

CHAPTER I

INTRODUCTION

1.1 Background of the Study

It is the duty of every teacher to create lesson plans that connect to the Curriculum's components. The importance of creating lesson plans can be attributed to a variety of factors. According to Brown (2001), lesson plans are highly helpful for teachers to describe their planning and can enable them to avoid problems in the classroom when they become confused while discussing anything. Then, Harmer (2007) adds that a lesson plan gives teachers a foundation for the general format of the session and inspires students to have faith in the instructor. Additionally, according to Gafoor and Farooque (2010), lesson planning could aid new teachers in organizing their content, resources, and teaching techniques. The instructor should ensure that the outcome standard, content standard, process standard, and assessment standard are all consistent with the curriculum. Therefore, a lesson plan is one of the important factors that teachers should take into account to ensure successful learning.

Planning is very important in any activity. Just like a teacher, it is necessary to plan a Lesson Plan to manage his or her class as best as possible so that students are very enthusiastic and the lesson is on target. Teachers must have various types of creativity that are able to attract students' attention, especially when the lesson starts to become boring. Planning involves opening, sequencing, pacing, and closure in this case teaching English. Planning makes of more all-encompassing elements of the lesson known as external features, along with instances of teacher-student interaction and classroom management-administration interactions (Suartono, 2019).

Creative teachers are constantly eager to gain knowledge from a variety of sources. During the learning process, they implement many ideas to improve student learning. They are not concerned about being unique among teachers (Suartono, 2016).

It is difficult to keep students "**excited**" during the session when teaching English in Indonesia, because it serves as a foreign language. To keep students engaged throughout the lesson, certain teaching insights and abilities are required. Many teachers find it difficult to understand student interests from the start. Then, the question is: What can an EFL teacher strive for? Such a good start of the lesson that the student was on fire from the start and continued to "*flame*" until end of class? (Suwartono, 2019).

If we do not open the lid, we will not be able to put anything into the bottle, much like an empty bottle with a closed lid. This is a remark regarding the importance of the opening stage in the learning process; we will not be able to enter any knowledge into the students' brains if our opening stage does not spark our students' interest in our courses.

There is a question "Does opening stage have to do with the material"? From several sources that the author studied, basically not all Opening Stages were related to the material, it could also be Opening Stages related to character education. One example is for computer lessons, maybe the teacher will have a little difficulty in finding Opening Stages related to the material but this can be circumvented by showing videos that show kindness, respect for parents and soon so that indirectly we will bring out new characters in ourselves.

In essence, the success of Opening stage will be determined by the extent of the teacher's creativity in attracting student focus so that it will smooth the learning process up to closing and teaching materials can be conveyed to students well and the teacher will feel the success of the class at the end of the lesson.

Opening stage in a lesson is an activity or effort made by the teacher to create a condition in which students are mentally prepared, focus attention, develop motivation to focus on what will be learned. Opening stage is generally done so that the learning process and results can be achieved effectively and efficiently, namely learning steps that are carried out appropriately so that it will produce a maximum learning outcome. The

components of open-learning skills include generating students' attention/interest, generating motivation, providing references or structures, and showing links. The principles of application open lessons, namely the principles of meaning, continuity, flexibility, enthusiasm, and warmth in communicating ideas. In addition to the principles of application, there are technical principles in opening lessons, namely short, concise, clear, skills that are not repeated or complicated, use language that is easy for children to understand, and is accompanied by examples or illustrations as necessary.

The ability of teachers to open the lessons is very influential on the success of a lesson. Opening skills are activities carried out by teachers to create an atmosphere so that students are mentally prepared and focused on the things to be learned. At the beginning of the lesson, not all students have mental readiness and are interested in following the things to be learned. When students take the second lesson hour, the rest of the mind and attention are mostly still in the first lesson hour. Likewise, during the learning process, students' mental readiness and attention to learning are not always focused on the things being studied, thus affecting the acquisition of student learning outcomes. Therefore, the skill of opening stage is one of the keys to the success of the entire teaching and learning process that students will go through. If at the beginning of the lesson a teacher fails to mentally condition and attract students' attention, then a dynamic teaching and learning process cannot be achieved.

