#### **CHAPTER IV**

#### **RESEARCH FINDINGS**

In chapter IV, the researcher presents two parts will be discussed. Those two part deal with the findings of the research and the discussions about what have been discovered by the researcher. The findings and discussions are related to the teacher instructions in English outdoor class and the problems faced by the teacher in delivering the instructions in English outdoor class.

## A. Findings

The researcher has conducted the observations in five times, on 18<sup>th</sup> October 2014, 1<sup>st</sup>, 8<sup>th</sup>, 15<sup>th</sup>, and 22<sup>nd</sup> of November 2014. The observation has been done in order to get the data about the teacher's instructions elements in English outdoor class. Based on the outcome from observations, the researcher presents the data each day of observation in detail as follow.

- 1. The result of teacher's instructions elements in English outdoor class
  - a. The result of the first observation

The first observation was done on Saturday, 18<sup>th</sup> October 2014. In the first observation, there were thirty-two students in the class. The class started at 07.00 am and the teacher opened the class by praying together. There were three class tasks in the first observations, the first was pair work, the second was individual work and the third was group work. The 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 game. This game will train your pronunciation. 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". In addition, based on the data gathered, the teacher's instructions elements in English outdoor class are as follow:

1) A frame

In the first task, the teacher called two students' names and asked them to come forward to convey their compliments. To begin this task, the teacher did not state the frame which showed the task began. Directly, teacher called the students and asked the students to have the conversation in front of the class.

In the second task, teacher gave the writing task. Students individually made ten sentences which described their idol. In this task, the teacher showed the frame to start the students' activities. The frame was stated "ok, do it now". By stating this frame, the students do the task individually.

The third task was a game. This kind of game is whisper game. The students were divided into four groups in this game. Teacher did not state a particular frame to start the task. In this task, students did not pay attention to the teacher's instructions. They were tended to chat with their friends. This game was not successfully applied in this class. Actually, there are particular rules of the game. Students have to do the whisper game in a group. Each group has to determine one of the members as the chief. The members of the group have to stand in a line and whisper in turn the sentence given by the teacher to the chief. The chief of the group has to write down the sentence on the whiteboard. The winner is the group who writes the sentence correctly. Yet, in the fact, the students did not do the rules of the game based on what the teacher directed. Thus, the whiteboard was almost fell down because the students ran into the whiteboard to write the sentence. Each member of the group did not whisper the sentences in turn. One student directly conveyed the sentence given by the teacher to the chief without whispering to the member of the group. In this case, this game was not successful.

To sum up, from those three activities, the teacher only gives the frame of the task on the second task. And the frame is "ok, do it now". In two other class activities, teacher did not state the particular frame.

#### 2) A brief summary of the task and its purpose

In the first task, the teacher did not state a brief summary of the task. The teacher also did not convey the purpose of the task. Teacher only asked the students to come forward and perform their task.

In the second task, the teacher did not give the kind of the task and the aim why they did the task. The students are only asked to

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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.

### 3) The organization

Based on the data gathered on the first observation, the teacher did not inform the students about the organization of the three activities. The teacher directly asked the students to do the task. In first task, the teacher immediately called the students and asked them to come forward and deliver their compliments to their couple. In the second task the students directly asked to write ten sentences about their favorite thing or person/idol. While in the third task, the teacher directly gave them a whisper game. The teacher did no state the organization of each task. The teacher did not tell the students how they did the task, whether they did the task individually, in pairs, or in group.

4) The procedure

In the first task, the procedures of the task were delivered by the teacher to the students. The students were asked to come forward to have the conversation about their compliments with their friends. The teacher asked the students to come forward and then, they had to give the compliment to their friends. The teacher' instruction was "I would like to call you, and please come forward then, deliver your compliments to your friend".

In the second task, the teacher gave the information about the procedures or the ways to finish the task. As the second task was

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 task they will do. By giving those instructions, the teacher directs the students the way to do the game. The teacher gives the sentence and then the students have to whisper the sentence and the chief of the group have to write the sentence that has been whispered by the members on the whiteboard.

It can be concluded that the procedures of the task are not delivered by the teacher in the first task. In the second task, the teacher gives the procedures of the task by instructing "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". Also, the teacher gives additional procedures by the instructions "please exchange your work with your friends. Then, read your friends' sentences and then write the composition paragraph based on your friends' sentences". At last, in the third task the teacher's instructions are "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". By giving these instructions, the teacher clearly states the procedures of the task.

5) The mode

In the first task, the mode of the task was not clearly stated. The students were directly asked to come forward and perform the conversation dealing with the compliments they had worked. The teacher did not state that the task was a speaking task.

