

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

There are two questions that must be answered in this study, namely, the first question is how are the skills of the teachers in carrying out set induction and closure activities in teaching English at the Trubus iman salak pondoh padang pengrapat boarding school? And the second question is what are the components of the set induction and closure the lessons that have not been carried out by the teachers at boarding school trubus iman salak pondoh padang pengrapat? Researcher used two instruments to collect the data, namely observation and interview.

1. Teacher's Skills in Set Induction and Closure Learning Activities in Teaching English at Trubus Iman Salak Pondoh Padang Pengrapat Boarding School

After conducting four observations and two interviews, the researcher found the skills of the two teachers in set induction and closure learning activities. The following table shows the skills of the first teacher in set induction and closure learning that he used in the process of teaching English:

Table 4.1. teacher skills in set induction and closure learning by the first teacher

OBSERVATION CHECKLIST

Teacher : Heliyani Putri, S.Pd _____ Date : 7 March 2022 & 8 March 2022 ____
 School : Trubus Iman _____ Class : 2c & 2b _____
 Subject : English _____ Topic : Recount Text _____

A. Set Induction Learning Activities

No.	Items	Yes	No	Notes
Set Induction				
1.	Teacher does some activities to attract students' attention by applying teaching styles.	✓		Only greetings (salam) and absent students
2.	Teacher uses teaching aids while carrying out the learning process in the classroom	✓		The teacher used flash card
3.	Teacher generates students' learning motivation by doing certain activities.	✓		The teacher asked the students "where have you been on vacation?"
4.	Teacher gives a reference to start the learning activities by conveying the learning objectives that will be achieved on that day.	✓		The teacher explains what students are going to learn today, and conveys the objectives
5.	Teacher attempts to link the material to be delivered with the material that has been mastered by students.	✓		The teacher relates last week's material with the material that will be

Based on the observation and analyze the interview sheet, the researcher found that the teacher not did some activities to attract students' attention, the teacher only have greetings and checks the student precence. However, the teacher used teaching aids while carrying out the learning process in the classroom by using flash card.

There are some way that the teacher used to generates students' learning motivation by doing certain activities such as build the interaction with the students, for example ask the students “where have you been on vacation?”

The teacher gives a reference to start the learning activities by conveying the learning objectives that will be achieved on that day. The teacher give an explanation about th lesson objective not just mention the lesson objective.

The teacher attempts to link the material to be delivered with the material that has been mastered by students. The teacher act on discuss the students' experience which related with the topic lesson, and also the teacher ask the previous lesson material with the material that will be taught.

B. General Teaching and Learning Process

No.	Items	Yes	No	Notes
Classroom Description				
1.	The teaching aids are available.		✓	There are only markers, whiteboard, textbooks, no LCD or laptop
2.	The class is well-arranged.	✓		
Teaching Plans				
3.	Materials are ready to deliver.	✓		
4.	Learning activities are clear.	✓		
5.	The lesson is reviewed.	✓		
Learning Materials				
6.	The materials are appropriate with students' level.	✓		
7.	The materials are related to the purpose of the course.	✓		
8.	The materials are made by teacher.		✓	Only from textbook
9.	The materials are made by government.	✓		
Learning Strategies				
10.	Students prefer to learn by visualizing the relationship between ideas. (Visual learners)		✓	No visual shown
11.	Students prefer to learn by listening to information. (Auditory learners)	✓		The teacher explains well the material being taught

12. Students prefer to interact with text by reading/writing. (Reading/Writing learners)	✓	Students write on the whiteboard instructed by the teacher
13. Students prefer to learn by doing, experiments like role playing. (Kinesthetic learners)	✓	The teacher writes a story on the whiteboard then asks the students who want to come forward to fill in the blanks
Students and Teacher's Participation in Learning		
14. Teacher talks to the students.	✓	
15. Students talk to the teacher.	✓	
16. Students talk to one another.	✓	Students do not talk to each other because the teacher teaches firmly
17. Teacher provides reasoning to encourage students' critical thinking.	✓	
18. Teacher helps students to reason through thinking process.	✓	
Learning Assessment		
19. The assessment methods are well-planned.	✓	Not all students are given the opportunity to answer the questions on the whiteboard

-
- | | | |
|---|---|---|
| 20. Students' understanding is assessed by the questions made by the teacher. | ✓ | |
| 21. Teacher seeks students' memorization through close-ended questions. | ✓ | The teacher asks the students for vocabulary openly |
| 22. Teacher seeks students' understanding through open-ended questions. | ✓ | |
-

Based on the observation above, there are some shortage in the General Teaching and Learning Process, such as; the teaching aids are available are only markers, whiteboard, textbooks. The materials that teachers used only from textbook. Students do not talk to each other because the teacher teaches firmly. The assessment methods are not planned well, because not all students are given the opportunity to answer the questions on the whiteboard. Teacher did not seek students' memorization through close-ended questions.

