

CHAPTER I

INTRODUCTION

A. Background of Study

The Qur'an gives a special view of the position of the teacher. Because basically, the high position of the teacher in Islam is the realization of the teachings of Islam itself. As explained in the Qur'an surah al-Mujadalah verse 11:

يَا أَيُّهَا الَّذِينَ آمَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا يَفْسَحِ اللَّهُ لَكُمْ
وَإِذَا قِيلَ انشُرُوا فَانْشُرُوا يَرْفَعِ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ
وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ

From the verse above, it is clear that islam glorifies knowledge and values people who are knowledgeable (teachers/ulama). As it is known that the task of the teaching profession is to teach, educate, train, and assess or evaluate teaching and learning processes and outcomes. As a source of knowledge and contains educational inspiration is the Al-Qur'an which also contains verses related to teacher competence.

One of the skills that teachers must have as educators is professional skills. Professional ability is the ability related to the completion of teaching tasks to master the foundation of education, understanding the field of educational

psychology, mastery of materials, utilization of teaching media and carrying out learning evaluations. In order to understand the learning process that happens to students, teachers need to master the basic nature and concepts of learning. (Faizah, 2020).

Education as a means of improving the quality of personality has a strategic role both in the aspect of intellectuality and morality. Therefore, education becomes one of the primary needs that are considered important for humans. However, not everyone understands the importance of education for their existence. education in a broad sense is an ongoing activity during life in order to develop personality to acquire intellectual intelligence and emotional intelligence, which is not limited by the dimensions of space and time. While in a narrow sense, education is a learning and teaching activity that takes place formally, controlled and structured with limited scope to institutionalization, limited to a certain space and period of time. (Notoadmojo, 2012).

In essence learning is the process of interaction with all the situations around the students. Sudjana suggests that learning is the process of seeing, observing, and understanding something. So it can be concluded that learning is a process to achieve the expected goals through the provision of learning experience to students.

Teachers as educators are obliged to provide and design the learning process in accordance with the expected objectives. The design of the learning process that will be done greatly affects students' learning achievements.

Suharjo pointed out that teachers as educators play a role in creating a meaningful, fun, creative, dynamic and dialogist educational atmosphere, as well as setting an example and maintaining the good name of the institution, profession and position in accordance with the trust given to him. (Armayanti, 2014).

In the learning process there are several components where the components of learning are a whole system and support each other. Namely educational objectives, learners, educators, materials or subject matter, approaches or methods, media or tools, learning resources and evaluations. (Dolong, 2016).

Winataputra cited in Dolong (2016) explained that before the learning process takes place a teacher must be able to build skills to set induction and closure meaningful learning for students, both classical and individual. Individual learning experiences provide students with opportunities to be more active in learning and meaningful. If it is meaningful then it can equip students with adequate knowledge and intellectual skills and practical experience in order to have competence and effectiveness in participating.

Often people misinterpret that routine activities such as disciplining students, filling out attendance lists, giving announcements, collecting assignments, saying opening greetings and ending with wassalamualaikum only, The activity does need to be done by the teacher and participate in creating a classroom atmosphere, but not included in the skills to set induction

and closure the learning. The skill of set induction learning is the teacher's activity at the beginning of the learning to create a "mentally ready" atmosphere and "raise the attention" of the student to be directed at the things to be learned, and the skills to close the learning is the teacher's activity to end the lesson by re-presenting the subjects so that students get a complete picture of the subject matter and learning outcomes that have been learned. So, it can be concluded that the aperception is a link between the ready knowledge of students that has been possessed by students to be used as a stepping stone or point of origin to explain the new material that students will learn.

Set induction and closure learning is done at the beginning and end of each lesson. For example, in the aperception activity the teacher invites students to sing together to create a mentally ready atmosphere to learn and cause attention to the students, then the teacher conveys the purpose of learning clearly to the student and then enters the learning material while associating the previous learning material with the one to be taught. Some of the ways that teachers can set induction and closure learning is to raise students' attention, motivate students, give references, show links, review, evaluate, and give psychological or social encouragement.

Eight basic teaching skills are very important for teachers, as they concern the effectiveness of achieving learning objectives. Basic teaching skills for teachers are required so that teachers can carry out their role in the management of the learning process, so that learning can run effectively and

efficiently. Basic teaching skills are an absolute requirement that must be mastered by teachers and can implement them in the learning process.

