivation is accepted for most areas of learning, and it is critical to success in education. Without motivation, students will almost certainly fail to make the necessary effort (Wolters & Hussain, 2015). Therefore, teachers need to develop an understanding of motivation. Giving motivation to the students at the end of learning can strengthen and evaluate students' cognitive processes. Motivation can also stimulate students' enthusiasm to be more active in education and foster a sense of being appreciated by the teacher (Harmer, 2008).

At the most basic level, motivation is a kind of internal drive that drives a person to do something to achieve something. Motivation is a dynamically changing cumulative arousal within a person that initiates, directs, coordinates, reinforces, terminates, and evaluates the cognitive and motor processes by which initial desires and desires are selected, prioritized, operationalized, and (successfully or unsuccessfully) acted further (Dörnyei & Ushioda, 2021). Brown's (2007) discussion of motivation showed that motivation includes the need for an increased ego as a significant motivator. That is the need for the self to be recognized and approved by others (Brown, 2007). Williams and Burden's (1997) investigation suggests that motivation is a state of cognitive arousal that triggers a decision to act, resulting in a continued intellectual or physical effort so that the person can achieve some predetermined goal (Williams & Burden, 1997).

They point out that the strength of that motivation will depend on how much value the individual places on the outcome they want to achieve.

Harmer (2008) confirmed that in the discussion of motivation, it is distinguished between extrinsic and intrinsic motivation, namely motivation that comes from 'outside' and 'inside.' Extraneous motivation results from several external factors, such as the environment of teachers, parents, friends, or community, the need to pass an exam, the expectation of financial rewards, or the possibility of future travel. In contrast, intrinsic motivation comes from within the individual. Thus a person may be motivated by the enjoyment of the learning process or by a desire to make themselves feel better (Setiawan & Wiedarti, 2020). One of the most potent sources of external motivation is the goals from which students perceive themselves to be learning (Harmer, 2008). Often this is provided for by an upcoming exam, and in this regard, it is not surprising to note that teachers often find their class exams over. Even when teachers face a class of motivated students, they cannot relax. Because that's what happened next that counts. Maintaining student motivation is one area where teachers can make a real difference and teachers as angels of motivation (Ayllón, Alsina, & Colomer, 2019).

2.1.3.6 Games

Games are high-interest review techniques (Partin, 2009). It is closely related to Gray and Richer's (1988) study, which reveals that it is a good idea for a teacher to set aside time for games at the last minute of a lesson. It is supposed to be a pleasant closing for the class from their lesson for the day as a reward for

students' earlier efforts, especially for those who may find primary subject content difficult.

Games can be a powerful learning strategy (Roohani & Heidari Vincheh, 2023). However, games are used in learning if they have an excellent educational purpose related to the topic taught (Becker, 2007). For educational games to be successful, they must require intellectual skill rather than chance (Homer, Raffaele, & Henderson, 2020). The skills students use in these games should have applications to the real world. Educational games may be concise, requiring only a few minutes of class time; they may continue for several days and may last for several weeks or longer. One type of game that students like is a television quiz show. Customize the format of Jeopardy!, Who Wants to Be a Millionaire, Hollywood Squares, or other popular television programs to entice students to review, reinforce, and rate your class content. Such activities add variety, energy, and enthusiasm to your curriculum. Although some elements of competition are involved, try to structure the game so everyone wins; downplay the competitive aspect (Koopmans & Doidge, 2022).

Wei's (2001) study recommends using games to help their teaching. Experts have also shown that games facilitate language learning by reducing anxiety (Huang & Hwang, 2013). This approach uses game teaching materials to increase English teaching efficiency and trigger students' interest in learning (Lin, 2001). Hon and Liu (1997) suggested that using games to facilitate fun-based learning is a viable method for helping users increase their motivation and interest in learning during the learning process.

Game-based learning can stimulate active involvement in their learning, with learning games promoting students' cognitive and affective development (Hwang & Wu, 2012). Exploring the instructional potential of game-based learning and its benefits for language learning, some experts (e.g., Levine, 2008) have concluded that games can enhance knowledge and are an essential component of learning because learners actively participate in their learning. Games may benefit language learning by motivating and reducing learner stress (Furió, Juan, Seguí, & Vivó, 2015). For example, Anyaegbu, Wei, and Yi (2012) found that Chinese elementary school students in EFL classes preferred game-based learning to traditional grammar-translation instruction. The results reveal how Mingoville, a serious interactive game, can engage, motivate, reduce stress, and excite Chinese students struggling to learn English. Also, Grimshaw and Cardoso (2018) reported that gameplay can improve the oral fluency of language learners. They investigated the effect of playing a game, Spaceteam ESL, on the oral fluency of 20 Canadian ESL students and observed an increase in the students' verbal fluency.