The importance of the ability to open lessons which sometimes cannot be fully carried out by teachers due to various factors, so researchers want to know what factors make the ability to open lessons not work well and their effect to the student's motivation in following the EFL class. So, it is hoped that the findings that can be obtained by the author can contribute to the readers so that they can make inputs to avoid the findings that the authors get so that the teaching and learning journey can run well starting from the opening to the end.

Motivation is one of the internal factors in learning. As explained

above, motivation will encourage students to carry out an activity that leads to a certain goal. Motivation is the driving or pulling force that causes a person's behavior towards a certain goal. In the learning process, it is very necessary to have motivation. Motivation is an important condition in learning. Learning outcomes will be optimal if there is motivation. It is the driving force within students that creates a student's desire to learn. Motivation is one of the factors that determine the effectiveness and success of learning. With high motivation, it will encourage students' attention and interest to focus on things that must be studied, so that they can achieve maximum goals.

1.2 Research Questions

In this research, there are some questions to be answered, they are:

1. How is the Opening Stage on the Lesson Plan of *Merdeka* Curriculum implemented by the teacher in EFL class?
2. What are the problems cause the Opening Stage of the Lesson Plan not be implemented?
3. How do the Opening Stages affect to the student's motivation in joining the EFL class?

1.3 Objectives of the Study

The purposes of this study are:

1. To find out the Opening Stage of the Lesson Plan that the teacher arranges be carried out in EFL class.
2. To know the problems cause the Opening Stage of Lesson Plan that not be implemented by the teacher in EFL class.
3. To know the implementation of the Opening Stage of Lesson Plan affects on the student's motivation in joining the EFL class.

The skill of opening lessons is a crucial activity that must be carried out by teacher, before entering the material or core of a lesson. It aims to prepare students to take part in the learning process which includes students'

mentality, creates a conducive atmosphere between educators and students, and raises students' attention to the material to be studied. The initial activities carried out by an educator, as well as the opening sentences spoken by the teacher are the main factors in determining the success of the entire learning process. A learning process is said to be successful if the objectives of the learning process can be achieved optimally.

The core of the issue of opening lessons is related to the teacher's efforts to attract students' attention, motivate, provide references about goals, issues to be discussed, work plans and time division, linking lessons learned with new topics, responding to class situations. In learning, opening lessons can make a significant contribution to the achievement of learning objectives if carried out professionally. If the teacher has succeeded in opening the lesson well, the students will be mentally ready to learn. In other words, the emergence of students' motivation and interest in learning.

There is a relationship between the skills to open learning with students' learning motivation. In the skill of opening the lesson, in addition to conditioning students to be ready to learn, there are also components that can motivate students. Therefore, the teacher must make an effort to motivate students. Before the teacher explains the material to be studied, the teacher first conditions and attracts students' attention. To attract students' attention and arouse students' motivation to learn, many efforts can be made by teachers. The teacher's efforts include when entering class, the teacher greets in a loud and enthusiastic voice so that students' attention is focused only on the teacher. The teacher also asks how the students are doing so that students feel that they are getting attention from the teacher. The teacher is also friendly and familiar to all students so that students are enthusiastic about learning process. All of these efforts are contained in the skill component of opening lessons.

1.4 Contribution of the Study

The writer sincerely hopes that this study will be useful and beneficial to the following:

1. This study was expected to provide information as a basis for consideration, support, and contribution of ideas to teachers to be able to improve the ability to open the lessons, to increase student's motivation in participating in the learning process and keep the fire sparkling of enthusiasm burning until the end of the lesson.
2. It is hoped that the problems that may be encountered which become obstacles to the implementation of the designed lesson plan will provide knowledge to teachers so that similar things can be avoided when learning in EFL classes.
3. By presenting an interesting learning opening, it is hoped that it can activate student's motivation from the beginning to the end of learning enthusiastically, so that the learning objectives can be achieved.
4. Other researchers should find this study beneficial as a reference for implementing lesson plan mainly in opening stage in EFL class of Merdeka Curriculum.

