



ACTIVITIES FOR OPENING TEACHING BY ENGLISH TEACHERS TO MOTIVATE STUDENTS IN THE CLASSROOM

Kesuma Wijayadi, Riny D Sani, Hevriani Sevrika
Universitas PGRI Sumatera Barat
(Naskah diterima: 1 April 2023, disetujui: 28 April 2023)

Abstract

This study aims to find out the activities of opening teaching carried out by English teachers to motivate students in class VII of SMP Negeri 10 Padang. This type of research is qualitative with a descriptive method. Data collection techniques are carried out through interviews, observations, recording and recording. Based on the results of research and discussion of activities for opening teaching by English teacher to motivate students in class, it can be concluded that the skills of English teachers in grades VII at SMP Negeri 10 Padang in opening lessons include: (a) arousing students' attention, namely variations in teaching styles, use of instructional media and patterns of interaction (b) generate student motivation, namely excited and enthusiasm, generate curiosity, and generate conflicting ideas (c) provide references, namely convey learning objectives and determine activity steps (d) demonstrate linkages, namely determining stepping stones, generating new knowledge, providing continuous material. Related to all of these indicators, the researcher found that the activities for opening teaching by English teacher have been implemented although not all indicators and the results of the researcher found that the teacher motivated student learning for opening teaching activities by creating an active learning process such as making eye contact, providing discussion with question then students answer according to their knowledge, teacher character such as friendly, and explain the material with clear intonation.

Keyword: *Opening Teaching, English Teacher, Motivating Students.*

Abstrak

Penelitian ini bertujuan untuk mengetahui kegiatan pembukaan pengajaran yang dilakukan oleh guru bahasa Inggris untuk memotivasi siswa kelas VII SMP Negeri 10 Padang. Jenis penelitian ini bersifat kualitatif dengan metode deskriptif. Teknik pengumpulan data dilakukan melalui wawancara, observasi, pencatatan dan pencatatan. Berdasarkan hasil penelitian dan pembahasan kegiatan pembukaan pengajaran oleh guru bahasa Inggris untuk memotivasi siswa di kelas, dapat disimpulkan bahwa keterampilan guru bahasa Inggris di kelas VII di SMP Negeri 10 Padang dalam membuka pembelajaran meliputi: (a) membangkitkan perhatian siswa yaitu variasi gaya mengajar, penggunaan media instruksional dan pola interaksi (b) membangkitkan motivasi siswa, yaitu bersemangat dan antusias, membangkitkan rasa ingin tahu, dan menghasilkan ide-ide yang saling bertentangan (c) memberikan referensi, yaitu menyampaikan tujuan pembelajaran dan menentukan langkah-langkah kegiatan (d) menunjukkan keterkaitan, yaitu menentukan batu loncatan, menghasilkan pengetahuan baru, memberikan materi yang

berkesinambungan. Terkait dengan semua indikator tersebut, peneliti menemukan bahwa kegiatan pembukaan pengajaran oleh guru bahasa Inggris telah dilaksanakan meskipun tidak semua indikator dan hasil peneliti menemukan bahwa guru memotivasi pembelajaran siswa untuk membuka kegiatan mengajar dengan menciptakan proses pembelajaran aktif seperti melakukan kontak mata, memberikan diskusi dengan pertanyaan kemudian siswa menjawab sesuai dengan pengetahuannya, karakter guru seperti ramah, dan menjelaskan materi dengan intonasi yang jelas.

Kata Kunci: Opening of Teaching, English Teacher, Motivating Students

I. PENDAHULUAN

Teachers as teaching staff and educators are obliged to provide and design the learning process in accordance with the expected indicators. The design of the learning process carried out will affect student learning achievement. English teachers not only have to understand the material being taught but also have to be able to provoke students' interest so that they are interested in listening to the next material.

Suharjo (2006) argues that teachers as educators play a role in creating a meaningful, fun, creative, dynamic and dialogical 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 them. In the learning process there are several components that must be met. These components include objectives, lesson materials, lesson activities, teaching and learning activities, methods,

tools, and sources, as well as evaluation (Fathurrohman, 2011).

According to Arseta, et al. (2020) 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.

II. KAJIAN TEORI

2.1 Definition of Opening Teaching Skills

Basic teaching skills (teaching skills) is a general characteristic of a person associated with knowledge and skills that are realized

through action. Basic teaching skills are basically in the form of basic and special forms of behavior that must be possessed by a teacher as initial capital to carry out their learning tasks in a planned and professional manner (Rusman, 2012: 80). Basic teaching skills are the main thing for teachers in forming characteristics related to skills and knowledge, basic teaching skills are forms of behavior carried out by teachers to achieve planning according to the provisions and in a professional manner.

Opening teaching skills are the teacher's skills in preparing mentally and causing students' attention to be focused on the material to be studied (Bahri, 2008). Menurut Marno (2021) mengatakan bahwa keterampilan membuka pengajaran merupakan keterampilan dasar mengajar yang harus dikuasai dan dilatihkan bagi calon guru agar mendapat mencapai tujuan pembelajaran efektif, efisien, dan menarik.

