## **CHAPTER II**

## REVIEW OF RELATED LITERATURE

The second chapter focuses on presenting some theories concerning with this research. Also, it focuses on the studies which have been conducted in the past related to this study. This chapter discusses some literatures related to the teacher's instructions elements and outdoor class some studies conducted in the past related to the instructions and outdoor class.

## A. Review of Related Literature

#### 1. Instruction

## a. Definition of instruction

According to Hanh, instruction is "the purposeful guidance of learning process". In other words, the instruction can be defined as the direction which has its aim on the students' learning procedure. Based on Cambridge Advance Learner's Dictionary, the term of instruction can be defined as "something that someone tells you to do". This means instruction is something that is informed by someone in order to be done. Other words that can replace the term of instruction are direction and command. According to Oxford Learner's Pocket Dictionary,

<sup>&</sup>lt;sup>1</sup> Nguyen Thi Hien Hanh, A Study of Instructions for group Work in 2<sup>nd</sup> Year Non English Major Classroom at Thai Nguyen University (Vietnam, Hanoi University of Languages and International Studies Faculty of Post Graduate Studies, 2010), 6.

<sup>&</sup>lt;sup>2</sup> Cambridge Advance Learner's Dictionary, 3<sup>rd</sup> edn, (Cambridge: Cambridge University Press, 2008)

direction is "instructions about where to go". In this statement, the meaning of direction is focused on the teacher's direction. So, the statement "where to go" deals with the classroom activities.

In addition, the term of command can be defined as "control over someone or something and responsibility for them" (Cambridge Advance Learner's Dictionary). In other words, command means to manage someone or something and in this way, the management deals with the students.

Finally, it can be concluded that the term of instructions can be replaced with the term of command and direction. Those three terms can be defined as something that delivered to you as a guide to do.

# Elements of instruction

Based on Scrivener, there are some elements of instruction<sup>5</sup>, they are:

- 1) A frame: a way of representing that the final activity has ended and a new activity is about to start.
- 2) A brief summary of the task and its purpose. This means teacher gives the information about the kind of activity that will be conducted.

Oxford Learner's Pocket Dictionary, 4<sup>th</sup> edn, (Oxford: Oxford University Press, 2008), 125.
 Cambridge Advance Learner's Dictionary, 3<sup>rd</sup> edn.

<sup>&</sup>lt;sup>5</sup> Jim Scrivener, Classroom Management...129

- 3) The organization. In other words, teacher tells the students about how to do the task, whether it is done in individually, pairs, or a group.
- 4) The procedure. It tells the way how to do the task
- 5) The mode. The teacher informs the students the type of the task, for example: whether it is speaking or writing task.
- 6) The outcome. The teacher explains what the students will be required to do as an outcome of the assignment. Explaining final result-what and when students will produce, and also stating the final aim of the task on the instructions is helpful to facilitate the students' understanding on the instruction. For example: the students have to do a role play or they have to report the result of discussion.
- 7) A strategy. The teacher informs the detail way in achieving the task.
- 8) The timing. How long the time provided for the task should be told to the students.
- 9) A cue. The teacher usually gives the signal word in any single action.

  The term of attentional cue refers to the signal words which can be used as the way to get the attention of the students.<sup>7</sup> For example: "ok, let's start this activity" or "ok, guys! Do the task now".

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<sup>&</sup>lt;sup>6</sup> Donald C Orlich et. Al., *Teaching Strategies: A Guide to Effective Instruction* (Boston, Wadsworth Cengage Learning, 2010), 201

<sup>&</sup>lt;sup>7</sup> George M Kapalka, 8 Steps to Classroom Management Success, A Guide for Teachers of Challenging Students (California: Corwin, 2009), 30

#### c. The rule of instruction

Teachers should notice the way to deliver the instructions to their students. In delivering them, the teachers should consider the rules of them. It is better for the teachers to make sure if the students understand what will be done. Considering this case, Harmer claims the rules of instructions are:<sup>8</sup>

