CHAPTER I

INTRODUCTION

In the beginning of chapter, there are some points discussed. This chapter consists of background of the study, research questions, objectives of the study, significance of the study, scope and limit of the study, and the last is definition of key terms. Each part will be discussed in this chapter.

A. Research Background

Teaching is a challenging work for some people. That is because teaching needs patience of a person in facing many different students. Frost states that teaching is challenging job with much unique dissatisfactions but the rewards of teaching are numerable.¹ This means teaching becomes a job which is demanding and it has several different displeasures, yet it is not proportional with the reward. Therefore, some problems happen in the teaching process. To create effective teaching is probably not easy for many teachers. Thus, teaching needs the combination of skills to overcome the problems which happen in the classroom. In this case, the role of teacher is important.

Chauhan argues that from morning until evening, teachers face and handle many problems which require the initiative, direction and administrative

¹ Robert Frost. "I'm not A Teacher but An Awakener" *UNC Baccalaureate Education in Science & Teaching*, (<u>www.unc.edu/uncbest/teacher.html</u>, accessed on April 17, 2014)

abilities. ² This statement explains that many complications are happened and solved by the teachers in a day of teaching and the complications need the strategy, instructions and management ability. The different complications come in every kind of activities, for example: the students' behavior, classroom environment, and so on. Most of the problems happened on the teachers are related to management of the class. Therefore, organizing the classroom is important for students' effective learning. According to Marzano and Marzano, teachers' actions in their classroom have double effects on the students' achievement; therefore one of the most important roles of classroom teacher is managing the classroom effectively.³ This means the effect of teacher's act in the class really influences the student's achievement. Thus, teacher should notice each activity that she or he does in the class in order that the activity has the positive effect on the students' learning process. In this case, classroom management is very essential for the teachers.

In organizing the classroom, the teacher should notice some techniques. The successful classroom management depends on the teacher's activity. What teachers do in the class will automatically effect on the classroom activities. Teachers as instructors of the class can organize the classroom well if they can inform the instruction to the students well. Saricoban and Sakizli say that the

² Ss Chauhan, *Innovations in Teaching-Learning Process* (New Delhi: Vikas Publishing House PVT LTD, 1979), 7.

³ Robert J Marzano – Jana S Marzano "Building Classroom Relationship: The Key to Classroom Management". *Educational Leadership*. Vol. 61 No. 1, September 2003, 6-13

teachers play certain roles such as conductor, provider, facilitator, director, initiator, and so on, so that it is essential for the teachers to be aware of their roles and to be consistent in conducting them because if the roles and styles of the teachers are not set properly they may be potential factors that cause classroom management problems.⁴ As one of the teacher's roles is a director, this means the teacher has to give the directions or instructions for the students to do the class activities. In this case, if the teacher does not inform the instructions well it will impact on the organization of the classroom.

The importance of classroom instructions emerges in each class activities. The use of instructions may affect the activities, whether they run well or not. In achieving the perfect classroom activities, the clear instructions are needed. In this case, the role of teachers is important as the instructional leader. In teaching process, the teachers have to give the clear instructions to the students in order that the learning process runs well. Mcleod, Fisher & Hoover state, " instructional strategies must be designed to suit into managed time frame, where it is clock – and not your assessment of whether learners require more time on subject- that determine the opening and the ending of the class".⁵ It can be concluded that the way the teachers give the classroom instructions has to be fixed into time management, the time which determines the beginning and the

⁴ Arif Saricoban– Sakizli Sevilay, "Factor Influencing How Teachers Manage The Classrooms". *Journal of Language and Linguistic Studies*. Vol. 2 No. 1, April 2006

⁵ Joyce Mcleod, et.al., *The Key Elements of Classroom Management, Managing Time and Space, Students Behaviour, and Instructional Strategies* (Alexandria: Association for Supervision and Curriculum Development, 2003), 3.

ending of the class, not the assessment of whether the students need more time on subject.

The quality of instructions delivered by the teachers will impact directly on the students learning activities. To inform the students, the teacher has to give the clear instructions in order that the students are not confused to do the activities. Scrivener states, "even though they may sometimes only last as little as five or ten seconds, the time when you give instructions are critical moments in any lesson. Get them wrong, and they will cause problems that ripple through the following activity and on into the rest of the lesson". ⁶This statement clarifies that the instruction delivered by the teachers are totally serious in every subject, also when the resting time is almost over. If the teachers terribly deliver the instruction, as a result, not only the next activities will be complicated but the other following material will also be complicated.