C. Closure Learning Activities

No.	Items	Yes	No	Notes
Closure				
1.	Teacher reviews the things that are considered important to re-disclose the lesson materials that were just discussed.	✓		The teacher asks again the lesson that has been taught
2.	Teacher evaluates the learning process to find out if students have gained a complete understanding of the concept described.	✓		
3.	Teacher conducts verbal question and answer with individual students or groups.	✓		The teacher asks some vocabulary that has been taught
4.	Teacher asks the student to give his opinion on the issue that has just been discussed, whether it be an individual opinion or a group opinion.		✓	The teacher doesn't ask the students' opinions
5.	Teacher gives written questions that are done by students in writing as well.		✓	The teacher does not give written questions
6.	Teacher provides some follow-ups in the form of doing homework, doing certain tasks (projects), making observations, etc.		✓	The teacher does not give assignments or homework to students

Based on the observation and interview sheet analyze the researcher conclude the teacher's act in making closure learning activities. The teacher asks again the lesson that has been taught before class ended, it could be said that the

teacher making reviews the things that are considered important to re-disclose the lesson materials that were just discussed. The teacher also evaluates the learning process to find out if students have gained a complete understanding of the concept described. On the other hand, the teacher conducts verbal question and answer with individual students or groups by asks some vocabulary that has been taught.

However, Teacher did not asks the student to give his opinion on the issue that has just been discussed, whether it be an individual opinion or a group opinion. Teacher did not gives written questions that are done by students in writing as well. The teacher not providing some follow-ups in the form of doing homework, doing certain tasks (projects), making observations, etc.

Table 4.2. teacher skills in set induction and closure learning by the second teacher

OBSERVATION CHECKLIST

Teacher : Rita Apriliani S.Pd Date : 12 March 2022 & 13 March 2022

School : Trubus Iman Class : 1c & 1d

Subject : English Topic : Day and Month

A. Set Induction Learning Activities

No.	Items	Yes	No	Notes
Set Induction				
1.	Teacher does some activities to attract students' attention by applying teaching styles.	✓		Teacher doing ice breaking
2.	Teacher uses teaching aids while carrying out the learning process in the classroom	✓		The teacher used flash card
3.	Teacher generates students' learning motivation by doing certain activities.	✓		The teacher asks if anyone knew the names of the days and months
4.	Teacher gives a reference to start the learning activities by conveying the learning objectives that will be achieved on that day.	✓		The goal is for students to know the names of days and months
5.	Teacher attempts to link the material to be delivered with the material that has been mastered by students.	✓		The teacher relates last week's material with the material to be taught

Based on the observation and analyze the interview sheet, the researcher found that the teacher did some activities to attract students' attention, the teacher using gesture such as body movement, hand movement, and facial expression by doing ice breaking. Futhermore, the teacher uses teaching aids while carrying out the learning process in the classroom by flash card.

There are some way that the teacher used to generates students' learning motivation by doing certain activities such as build the interaction with the students, for example ask the students the names of the days and months that related to the lesson material.

The teacher gives a reference to start the learning activities by conveying the learning objectives that will be achieved on that day. The teacher give an explanation about th lesson objective not just mention the lession objective.

The teacher attempts to link the material to be delivered with the material that has been mastered by students. The teacher act on discuss the students' experience which related with the topic lesson, and also the teacher ask the previous lesson material with the material that will be taught.

