

ABSTRACT

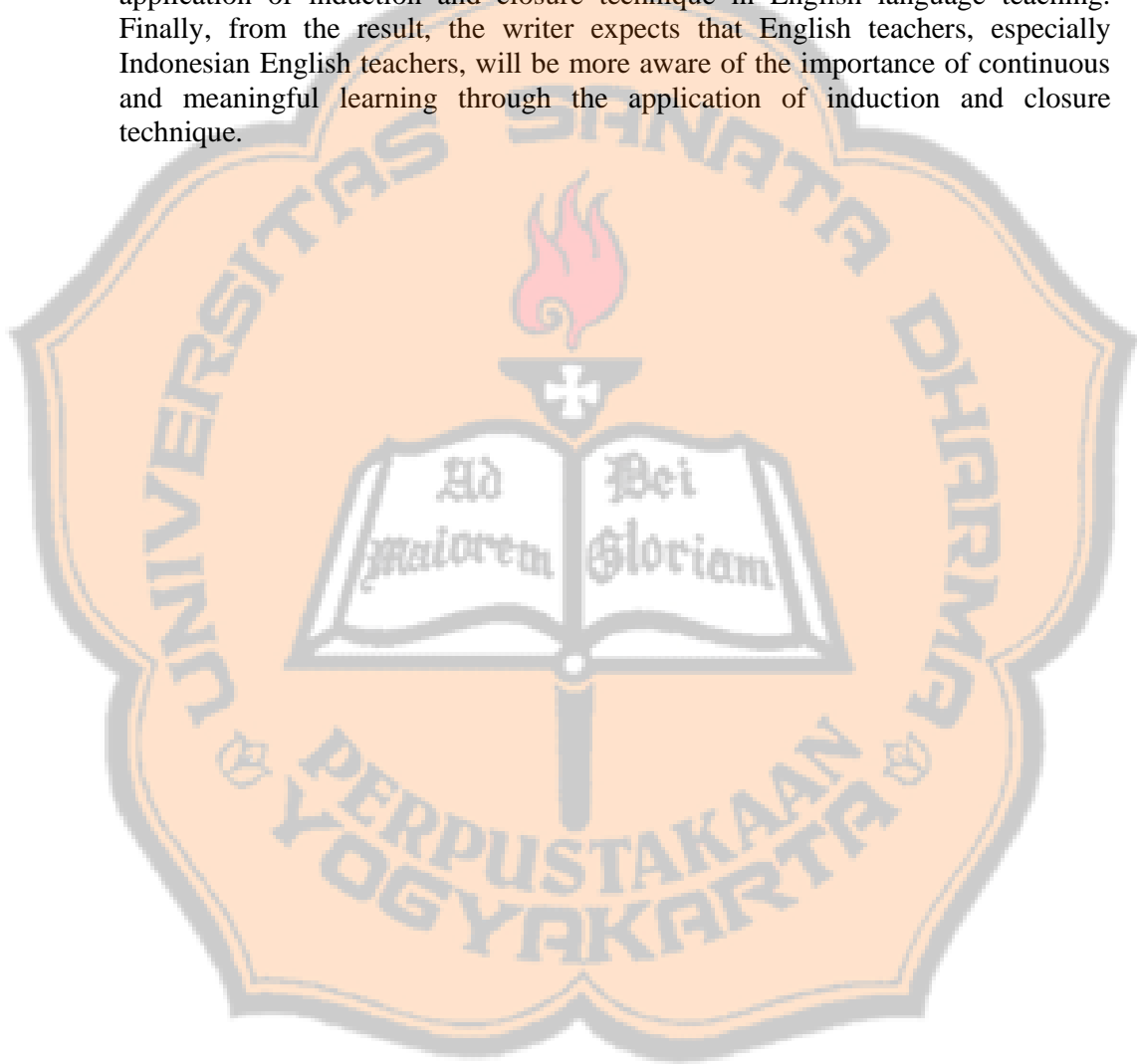
Atmanta, Quindarta Yudi, 2009: *The Effect of Induction and Closure Technique towards the English Mastery of the 11th Grade Students of SMK BOPKRI Wates Yogyakarta*. Yogyakarta: English Education Study Program, Sanata Dharma University.

It cannot be denied that learning is a sequential process which continues from time to time and relates one experience to another. This also happens in learning English. English language teaching is not only the case of delivering the language to the students, but how to make the language meaningful and functional in their life. The learning continuity can be bridged by the application of induction and closure technique in English language teaching. Through the application, students are always made aware of what they learned and will learn, the importance or objectives of their learning, how they will learn it to achieve the objectives, and of course how they apply the language in their real life context. The other advantages of the induction and closure technique are that there will be various activities to attract and focus students as well as to make them more enthusiastic for further learning. Unfortunately, in most of English language teaching in Indonesia, especially in formal schools, there are still a lot of teachers who are not aware of the importance of induction and closure technique. They still only focus on delivering the materials to the students and put aside the continuous and meaningful learning.

This study is an attempt to find out how actually the induction and closure technique in English language teaching affects students' learning. By taking subjects from the 11th grade students of *SMK BOPKRI Wates*, Yogyakarta, the study is expected to be an alarm for the teachers that although induction and closure technique may only take a small portion in their teaching, they are very important to help students' learning. There were two problems formulated in this study. First, what steps are conducted in the induction and closure technique is in English language teaching in *SMK BOPKRI Wates*, Yogyakarta. Second, how the induction and closure technique affects the students' English mastery.