Furthermore, giving instructions in indoor class is different from outdoor class. Those two different classes have each different physical environment. Indoor class is in closed area while the outdoor class is in open area. In indoor class, the teacher is easier to manage the students because indoor class has the limited area which is easily reached by the teacher. Meanwhile, in outdoor class the teachers have more difficulties in managing the students.

⁶ Jim Scrivener., *Classroom Management Techniques* (Cambridge: Cambridge University Press, 2010), 128.

Dyment claims that teachers are concerned with losing control in outdoor classroom, she argues that outside is an open area, it is not classroom, there is less control with the students because obviously outside is different place.⁷ Because of the different environment of outdoor class, teacher has the problem in managing the class. Further, the difference environment between indoor and outdoor class is obvious. The teacher is more confident to teach indoor than outdoor. The teacher is lack of confident in teaching in outdoor class because of the different environment. In this case, to control the outdoor class, instruction is very important for the teacher.

In addition, the teacher's instructions should be clear for the students in outdoor class. Since teaching in outdoor class deals with the outside environment, the space is widely open, so the teachers should understand where and when they talk to their students. "The students have to be able to notice the chief, and the other, the teachers should consider the weather situation and the gap and determine whether it is appropriate for speaking activities, or whether movement and dance to be center (Education Scotland).⁸ In other words, the teacher should understand the condition of outdoor environment and what kind of activities that suit into that conditions so that the students are able to pay attention to the leader and the other members in the class.

⁷ Janet E Dyment, "Green School Grounds as Sites for Outdoor Learning: Barriers and Opportunities". *International Research in Geographical and Environmental Education*. Vol. 14 No. 1, 2005.

⁸ Education Scotland, *Outdoor Learning, Practical Guidance, Ideas, and Support* (Education Scotland Foghlam Alba), 64

In Indonesia, one of the schools which has the outdoor class as the place for conducting teaching and learning process is MA Bilingual Krian. Based on the interview with the teacher of English outdoor class named Mrs. Laili Abida, the existence of outdoor class at MA Bilingual Krian is caused by the increasing number of student enrolment. The students do not have the class building to conduct the leaning process. Thus, the teachers create the outdoor classes for them. Initially, there are four outdoor classes for the students, but now the rested numbers of outdoor class are two. There are four classes of the first grade students; they are X Science 1, X Science 2, X Social 1, and X Social 2. They take turn to use the outdoor class as the place for conducting the learning process. All the subjects are taught in outdoor class. The outdoor class is usually used in the summer, and when the day is raining, the class is moved into the natural science laboratory.

The outdoor class has a white board in the front, and some pairs of tables and chairs as indoor class have. The outdoor class at MA Bilingual Krian has the particular Characteristics (see Appendix). In this class, the activities are done in the open area covered by a tent. The area used is the area which closed to the rice field and bamboos. Sometimes, the animals, including chickens and cat, are around this class. Some other classes sometimes have the class activity (for instance: physical exercise) outside which closed to the English outdoor class.

Knowing that instruction is principal for management of the class, the researcher aims to investigate the instructions' elements delivered by the teacher in English outdoor class. Based on the explanation above, the researcher selects MA Bilingual Krian as the object of the research. As the reason, MA Bilingual Krian is one of the Bilingual schools which has the English outdoor class. The particular characteristics of the English outdoor class also encourage the researcher to select this school. As it is probably known that the physical environment between indoor class and outdoor class are different, so it is possible that the instructions delivered by the teacher are different. It is probable that the teacher has more difficulty in giving the instructions in outdoor class than in indoor class. Based on that reason, the researcher chooses the outdoor class as the object of the research. By the end of this study the researcher understands the teacher's instructions elements in English outdoor class at MA Bilingual Krian. Finally, this study is conducted under the title "Teacher's Instructions Elements in English Outdoor Class at MA Bilingual Krian".

B. Research Questions

This study is set out to throw light upon the following principle questions.

1. What are the instructions elements applied by the English teacher in activities in English outdoor class at MA Bilingual Krian?

2. What are the problems faced by the teacher when the English teacher gives the instructions in English outdoor class at MA Bilingual Krian?

