



English Teachers' Activities in Doing Pre-Teaching and Opening Teaching in the Classroom

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Abstract

The aim of this research has investigated the activities in doing pre-teaching and opening teaching in the classroom used by English teachers in teaching English at senior high schools (SMA) in Bengkulu city. The design of this research was a qualitative method. The subject of this research was seven teachers in four senior high schools (SMA) in Bengkulu city. The data were collected by a video recorder, questionnaire and interview. The results of this research showed that activities done by English teachers in doing pre-teaching the teachers creating early learning conditions includes creating attitudes and attractive class atmosphere, students assign and creating readiness of students learning. In opening teaching, the activities done by teachers include attract attention, generate motivation, provide references and make connections.

Keywords: Opening teaching, pre-teaching.

Introduction

Studying is a process of teaching and learning activity which also plays a role in determining the success of student's learning. The learning process will take place a reciprocal activity between teachers and students toward the goal of learning itself. Therefore, the role of teachers is very important as teachers position as leader of education among students in the classroom (Martina, et al. 2020). While the broader teachers mean people working in the education sector and teaching are partly responsible in helping the students to achieve each maturity in thinking and acting (Djamarah, 2005:31-32). Effective of teaching and learning those teachers are expected to have basic skills to creating students involvement in process studying in the classroom. According to Babin (1970:110) in micro teaching's book, there are three components a basic skill in the teaching of which is set induction or opening teaching. The first component in teaching is set induction or the component that is often called the opening activity. In the opening teaching skills or set induction teachers must give introductory or stimulus in pre-teaching of the material or direction that will be taught to students before entering in the material of teaching and learning in order to make students are ready in mentally and interested to follow the process of teaching and learning in the classroom.



According to Herbart (1841) in Chatib (2011:77) apperception or stimulus make human beings are learning. Human nature is governing themselves, and then to respond or react to instructions coming from the environment or special stimulus. The first minutes of learning is the most important time for the next hour in process of teaching and learning because at this step of a brain's students development was to proceed creativity. However, in the learning process there are many teachers who ignore the process of opening teaching. Through preliminary observations conducted by researcher at one Senior High Schools (SMA) in Bengkulu city. There are some teachers if enter the classroom doing activities of opening teaching such as giving instruction about teaching materials , so make the students excited and ready to follow the process in teaching and learning. Here, teachers do not go to the classroom to directly enter the teaching materials but the teachers prepare some activities in the opening teaching.

There are still teachers who consider trivial and do not care about process of opening teaching. Though open the materials activities are key to the success of all activities of early learning that will be passed during the learning process in the classroom. If teachers in early process teaching and learning cannot attract the attention of students, the achievement of learning objectives will not be achieved well. The learning objectives are difficult to achieve or not on target because many students are not ready mentally and not interested in the materials that will be delivered by the teachers.

An assortment of mental and emotional attitude of students in early leaning will determine the concentration of students in the current of study. Therefore, the teachers should be more creative to get the attention of students and conditioning class atmosphere so that students are ready to learn. According Gebhard (1999) said that the goal process teaching and learning in the class if teachers making class to be active and interactive. The classroom atmosphere conductive to interactive in English meaningful ways and all of it only is done in the early minutes of the learning process.

Based on the phenomenon about the researcher was to do the research with the title "English teachers activities in doing pre-teaching and opening teaching in the classroom at Senior High Schools (SMA) in Bengkulu city".

Research Methodology

This research used a descriptive qualitative method. According to Maxwell (1996:89) descriptive method is describing what the researcher saw and heard, the inaccuracy or incompleteness of the data on words. It can refer to research about persons' lives, stories, behavior, but also about organization functioning, social movements or interaction relationship (Strauss, 1990:17). A descriptive qualitative using descriptive data in form of words or spoken of people and the data can be observed.