B. General Teaching and Learning Process

No.	Items	Yes	No	Notes
Classroom Description				
1.	The teaching aids are available.		✓	There are only markers and a whiteboard, no LCD, video or laptop
2.	The class is well-arranged.	✓		
Teaching Plans				
3.	Materials are ready to deliver.	✓		
4.	Learning activities are clear.	✓		
5.	The lesson is reviewed.	✓		
Learning Materials				
6.	The materials are appropriate with students' level.	✓		
7.	The materials are related to the purpose of the course.	✓		
8.	The materials are made by teacher.		✓	From textbook
9.	The materials are made by government.	✓		
Learning Strategies				
10.	Students prefer to learn by visualizing the relationship between ideas. (Visual learners)	✓		The teacher gives a picture in the form of a flash card
11.	Students prefer to learn by listening to	✓		

information. (Auditory learners)

- | | | |
|--|---|---|
| 12. Students prefer to interact with text by reading/writing. (Reading/Writing learners) | ✓ | |
| 13. Students prefer to learn by doing, experiments like role playing. (Kinesthetic learners) | ✓ | The teacher uses picture media so that students prefer to role play |

Students and Teacher's Participation in Learning

- | | |
|--|---|
| 14. Teacher talks to the students. | ✓ |
| 15. Students talk to the teacher. | ✓ |
| 16. Students talk to one another. | ✓ |
| 17. Teacher provides reasoning to encourage students' critical thinking. | ✓ |
| 18. Teacher helps students to reason through thinking process. | ✓ |

Learning Assessment

- | | | |
|---|---|---|
| 19. The assessment methods are well-planned. | ✓ | No written assessment |
| 20. Students' understanding is assessed by the questions made by the teacher. | ✓ | |
| 21. Teacher seeks students' memorization through close-ended questions. | ✓ | The teacher asks students to memorize vocabulary openly |
| 22. Teacher seeks students' understanding through open-ended questions. | ✓ | The teacher asks again the lesson that has been |
-

taught

Based on the observation above, the researcher found almost the same shortage as before in the General Teaching and Learning Process, such as; the teaching aids are available are only markers, whiteboard, textbooks. The materials that teachers used only from textbook. The assessment methods are not planned well, because no written assessment. Teacher did not seek students' memorization through close-ended questions.

C. Closure Learning Activities

No.	Items	Yes	No	Notes
Closure				
1.	Teacher reviews the things that are considered important to re-disclose the lesson materials that were just discussed.	✓		The teacher repeats important things so that students better understand the material being taught
2.	Teacher evaluates the learning process to find out if students have gained a complete understanding of the concept described.	✓		The teacher asks again the learning material that has been taught
3.	Teacher conducts verbal question and answer with individual students or groups.	✓		The teacher asks some vocabulary
4.	Teacher asks the student to give his opinion on the issue that has just been discussed, whether it be an individual opinion or a group opinion.		✓	The teacher doesn't ask the students' opinions
5.	Teacher gives written questions that are done by students in writing as well.		✓	The teacher does not give written questions
6.	Teacher provides some follow-ups in the form of doing homework, doing certain tasks (projects), making observations , etc.		✓	The teacher does not give assignments or homework

Based on the observation and interview sheet analyze the researcher conclude the teacher's act in making closure learning activities. The teacher repeats important things so that students better understand the material being taught before the class ended, it could be said that the teacher making reviews the things that are considered important to re-disclose the lesson materials that were just discussed. The teacher also evaluates the learning process to find out if students have gained a complete understanding of the concept described by asks again the learning material that has been taught. On the other hand, the teacher conducts verbal question and answer with individual students or groups by asks some vocabulary that has been taught.

However, Teacher did not asks the student to give his opinion on the issue that has just been discussed, whether it be an individual opinion or a group opinion. Teacher did not gives written questions that are done by students in writing as well. The teacher not providing some follow-ups in the form of doing homework, doing certain tasks (projects), making observations, etc.

2. The Components of the Teacher's Skills that did not do in Set Induction and Closure Learning Activities in Teaching English at Trubus Iman Salak Pondoh Padang Pengrapat Boarding School

A. Component in Set Induction Learning

a. Attracting/growing students' attention

The first teacher did not carry out activities to attract students attention by applying a teaching style, this was evidenced by the teacher not using variations in teaching style such as when opening the lesson the teacher just stood in front, did not move teaching positions and made flat or ordinary facial expressions so that students are less interested in the ongoing learning.

