

TEACHING METHODOLOGY FOR OPENING AND CLOSING IN ELT: AN ENGLISH TEACHER'S PERSPECTIVE

Yusuf Mahmud Amari¹, Ridwan²

Universitas KH Mukhtar Syafaat
e-mail: : Yusuf.neom@gmail.com¹, ridwan@iaida.ac.id²

ABSTRACT

This study adopted a qualitative single case study approach to investigate a language teacher's integration in the context of teaching methodology for opening and closing in English Language Teaching at SMAN 1 Bangorejo, Banyuwangi. Collecting most of their data from interviews, observation and recording. With an advance purposive sampling strategy was adopted for case selection. The demand on English language teacher is increased really fast and education needed to be well managed and trained. The effort has focused on improving teacher's English Language proficiency, not as general but as a specialized subset of language skills required to prepare and teach lessons. The concept of English-for-Teaching is a bound form English for Specific Purposes (ESP) for classes is built on what the teacher knows about teaching, while introducing and confirming specifics language class. This article explains how the construct was developed and then explains examples of class assignments and the language required to implement them in three main areas: managing the classroom, understanding and communicating lesson content, and assessing students and providing feedback. Result of opening and closing component; arouse student's attention, generating motivation, and provide a reference or structure in teaching practice..

Keywords: ELT, Teaching Methodology, Opening and Closing.

A. Introduction

Language teaching emerged as a profession in the last century. The essence of this phenomenon is the emergence of the concept of 'method' of language teaching. The concept of method in language teaching – the idea of a systematic set of teaching practices based on a particular theory of language and language learning – is a powerful one, and the search for better methods occupied the attention of teachers and applied linguists throughout the 20th century (Thornbury, 2011).

The design of the learning process carried out (Sani & Asty, 2023) 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 evaluations.

Methodology in language teaching has been characterized in various ways. A more or less classic formulation states that methodology is something that connects theory and practice. The theory statement will include a theory about what language is and how language is learned or, more specifically, a theory of Second Language Acquisition (SLA). (Thornbury, 2011) states these theories are related to various features of language teaching design. These design features may include stated goals, syllabus specifications, types of activities, teacher roles, learners, materials, and so on. Design features are in turn linked to actual teaching and learning practices as observed in the environment where language teaching and learning takes place. All these complex elements define language teaching methodology.

The big question is how does the integration of teaching methodology for opening and closing activities in English Language Teaching (ELT) at SMAN 1 Bangorejo, Banyuwangi, impact student motivation and engagement in the learning process?

In summary in this paper, I aim to present my teaching methodology and approach in English language teaching. Many factors caused this failure. Much research has been conducted on teaching materials, teachers, students, and curriculum, but very little research has been

conducted on what happens in the classroom. (Allwright, D., & Bailey, 2016; Kasim, 2004) states that to help our students learn, what we need is not the latest methods, but rather a full understanding of the language classroom and what happens there. Investigations must be moved to the classroom.

This study adopted a qualitative single case study approach to investigate a language teacher's integration in the context of teaching methodology for opening and closing in English Language Teaching at SMAN 1 Bangorejo, Banyuwangi. Collecting most of their data from interviews, observation and recording. With an advance purposive sampling strategy was adopted for case selection, which was based on the following specific criteria: 1) He/she teaches language courses in SMAN 1 Bangorejo, Banyuwangi. 2) He/she is willing to teach and explore more about teaching methodology. For supporting argumentation data also collected from activities with student and teacher during the teaching and learning process in the SMAN 1 Bangorejo, XI Science Class 4.

The aim of this course is to investigate what efficient teaching methodology is used for opening and closing in ELT that could be adopted to facilitate language teaching and learning and explore the relationship between teacher's integration on Teaching methodology and their private theories. This is designed so that teacher able to understand and have good collaborative with students (Xue & Churchill, 2022).

Recording was done using (Mobile device). The recorded data was transcribed using an app transcriber (otter.ai). The total number of recording audio only one and has 7 minutes long. Apart from that, interviews were also conducted to obtain data that was not obtained through observation. The collected data was analyzed following the procedures of Mile and Huberman (1992): data collection, data reduction, data presentation, verification and drawing conclusions.

This section discusses the methodology. It is the subheading level one. The method section consists of description concerning the research design, the population and sample or the subjects of the research, data sources, data collection, and data analysis with the proportion of 10-15% of the total article length, all presented in the form of paragraphs.