The subject of this research was all of English teachers at top Senior High Schools (SMA) based on National Standard Schools (SSN) and 2013 of Curriculum (K-13) in Bengkulu city in academic years of 2016/2017. The top Senior High Schools in Bengkulu city there are based on Education and Cultural Offices (Dinas Pendidikan dan Kebudayaan) Bengkulu city includes SMAN 2 Bengkulu city, SMAN 4 Bengkulu city, SMAN 5 Bengkulu city and SMAN 6 Bengkulu city. There were 7 English teachers who teach from 4 different schools in Bengkulu city. The researcher takes a sample with technic of purposive sampling. According to Sukardi (2003:64) purposive sampling included in non-probability technic, for selecting the sample on the basic of purpose. Purposive sampling is sampling technique is aimed at taking into account the professional possessed by the researcher in their effort to obtain information relevant to the purpose of research, because it determines on research objectives and the data elected to sample is the data to involved with research purpose.

The instrument of this research was video recorder and field notes. The video just recording activities in pre-teaching and opening teaching in the classroom because the researcher only focus to investigate activities in pre-teaching and opening teaching by English teachers' in the classroom. The pre-teaching and opening teaching process takes times in 10 minutes to 15 minutes of teaching and learning activities in the classroom. The first few minutes in the learning process is the most important time for the next hour of learning (Chatib, 2011:79). The researcher was taking the video twice in different times. In collecting the data, the research had done some steps, as follows:

1. The researcher prepared the camera and the field notes.
2. The researcher came to Senior High Schools (SMA) in Bengkulu city.
3. The researcher asked permission from the school and English teachers at the schools to taken the videos activities in pre-teaching and opening teaching by teachers in the classroom.
4. After taken the videos, the researcher observed the English teachers' activities in doing pre-teaching and opening teaching in the classroom.

Table 3.1

The top of Senior High Schools (SMA) in Bengkulu city based on SSN and 2013 of curriculum

NO	Name of Schools	Total of English teacher
1	SMA Negeri 2	6
2	SMA Negeri 4	5
3	SMA Negeri 5	4
4	SMA Negeri 6	6
Total		21



Souces : Dinas pendidikan dan Kebudayaan Kota Bengkulu

Findings and Discussion

Findings

The research was carried out on Monday (*the 1st May 2017*) until Friday (*the 2nd June 2017*) at SMAN 02 Bengkulu city, SMAN 04 Bengkulu city, SMAN 05 Bengkulu city and SMAN 06 Bengkulu city. The samples were 7 English teachers.

The researcher taken the recording only at the teachers did activities for pre-teaching and opening teaching English in the classroom. The video recorded process in pre-teaching and opening teaching, because the researcher only focused on the process of pre-teaching and opening teaching by the teachers in the classroom. The duration of recording is 10 minutes until 15 minutes early of learning activities. The researcher observed of teachers by using video recording then described it based on the theory of Djamarah (2005) about the components of pre-teaching and the opening teaching.

Table 4.1

Initial of the teachers and the schedule of the observation at Senior High Schools (SMA) in Bengkulu City.

No	Initial of Teachers	Name of School	Observation Schedules
1.	RH	SMAN 02 Bengkulu City	13 rd of May,2017 and 15 th of May,2017
2.	WM	SMAN 04 Bengkulu City	3 rd of May,2017 and 4 th of May,2017
3.	HW	SMAN 04 Bengkulu City	2 nd of May,2017
4.	TM	SMAN 04 Bengkulu City	2 nd of May,2017 and 3 rd of May,2017
5.	EY	SMAN 05 Bengkulu City	6 th of May,2017 and 8 th of May,2017
6.	WA	SMAN 06 Bengkulu City	10 th of May,2017
7.	ND	SMAN 06 Bengkulu City	9 th of May,2017and 10 th of May,2017

From the table above the researcher had taken of video recording the teacher 1 (RH) on Saturday (13rd May 2017) and Monday (15th May 2017), the researcher had taken of video recording the teacher 2 (WM) on Wednesday (3rd May 2017) and Thursday (4th May 2017), the researcher had taken of video



recording the teacher 3 (HW) on Tuesday (2nd May 2017), the researcher had taken of video recording the teacher 4 (TM) on Tuesday (2nd May 2017) and Wednesday (3rd May 2017), the researcher had taken of video recording the teacher 5 (EY) on Saturday (6th May 2017) and Monday (8th May 2017), the researcher had taken of video recording the teacher 6 (WA) on Wednesday (10th May 2017) and the last the researcher had taken of video recording the teacher the 7 (ND) on Tuesday (9th May 2017) and Wednesday (10th May 2017).