1.5 Definitions of Terms

To make this thesis easier to read, the researcher explains the important concepts as follows:

- Lesson Plan

The teacher's roadmap for instruction in the classroom is the lesson plan. The instructor creates the lesson plan to aid him in instructing in a manner that is consistent with the day's Competency Standards and Basic Competencies. The Learning Implementation Plan contains arrangements regarding estimates or projections of what will be carried out when teaching and learning activities take place. Because the learning process is situational, it is possible to implement learning in accordance with the planned learning implementation plan or not. If the planning is done carefully, the process and learning outcomes will not deviate greatly from estimates.

In the general guidelines for learning the 2013 curriculum it

is stated that lesson plan developed in detail from a particular subject matter or theme which refers to the syllabus. (1) Development of Lesson Plan demands the thinking, decision-making, and consideration of the teacher, and requires intellectual effort, theoretical knowledge, experience supported by a number of activities, such as forecasting, consider, organize, and visualize. (2) Development of Lesson Plan based on the *Merdeka* curriculum can be done by the teacher independently or in groups at school coordinated, facilitated and supervised by the principal of the school. The preparation of lesson plans by teachers in groups across schools or regions can also be facilitated, overseen, and coordinated by the local ministry of religion's office or the education office. (3) Lesson plans are face-to-face learning activity schedules for one or more meetings, according to *Permendikbud* Number 65 of 2013 regarding Process Standards. The syllabus served as the basis for the lesson plan, which was created to guide students' learning activities and help them acquire Basic Competence.

Every educator has a responsibility to create lesson plans that are thorough and systematic in order to ensure that learning is interactive, motivating, enjoyable, challenging, and effective. This includes giving students enough room to take initiative, be creative, and be independent in accordance with their talents, interests, and physical and psychological development. The preparation of the lesson plan takes place in one or more meetings and is based on competency or sub-themes.

The creation of a lesson plan can be done at the start of each semester or at the start of the academic year with the goal of having it ready in advance of each learning implementation. Lesson Plan development can be carried out by teachers individually or in groups in the English Teacher Forum (MGMP) in school clusters, under coordination and supervision by supervisors or the educational office.

- **Opening stage**

Opening stage is the teacher's efforts to provide an introduction/ direction regarding the material to be studied by students so that students are mentally prepared and interested in following it (Marno & Idris, 2008). The teacher's Opening Stage exercise is designed to help students concentrate on the material being studied. This can be accomplished by emphasizing the objectives to be met, drawing students' attention, offering examples, and creating connections between the subject matter that students have mastered and the material to be studied (Suwarna, 2006).

The first fifteen to twelve minutes of class are crucial for learning because they include the majority of the information. This step of the procedure is included in the lesson's introduction. It comprises of the techniques the teacher uses to get the students focused on the lesson's learning goals. This is the main objective, which can be broken down into many purposes. According to Suwartono (2019), the opening part of the lesson serves to: 1. Assist students in making connections between the material of the new lesson and those of previous or preceding lessons (cognitive contribution); 2. Determine what knowledge is relevant (cognitive contribution); 3. Create a proper "set" in learners, i.e., prepare them for what comes next (cognitive or affective contribution); 4. Allow for "tuning-in" time, which is especially crucial if learners come from very different backgrounds, the setting (pragmatic contribution); 5. Lessen the amount of disruption created by tardy students (pragmatic contribution).

In the preliminary activities arranged by the teacher in the Lesson Plan starting from the teacher's activities to prepare students physically and psychologically, apperception, conveying the goals to be achieved and the benefits of studying the material, conveying an outline of the material to be studied, conveying the assessment plan, and presenting the plan learning activities that will be carried out by students. Preparing

students' physical and psychological conditions is done at the beginning of learning. It can be started with student seating arrangements, asking how they are doing, asking about their homework. This activity is to determine the readiness of students in participating in learning and shows the teacher's concern for students. So that students feel cared for by the teacher.