B. Metode Pelaksanaan Kegiatan

Pelaksanaan kegiatan dilakukan selama 4 kali pertemuan, yang mana tim pelaksana terdiri dari 6 orang, yaitu ketua dan anggota yang terdiri dari mahasiswa Tadris Matematika. Metode pelaksanaan pengabdian pada masyarakat ini dilakukan dengan metode observasi, perencanaan, pelaksanaan, dan evaluasi. Setelah itu akan dilakukan pendampingan secara langsung terhadap pembuatan laporan data statistik dengan menggunakan SPSS. Pendampingan dilakukan mulai dari observasi sebelum acara pemilihan pilkades dan setelah pemilihan pilkades. Pelaksanaan kegiatan pengabdian masyarakat ini dilakukan secara bertahap. Adapun pembagian tahapannya adalah sebagai berikut :

1. Tahap Observasi

Dalam tahap ini dilakukan pengenalan kepada pihak Panitia Pemilihan Kepala Desa Sukorejo, Pemerintahan Desa Sukorejo, dan Badan Permusyawaratan Desa Sukorejo. Dalam tahap ini juga dilakukan pengenalan tentang aplikasi SPSS yang fungsinya sebagai mempermudah dalam pembuatan laporan.

Tahapan ini juga untuk mengetahui kondisi awal obyek pengabdian terkait dengan kebutuhan panitia dalam pelaporan. Sekaligus melakukan wawancara kepada panitia Pilkades. Sekaligus observasi langsung di lokasi.

2. Tahap Perencanaan

Setelah mendapatkan data awal yang dibutuhkan. Tim Pengabdian yang terdiri dari Dosen dan Mahasiswa kemudian Menyusun dan rancangan data statistik yang dibutuhkan oleh panitia Pilkades Desa Sukorejo. Laporan yang dibutuhkan antara lain analisis partisipasi pemilih, analisis hasil pemilihan dan analisis statistik deskriptif. Analisis partisipasi pemilih meliputi seberapa besar Tingkat partisipasi dalam pilkades, analisis hasil pemilihan meliputi distribusi suara dan margin kemenangan setiap calon, sedangkan analisis statistik deskriptif meliputi mean, median dan modus dari jumlah suara yang diperoleh kandidat dan standar deviasi untuk mengukur variasi dan sebaran jumlah suara yang diterima.

3. Tahap Pelaksanaan

Setelah melalui proses perencanaan, Tim Pengabdian melakukan membuat dan menampilkan data hasil olahan data statistik. Selain melakukan pendampingan pembuatan data statistik, tim pengabdian juga memberikan edukasi dan pendampingan secara privat kepada panitia berupa pengoperasian aplikasi SPSS. Baik dalam daring atau luring agar kedepan mampu menggunakan SPSS dengan baik dan benar.

4. Tahap Evaluasi

Ini adalah tahap terakhir dimana kegiatan setelah dilaksanakan. Pada tahap ini selain dilakukan pemantauan juga dilakukan evaluasi keberhasilan edukasi dan pengampungan SPSS.

Waktu dan Tanggal : 1 – 31 Oktober 2023

Tempat : Desa Sukorejo Kecamatan Bangorejo

C. Results and Discussion

The results of this research are presented based on data analysis using the observation method. In the observation process, the researcher

also highlighted important sentences and noted important parts of the data that required further explanation in field notes. As the researcher did when observing the opening and closing teaching activities in the learning process carried out by the English teacher at SMAN 1 Bangorejo. Then the researcher recorded important things that happened, especially regarding the way the teacher started the meeting, greeted the students, and the student's reactions or responses.

The results of the teacher's observations in showing the activity were that the teacher looked at the students, and the teacher stood in the middle while motivating the students to be orderly during the learning process. The teacher's voice is quite loud with various intonations and sometimes the teacher is friendly towards students. This is so that students are not afraid of facing difficult learning. The interaction pattern 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 students answer. The teacher uses the blackboard to show several important points in the previous lesson and enable students to recall what they have learned in the previous lesson.

The pattern of interaction carried out has also been established to create a comfortable atmosphere so that students are motivated to learn, especially as the teacher gives a smile as a form of concern for the students who look at the teacher standing in front of them. When asking a question, students spontaneously show a reaction in the form of an answer to the teacher's question, without much thought about whether it is wrong or right

Based on the findings of opening teaching activities in class, the activities carried out by teachers in opening teaching have been implemented with students. As a result of this paper, the researcher found answers to the research questions. This research, entitled Opening

and closing in Teaching Activities by English Teachers to Motivate Students in XI Science Class 4.