Also, in the second task, the students were not informed about the mode of the activity by the teacher. The teacher directly instructed the students to think, write, and describe their favorite thing or person. The teacher did not tell the students that the task was writing task.

Meanwhile, in the third task, the teacher informed the students about the mode of the task. The mode of the task was a pronunciation task. The teacher instructed the students by saying "we are going to do a whisper game. This is a pronunciation game". Based on the instructions, it showed that the mode of the task was pronunciation task.

Finally, from the three activities, the teacher only states the mode of the task in the third task. The form of the teacher's instructions is "we are going to do a whisper game. This is a pronunciation game". Based on the instructions the mode of the third task is pronunciation task.

6) The outcome

Based on the data gathered in the observation, in the three activities, the teacher did not inform the outcome of the task. In the first task, the teacher did not tell what the students have to for the result of the task. Also, in the second task, the outcome of the task was not mentioned by the teacher to the students. Actually, the outcome of the second task was the students had to make the paragraph based on their friends' sentences, but the teacher did not state it clearly. In addition, in the third task, the teacher did not mention the outcome of the task. The teacher only told the students that the aim of the task was to train the students' pronunciation.

7) The strategy

In the first task, there was no clear strategy informed by the teacher. As the researcher stated before, the teacher directly asked the students to come forward to convey the compliments with each partner. The students did not know the particular strategy of the first task.

In the second task, there were the strategies informed by the teacher to the students in order to finish the work. In this task, the teacher showed how to write the sentence to describe their favorite thing or person. On the whiteboard the teacher wrote the example of the description sentences. Those sentences were "I have an elephant. It is big. It has small ears and large eyes. My elephant is cute". The teacher directed the students the way to make the description sentences. In addition, when the teacher asked the students to compose the paragraph based on their friends' sentences, the teacher

gave the strategy in doing that task. The teacher gave the example how to write the descriptive paragraph. The teacher directed the students how to connect each sentences in order to be a complete paragraph.

In the third task the teacher did not state the strategy in doing the game. The teacher directly divided the students into four groups. Then, the teacher directly told the students the rules of the game and they began the game.

To sum up, from the three activities, the teacher states the strategy to do the task only in the second task. The teacher did not mention the strategy on how to do the task in the first and the third activities. In the second task, the teacher gives the strategy by giving the example of the description sentences and the way how to compose the paragraph based on the sentences provided.

8) The timing

In the first task, the teacher did not give the particular time to the students in doing the task. The teacher let the students to have the conversation in front of the class with their partners without giving limited time.

In the second task, the teacher gave the limited time to do the task. The teacher gave ten minutes to the students to finish the work. The teacher's instruction was "I give you ten minutes to do it". In

addition, the teacher instructed the students to read their friends work after they had written the ten sentences. The instruction was "please read your friends' sentences, read it in ten 5 minutes".

In the third task, there was no certain time provided for the task. The teacher did not give the time for the students to do the game. The teacher used the rested time for having the game because the third task was the last task they had.

It can be concluded that from the three activities, the teacher only gives the limited time to do the task on the second task. In the first and the third task, the teacher let the students do the task without giving the limited time. The teacher gives the students instructions which show the timing, they are ""I give you ten minutes to do it" and "please read your friends' sentences, read it in ten 5 minutes".

9) The cue

In the first task, the teacher did not mention the certain cues. As the previous clarification, in this beginning task, the teacher only called the students to come forward and perform the compliments to their partner.

In the second task, the teacher stated some cues to the students. In the middle of the students' task, the teacher warned the students about the resting time. The teacher instruction was "five minutes left". In addition, teacher said "ok, stop" in the second task. This cue was used by the teacher to stop the students' task.

In the third task, the teacher gave the cue to the students. The cue was intended to stop the students' task. The teacher's instruction was "ok, guys stop!" This instruction clearly showed that the teacher used the cue in the third task.

It can be concluded that from the three activities, in the first task, the teacher did not gave the cue to the students. While, in the second and the third task, the teacher mentioned the cue to the students. The cues in the second task were "five minutes left" and "ok, stop!" In addition, in the third task, the cue delivered by the teacher was "ok, guys stop!"