The second teacher has carried out activities to attract students attention by applying a teaching style, this is evidenced by the teacher using a variety of teaching styles such as more active movements and the teacher moving teaching positions from front to side to back or visiting students from one table to another.

b. Use of teaching aids

The first teacher and the second teacher both do not use teaching aids; there is only a whiteboard, markers and textbooks.

c. Generating students' learning motivation, which can be done by:

The first teacher and the second both aroused students learning motivation by greeting and communicating such as asking how are you today? Is there a student who doesn't come in? and asked why. This

will make students feel close to the teacher and will feel cared for by the teacher.

d. Giving reference

The first and second teachers have both carried out activities by providing references in starting learning activities, namely by conveying the objectives and limits of the tasks to be achieved as well as the tasks to be performed in relation to the achievement of goals. Explain the steps or stages of learning, so that students understand what to do. Explain the targets or abilities that must be possessed after the learning takes place (the core theme to be learned) and ask questions.

e. Create a link

The first and second teachers have both carried out linking activities in learning such as the teacher asking apperception questions such as asking students, does anyone know what we learned today? And what is the purpose of our study? And briefly review past lessons.

B. Component in Closure Learning

a. Review

The first and second teachers have both carried out activities to review the lessons that have been taught such as asking things that are considered important, for example the teacher asks some vocabulary that has been taught on the sidelines of learning or at the end of the lesson.

b. Evaluating (Assessing)

Both teachers have conducted evaluation activities to find out whether students understand what they have learned, such as the teacher asking students to make sentences from Indonesia to English.

- c. Verbal question and answer conducted by the teacher to individual students or groups.

The first and second teachers both have carried out teaching skills, namely verbal questions to students individually such as asking back the material that has been taught whether or not they understand the material.

- d. Express opinions on the issues discussed

Teachers do not ask students to give their opinions on the issues that have just been discussed, both in the form of individual opinions and group opinions.

- e. Give written questions that are done by students in writing as well.

Both teachers do not use the skills to give written questions that are done by students in writing as well.

- f. Follow-up

The first and second teachers did not use follow-up skills such as not giving students homework and assignments.

B. Discussion

After the data was obtained and the process as described above, the researcher wrote and analyzed the data that the researcher had obtained. Based on the findings above, the researcher also found out how the teacher performed the skills of set induction and closure English learning and the components of opening and closing what learning was not done by the English teacher at Trubus Iman Salak Pondoh Padang Pengrapat. Below are the details of the research question how are the teachers' skills in carrying out activities to set induction and closure learning in teaching English.

The first teacher used set induction skills there are: generating students' learning motivation, giving reference, and create a link. Based on the result the researcher found the teacher usually build interaction with the students such as ask the students the topic of lesson. The purpose from the teachers give question to provide feedback, elicit idea, and conclude discission, the question in middle of learning process which enable a teacher to encairtain students' performance, and also students to asses their own understanding of lesson topic. Based on the result the reasearcher found the teacher act in performing cognitive link component, the teacher make connection induction by connecting between material to be delivered with previous material

The teacher use closure learning skills are: review, evaluating, verbal question and answer conducted by the teacher to individual students or groups. (Lestari, 2018). The result showed the teachers has performed reviewing classroom activities that include in closure skill. In reviewing classroom activities

the teacher give some question to evaluate the students. Mulyasa (2005) stated that evaluation result can be used for various purpose to asses students and to reverse learning programs.

The second teacher at school used set induction skills there are: attracting/growing students' attention, generating students' learning motivation, giving reference, create a link. Based on the result in findings about attracting/growing students' attention the teacher tend to performing set induction. The researcher found the teacher act using gestures. Gestures are the movement of the parts of body, include movements of head, movements of hand, and body parts to attracting students' attention, and also to express emotion. Gestures helpful in making the lesson effective in the classroom. These include facial gestures, hand signal, signals of eyes, nodding, etc.

The another component of gaining students attention is using teaching aids, based on the result the researcher found that the teachers usually using teaching visual aids, such as flash card to help her give the explanation of the topic. She use sometimes visual aids and sometimes audio aids.

The teacher use closure learning skills are closure learning skills are: review, evaluating, verbal question and answer conducted by the teacher to individual students or groups. The result showed the teachers has performed reviewing classroom activities that include in closure skill. In reviewing classroom activities the teacher give some question to evaluate the students (Mulyasa, 2005)

What are the components of set induction and closure learning activities that have not been carried out by teachers at boarding school trubus iman salak pondoh pandang pengrapat. The first teacher in set induction skills not used attracting/growing students' attention, use of teaching aids, and in closure learning skills not used express opinions on the issues discussed, give written questions that are done by students in writing as well, follow-up.

The second teacher in closure learning not used express opinions on the issues discussed, give written questions that are done by students in writing as well, follow-up.