# 1) Simple

Telling the instructions to the students in long sentence will be complicated. The students are difficult to grasp the main point of the instructions and directly it will impact the students' activities. The instructions should be brief, use accessible vocabulary, proceed in a step-by-step manner, and not skip any steps. <sup>9</sup>The teacher should convey the instructions in a simple, concise, and understandable way. Similarly, Mcleod, Fisher, and Hoover explain that with the simple instructions, the students will easily work on the assignments. <sup>10</sup>This means that students will have no trouble in doing the task from the teacher if the teacher gives uncomplicated instructions to the students. When the teacher delivers the instructions, the instructions

<sup>&</sup>lt;sup>8</sup> Jeremy Harmer, *How to Teach English* (England: Pearson Education Limited, 2007), 37.

<sup>&</sup>lt;sup>9</sup> Carol Ann Tomlinson-Marcia B Imbeau, *Leading and Managing A differentiated Classroom* (Alexandria: ASCD, 2010), 123.

<sup>&</sup>lt;sup>10</sup> Joyce Mcleod, et.al., *The Key Elements of Classroom*...168.

delivered should only consist of one single activity. 11 This means instructions should not include several actions because this will confuse the students.

# 2) Logical

Also, in informing the instructions the teacher should give them in logical way. Every instruction delivered should have the purpose on the activity.

In conclusion, to avoid misunderstanding toward the teacher's instruction, the teacher should be aware of the way in delivering the instructions. When the teacher gives the instructions, it is better for the teacher pays attention to the rule of instruction, which is simple and logical. Instructions should be plain and rational.

# The pace of instruction

Partin defines the pace of instruction as "how fast a teacher covers the content during the time allotted to content area". 12 He states that instruction paces too sluggish becomes ineffective, creating tedium, reiteration and lack of attention. Therefore, Harmer claims that getting the degree of the language true and attempt to give instructions in

George M Kapalka, 8 Steps to Classroom... 35.
 Ronald L Partin, The Classroom Teacher's Survival Guide, Practical Strategies, Management Techniques, Reproducibles for New and Experienced Teachers (Sa Francisco: Josey Bass A Wiley Imprint, 2009), 77

logical sequence and in clear way as possible is significant. <sup>13</sup>This means that the use of language level should fix with the level of students' proficiency. Also, delivering the instructions in logical steps and in a clear way is essential for the teacher.

# The steps in delivering the instruction

In delivering the effective instructions, the teacher has to notice some ways. Orlich, Harder, Callahan, Trevisan, and Brown indicate that the teacher can use some steps to effective instructions for being applied to the classroom. Those steps are:<sup>14</sup>

# 1) Give the instructions

- Get the class's attention. Getting the students' attention is crucial when the teacher gives the instructions. Losing the students' attention when delivering the instructions is wasting times because the instructions delivered will not be noticed.
- Deliver the directions in brief steps (both orally and writing). When the teacher delivers the multiple instructions to the students, it will confuse the students. Teachers are supposed to tell the directions simply and briefly.

 <sup>&</sup>lt;sup>13</sup> Jeremy Harmer, *The Practice of English Language Teaching* (Harlow: Longman, 2007), 111.
 <sup>14</sup> Donald C Orlich et. Al., *Teaching Strategies*... 201.

- c) Explain expectations-what students will produce and when.

  Stating the final aims of the task on the instructions is helpful to facilitate the students' understanding on the instructions.
- d) Ask the students to restate the directions and expectations. Then, Smith and Laslett explain that checking is needed by the teacher that instructions have been grasped by questioning one of the students to reiterate them. <sup>15</sup> Asking the students to repeat the instructions delivered by the teacher can help the students to understand the instructions, whether the instructions are clear or unclear.
- e) Repeat the directions. To avoid misunderstanding on the instruction, the teacher is better to say again the direction. Yet, the directions should be simple and brief.

# 2) Follow up the instructions

a) Check out one of the students until it is obvious that your instructions are understood and being applied. After doing all the instructions, standing up and looking at to the students' activity are also important. The teacher should stand in around 15 seconds to check up the students' activity.

