



first task was speaking task. Students were asked to come forward in pair and did the conversation with his or her couple. The conversation was based on the compliments they had been written. This task was the continuation of the previous class. So, the students had composed sentences about compliments in the previous class and performed it at that day. To do the first task the teacher delivered the instruction “I would like to call you, and please come forward then deliver your compliments to your friend”.

The second task was individual task. The task was a writing task. Students were asked to write ten sentences about the description of his/her favorite idol. And the result would be exchanged and performed by the other student. In this task, the teacher directed the students by stating “I would like to ask you to think about your favorite thing or person/your idol. Then, please write ten sentences why you like your idol and describe your idol. I give you ten minutes, ok, do it now!” After finishing their works, the teacher asked the students to exchange their works with their friends. Then the teacher instructed the students “please exchange your work with your friends. Then, read your friends’ sentences and then write the composition paragraph based on your friends’ sentences”.

The third work was a group work. Teacher gave the students a whisper game. The game was intended to train the students’ pronunciation. The teacher’s direction was “we are going to do a whisper





write down ten sentences about their favorite thing or person/idol. The students did not know about the kind and the aim of task they did.

In the third task, the teacher gave the game to the students. In this task, the teacher informed the students the kind of task they would do. The teacher instructed “we are going to do a whisper game. This game will train your pronunciation”. Based on the instruction, it is clearly stated that the teacher gave a brief summary of the task. The teacher stated that the kind of task is a game. The teacher also gave the purpose of the task which is to train the students’ pronunciation.

In conclusion, from the three activities done in the first observation, the teacher did not tell the students about a short summary of the task and the purpose of the task on the first task and the second task. The students only did what the teacher asked. In addition, in the third task, the teacher clearly stated the short summary of the task and its purpose. The teacher’s instruction was “we are going to do a whisper game. This game will train your pronunciation”. From the instruction, it can be concluded that the kind of the third task was a game and the purpose was to train the students’ pronunciation.



writing, the students were asked to write ten sentences about their favorite thing or person. The teacher gave the instructions about the procedures to do the task as “I would like to ask you to think about your favorite thing or person/your idol. Then please write ten sentences why you like your idol and describe your idol”. Based on the instructions it is clearly showed that the procedures of the task were the students have to think about their favorite thing or person and then make ten sentences which describe their favorite thing or person. Further, the teacher gave the additional procedure to the students. After they had finished the task, the teacher directed them by instructing “please exchange your work with your friends. Then, read your friends’ sentences and then write the composition paragraph based on your friends’ sentences”. Based on the instructions delivered by the teacher, the next procedures of the task are the students had to exchange their work with their friends and read their friends’ work and the last they had to compose the paragraph based on the sentences written by their friends.

In the third task, the teacher told the procedures to do the game. The teacher instructed the students by directing “in this game, I will give you some sentences and then you have to whisper to your friends and the last, the chief has to write it on the whiteboard”. These instructions show that the teacher give the procedures of the















3.	The organization	-	-	-	<ul style="list-style-type: none"> <li>• The 2<sup>nd</sup> task: Composing descriptive writing</li> <li>• The 3<sup>rd</sup> task: Whispering game</li> </ul>
4.	The procedure	“I would like to call you, and please come forward then deliver your compliments to your friend”.	<ul style="list-style-type: none"> <li>• “Think about your favorite thing or person/your idol. Then please write ten sentences why you like your idol and describe your idol”.</li> <li>• “Please exchange your work with your friends. Then, read your friends’ sentences and then write the composition paragraph based on your friends’ sentences”</li> </ul>	“In this game, I will give you some sentences and then you have to whisper to your friends and the last, the chief has to write it on the whiteboard”	
5.	The mode	-	-	“This is a pronunciation game”	
6.	The outcome	-	-	-	
7.	The strategy	-	The teacher gives the examples how to write the sentences and the descriptive paragraph	-	
8.	The timing	-	<ul style="list-style-type: none"> <li>• “I give you ten minutes to do it”</li> <li>• “Read it in ten 5 minutes”</li> </ul>	-	





























In the class, the teacher asked the students to understand the descriptive text entitled “National Monument”. The teacher commanded the students to open the book by the instruction “now, open your book page forty-two”. Directly, the teacher and the students discussed the text and the questions together. In this task, the teacher asked the students about each paragraph of the text.

