

# CHAPTER I

## INTRODUCTION

This chapter discusses about background of the research, statment of the problem, objective of the research, significance of the research, and scope of the research.

### **A. Background of the Research**

In the teaching and learning process, students as learners really need the role of the teacher. Teachers have roles as facilitators, decision makers, class managers and leaders (Bhargava & Paty, 2010) in Khakiim dkk (2016). As facilitators, teachers are directly involved in the implementation of learning that requires special abilities to teach. The special abilities in question are basic teaching skills. Basic teaching skills are the skills possessed by teachers to fulfill teaching tasks carried out professionally (Kunandar, 2011) in Khakiim dkk (2016).

In addition to the skills that are applied by teachers when delivering material to students, there are also skills that need to be applied to prepare students for learning, namely the skills of opening lessons. In addition, there is a closing lesson skill which aims to see the learning outcomes that have been followed and help students to have a complete picture of knowledge related to the material being studied. The skill because opening the lesson is one of the important skills to be implemented through opening and closing lessons can help students to prepare for learning and be able to know the achievement of the objectives of the learning carried out (Jalmo, 2012) in Khakiim (2016).

In addition, Kunandar (2011) in Solikin (2018), he also said that the special ability in question is basic teaching skills. Basic teaching skills are a number of skills possessed by

teachers to fulfill teaching tasks carried out professionally. In addition to the skills carried out by teachers when delivering material to students, there are also skills that need to be implemented to prepare students for learning, namely opening lessons. In addition, the skill to close the lesson aims to see the learning outcomes that have been followed by students and help students to have a complete picture of knowledge related to the material that has been studied.

The skills of opening and closing lessons include paying attention, generating motivation, providing references through various efforts, making links or relationships between the materials to be studied with the experience and knowledge that have been mastered by students, reviewing or reviewing the mastery of the core lessons by summarizing the core lessons. and make a summary, and evaluate. The skill of opening and closing lessons is one of the important skills to be implemented because through opening and closing lessons the teacher can help students prepare to learn and the teacher is able to know the achievement of the objectives of the learning carried out. So, it can be stated that the maximum teaching and learning process is not only when delivering material, but can be started from opening the lesson to closing the lesson because readiness and learning outcomes also need to be considered.

The closing activity of the lesson is an activity carried out by the teacher to end the main activity of the lesson. Attempt to close the lesson intended to provide a comprehensive overview of what has been studied by students, knowing the level of student achievement and teacher success in the teaching and learning process. Efforts that teachers can do include. Another method is to summarize again or ask students to make a summary and conduct an evaluation of the newly given subject matter.

The skill of opening and closing lessons is one thing important for a teacher in carrying out the learning process. Open the lesson is the beginning of the implementation of the learning process, and The teacher's skills in closing the lesson are also used to determine the success or failure of the learning process carried out. Second skill If this is done properly and correctly, it will bring positive benefits to the community the learning process that is carried out, on the contrary if it is not done properly, it will have a bad impact on learning.

Based on the explanation above, the researcher is interested in conducting research English teacher strategies in opening and closing learning in the classroom. This can help teachers to improve how they should open and close learning in a good way. It needs to be implemented to help students remember the material they are learning better and see students' understanding through the activities carried out. So the researcher wants to know "Teacher's Strategies in opening and closing learning in the classroom at SMP Negeri 2 Kota Ternate ".

## **B. Scope of the Research**

This research focuses on English teachers' strategies in Opening and Closing Lesson in the Classroom at SMP Negeri 2 Kota Ternate.

## **C. Statement(s) of the problem**

What strategies the English teachers' use in Opening And Closing Lesson in the Classroom at SMP Negeri 2 Kota Ternate?

## **D. Objective(s) of the Research**

Related to the above statement of the problem, the research objective is to know the English teachers' strategies in Opening And Closing Lesson Classroom At SMP Negeri 2 Kota Ternate.

## **E. Significance of the Research**

### **1. Theoretical Significance**

The result of this research is expected to enrich and develop existing literature related to English teachers' strategies in Opening And Closing Lesson Classroom.

### **2. Practical Significance**

#### **a. For English Teachers and Lecturers**

The results of this research may be useful for English teachers and lecturers as one of reference for further material about opening and closing classroom lesson and how to apply it. Moreover, the resultst of this research may progress teachers and lectures knowledge in teaching English for both schools and University.

#### **b. For Students**

The results of this research can be useful for students to attend English classroom with suitable way both in opening and closing classroom lesson.

c. For other researcher

It is expected that the result of this research can be a reference for the other researchers who would like to do research in teachers strategies in opening and closing classroom lesson.