The first component is to arouse student's attention, meaning that in an effort to arouse student's attention and interest in following what they are going to learn, there are several ways such as varying the teacher's teaching style, using props and variations. In terms of interaction patterns, the study found that the teacher had implemented the teacher's method of activity before starting the lesson, namely by making eye contact with the students and standing in a position where she could see the entire contents of the class and students could hear the teacher's voice which was very clearly audible to the students. In addition, teacher's skill in asking and question is needed and crucial to get student's attention, focus and theoretical understanding of question will affect the answer of the students (Paran, 2012).

The second component is generating motivation, meaning that students who have high learning motivation will encourage their attention and interest in achieving the things that must be studied, so that they can achieve learning goals optimally (Kesuma Wijayadi et al., 2023). When conducting observations, researchers found that these students had high learning motivation, many students actively responded and asked the teacher about the material being taught, and were still able to remain focused when the class atmosphere was quite hot and made students feel relax during the lesson that day.

The third component is to provide a reference or structure, meaning that when starting learning, the teacher should explain briefly about the basic competencies and things needed so that students get a clear picture of what the researcher will learn before entering the lesson material (Akbari & Tavassoli, 2014). The teacher has explained the basic competencies and indicators that students need to achieve, the teacher's

explanations when teaching are also structured and directed.

The teacher, identified as Mrs. Lika, is observed to have successfully implemented these components in her teaching practice. She uses a variety of strategies such as eye contact, clear vocal delivery, and interactive patterns to engage students. Despite the initial disinterest in English among some students, Mrs. Lika's methods, including the use of technology and a bilingual approach, have facilitated an active learning process. Mrs. Lika's skills in opening learning activities contribute to a dynamic and dialogical educational atmosphere. The study emphasizes the importance of understanding the language classroom and everything that happens in there, as highlighted by (Allwright, D., & Bailey, 2016) and (Kasim, 2004) suggests that further research should focus on the classroom to better understand and improve teaching methodologies.

D. Conclusion

The last one shows a link, meaning that when starting learning, the teacher should explain briefly about the basic competencies and things needed so that students get a clear picture of what will be learned and researchers found that before entering the lesson material the teacher had explained the basic competencies and indicators needed. students need to achieve. Based on the results of research and discussion of opening teaching activities by English teachers to motivate students in XI Science Class 4, it can be concluded that the skills of English teachers at SMAN 1 Bangorejo in opening and closing learning include: (a) arousing student's attention, namely variations in teaching styles, use of learning media and interaction patterns (b) arouse student motivation, namely enthusiasm and enthusiasm, arouse curiosity, and generate conflicting ideas (c) provide references, namely convey learning objectives and determine activity steps (d)

demonstrate relationships, namely determine stepping stones, produce new knowledge, providing continuous material. Regarding all these indicators, the researcher found that the opening teaching activities by the English teacher had been implemented although not all indicators and the results of the researchers found that the teacher motivated student's learning for the opening teaching activities by creating an active learning process such as making eye contact, providing discussions by asking questions. then students answer according to their knowledge, the teacher's character is friendly, and explains the material with clear intonation..

E. References

- Akbari, R., & Tavassoli, K. (2014). Developing an ELT context-specific teacher efficacy instrument. *RELC Journal*, 45(1), 27–50. <https://doi.org/10.1177/0033688214523345>
- Allwright, D., & Bailey, K. (2016). Focus on the language classroom: an introduction to classroom research for language teachers. *The Modern Language Journal*, 77(1), 17–18.
- Kasim, U. (2004). Classroom interaction in the English department speaking class at state university of Malang. *Jurnal Ilmu Pendidikan*, 11(1999), 1–12.
- Kesuma Wijayadi, Sani, R. D., & Sevrika, H. (2023). Activities for Opening Teaching By English Teachers. *AKRAB JUARA*, 8(c), 1–8.
- Paran, A. (2012). Language skills: Questions for teaching and learning. *ELT Journal*, 66(4), 450–458. <https://doi.org/10.1093/elt/ccs045>
- Sani, R. D., & Asty, H. (2023). Opening Teaching To Motivate Students In Learning English. *JUPE: Jurnal Pendidikan Mandala*, 8(2), 374. <https://doi.org/10.58258/jupe.v8i2.5173>