In order to answer those questions, the writer conducted a research. There were five steps that the writer did in the research; conducting a library research, classroom observations, interviews and data analysis. The data gathering was done through the first three steps mentioned, before finally being analyzed. In the data analysis itself, the writer did several steps. First, the writer identified students' characteristics and English level by using descriptive statistics. Second, the writer analyzed the steps in the induction and closure technique in the English language teaching. Third, the writer made the analysis of how the induction and closure technique affects students' mastery towards the language they learned. In this last step, the writer triangulated the previous two analysis with some instruments; students' worksheet, including tests, and students' interviews.

From the research result, the writer found out that induction and closure technique gave positive effects to the students. It was indeed true that in the terms of the mastery, one of which measurements was done through tests, the students only showed a little progress. However, there was an important fact that the induction and closure technique was proven to be able to foster the students' motivation and awareness towards the language learning as well as to continue it for their further learning. These positive trends show the importance of the application of induction and closure technique in English language teaching. Finally, from the result, the writer expects that English teachers, especially Indonesian English teachers, will be more aware of the importance of continuous and meaningful learning through the application of induction and closure technique.



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Tidak dapat dipungkiri bahwa proses belajar adalah sebuah proses berkesinambungan yang terus berlanjut dan saling berhubungan dari waktu ke waktu. Hal ini juga berlaku saat kita belajar sebuah bahasa, dalam hal ini Bahasa Inggris. Pembelajaran Bahasa Inggris bukan mengenai bagaimana menyampaikan bahasa tersebut kepada siswa, tetapi bagaimana membuat bahasa tersebut bermakna bagi siswa dan dapat dipergunakan dalam kehidupan nyata. Pembelajaran yang berkesinambungan tersebut dapat dijumpai melalui pembukaan (*induction*) dan penutupan (*closure*) di setiap akhir materi pembelajaran. Melalui teknik *induction* dan *closure* tersebut siswa disadarkan akan apa yang telah dan akan mereka pelajari, bagaimana mereka saling mendukung dan berhubungan satu sama lain. Siswa juga disadarkan pentingnya pembelajaran tersebut, tujuan yang akan dicapai dan bagaimana mencapai tujuan tersebut, hingga bagaimana menggunakannya dalam kehidupan nyata. Teknik *induction* dan *closure* juga membuat kegiatan pembelajaran lebih bervariasi sehingga siswa termotivasi dan bersemangat untuk belajar. Sayangnya, saat ini masih banyak guru Bahasa Inggris di Indonesia yang kurang menyadari hal tersebut. Masih banyak guru yang hanya fokus pada bagaimana menyelesaikan materi ajar dan menghiraukan pembelajaran yang berkesinambungan dan bermakna.

Studi ini merupakan sebuah usaha untuk mengetahui bagaimana sebenarnya teknik *induction* dan *closure* mempengaruhi penguasaan siswa terhadap materi ajar. Dengan menggunakan siswa kelas 11 SMK BOPKRI Wates, Yogyakarta sebagai subyeknya, hasil dari studi ini diharapkan dapat menyadarkan guru akan pentingnya teknik *induction* dan *closure*. Ada dua permasalahan yang diformulasikan. Pertama, teknik *induction* dan *closure* apakah yang dilakukan dalam pembelajaran Bahasa Inggris di SMK BOPKRI Wates, Yogyakarta. Kedua, bagaimana teknik *induction* dan *closure* tersebut mempengaruhi penguasaan siswa terhadap topik dan materi yang dipelajari.

Untuk menjawab pertanyaan-pertanyaan tersebut, penulis melakukan sebuah penelitian. Ada lima langkah yang dilakukan dalam penelitian tersebut; penelitian pustaka, observasi kelas, wawancara dan analisis data. Pengumpulan data dilaksanakan melalui tiga langkah pertama yang disebutkan, sebelumnya akhirnya dianalisa. Dalam analisis data sendiri, penulis melakukan beberapa langkah. Pertama, penulis mengidentifikasi karakteristik siswa, analisis ini akan sangat mempengaruhi analisis berikutnya. Kedua, penulis menganalisa teknik *induction* dan *closure* apa yang dilakukan. Ketiga, penulis menganalisa bagaimana teknik *induction* dan *closure* tersebut mempengaruhi penguasaan topik dan materi siswa. Dalam langkah terakhir ini, penulis mengkombinasikan dua langkah analisis sebelumnya dengan beberapa instrumen seperti hasil lembar kerja siswa, termasuk hasil tes-tes, dan hasil wawancara.

Hasil yang didapatkan penulis menunjukkan bahwa teknik *induction* dan *closure* memberikan efek yang positif kepada siswa. Meskipun dalam hal penguasaan, melalui hasil tes-tes, siswa hanya menunjukkan sedikit kemajuan, tetapi sebuah fakta penting bahwa teknik *induction* dan *closure* membuat siswa lebih termotivasi dan sadar akan pentingnya pembelajaran Bahasa Inggris. Tren-tren positif ini menunjukkan bagaimana pentingnya teknik *induction* dan *closure* sehingga akhirnya guru-guru Bahasa Inggris, terutama guru-guru Bahasa Inggris di Indonesia bisa lebih sadar akan pentingnya pembelajaran yang berkesinambungan dan bermakna melalui teknik *induction* dan *closure* dalam pembelajaran Bahasa Inggris.