C. Objectives of the Study

In this research, the objective is to know the instructions elements of English teacher in English outdoor class at MA Bilingual Krian. In detail clarity, the objectives are:

- 1. To investigate the instructions elements applied by the English teacher in activities in English outdoor class at MA Bilingual Krian.
- 2. To examine the problems happened on the English teacher in delivering the instructions in English outdoor class at MA Bilingual Krian.

D. Significance of the Study

This research provides the descriptions on the various significance of the study, they are:

1. To the teacher

This research helps the teachers to have a deeper understanding about their instructions elements delivered in English outdoor classes. After knowing the instructions applied in English outdoor class, the teachers can develop their instructions in their English outdoor class better. Teachers can improve the instructions by using the complete elements in order that the students understand the instructions in each class activities. Finally, the result of this research can be applied as a guide for the teacher in delivering good instructions for better classroom management.

2. To the students

This study serves the students as their references or guide in knowing the quality of instructions delivered by their teachers. It also helps to raise up the awareness of the students to pay attention to the teachers' instructions

3. To the future researcher

For the future researcher, this study is beneficial as the reference in conducting the future research. In addition, the result of this study can develop the research concerning with the class activities that has the problems in teacher's instructions.

E. Scope and Limits of the Study

1. Scope of the study

This research concentrates on examining the English teacher's instructions elements in English outdoor class at MA Bilingual Krian. In this case, this study explores the English teacher's instructions elements when the teacher conducts teaching process in outdoor class. The researcher focuses on the teacher's instructions elements delivered in each activity, mainly in students work; individual work, pair work, and group work. Further, the researcher aims to investigate the problems faced by the English

teacher when she delivers the instructions in English outdoor class, particularly in Moving Class. The researcher attempts to find out the particular complications happened when the English teacher gives the instructions in the specific class activities, such as: individual works, pair works, and group works.

2. Limit of the study

The researcher chooses Moving class of X Science 2. Because there are two classes of English Outdoor classes, X Science 1 and X Science 2, so the researcher chooses one of them which is X Science 2. As the reason, this class is held early in the morning at the first and the second hour of class, so the students are still in fresh mind. Moving class is chosen because it has more activities in form of group work, pair work, and group work. This automatically encourages the teacher in delivering the instructions more than in regular class.

F. Definition of Key Terms

In understanding the whole content of this research, there are key terms deal with this research, they are:

1. Teacher's instructions elements

Teacher's instructions elements are the elements of instructions which are given by the teacher to the students as the purpose of organization on the students' learning activities.

2. English outdoor class at MA Bilingual Krian

English outdoor class is English class which English teaching and learning process are conducted outside where the students are exposed to the environment. In MA Bilingual Krian, the English outdoor class is different with the other outdoor classes. This English outdoor class is a permanent class that is used for conducting the learning process. Besides English subject, other subjects are taught in this class. The English outdoor class at MA Bilingual Krian has the particular characteristic. This English outdoor class is a class placed in outdoor that covered by a tent. It is surrounded by the bamboos and the rice field is near that class. Some animals are sometimes around the class, such as cat, chicken, and bird.

3. Moving class and interest class

In curriculum 2013, the newest curriculum applied in Indonesian schools, there are two kinds of classes; interest class and moving class. Interest class is the class where the students have their own choices to select a group of subjects based on their preferences, aptitude, and ability as long

as they participate the learning process in the senior high school.⁹ This clarifies that interest class is the class where the students have the authorities to choose a set of particular lessons according to their desirability, talent, and capability when they join the process of leaning in senior high school. In the other hand, in moving class, the students are given the chance to take the subject from interest class.¹⁰ This means that students can get the subject which cannot be learned in interest class. For instance, in interest class student A selects a group of subject; math, biology, physics, and chemistry, so in moving students A can take another subject from another subject group, for instance student A can take geography or economics for his/her moving class.

⁹ Direktorat Jenderal Pendidikan Menengah Direktorat Pembinaan SMA, Kementrian Pendidikan dan Kebudayaan, *Model Peminatan, Lintas Minat, dan Pendalaman Minat Kurikulum 2013* (Jakarta, Depdikbud, 2012), 3.

¹⁰ Direktorat Jenderal Pendidikan Menengah Direktorat Pembinaan SMA, Kementrian Pendidikan dan Kebudayaan, *Model Peminatan*...8