Conveying learning objectives and the benefits of studying the material causes a great desire for students to master the subject matter according to the goals that have been set. By referring to the learning objectives, students try to determine the steps that must be taken to achieve the goal. In the material on the Physical Conditions of Indonesia's Territory, how abundant Indonesia's natural resources are and how great the benefits of these natural resources are for the people of Indonesia, causes a feeling of gratitude for the gifts that God has given to the people of Indonesia.

Conveying an outline of the material to be studied that has been adapted to the goals to be achieved will focus students' attention on the material. Students can also search for books that are relevant to the material to be studied. The assessment plan that will be implemented to measure student success in mastering the material needs to be conveyed to students as well. Aspects that will be assessed in the learning process include aspects of attitudes, knowledge, and skills.

By knowing the assessment plan to be carried out, students will be more motivated to study and master the material to be studied to obtain satisfactory results. The next activity conveys the learning steps that will be carried out. In this stage, the teacher needs to convey to students about the learning activities that students must take so that they have the ability to learn themes, topics, or learning materials. For example, if discussions are to be used in learning, the teacher must convey the techniques or steps that will be taken by students during discussion activities. These learning steps will motivate students in learning. Also read: Tiered Reading Books

Increase Student Motivation in Literacy Guidance. The teacher should always carry out and utilize the steps of this preliminary activity properly and optimally.

- ***Merdeka Curriculum***

Around February 2022, the Minister of Education, Culture, Research, and Technology, Nadiem Makarim launched a new curriculum known as the Merdeka Curriculum. Fundamentally, the Merdeka Curriculum is aimed at catching up with learning losses during the Covid-19 pandemic. However, if we look in depth, this curriculum has a long-term target, namely improving the education system in Indonesia which lags behind several other countries. The previous curriculum, namely the 2013 curriculum, was considered unable to meet the needs of the times that had undergone many changes.

The *Merdeka Curriculum* is a curriculum that emphasizes varied intra-curricular learning and optimizes the content so that students have ample time to investigate ideas and develop skills. In order to tailor instruction to the interests and learning needs of each student, teachers have the freedom to select a variety of teaching instruments.

- **Student's motivation**

Human conduct is caused, distributed, and maintained by motivation; this behavioral aspect provides the clearest illustration of motivation. A person gets motivated when they articulate how anything they do has the potential to help them reach a particular goal.

Student motivation is crucial to the teaching and learning process in promoting learning activities to meet educational objectives and produce the intended learning results. In a good class, students who are motivated to learn are more likely to participate in the teaching and learning activities. Conversely, students who lack drive to learn successfully typically produce poor learning outcomes as well. A

teaching and learning process is said to be successful if 75% of students who take lessons get a value above sufficient according to the provisions of the applicable value.

- **Organization of the Study**

There are five chapters in the current study. The backdrop of the researcher's decision to conduct this investigation is explained in the first chapter. This includes the background of the study in which researcher explains the study's context, the significance of the Opening Stage portion in the learning process in of an EFL classes as well as how it affects students' motivation to engage in the entire learning process. Three research questions are also included in this chapter. The study's objective list the objectives the researcher wants to accomplish. The study's contribution includes what experts anticipate would help the EFL classes. Several significant definitions that are the focus of this study discussion are included in the definition of terms, including Lesson Plan, Opening Stage, Merdeka Curriculum and Student's Motivation.

The second chapter outlines the fundamentals of the theory that serves as the foundation for this research which are the philosophical view, Merdeka Curriculum, lesson plan, student's motivations and several previous studies which closely related with this present study.

The third chapter deals with the methodology of this research. It explains how the researcher collected and analyze the data.

The fourth chapter elaborates the findings and the discussions of this present study. It explains how the researcher answers the three research questions.

And the last chapter covers the conclusion and suggestions of this study. From the results of the research, conclusions and suggestions will be obtained which researchers hope will be useful and can change the way teachers teach in the EFL Class.