In line with this opinion, Marno (2021) says that opening teaching skills are basic teaching skills that must be mastered and trained for prospective teachers in order to achieve learning objectives effectively, efficiently, and attractively. From this statement it is explained that as a prospective

teacher who will teach in front of the class later, the teacher must master the basic skills in teaching, namely the activity of opening teaching in order to achieve effective, efficient and interesting learning.

2.2 Principles of Application Opening Teaching

Applying basic teaching skills opens teaching. There are principles that need to be considered. By paying attention to these principles, it is hoped that the activities to open the learning carried out will be effective. Menurut Marno (2021:78), ada beberapa prinsip yang di-aplikasikan dalam pembuka pelajaran sebagai berikut:

- a. Prinsip Bermakna
- b. Berkesinambungan
- c. Fleksibel
- d. Antusiasme dan Kehangatan dalam Mengkomunikasikan Gagasan

Moreover according to Marno (2021), the principles of applying open teaching are as follows:

- a. Meaningful Principle
- b. Continuous
- c. Enthusiasm and Warmth
- d. Flexibility or flexible use

2.3 Activities in Opening Teaching

According to Marno (2021) At the beginning of each lesson, the teacher can do the following activities to open the lesson:

1. Generate Student's Attention

To arouse students' attention and interest in following the things that will be learned, there are several ways that the teacher can use in carrying out opening activities, namely: variations in teacher teaching styles, use of teaching aids and variation in interaction patterns

2. Generate Motivation

In taking lessons, some students have high learning motivation, but there are also those who are low motivated, such as conditions and ways of learning that are boring, difficult to follow, uninteresting, and so on. There are various ways to generate motivation to learn in students, among others: excited and enthusiastic, arouse curiosity, present ideas that seem contradictory, pay attention and prioritize things that concern students.

3. Giving Reference or Structure

In opening the lesson, the teacher should briefly state the basic competencies and things needed so that students get a clear picture of what will be learned. How to provide a

reference or structure can be done by the teacher:

- a. Presenting basic competencies, indicators of learning outcomes, and task boundaries.
- b. Give instructions or suggestions about the steps of the activity
- c. Ask guiding questions
4. Shows a link

In the process of teaching and learning, it is very important to integrate new knowledge with the knowledge that students already have. If the teacher is going to explain new material, it should be related to material that students already know or students' experiences, or students' interests. Some of the things that teachers do are as follows: looking for a stepping stone, strive for continuity and compare or contrast.

III. METODE PENELITIAN

Types and research methods according to Sugiono (2019) are scientific ways to obtain data with certain goals and uses. There are four keywords that need to be considered, namely, scientific method, data, purpose, certain uses. The type of research used by the author is qualitative research because the research data is in the form of spoken words from the informants. According to Moleong (2012), qualitative research is a research

procedure that produces descriptive data in the form of written or spoken words from people and observable behavior. The total sample in this study were two English teachers teaching at SMP Negeri 10 Padang.

The data sources of this research are written notes or through video recording, taking photos, and others. In this study, the recording of the main data sources was carried out through direct observation of English learning conducted by English teachers at SMP Negeri 10 Padang.

Data analysis is the process of systematically searching and compiling data obtained from observations, and documentation, by organizing the data into categories, choosing which ones are important and which will be studied, and making conclusions so that they are easily understood by oneself and others. . Therefore, the results of observations and field note made by researchers on teachers in the learning process must be concluded in good language so that they are easily understood by others. Then the data obtained from the documentation is also neatly arranged and given information so that readers can better understand Miles and Huberman, 1984 in (Bungin, 2007).

IV. HASIL PENELITIAN

Based on the findings of the activities of opening teaching in the class, The activities carried out by the teacher in opening teaching have been applied to students. As the result of this thesis, the researcher found the answer from the research question. This research by the title Activities for Opening Teaching by English Teacher to Motivate Students in The Classroom divided into four components, namely: generating students' attention, generating motivation, giving reference or structure, and shows the link. The findings are explained as follow:

The first component is generating students' attention, it means that In an effort to arouse students' attention and interest in following the things to be learned, there are several ways such as variations in the teacher's teaching style, the use of teaching aids and variations in interaction patterns, the researcher found that when the researcher made observations in class and saw the teacher had applied how the method of teacher activity before starting the lesson is to make eye contact with students and stand in a position that can see the entire classroom and hear the teacher's voice which is very clearly heard by students.

The second component is generate motivation, it means that students who have high learning motivation will encourage their attention and interest to be concentrated on things that must be learned, so that they can achieve maximum learning goals. When making observations, researchers found that these students had high learning motivation, that is, many students actively responded and asked the teacher about the material being taught, were still able to stay focused when the class atmosphere was quite hot and made students feel sleepy during the day.

The third component is giving reference or structure, it means that in starting the lesson, the teacher should briefly explain the basic competencies and the things needed so that students get a clear picture of what will be learned the researcher found that before entering the subject matter the teacher had explained the basic competencies and indicators that students needed to achieve, an explanation the teacher when teaching is also structured and his directions.