2.1.3.7 Quiz

At the close of class, it is also a good idea to set aside time for quizzes or stories so that the conclusion of the lesson becomes a reward for previous efforts, especially for those who may find the content of the main subject a little tricky (Gray & Richer, 1988). Ending on a positive, light note in this way should make even the most incompetent student feel that while it will never be a preferred activity, even tricky subjects offer them some possibilities of fun and enjoyment.

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Teachers can use quizzes to determine how far students have mastered the material (Tomlinson, 2014). Quizzes are used as a reflection for teachers to improve their teaching methods or as a reference in choosing the proper manner (Ash, 2012). For students, it is beneficial to know how far they have mastered the material (Arnold-Garza, 2014). In other words, quizzes can be used to review material (Ferreri & O'Connor, 2013; Hung, 2015; Wilson, 2013). Material reviews are usually carried out at the beginning and the end of the learning process. The study conducted at the beginning of the class usually aims to polish the previous material. Is the review conducted at the end of the class aimed at emphasizing the mandatory part of all material for the day? Teachers often use summaries or answer short questions about the material in reviews. There are many things that teachers can use to design exciting thoughts. So that students will have high motivation in following reviews.

In addition, quizzes have benefits for student learning in several ways. One of the benefits of quizzes is to enhance student learning (Latif & Miles, 2020). Quizzes can help students retain material for more extended periods, resulting in better exam performance (Johnson & Kiviniemi, 2009). In addition, quizzes motivate students to attend class regularly (Clump, Bauer, & Alex, 2003).

2.1.4 Positive Effects of Procuring Closure Activities

Although there is little empirical research on closure activity strategies in the English classroom, most studies have found positive effects of procuring closure activities (Dörnyei & Murphey, 2003; Lync & Warner, 2008; Maier & Panitz, 1996). Dörnyei and Murphey (2003) investigated that closure offers

multiple benefits. For instance, it can reaffirm student progress in learning and other fields. It can be done by summarizing and evaluating what students have achieved, bringing ideas together to be coherent, and rounding things out positively and forward-looking (Dörnyei & Murphey, 2003). The closure activity is the final review of a lesson, so it will make students remember the material they just finished. That is in line with Lync and Warner's (2008) investigation, which shows that it helps students remember the concepts discussed and also helps students recall images for later assessments of what they learned. In the transportation lesson, for example, the teacher could show pictures of various types of transportation, asking them to name the classes as the images are shown. Also, closure can maintain good working relationships within groups and help students assess their learning with others (Maier & Panitz, 1996).

Some studies has shown the benefits of closure activity strategies from the class closing activities that have been described previously. These activities consist of providing reflection, coming attraction, wrap-up summary, reward, motivation, games, and quiz. Reflection in Shulman's (1987) conception includes "Reviewing, reconstructing, reliving and critically analyzing his own and class performance, and basic explanations in evidence" (p. 15). This inquiry is in line with Cruikshank's (1987) investigation, which asserts that to reflect means to evaluate one's teaching practice, particularly in terms of visible student growth and achievement.

Partin (2009) stated that coming attraction will help students to prepare or study in advance the material that has been mentioned before finally entering the class at the next predetermined meeting. Sieberer-Nagler (2016) investigated that

wrap-up summary can helps students to summarize what the lesson has been trying to accomplish, reinforce lesson points, suggest appropriate follow-up work, and prepare students for what will follow (Sieberer-Nagler, 2016). Partin's (2009) investigation shows that reward from teachers will serve many students as a pleasant consequence and positively motivate their behavior. Harmer (2008) stated that motivation can stimulate students' enthusiasm to be more active in education and foster a sense of being appreciated by the teacher. The other hand, games may benefit language learning by motivating and reducing learner stress (Furió, Juan, Seguí, & Vivó, 2015). The last activity was quiz that used as a reflection for teachers to improve their teaching methods or as a reference in choosing the proper manner (Ash, 2012).