<sup>16</sup> George M Kapalka, 8 Steps to Classroom... 35.

<sup>&</sup>lt;sup>15</sup> Colin J Smith – Robert Lasslett, Effective Classroom Management (London: Routledge, 1993), 31

b) If the students or one of them is getting a trouble, give them a model for the resolution.

# f. The importance of instruction

As mentioned, teacher's instructions are very principal for effective classroom management. The use of instructions directly affects the students' activities in the class. According to Anderson cited in Orlich et al., giving directions is a main skill. This statement explains that telling the instructions is one of the major skills which should be had by a teacher. Therefore, Bush, Kennedy, and Cruickshank cited in Powell and Powell use factor analysis to identify the underlying dimensions of teacher clarity. They found that clear teachers: 1. Explains ideas; and 2. Uses ample illustrations while explaining ideas; and giving directions. This statement means that the teacher who explains clearly is the teacher who describes the ideas, give plenty examples when she/he describes the ideas and inform the instructions.

Further, the issue of the way how the teacher tells the students becomes essential when the teacher gives the instruction. The greatest activity in the world is a waste of time if the students do not grasp what they should do.<sup>19</sup> It means that when the students do not get the

<sup>&</sup>lt;sup>17</sup> Donald C Orlich et. Al., *Teaching Strategies*...200.

<sup>&</sup>lt;sup>18</sup> Robert G Powell – Dana L Powell, *Classroom Communication and Diversity* (New York: Routledge, 2010), 40.

<sup>&</sup>lt;sup>19</sup> Jeremy Harmer, *How to Teach English*...37.

instructions given by the teacher, it will be unbeneficial for the activities. In summary, giving instructions is a major skill for teacher. Hence, the clearness of teacher is indicated by several applications of demonstrations in presenting ideas and delivering instructions. Thus, the implementation of instructions is very important. Several activities will be useless if the students do not understand the instructions.

In addition, getting unclear direction is one of the problems that makes the students feel in danger or harm.<sup>20</sup> Teacher should ensure that the students understand the directions before they start the activity.<sup>21</sup> Also, directions must be overt, accurate, and brief thus the transition time is diminished and distributed time is not wasted because students fail to understand what they should be doing.<sup>22</sup> To sum up, the students feel at risk when they misunderstand to the teacher's instructions. Therefore, teacher has to guarantee that the instructions delivered are clear enough for the students. At last, teacher's directions have to be clear, exact, and concise in order that the instructions suit into time management.

<sup>&</sup>lt;sup>20</sup> Carol Cummings, *Winning Strategies for Classroom Management* (Alexandria: Association for Supervision and Curriculum Development, 2000), 118

<sup>&</sup>lt;sup>21</sup> John Shindler, Transformative Classroom Management, Positive Strategies to Engage All Students and Promote a Psychology of Success (San Francisco: Jossey-Bass A Wiley Imprint, 2010), 239

<sup>&</sup>lt;sup>22</sup> James S Cangelosi, *Classroom Management Strategies, Gaining and Maintaining Students' Cooperation* (New Jersey: Wiley, 2008), 236

#### 2. Outdoor class

## a. Definition of outdoor class

Outdoor class can be defined in several ways. The first definition comes from Ontario Forestry Association which defines an outdoor classroom as "space that brings learning outside. It becomes a gathering place for teachers and students and provides an opportunity to integrate nature into your school grounds". This means the teaching and learning process of outdoor classroom take place outside the class where the nature can be involved in teaching and learning process.

According to Kimbro, an outdoor classroom is "an outdoor educational facility that can be developed into a natural study grounds for educators, students and anyone interested in the natural environment". <sup>24</sup> This clarifies that the outdoor classroom involves the teachers and students to study in the natural environment.

In addition, Kail explains that the terms outdoor learning labs and outdoor classroom represent "the outdoor space that has been enhanced for the purpose of the study". This asserts that the use of outdoor

<sup>&</sup>lt;sup>23</sup> Ontario Forestry Association, *Building Outdoor Classroom: A Guide for Successful Fundraising* (Focus on Forests), 2.

