# CHAPTER 1

**INTRODUCTION**

This chapter presents a brief explanation of the whole contents of the research. This chapter consists of background of the study, the purpose of the study, research method, significance of the study, clarification of key terms.

## 1.1 The Background of the Study

 The process of a teaching and learning process which is included in the Standard of Process must be supervised and analyzed in order to see whether or not the process is on the track in accordance with the procedure (Habibi, 2016). It is also a process in which the teacher transfers the learning materials to the students. The process requires steps or procedures to accomplish. Normally, there should be a procedure in the beginning, in the middle, and at the end of the teaching and learning process (Nafisah, 2013). Set induction is the activities at the beginning of the lesson, such as greeting, students’ attendance checking, review of the previous lesson, mentioning the objective of the day’s lesson, mentioning the steps of activities, showing a relation between introduction and content or explaining the topic. In fact, opening the lesson is more than checking attendance or preparing the topic given. Instead, opening the lesson had to be the creative-innovative activities that would arouse the students’ motivation so that the lesson can attract them, and finally, the learning material can be conveyed in proper way (Nafisah, 2013; Djamarah, 2010). In designing lesson plans, the teacher should imagine what will happen in the teaching-learning process. From the set induction (beginning) up to closure (closing) of that process. At the end of the teaching and learning process, the teacher should check all of the processes. On the other hand, the ending of the lesson alert the students in summarizing main ideas; evaluate class process; make decisions regarding questions posed at the outset of the learning activity; and provide continuity between what has occurred and what will occur in the future (Bailey, 1980). Closure is also one of the skills that need to be implemented in addition to review that support the delivery of material. According to Widodo, et al (2007) when closing the lesson there are activities to review the material studied and the reinforcement delivered by the teacher, this is necessary for students to guide students for build a picture of the overall material that has been studied so the lesson is easier to remember. Overall, closure is used to facilitate and enhance student accomplishment. The skill of opening and closing lessons must be mastered by the teacher in learning. Therefore, the teacher needs to design a variety of situations to create an effective class.

 However, some teachers did not complete this procedure. Also, The importance of opening and closing lessons is not necessarily the teacher's concern in the implementation of the teaching and learning process. Student-teachers usually have difficulty communicating with pupils during practice-teaching periods. Psychological studies on set indicate it is a necessary precondition to learning. Set induction procedures were devised for student- teachers to use in facilitating communication with pupils and promoting learning possibilities (Aubertine, 2015). Gharbavi and Iravani (2014) affirm that some teacher talks in the EFL classroom does not give chances for students to participate more in the classroom and are not able to promote comfort in interacting with their teacher. Chowdhury and Rashid (2014) found that young learners the willing to engage in learning only if the teaching and learning process meaningful to them. Young learners do not directly learn from textbooks but they practice and tend to learn indirectly through the interaction that they experience in the classroom. Thus, set induction and closure has a role in effectual learning environments and in the shaping of individual learners’ development (Nernere, 2019; Sofyan & Mahmud, 2018). The fact is that teacher-student interaction in young learners’ class is dominantly managed and initiated by the teacher (Makasau, 2015). Teachers may have a purpose in mind so that they lead the interaction, guide the process and evaluate the result.

 Related to the study, the set induction and closure lessons, it can be stated that the implementation of these skills can support the overall teaching and learning process. Then, teachers and students must have good interaction at the beginning and at the end of the lesson to bring students more interesting in learning. Therefore, it takes a study to focuse more on teacher set induction and closure in EFL young learners’ classroom.

* 1. **The objective of the Study & Research Question**

 The objective of the study is to find out teachers’ set induction and closure in EFL young learners’ classroom. Therefore, the following question is posed: How do the teachers’ perform the set induction and closure in their teaching EFL for young learners?

## 1.3 The Purpose of the Study

 According to the statement of the research problem, this study has certain objective to find out how the teachers perfoma the set induction and closure in teaching EFL for young learners.

## 1.4 The Scope and Limitation of the Study

This study is limited to identify teachers performance in set induction and closure in EFL class, especially in young learners classroom in order to assist students and teachers in interacting during teaching-learning process. The study involved only a teachers competent in set induction and closure the lesson well. Lastly, this study was conducted in of Junior High Schools in Garut.

## 1.5 Significance of the Study

The proposed research is expected to give a representation model of set induction and closure in EFL young learners’ classroom, inform the teachers how to manage language classroom. Practically, the teachers in other situations could apply the strategies of induction and closure to increase students’ interest in learning. This research may be useful for teachers in set and implementing induction and closure in classroom that support the learning and makes the students more interesting in their learning English.

## 1.6 Clarification of Key Terms

In order to avoid unnecessary misunderstanding and misconception of the reader, some terms that are used in this study are clarified as follows:

Set Induction is the activities at the beginning of the lesson, such greeting, students’ attendance checking, review of the previous lesson, mentioning the objective of the day’s lesson, mentioning the steps of activities, showing a relation between introduction and content or explaining the topic. The during teaching-learning process the teacher uses this to make the interaction between students more focused and effective.

Closure is the activities at the end of the class. In this activity the teacher should give evaluation to the students, and then they can summarizing the lesson that they have learned. Closure helps learners know what they have learned, why they learned it and how this knowledge is useful (Huay, 1990).

 Young learners is a catch-all term for students who are not yet adults. In this interpretation, the term 'young learners' includes the whole range of ages and developmental stages of children from infants.