The eight basic skills are questioning skills, reinforcement skills, variations, explaining skills, set induction and closure lessons, guiding skills for small group discussions, class management skills, small group and individual teaching skills. (Wahyulestari, 2018).

According to Rusman (2011), in set induction and closure learning there are several principles that teachers should pay attention to. Among these important principles is to set induction and closure learning, conducted through meaningful and sustainable activities. Meaningful activities are intended as activities that are relevant to the subject matter and have a clear purpose. While continuous activities are intended as related activities, namely between set induction learning and core learning activities, as well as closure learning.

The skills to set induction and closure the learning among others aim to inform students that the learning is about to begin, and foster the interest of students to listen to the explanations that will be delivered by the teacher. The components of skills that teachers need to master in set induction and closure learning are to raise students' attention, generate motivation, give reference, and make connections, review mastery of the subject matter by summarizing the learning outcomes, conducting evaluations, and providing psychological or social motivation.

Learning must be meaningful and continuous; in addition there are things that need to be considered in set induction learning, namely the time needed to set induction learning. The time spent in the learning process should be as effective as possible. Do not let time to set induction learning for too long. There is no definite provision about the period of time teachers set induction learning. Just an estimate, the time for the activity is about five minutes, and there are several more things that teachers do in the closure activities are teachers together students make learning conclusions, conduct assessments or reflections on activities that have been carried out consistently and programmatically, provide feedback on the learning process and results, plan follow-up activities in the form of remedial learning , enrichment, guidance services, providing tasks both individuals and groups, and delivering learning plans at the next meeting.

Teacher activities checking students' attendance or greeting students cannot be considered part of the activity to set induction learning, especially if the activity is not relevant to the learning materials presented. Conversely, if the teacher's activity of checking or greeting the student can be connected with the learning material, then both can be used as activities to set induction and closure learning.

Therefore, the skills to set induction and closure learning is one of the keys to the success of the entire learning process that students will go through. If at the beginning and end of learning a teacher fails to mentally condition and attract students' attention, then a dynamic learning process cannot be achieved.

Seeing the importance of set induction and closure learning skills, researchers are interested in conducting a deeper assessment of "Teacher's Skills on Set Induction and Closure in Teaching English."

B. Research Questions

Based on the background above, the formulation of research problems is as follows:

1. How are the teachers' skills in carrying out activities to set induction and closure learning in teaching English at Boarding School Trubus Iman Salak Pondoh, Padang Pengrapat?
2. 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, Padang Pengrapat?

C. Objectives of Study

From the problems described above, the objectives of the study are as follows:

1. To explore the skills of teachers in carrying out activities to Set induction and Closure learning in teaching English at Boarding School Trubus Iman Salak Pondoh, Padang Pengrapat.
2. To describe the components of Set induction and Closure learning activities that have not been carried out by teachers at Boarding School Trubus Iman Salak Pondoh, Padang Pengrapat.

D. Significance of Study

This section mentions the theoretical and practical implications or the contribution of the research:

1. Theoretical Benefits

The results of this research are expected to add insight, knowledge and enriches the repertoire of scientific developments in education and reference science, especially knowledge of skills to set induction and closure learning.

Provide information for the next English education students as future teachers concerning the knowledge of set induction and closure basic teaching skills to increase their knowledge and improve their abilities in teaching skills.

2. Practical Benefits

The results of this study are useful as input for teachers at Boarding School Trubus Iman Salak Pondoh Padang Pengrapat in performing skills to Set induction and Closure learning.

E. Definition of Key Terms

To avoid misinterpretation when the readers explore through this research, the following are definitions of some key terms:

1. Teacher's Skills

Teacher's skill is an important element to create an effective learning process because it involves the ability to meet complex demands by mobilizing psychosocial resources (including skills and attitudes) in a particular context (Nessipbayeva, 2012, p. 150). In this study, the teacher's skill is limited to the skills of set induction and closure, so the discussion that will come in this thesis focuses on those two skills.

2. Set Induction and Closure Learning

Hargie (2011, p. 279) stated that set induction establishes a state of readiness, involves gaining attention and arousing motivation, as well as providing guidelines about that which is to follow, while closure involves directing attention to the termination of an encounter, highlighting the main issues discussed, making arrangements for future meetings and ending the interaction in such a way that the relationship is maintained. In this study, the term set induction and closure is limited in the context of teaching and learning, so these two skills are associated with the teacher who wants to start and end the class.