The last is shows the link, it means that in starting the lesson, the teacher should briefly explain the basic competencies and the things needed so that students get a clear picture of what will be learned and the

researcher found that before entering the subject matter the teacher had explained the basic competencies and indicators that students needed to achieve, an explanation the teacher when teaching is also structured and his directions.

V. KESIMPULAN

The second component is generate motivation, it means that students who have high learning motivation will encourage their attention and interest to be concentrated on things that must be learned, so that they can achieve maximum learning goals. When making observations, researchers found that these students had high learning motivation, that is, many students actively responded and asked the teacher about the material being taught, were still able to stay focused when the class atmosphere was quite hot and made students feel sleepy during the day.

The third component is giving reference or structure, it means that in starting the lesson, the teacher should briefly explain the basic competencies and the things needed so that students get a clear picture of what will be learned the researcher found that before entering the subject matter the teacher had explained the basic competencies and indicators that students needed to achieve, an

explanation the teacher when teaching is also structured and his directions.

The last is shows the link, it means that in starting the lesson, the teacher should briefly explain the basic competencies and the things needed so that students get a clear picture of what will be learned and the researcher found that before entering the subject matter the teacher had explained the basic competencies and indicators that students needed to achieve, an explanation the teacher when teaching is also structured and his directions.

DAFTAR PUSTAKA

Arikunto, Suharsimi. 2006. *Research Procedure A Practical Approach*. Jakarta: Rineka Cipta.

Armayanti, R. 2014. The skills of teachers in opening and closing learning activities at SD Negeri 03 Hulu Palik, North Bengkulu Regency. *Thesis*. Bengkulu University FKIP

Asril, Z. 2010. *Microteaching*. Jakarta: PT Raja Grafindo Persada.

Babin, P. (1970). *Student's Guide to Microteaching: An Intermediate Step*. University of Ottawa, Canada: ERIC.

Beni, Ahmad Saebani. 2008. *Research Methods*. Bandung: Faithful Library.

Bungin, Burhan. 2007. *Qualitative Research Data Analysis*. Jakarta: PT Raja Grafindo

Dalyono. 2005. *Educational psychology*. Jakarta: Rineka Cipta

Desmita. 2009. *Developmental Psychology of Students*. Bandung: Youth Rosda Karya.

Djamarah, Syaiful Bahri. 2008. *Teachers and Students in Educational Interaction*. Jakarta: Rineka Cipta.

Fathurrohman, Pupuh et al. 2011. *Teaching and Learning Strategies*. Bandung: Refika Aditama.

Idris. 2010. *Teaching Strategies and Methods*. Jakarta: Ar-Ruzz. Media General of Higher Education Directorate of Manpower.

N Arseta, A Harahap et al. 2021. *An Analysis of English Teachers' Strategies In Opening The Lesson In The Classroom*. Bengkulu: IAIN

Marno. 2010. *Teaching Strategies and Methods*. Yogyakarta: Ar-Ruzz Media.

Moleong, J. L. 2012. *Qualitative research methodology*. Bandung: PT Rosdakarya youth

Moleong, LJ. 2007. *Qualitative Research Methodology*. Bandung: Rosdakarya Youth.

Mulyadi and Puspita, Hilda. 2009. *Limited Teaching (Micro Teaching)*. Bengkulu: Bengkulu University.

Mulyasa. 2006. *Becoming a Professional Teacher*. Bandung: Youth Rosda Karya

Nasution. 2008. *Child Psychology*. Jakarta: Index

Nuryanti, Lucy. 2008. *Child Psychology*. Jakarta: Index.

Rasto. 2015. *Micro learning: Developing teaching skills of professional teachers*. Bandung: Alphabeta

Rusman. 2012. *Learning models*. Jakarta: Rajawali Press

Sanjaya, Vienna. 2008. *Learning Strategy*. Jakarta: Kencana.

Santridarus. 2008. *Teaching Skills*. Jakarta; Reneka.

Soetopo, S. and Sudartati Y. 2011. *Provision to become a professional teacher*. Palembang: Symmetry

Sudjana, 2010. *Learning and Learning*. Jakarta: Create

Sugiyono. 2013. *Understanding Qualitative Research*. Bandung: Alphabeta.

Sugiyono. 2015. *Qualitative research methods and R&D*. Bandung: Alphabeta

Suharjo. 2006. *Know the basic education theory and practice*. Jakarta: Directorate

Sukardi. 2010. *Educational research methodology*. Jakarta: PT Bumi Aksara.

Sukirman, D. 2012. *Micro teaching learning*. Jakarta: Directorate General of Islamic Education Ministry of Religion RI

Sukmadinata, Nana Syaodih. 2008. *Educational Research Methods*. Bandung: rosda

Susanto, A. 2015. *Theory of learning and learning in elementary schools*. Jakarta: Prenadamedia group

Udin S. Winataputra. 2008. *The subject matter of PKN SD learning*. Jakarta. Open university.

Omar, Hussein. 2009. *Research Methods For Thesis and Thesis*. Jakarta: Rajawali Press.

Winarni, Endang Widi. 2011. *Educational Research*. Bengkulu: FKIP Bengkulu University

Zulfendi & Ihsan, N. 2012. *Microteaching*. Padang: Sukabina Press