

Opening Teaching To Motivate Students In Learning English

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Abstract

The research is to find out the opening activities of teaching carried out by English teachers to motivate students. This type of research is qualitative in nature with a descriptive method. Data collection techniques were carried out through observation and field notes. Based on the results of research and discussion of opening teaching activities by English teachers to motivate students in class, it can be concluded that the skills of English teachers in class in opening learning include: arousing students' attention, namely variations in teaching styles, use of instructional media and interaction patterns. , namely excited and enthusiastic, arousing curiosity, and generating conflicting ideas. Giving references, namely conveying learning objectives and determining activity steps. Demonstrating relevance, namely determining stepping stones, generating new knowledge, providing continuous material. Regarding all of these indicators, the researcher found that the English teacher's opening teaching activities had been carried out although not all the indicators and results of the study found that the teacher motivated student learning to open teaching activities by creating an active learning process such as making eye contact, providing discussion with questions and then students answer according to their knowledge, the teacher's character is friendly, and explains the material with clear intonation.

Keywords: English teacher, Motivating Students, Opening Teaching

INTRODUCTION

The design of the learning process carried out Suharjo (2006: 51) 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 components that must be met. These components include objectives, lesson materials, lesson activities, teaching and learning activities, methods, tools, and sources, as well as there are several evaluation.

The writing process that can be understood as an attempt to define existing problems and make these problems measurable and testable. Thus, based on the background of the problem, several problems can be identified as follows: First, the lack of teacher preparation in carrying out opening teaching in motivating students in the learning process. Second, the lack of knowledge of English teachers in conducting opening teaching activities. Third, opening teaching is one of the most important activities in the learning process that is not widely known by English teachers.

The problem limitation is a limitation on the scope of a problem so the discussion that the researcher explain is not too far and wide

with the aim that the discussion researcher discusses on one writing.

Based on the background of the problem and identification of the problem, it is necessary to give clear boundaries regarding the focus of the research. To be more focused, the limitation of the problem in this paper is the activity of opening teaching by English teachers to motivate students in the classroom.

The research objective is a sentence formulation that shows the results, something that will be obtained after the research is completed, and also something that will be achieved or handled in a study. The research objective will also get a formulation of the results of a study through the process of searching, finding, developing, and testing knowledge. Refers to identification of the problem. The purpose of this research is to find out about the activities for opening teaching by English teachers to motivate students in learning. Then, it is to analyze how the activities for opening teaching by English teachers to motivate student in learning

This significance of this research gives the contribution to the researcher, the readers, the teachers, and the students as well. The researcher give information about activities for opening teaching and researcher know about how is the activities of opening teaching done by English teachers in the future. The readers

can know about what is the activity for opening teaching and the function about that then can be reference. For the teachers is know how to do the activity opening teaching that can motivate students in learning process. For the students, this study will give the information and knowledge about activity opening teaching to motivate students in learning English.

RESEARCH METHOD

Opening teaching is one of the routine activities carried out by teachers to start and end learning. This statement states that the activity of opening teaching is one of the things when starting the lesson until the end of the lesson. Marno (2021: 75) 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.

According to Mulyadi (2009: 67) the activity of opening teaching is the initial activity carried out by the teacher to prepare students to start the learning that will be followed. From this statement, the opening teaching activity is carried out by the teacher as a preparation for students when they start the lesson until the lesson continues

Marno (2021:78), the principles of applying open teaching are as follows:

a. Meaningful Principle

The application of the principle of meaning is having the value of achieving the goal of using open teaching skills. This means that the way the teacher selects and applies the components of the skill to open lessons has a very appropriate value for students in conditioning students' readiness and interest in participating in learning.

b. Continuous

This means that there is no dividing line between the opening idea and the subject matter. Therefore, the idea of opening

with the subject matter in terms of material must have relevance.

- c. Enthusiasm and Warmth in Communicating Ideas Enthusiasm marks a high level of motivation from the teacher and this result will also affect the high motivation of students.

d. Flexibility

Flexibility in this connection means the use of which is not rigid, in the sense that it is not intermittent or smooth.

The principles of applying open teaching are the principles that teachers must do in implementing opening teaching in the classroom. Before students start learning, students are motivated by what students will learn later, get a good response, and create a pleasant impression. According to Mulyasa (2006: 83) teachers can make the following efforts:

- a. Connecting the material that has been studied previously with the material to be presented
- b. Conveying the objectives to be achieved and an outline of the material to be studied
- c. Conveying the steps of learning activities and tasks that must be completed to achieve the goals that have been formulated
- d. Utilizing media and learning resources in accordance with the material presented, as well as asking questions
- e. Both to find out students' understanding of past learning and for initial abilities related to the material to be studied.

Idris (2010: 81) the technical principles of using skills to open teaching include: short, concise, and clear, skills are not repeated, use language that is easy for children to understand, accompanied by examples or illustrations as necessary and bind children's attention. Opening teaching activities are carried out at the beginning of each lesson. That is, before the teacher explains the material to be delivered, he must first mentally condition and attract students' attention to the material to be studied. For example, by generating motivation and providing a reference or learning structure by showing the objectives or basic competencies as well as indicators of learning outcomes, the main issues to be

discussed, work plans and division of learning time for students.