<sup>&</sup>lt;sup>24</sup> Creig C Kimbro, *Developing An Outdoor Classroom to Provide Education Naturally* (Tennessee: UT Extension, 2006), 1.

<sup>&</sup>lt;sup>25</sup> Amanda Kail, *Planning First to Make Your Outdoor Classroom Last, A Best Management Practices* (BMP) Guide for Creating and Sustaining Outdoor Classroom in Georgia (Covington: Georgia Wildlife Federation, 2004), 5.

environment helps the process of teaching and learning. Teachers and students can apply the environment for pedagogical process.

Further, the term of outdoor classroom is defined by Broda as "space that includes carefully arranged natural materials selected to the curriculum". <sup>26</sup> This statement clarifies that outdoor classroom deals with the space which involves the natural features for facilitating pedagogical process which suits to the school curriculum.

To sum up, outdoor classroom always deals with the natural environment outside the class as the space where the teacher and the students do teaching and learning process. It seems that the use of outdoor class helps the pedagogical process.

# b. Environment outside the class

The different physical environment between indoor and outdoor class is obvious. The closed space with the room as the place for teaching and learning process belongs to indoor class. On the other side, outdoor classroom deals with the environment outside the class which facilitates the students and the teachers in the process of teaching and learning. Kimbro implies that "outside every school building exists a blossoming world of "natural studies" with all types of structures that can do a better job of teaching than video tapes and computers, as

<sup>26</sup> Herbert W Broda, *Moving the Classroom Outdoors, Schoolyard-Enhanced Learning in Action* (Stenhouse Publisher, 2012), 43

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children often learn best by "doing". 27 Based on this statement, in every outside of school building, there is the beautiful environment which is better than the things appearing in indoor class. That beautiful environment can be used for studying.

# Elements of outdoor class

Based on Ontario Forestry Association, there some elements of outdoor class, they are:<sup>28</sup>

- Seating. A place where the students gather and have the group work should exist. The students need to seat with the team to do such activities.
- Outdoor chalkboard. The use of chalkboard is important because sometimes the teacher and the students are necessary to note something.
- 3) Musical area. Considering the space which is owned by every school is different, the area where the students sing together is an optional.
- 4) Gardens. The beautiful views of the school gardens are able to facilitate the students learning

 <sup>&</sup>lt;sup>27</sup> Creig C Kimbro, *Developing An Outdoor Classroom...*1
 <sup>28</sup> Ontario Forestry Association, *Building Outdoor Classroom...*2

- 5) Greenhouse. The existence of greenhouse in Indonesian school is seldom. The use of it can be replaced by the natural features of environment.
- 6) Natural features. The natural features of outdoor class include trees, flowers, shrubs, etc.
- 7) Fitness and balance elements. The place where the students can play and having fun should exist.

## d. Benefits of outdoor class

The use of outdoor class in teaching and learning process benefits the teachers and the students. It is argued that outdoor learning can benefit pupils of all ages and can be successful in a variety of settings. <sup>29</sup> This statement means that the implementation of outdoor learning can be felt by all the learners in all different levels and setting. Ontario Forestry Association explains that the benefits of outdoor classroom are:<sup>30</sup>

- 1) Improving mood and happier students.
- 2) Enhancing appreciation for the outdoors through interaction.
- 3) Increasing retention rate for subject material.
- 4) Improving learning experience for tactile and experiential learners.

<sup>&</sup>lt;sup>29</sup> Great Britain: Parliament: House of Lords: Science and Technology Committee, *Science Teaching in School s: Report with Evidence; 10<sup>th</sup> Report of Session 2005-06* (Britain: The Stationary Office, 2006), 151.