In the following task, the teacher asked the students to learn the grammar of the text. The teacher gave ten minutes to do the task. The teacher instruction was “please learn the grammar of the text entitled “National Monument” in ten minutes”. In addition, ten minutes left and the teacher continue the material. The teacher explained to the students about conditional sentences. Sometimes, the teacher gave the questions to the students about conditional sentence. This task continued until the teacher ended the activity at 08. 21 am.

Based on the result, the teacher instructions were only “now, open your book page forty-two” and “please learn the grammar of the text entitled “National Monument” in ten minutes”. The first instruction, “now, open your book page forty-two”, showed that the task began. This instruction was included into the frame. Meanwhile, the instruction “please learn the grammar of the text entitled “National Monument” in ten minutes” showed the timing in doing the task.







moment, the students paid attention to the students who got the punishment outside the class. Also, when the teacher instructed the students to start doing descriptive writing task, some students did not care of the teacher's instructions, they did not immediately do the task, yet they chatted with their friends.

Further, the problem emerged during the teacher directed the students to exchange the result of their descriptive writing with their friends. Some students had not exchanged their works with their friend. Thus, they were late to read their friend's work.

In the following task, when the teacher gave the whisper game, there were some problems. The students did not understand what they had to do when the teacher divides them into six groups. Also, they did not do the game based on the teacher's instructions. Teacher had given the rules but, the students did not do the game based on the rules. The game was failed. Actually, the rules were that every group had to have a leader and the other members of the group will whisper in turn to the other members until, the last, the leader accepted the sentence from the member and the leader had to write the sentence received from his/her members. In fact, the student who firstly got the sentence from the teacher directly gave the sentence to the leader without whispering to the other members. All the leaders of all groups ran in hurry to write the sentence until the whiteboard was almost fallen down.







the task. Again, the teacher warned the student about the rested time and gave the next strategy of the task by attending each group and gave the instruction. The teacher instructed each group to exchange the visitor of one group to another, for instance: the visitors of group one moved to the group 2, the visitors of group 2 moved to visit the group 3, and so on.

Furthermore, to give the outcome of the task to the students, the teacher instructed the students to write the report of the guide from the place that they have visited. In this case, the teacher only instructed the group 2 and group 4, so the other groups did not know about the outcome. After the speaking report task had finished, the teacher and the students got back to their class. Because the students did not understand to do the writing report, the teacher directed the students again about it. In the beginning of the task, there were some questions given by the students to the teacher. One student asked “do we have to submit the work today?” Another student asked “how many paragraph do we have to write?” A student continued to ask “what do we have to do on the task?” Then the last question was “do we have to do individually” In conclusion, in the third observation, teacher has difficulties in delivering the instructions in English outdoor class. In delivering the instructions, the teacher has to instruct the groups by attending each group and then delivers the instructions. Some students tend to not understand the teacher instructions







## B. Discussion

The researcher has presented the result of the findings about the teacher's instructions elements in English outdoor class and the problems faced by the English teacher in delivering the instructions in English outdoor class from the observations and interview. The result shows that the elements of teacher's instructions in English outdoor class are not completely delivered. Also, the result shows that there are some problems faced by the teacher in English outdoor class. Based on those results, in this section the researcher discusses the incompleteness of teacher's instructions elements in each task in English outdoor class and the difference problems faced by the teacher in delivering the instructions in each activity in English outdoor class. Those discussions will be clarified as follow:

1. The similarity and the difference of teacher's instructions elements from each observation in English outdoor class

Based on the results of the first, second, third, fourth, and sixth observation, it shows that the teacher's instructions elements have the similarity and the difference. In the first, second, fourth, and fifth the instructions have the lack on the elements, yet in the third observation there is the difference with all observation. Based on the results of the first, second, fourth, and fifth, there is incompleteness on the instructions elements delivered by the teacher in English outdoor class. **Table 4.1** shows that in the first observation the teacher gives the instructions with incomplete element.