Generally, from the result of the research, the activities done by English teachers' activities in doing pre-teaching and opening teaching is greeting, checking attendance, attract attention, generate motivation, provide a references and make connections with students in the classroom at senior high schools (SMA) in Bengkulu city. The researcher try to explain the result from the activities done by English teachers' in doing pre-teaching and opening teaching by the video recording, it can be seen as follows :

4.1.1 The teacher 1 (RH) at SMAN 02 Bengkulu City

The researcher had taken of video recording the teacher 1 (RH) on Saturday (13rd May 2017) and Monday (15th May 2017). The teacher 1 starts the class by giving story about materials, to attract attention of students. After that, the teacher was checking students' attendances who is not present and why curtain students are not present. Then the teacher shows a picture of the material they are about to learn. The teachers provide questions about learning and provoke interest in student learning. They discuss the material together. It seems that the teacher makes some efforts to fix student's mistakes as they give their comprehensions about the lessons. The teacher sings a song and practice the material they are learning that called apperception. Where teacher attract interest and invite students to focus on the lesson. After the teacher sings a song, he conveys the purpose, the aim of the lesson they will learn. Thus assuring the children that this lesson is very important and also interesting.

Discussion

From the result above, the researcher could explain some discussion about the activities done by English teachers' in doing pre-teaching and opening teaching in the classroom at Senior High Schools (SMA) in Bengkulu city based on Djamarah (2005) there are 14 activities pre-teaching and opening teaching in the classroom, and researcher explained in chapter II.

4.1.2 The teacher 1 (RH) at SMAN 02 Bengkulu City

The result data of the teacher (RH) at SMAN 02 Bengkulu City in the first and second meeting in the classroom. The researcher had taken of video recording on Saturday, May 13 2017, and Monday, May 15 2017, the researcher find the style of teaching English in the classroom by the teacher (RH) has



variation that teacher get a high point to attract the attention of students in the classroom. In pre-teaching process, the position of the teacher in teaching English in the classroom is not based only in front of the class, it still covers the whole room so that it can cover all students' ideas, as well as the activities done in the classroom, the teacher does not directly deliver the material but the teacher attracts students' learning by telling stories and ask some question about the lessons to be learned to make students more attract in process teaching and learning in the classroom. For example of interaction by the teacher (RH) to attract the attention of students:

Teacher : *(Show the picture)*

Who is he?

Students : *Michael Jackson, sir.*

Teacher : *Yes, that's right! Who is Michael Jackson?*

Students : *King of Pop Music in the World*

Teacher : *(Teacher sang one of the songs from Michael Jackson with titled "Heal the World")*

Students : *(Clap the hands) Wow sir (Smile)*

Based on example, the students in the classroom were got motivate to answer other question from the teacher, the goal of the teacher give it, to make students more active and enthusiasm to learning English. Through this way the teacher tries to lure students' activeness by asking question, it makes students dare to express the idea they have. Pattern of interaction by the teacher (RH) is teacher to student, students to teacher and student to student. According to Djamarah (2005) through the words, the students will be honored and heartened, so that they will been satisfied and motivated to be more of learning.

The teacher's activities in doing opening teaching by the teacher (RH) such as, provide a reference and make connections. In provide a reference including convey of the learning objectives to be achieved of students and the assignments in process teaching and learning, convey the steps in teaching and learning, and convey the subject matter to be discussed and indicators of learning, the teacher got high score where the teacher explains the purpose of the lesson to be learned so that the student understands the purpose of the learning. In make connections to the students the teacher (RH) associate the relevant aspects, comparing the old knowledge with the new knowledge or doing apperception, and explain the concept of materials, according to Chatib (2011) associate relevant aspect and give new information to students make students' brain is ready to learn.



Conclusion

The researcher concluded that the activities done by English teachers' in doing pre-teaching and opening teaching in the classroom at Senior High Schools (SMA) in Bengkulu city, in pre-teaching the teachers creating early learning conditions includes creating attitudes and attractive class atmosphere, students assign (checking attendance), and creating readiness of student learning. In opening teaching the activities done by English teachers' includes attract attention, generate motivation, provide a references and make connections.

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