<sup>&</sup>lt;sup>30</sup> Ontario Forestry Association, Building Outdoor Classroom...3

- 5) Diminishing school violence and bullying, and improves social skills.
- 6) Increasing understanding of complex ecological concepts.
- 7) Incorporation of physical activity across subject areas.
- 8) Opportunity to get out of the classroom if the school does not have the funds to go on field trips.
- 9) Community engagement for outdoor spaces.

Based on House of Common; Children, School, and Families Committee states that "learning outside the classroom supports pupils' learning and development. It has the potential to enrich and enliven teaching across all subjects". Rogers and Smith claim that outdoor learning projects generally arise out of a desire to learn something (e.g. leadership), to experience something (outdoor activities) or to address issue (e.g. team building). Also, Johnson and Duffek state that when children discover natural spaces, they obtain a better comprehension of relations between human, natural organization, and the world and universe at huge. It can be concluded that the use outdoor learning has the positive impacts on the students' learning process. The implementation of it can grow up the wish of the students' in learning

<sup>32</sup> Alan Rogers – Mark K Smith, Learning through outdoor experience: a guide for schools and youth groups (London: Yarn, 2012), 14.

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<sup>&</sup>lt;sup>31</sup> House of Common; Children, School, and Families Committee, *Transforming Education Outside the Classroom* (London: The Stationary Office Limited, 2010), 4.

<sup>&</sup>lt;sup>33</sup> Lauri M Johnson – Kim Duffek, *Creating Outdoor Classrooms, Schoolyards Habitats and Gardens for Southwest* (Austin: The University of Texas Press, 2008), 10.

and discover something. Also, the use of it can be applied for all subjects because nature is anything in the nature can be observe and learned.

#### e. Problems in outdoor class

As the outdoor class is the class where the teaching and learning process take place in the open area, it is very possible that the teachers and the students have the difficulty in conducting the teaching and learning process. Therefore, some problems happen in the outdoor class. Regarding to this case, Cengelci argues that teachers experience problems about time and students' behavioral problems in teaching outside the classroom.<sup>34</sup> This statement shows that when conducting teaching and learning process in outdoor, teachers face the problems dealing with the time management and students' behavior.

In addition, other problems are also happened in outdoor class. Larsson states that problems that faced by the teachers when they conduct the teaching and learning process are that the students lack of concentration, they are difficult to hear what the teacher say, they get the noise, and they feel the bad weather.<sup>35</sup> It is clearly stated that when the teachers hold the teaching and learning process, they have the

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<sup>&</sup>lt;sup>34</sup> Tuba Cengelci, "Social Studies Teachers' Views on Learning Outside the Classroom". *Educational Sciences: Theory & Practice*". Vol. 13 No.3, 2013, 1836-1841.

<sup>&</sup>lt;sup>35</sup> Daniel Larsson, English Teaching Outdoor-Student responses and attitudes towards outdoor EFL teaching(Sweden: Malmo Hogskola, 2014), 14

problems in hearing the teachers' statements, get noise, and get the detrimental weather. This theory is similar with the theory from Nishimata who states teachers realize some difficulty in teaching in outdoor environment, and those difficulties are: teachers has to raise their voice when they teach their students, teachers are difficult to control the students, and they get much noise in outdoor class. <sup>36</sup> Nishimata's statement shows that there are some problems that occur in outdoor environment. First, teachers have speak up loudly to inform the students; second, they have the problem in manage the students, and last, teachers face noises when they conduct the teaching in outdoor class.

## **B.** Review of Previous Studies

Many previous studies related with this research are found by the researcher. The studies are related to teacher's instructions and outdoor class. Firstly, the study by the title "Giving Oral Instructions to EFL Young Learners" reveals the various difficulties when the teacher delivers instructions to EFL young learners. The study explained that the most complicated problem was "speech modification". When the teachers gave the instructions, prompting,

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<sup>&</sup>lt;sup>36</sup> Takayuki Nishimata, *Going Green--- Can It Help Foreign Language Learning, Too?* (East Eisenhower Parkway: ProQuest LLC, 2008), 71.