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:

a. Excited and enthusiastic

Teachers who don't look fresh, move slowly, and sound soft and not warm will affect students in learning. Therefore the teacher should be friendly, enthusiastic, and full of enthusiasm. Because, such an attitude can cause a reaction in students that encourages them to be active and want to be involved.

b. Arouse curiosity

Teachers can generate strong motivation by causing curiosity and astonishment to students. Telling an actual event that raises questions or shows models or pictures that stimulate students to think are ways that can be used.

c. Present ideas that seem contradictory

For example, the teacher explains the lesson by exemplifying a problem and then the students come up with a different idea.

d. Pay attention and prioritize things that concern students

Teachers can master problems in relation to the material being taught, and are able to record situations that are currently attracting students' attention. This means that the teacher must actively participate in following the developments of what his students are busy talking about such as news on TV media, the internet, and so on.

FINDINGS AND DISCUSSION

FINDINGS

Efforts were made to collect as much descriptive data as possible which would be outlined in the form of reports and descriptions. Suharsimi Arikunto (2006) also explains that this type of research is descriptive, that is, if the researcher wants to know the status of something and so on, then the research is descriptive, namely explaining events and

things. With a qualitative descriptive approach, the analysis of the data obtained

The findings of this study are presented based on the data analysis using In the observation process, the researcher also highlights important sentences and notes important parts of the data that require further explanation in field notes. As was done by the researcher when observing the opening teaching activities in the learning process carried out by the English teacher in SMK Kesehatan Padang. Then the researcher recorded important things that happened, especially regarding the way the teacher started the meeting, greeted students, and the reaction or response from the students..

The results of observations from teacher in showing the activities is that the teacher looks at the students, and the teacher stands in the middle while motivating students to be orderly during the learning process. The teacher's voice is quite loud with various intonations and sometimes the teacher is friendly with students. This is so that students are not afraid to face difficult learning. The pattern of interaction is that the teacher and student interaction is quite well established, namely when the teacher explains and the students listen. The teacher asks questions and the students answer. The teacher use a whiteboard to show some of the important points in the previous lesson and it makes students able to recall what they have learned in the previous lesson.

The pattern of interaction that has been carried out has also been established in creating a comfortable atmosphere so that students are motivated to learn, especially when the teacher gives a smile as a form of concern for students who stare at the teacher standing in front of them while asking questions, students spontaneously show reactions in the form of answers to questions from the teacher, without much thinking whether it will be wrong or right.

a. Generate Motivation

When the teacher explains the subject matter in front of class that the students in the front row are very excited and enthusiastic about hearing the teacher's

explanation and this reaction certainly makes other students or in the class feel compelled to be active and want to be involved by asking questions to the teacher regarding the material being discussed.

b. Giving Reference or Structure

Before the teacher enters the material being taught, the teacher explains what is contained in the subject matter on the blackboard and then gives a question to students and provokes students to provide answers. The teacher continues to provide new insights in the form of questions related to learning material to students until one of them answers them. The teacher tries to give examples of events and analogies that are closest to their students' environment. Like the question "What is the difference between you and your classmates? Then the student answered in detail the comparison between the student and other students because the subject matter at that time was a comparison.

c. Shows a link

The teacher shows a link by explaining a little about the previous material and taking a few points as a reminder and comparison tool and then comparing it with new knowledge at that time the teacher gives an example by pointing some students forward as examples related to the material being taught to be able to understand the intent of the material.

a. Generate student attention

The results of observations from the class in showing variations in teaching styles were the teacher standing in the middle while looking at and calling students who were indifferent to learning firmly and giving a warning to these students. The teacher's voice is quite loud enough to be heard by all students, in the use of teaching tools the teacher does not use media in teaching. The teacher explains the material in a lecturing manner, and the teacher explains with clear intonation and voice. Students seem to focus on listening, but some students seem to be getting sleepy and losing concentration in learning due to afternoon

class hours with a hot class atmosphere and quite conducive. The variation in interaction patterns is that the interaction between the teacher and students is also quite well established, that is, when the teacher asks something about the material that was taught yesterday or that will be taught today, students try to answer.

b. Generate motivation

When the teacher wanted to start entering the subject matter, the situation in class that time was not quite conducive because the student's enthusiasm for learning began to wane, some were busy with their own work and still discussing with each other. This is because the lessons are carried out after breaks and prayer services during the day when the weather is quite hot. It can be seen that the teacher occasionally makes jokes and points at students who are less focused so that students are excited to start learning in the class again. The nature of the teaching teacher is relaxed, quite firm and friendly so that the enthusiasm of students returns to receive the subject matter that will be explained by the teacher.

c. Giving reference or structure

When the teacher explains the subject matter, the teacher gives examples related to the material being taught, the teacher goes to the blackboard and then writes down points such as meaning, types, and procedures for using the subject matter being taught then the teacher gives directions in the form of making an example sentence then the teacher appoints several students to complete and make other examples according to the direction and explanation of the teacher.

d. Shows a link

Before the teacher explains the new material, the teacher asks students what they have understood in the previous material and provokes students to give back examples related to the previous material. Then the teacher summarizes a little of the previous subject matter and

the teacher proceeds to the new subject matter by making an example then the teacher appoints several students to develop according to students' understanding of the new material that will be explained in class.

Discussion

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.

CONCLUSION

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 at SMK Kesehatan 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.

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