The elements of teacher's instructions in each task are different. In the first task, the form of the task is pair task. The teacher's instructions only include the procedures in doing the task. The other elements of instructions (frame, summary of the task and its purpose, organization, mode, outcome, strategy, timing, and cue) are not given by the teacher. In this case, the task is the continuation of the previous class, so that the teacher did not need perfect and complete instruction to the students. Giving the compliments to the friend in front of the class is the outcome or result of task which was done in the previous class, so even if the teacher does not give the complete element of instruction, it will not give the bad impact on the students' activity.

In addition, the second task in the first observation is writing task. The form of task is individual work. As the previous task, in this second activity the teacher does not give complete instructions elements. In her instructions, teacher includes five of nine elements, they are: frame, procedures, strategy, timing, and cue. Meanwhile, the teacher does not include four elements of instruction, they are: summary of the task and its purpose, organization, mode, and outcome. In this task, the instructions elements are better than those one in the previous task. This is because the teacher uses more elements in her instructions. Those elements which are not included in the teacher's instructions are:

- a. A brief summary of the task and its purpose: in her instructions, teacher does not include the summary of the task and the aim of it. The teacher





task, there is incompleteness on the teacher's instructions elements. As the previous task, some elements are not included in the teacher's instructions. Those elements are the frame, the organization, the outcome, the strategy, the timing, and the cue. This task is the worst of all tasks in the first observation. This is because the task is failed to do. Initially, the aim of the task is to train the students' pronunciation, but in the fact, only little students are involved in this task. This shows that only little students that practice their pronunciation while the other students do not involved in the task. The failure of the task is caused by the vagueness of teacher's instructions. The teacher only gives little elements on her instructions. In her delivery, the teacher includes little element on her instructions. This third task is the last task in the first observation. The teacher gives the task to use the resting time so that the task only takes a few minutes. In her delivery, the teacher gives very brief instructions, includes little elements, and gives them in hurry.

In addition, **Table 4.2** shows the similarity with the previous results. As the previous results in the first observation, there is incompleteness of teacher's instructions elements. From the results, it shows that teacher includes six elements in her instructions; they are the frame, the procedure, the outcome, the strategy, the timing and the cue. Yet, the teacher does not include a brief summary of the task and the purpose, the organization, and the mode. In her instructions, teacher does not tell the students that the brief summary of the task is product promotion task and the purpose of the task is

to train the students' ability in writing and speaking. Also, the teacher does not inform the students on how to do the task, whether they do it individually, in pair, or in group. In fact this task is an individual work. Then, the mode of the task is not given by the teacher. The teacher should tell the students that the mode of the task is writing and speaking task as the procedure is writing some sentences and the outcome is promoting the product. Compared with the previous activities, in the previous observation, the teacher's instructions elements is more complete.

In the contrary, **Table 4.3** indicates that there is the difference between the previous results, from the first and the second observation, and this result, the third observation. The difference is showed from the elements of teacher's instructions. In the previous ones, there is incompleteness in the elements of instruction delivered by the teacher, yet in this third result of the observation, the teacher, the first time, gives the complete elements of instruction. The task in this third observation is a group work. In her delivery, the teacher gives detail explanation on the task. Because the task is a group work, teacher tends to give long and complete instructions to the students. The teacher does this because the teacher is worry that the students do not understand how to do the task.