<sup>&</sup>lt;sup>37</sup> Susana M Liruso – Elba Villanueva de Debat, *Giving Oral Instructions to EFL Young Learners* (Argentina: Universidad Nacional de Cordoba, 2003), 138.

keeping order, etc. they did not use the language focus, in the contrary, the teachers used mother tongue in teaching process. The following problem was "no demonstration or modeling". Teachers' explanations were not supported by the physical demonstration. The third complication was dealing with "no organization of pairs or group". The techniques which were used to manage the group work are not used by the teacher. The last trouble was when the teachers delivered the instructions; they did not engage the students. The teachers lost the students' attention in the time delivering instructions. The study conducted by Liruso & Debat focused on analyzing the various problems happened when delivering oral classroom instructions to EFL young learners. However, this research focuses on examining the teacher's instructions, kinds of instructions delivered by the teacher in English outdoor class.

In addition, Bertsch et al. studied about "Teachers' Commands and Their Role in Preschool Classrooms". <sup>38</sup> The study explained identification, definition, and use of command within preschool setting. It was clarified that the rate, form, specificity, and age with which commands were given are all essential variables in compliance and child development. There was a clear difference in the rate of commands across age levels and activities, and that types of commands occurred at significantly higher percentages in different age level of preschool classroom. At last the focus of the study was to identify the role of teacher's command in

<sup>&</sup>lt;sup>38</sup> Bertsch K. M., Daniel Houlihan, Melissa A Lenz, & Christi A Patte, "Teachers' Commands and Their Role in Preschool Classrooms". *Electronic Journal of Research in Educational Psychology*. Vol. 7 No. 17, 2009, 133-162.

preschool classroom. Yet, this study deals with the teacher's instructions in English outdoor classroom.

Further, a thesis by Rahayu entitled "An analysis of students' engagement level in outdoor and indoor class in English intensive grammar class of MA Bilingual Krian" revealed that there were the differences of engagement level between outdoor and indoor class, especially in grammar intensive class. The differences of students' engagement level were showed in different class activities. Rahayu stated that generally, the students' level in indoor class was higher than the level of engagement in outdoor class. <sup>39</sup> The highest level of students' engagement in indoor class happened in group activity, particularly in watching movie activity, while in outdoor class the higher level of students' engagement happened in group discussion. In addition, Rahayu focused on analyzing the students' engagement level both in English indoor and outdoor class. However, this study focuses on analyzing the teacher's instructions in English outdoor class.

A report by Pyle entitled "Learning Outside the Classroom" indicated that the outdoor classroom had the benefits for the teachers. A large majority of teachers felt that Learning Outside the Classroom was more effective than classroom teaching for making learning memorable, motivating and enthusing

<sup>&</sup>lt;sup>39</sup> Santi Dwi Rahayu, Thesis: "An analysis of students' engagement level in outdoor and indoor class in English intensive grammar class of MA Bilingual Krian" (Surabaya: UIN Sunan Ampel Surabaya, 2014), 98.

<sup>&</sup>lt;sup>40</sup> Katie Pyle, *Learning Outside The Classroom* (NFER Teacher Voice Omnibus, 2010),1.

children and appealing to different learning styles. In addition, Pyle analyzed teachers perceptions about the matters dealt with outdoor class (included the effectiveness of outdoor class, the awareness of the term outdoor class, and so on.). However, this study deals with the teacher's instructions used in English outdoor class.

A report "Education Outside the Classroom: An Assessment of Activity and Practice in School and Local Authorities",41 mentioned that several kinds of activities of EOtC (Education Outside the Classroom) were better taking place in school in England. This was because the teachers considered the cost of EOtC. The extent and nature of EOtC were influenced by some variables including: key stage, subject area, and the geographical region in which a school was located. In addition, the level of school commitment to EOtC, and head teachers' views of such provision, seemed to influence the extent and nature activity undertaken by the teachers. The increasing in provisions was most commonly reported for school site activities, particularly in primary schools, and in study support activities (before and after school), which also tended to be within a school's ground. The perception came over schools and LA respondent. In this case the writer focused on examining the extent and nature of EOtC activity in school. However, this aims to investigate the English instructions in English outdoor class.