2.1.5 The Aims of Lesson Closure

The end of a lesson is a critical transition. Students and teachers will have been together for some time, working, interacting, laughing, and enjoying each other's company. Scrivener (2012) stated that lesson closure aims to close the lesson in a memorable way that allows students to look back, recognize their achievements, recall the enjoyable times, and become more aware of any emotions associated with saying goodbye. In addition, Richards and Lockhart (1996) stated that closure aims to reinforce what has been learned in a lesson, integrate and review the content, and prepare the students for further learning. The types of techniques the teachers use depend on the lessons being conducted. Good closure would be advantageous for the learners since then can make their process of learning more meaningful and helpful for their next lesson (Richards & Lockhart, 1994). On the other hand, Hudgins and Cone's (1992) study reveals that

closure is the summation of essential points of the lesson. Reassurance that intended objectives were achieved; re-emphasize lesson highlights, elicitation of student feedback, lesson completion, and evaluation methods.

2.2 Previous Studies

Studies focusing on closure activity strategies in English classrooms have revealed several focuses, such as effective closure for the secondary classroom, closure instruction for learners, and better class endings (Abshire, 2014; Lync & Warner, 2008; Maier & Panitz, 1996). However, little empirical attention has been given to lesson closure (Webster, 2011).

Regarding effective closure for the middle class, Abshire (2014) proved that through an experimental closing activity called meta moments, students could take control as self-directed. More than 120 names are on her list, and she created a station on the wall where students can leave their meta moments. Students will be allowed to write down what they got in learning that day. She could quickly grab each student's sticky note at the end of each school day to see their thoughts. Then she will read all the letters informing her lessons for the next meeting. The findings of her study show that closure activity can train students' ability to transfer knowledge from day to day, keep track of their learning and progress, and they have become more self-directed and engaged learners. She suggested that teachers create a suitable environment during lesson closure for students can control their learning. In other words, teachers do not like the more exciting part of the lesson cycle at the expense of essential activities such as closure activities.

Teachers must provide opportunities for students at the end of the lesson to transfer their knowledge related to learning that day.

Regarding Lync and Warner's (2008) research about creating an appropriate learning plan for all students, closing activities help students remember the lesson to prepare for the following assessment of what they have learned. Maier and Panitz's (1996) study on better endings for classes found that closure is essential to maintain good working relationships between students and teachers. It can help students assess how they have worked with others. Based on the existing literature on conducting end-of-class and their discussions through online computer mailing lists, they have put together some ideas for selecting classes. For example, the most famous activity is the One-minute paper by Cross and Angelo (1998), where the teacher asks students to answer questions such as "What was the most important thing you learned in today's class?" or "What question or questions from today's class remain unanswered?" Then students have to answer on paper. The teacher collects this paper, and it will be used to assess student learning. As a result, many teachers gain insights that can be used to plan their next class and revise teaching techniques (Barr & Tagg, 1995).

In the Indonesian context, studies on closure activity and strategies in English classrooms are still little conducted by researchers. Some studies that are considered still relevant, such as studies of teaching strategies in EFL classrooms, teachers' problems in highlighting the multiculturalism value to the teaching of English, and students' responses toward ELT practice at the school (Cahyana, 2019; Hermaniar, Palupi, & Mubaraq, 2021; Mubaraq, Hermaniar, & Palupi 2019).

Cahyana's (2019) observation about teaching strategies in EFL classrooms found that the teachers implemented a closure activity strategy by carrying out several activities, namely the teacher evaluated students' performance, the students with the teacher concluded what they had learned that day, the students also asked a question if they did not understand about the material, the teacher tells the students about the material next meeting, and the last step is the teacher closed the session by saying *hamdallah* together. Mubaraq, Hermaniar, and Palupi's (2019) observations of several teachers in English classes used almost the same closing strategy. They found the teacher closed the class by concluding the material and providing feedback to the students, and the teacher closed the lesson by reviewing today's lesson. This finding also aligns with a study from Hermaniar, Palupi, and Mubaraq (2021), which shows that the teacher closed the class with an activity of the teacher completing the lesson by reviewing the study on that day and giving feedback to the students.

In summary, those study and all these studies have similarities in that the studies discussed several examples of closing activities and the benefits of closing learning (Abshire, 2014; Cahyana, 2019; Hermaniar, Palupi & Mubaraq, 2021; Lync & Warner, 2008; Maier & Panitz, 1996; Mubaraq, Hermaniar, & Palupi 2019). However, previous studies did not focus on closure activity strategies in English classrooms. On the other hand, less previous research has been conducted in the Indonesian context that specifically discusses English teachers' closure strategies in English classrooms. Therefore, this study will explore lesson closure strategies in English classrooms in the Indonesian context.