Then, **Table 4.4** and **Table 4.5** clarify that both the fourth and the fifth observation are similar. In each task, the teacher only gives one single instruction for one act. The teacher instructs the students to open the book in

one single instruction and to do the task in one single instruction. In this case, the teacher only gives little instruction because the students' task in the fourth observation is dominated with listening to the teacher explanation. They work little task on that day. This case is similar with the results of the last observation. The task in that day is only about reading comprehension. The teacher explains recount text and the students listen to the teacher's explanation and then they do the task. Thus the teacher only gives little instructions which only used for single activity. That single instruction includes one elements of instruction.

In conclusion, the similarity and the difference of teacher's instructions elements are based on the completeness and incompleteness in each observation. Teacher gives incomplete instructions elements in the first, second, fourth, and fifth observation. This fact shows the similarity of the teacher's instructions elements. Meanwhile, the third observation shows the difference with all the observation. In the first, second, fourth, and fifth observation, the teacher's instructions are incomplete, yet in the third observation, the teacher's instructions elements are complete. The third observation is the only one observation which has the complete elements of instructions.

## 2. Incompleteness of teacher's instructions elements in each task in English outdoor class

### a. Individual work

Based on the result of all observations, there are four individual activities. The first is descriptive writing in the first observation, the second is product promotion in the second observation, the third is descriptive text in the fourth observation and the fourth is recount text in the fifth observation. In the first individual work, the teacher does not give five of nine elements of instructions, they are: the brief summary of the task and its purpose, the organization, the mode, the outcome, and the cue. In the second individual work, the teacher does not give three of nine elements of instruction, they are: a brief summary of the task and its purpose, the organization, and the mode. In the third individual work, the teacher does not give seven of nine elements of instruction, they are: the brief summary of the task and its purpose, the organization, the procedure, the mode, the outcome, the strategy and the cue. At last, in the fourth individual work, the teacher does not give six of nine elements of instruction, they are: the brief summary of the task, the organization, the procedure, the mode, the outcome, and the strategy. These results show that the elements of teacher's instructions in all individual activities are incomplete.

Based on the results, the main elements which are not delivered by the teacher in individual work are a brief summary of the task and its











task. As the task is game, the students are not asked to produce an outcome as the result of the game. Fourth, there is no strategy stated by the teacher in doing this game. The teacher only gives the procedures to do the game. At last, there is no limitation of time stated by the teacher to do the game. As this task is at the end of the class, so the teacher let the students do the game until the time of the class is over.

In the second group work, the teacher gives the complete elements of instructions. There is no single element undelivered by the teacher in this second group work. In this group work task, the teacher divides the students into six groups and places them in different places. Thus, the teacher gives the detail and long instructions to the students in order that the students understand well about the task they are going to do. In those detail and long instructions the teacher includes complete elements.

### 3. The difference problems faced by the teacher in delivering the instructions in each activity in English outdoor class

Based on the results of all observations, there are some problems faced by the teacher in English outdoor class. Those problems are difference in each task done in outdoor. In this part, the researcher discusses the problems faced by the teacher in each task; in individual work, in pair work, and in group work. Each problem in each task will be discussed as follow:



during the teacher delivers the instructions. In addition, when the students do not pay attention to the teacher's instructions, the following problem is emerged. The students do not do the task based on the teacher instructs. In this individual task, teacher asked the students to exchange their work with the friend next to them to do the following task. As the students do not pay attention, in the following task, the students do not do what the teacher instructs.

Second, the following individual task is dealing with product promotion task. In this task teacher suddenly stops delivering the instructions because there is the disturbance from some students outside the class. The disturbance comes from the students who clean up the area of outdoor class. Those students try to clean the dried leaves around the class so that they create the noise that disturbs the teacher in delivering the instructions. Based on the interview with Mrs. Laili Abida, during the teaching and learning process, she sometimes gets trouble in delivering the instructions. This happens because when she delivers the instructions, some noises are bothered her. Sometimes, students from other classes have the physical exercises closed to the outdoor class, and the building renovation is sometimes caused the noisy sound.

Third, in the following individual activities, the third and the fourth individual work, the teacher does not meet any problems in the class. As the class activities are dealing with reading comprehension, students'