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<sup>&</sup>lt;sup>41</sup> Lisa O'Donell, Marian Morris & Rebekah Wilson, *Education Outside the Classroom: An Assessment of Activity and Practice in School and Local Authorities* (National Foundation for Educational Research, 2006).

Further, the positive responses toward outdoor classroom were revealed by the study entitled "Outdoor Education-Authentic Learning in the Context of Landscape Literary education and sensory experience". There were underpinning reasons why teacher should apply the outdoor class, they were: the first is better health and learning through movement in outdoor environment, the second is better connection with reality outdoors, the third is both halves of the brain are activated better out of doors, the fourth is several senses are activated outdoors, the fifth is better connection between theory and practice out of doors, the sixth is all subject can be conducted outdoors, and the last is connection in nature is better understood. That study concerned about the responses toward the outdoor class, but this study deals with teacher's instructions in English outdoor class.

The positive attitude towards outdoor class was revealed by the study conducted by Larsson entitled" English teaching outdoors- student responses and attitudes towards outdoor EFL teaching". The students were happy being taught outdoors than indoors. In the other hand, the negative responses about the teachers' instructions were expressed by the students. The teachers' instructions were difficult to grasp by the students. As the result, the students did not reach the final activity in the outdoor class. Larsson examined the perceptions and

<sup>&</sup>lt;sup>42</sup> Anders Szczepanski, Outdoor Education - Authentic Learning in the Context of Landscape Literary education and sensory experience. Perspective of Where, What, Why, How and When of learning environments. Inter-disciplinary context and the outdoor and indoor dilemma (Department of Behavioural Sciences, 2006)

<sup>&</sup>lt;sup>43</sup> Daniel Larsson, English Teaching Outdoor... 8.

attitude of the students toward the English outdoor class, yet this study focuses on the teacher's instructions in English outdoor class.

The next study by the title "Green School Grounds as Sites for Outdoor Learning: Barriers and Opportunities" claimed that the use of school ground as the space for outdoor learning was in small percentage. The difficulties came across when learning in school ground environment was conducted. The problems were: fieldwork and outdoor visits, outdoor adventure education, and school grounds and community projects. That study focused on the problems encountered in outdoor class. However, this study concentrates on the instructions in English outdoor class.

Also, the study conducted by Fangerstam revealed that according to the teachers in that study, outdoor teaching and learning had several potential advantages but also limitations and barriers. The teacher's experiences indicated that an outdoor learning environment could introduce learning experiences which stressed on three dimensions: cognitive/ content; social; and emotional. <sup>45</sup>The responses of outdoor class were also the center of that study. Meanwhile this study discusses about teacher's instruction in English outdoor class.

In conclusion, many studies dealing with this research have presented by the researcher. Those studies are about the teachers' instructions and outdoor class. There are the difference between those studies and this research. The

<sup>&</sup>lt;sup>44</sup> Janet E Dyment, "Green School Grounds as...28.

<sup>&</sup>lt;sup>45</sup> Emilia Fangerstam, *Space and Place, Perspectives on outdoor teaching and learning*(Lingkoping: Department of Behavioural Science and Learning, 2012)

difference is laid on the focus of each research. Some studies dealing with the instructions have each focus, they are: examining the various problems happened when delivering the instructions in EFL young learners, examining the roles of teacher's commands in preschool classroom, and examining the directions used by the students in the classroom. In addition the studies dealing with the outdoor class also have each focus, they are: investigating the students' engagement level in outdoor and indoor class, investigating the teachers' perception about the matters dealing with the outdoor class, investigating the extent and the nature of EOTC activity in the school, investigating the students' responses towards the outdoor class, investigating the perception and attitude toward the outdoor class, investigating the problems encountered in the outdoor class, and the last investigating the responses toward the outdoor class. At last, differently the researcher conducts this study about investigation on the teacher's instruction elements in English Outdoor class.