From the result of the first observation, it can be presented that the teacher's instructions are as follow:

**Table 4.1** Table of the teacher's instructions elements in English outdoor class in the first observation by the topic descriptive writing

NT	<b>T</b> , ,:		Teacher's instruct	tions	
No	Instructions elements	The 1 <sup>st</sup> task	The 2 <sup>nd</sup> task	The 3 <sup>rd</sup> task	Kinds of task
	A frame	-	"ok, do it now"	-	• The $1^{st}$
1.					task:
	A brief	-	-	"We are going to	Giving
2.	summary of			do a whisper game.	compliment
	the task and			This game will	1
	its purpose			train your	
				pronunciation"	

3.	The	-	-	-	• The 2 <sup>nd</sup>
4.	organization The procedure	"I would like to call you, and please come forward then deliver your compliment	<ul> <li>"Think about your favorite thing or person/your idol. Then please write ten sentences why you like your</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	task: Composing descriptive writing • The 3 <sup>rd</sup> task: Whispering
		s to your friend".	<ul> <li>you like your</li> <li>idol and</li> <li>describe your</li> <li>idol".</li> <li>"Please</li> <li>exchange your</li> <li>work with your</li> <li>friends. Then,</li> <li>read your</li> <li>friends'</li> <li>sentences and</li> <li>then write the</li> <li>composition</li> <li>paragraph based</li> <li>on your friends'</li> <li>sentences"</li> </ul>	whiteboard"	w hispering game
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> <li>"I give you ten minutes to do it"</li> <li>"Read it in ten 5 minutes"</li> </ul>	_	

9	A cue	-	• "Five	minutes	"Ok, guys stop!"	
).			left" • "Ok, sto	op"		

### b. The result of the second observation

The second observation was done on Saturday, 1<sup>st</sup> November 2014. There were thirty-two students who attended the class. Actually, the class task should be started at 07.00 am, but in the second observation the class started at 07.15 am. This happened because the teacher and the students clean up the class before they start the lesson. After cleaning up the class, the teacher and the students opened the lesson by praying together. At 07.30 am, the teacher gave the song about rainbow. The teacher and the students practiced the song while doing gestures.

In this second observation, the activities were writing and speaking activities. The theme of the lesson was product promotion. The teacher gave the students a task to write some sentences dealing with the product promotion. The teacher instructed the students to do the task by the instruction "now, you have to be a manager who offers your product. You can promote the thing you have. Please write sentences for promoting your product. After finishing your work, you have to act out as like as sales promotion boy/girl to promote your product. I give you ten minutes to arrange the sentences. Please write first!" The teachers added the instructions "don't forget to choose the interesting words for your promotion". Based on the result, the teacher's instructions elements in English outdoor class in the second observation are as follow:

1. A frame

In the second observation the activities were writing and speaking. In instructing the students to do the task, the teacher gave the frame on the instruction. The teacher directed the students by stating "now, you have to be a manager". The word "now" means that the teacher gave the frame of the instruction. Also, the teacher informed "please write first!" to the students in the writing task. This instruction showed that the teacher told the students that the task had began.

2. A brief summary of the task and its purpose

In giving the task to the students, the teacher did not state concise summary of the task and its aim. Teacher directly asked the students think of their selves as a manager and promote the product. The teacher also did not say the purpose of doing this task.

3. The organization

In doing the task, the students were not informed on the way to do the task. The teacher did not say whether the task had to be done individually, in pairs, or in groups.

## 4. The procedure

When the teacher delivered the instructions, the teacher gave the procedures on how to do the task. The teacher asked the students to promote the product (thing) they had. They were asked to arrange some sentences for promoting their product. To inform the students about the procedures the teacher instructed "now, you have to be a manager who offers your product. You can promote the thing you have. Please write sentences for promoting your product".

5. The mode

Based on the result of the observation, the mode of the task was not delivered by the teacher. The teacher did not state whether the task was a speaking, reading, or writing task. As it has been clarified before, that the teacher directly asked the students to make some sentences for promoting the product they had.

6. The outcome

In product promotion task, the teacher clearly stated to the students of what they had to do as the outcome of the task. By the end of the task, the students were asked to come forward to promote their product. The students had to act out as like as a sales promotion boy/girl when they did the promotion. The teacher's instruction was "after finishing your work, you have to act out as like as sales promotion boy/girl to promote your product".

### 7. The strategy

In giving the instruction on the students' task, in this case, the teacher gave the strategy to finish the task. The strategy was that the students should choose the interesting words in arranging the sentences. In telling the strategy of finishing the task, the teacher instruction was "don't forget to choose the interesting words for your promotion". Further, the teacher gave the short example on how to make the promotion. The teacher gave the example orally to the students. The examples were "ladies and gentlemen, let me introduce the newest product from our company. Our newest product is a pen. This pen is the best pen ever. You can use it as the tool for writing, marking the book, etc. This pen is available in many colors, and so on.

### 8. The timing

In limiting the task, the teacher gave the limitation of time for doing the task. The students were given ten minutes to do the task. The teacher instruction was "I give you ten minutes to do the task". Because the students had not finished the work yet, so the teacher gave additional time to the students. The teacher's instruction was "I give you five minutes more". By delivering those instructions, it shows that the teacher gave the timing on the instructions. 9. The cue

Based on the result of the second observation, the teacher gave the cue showed that the time was over. The teacher's instruction was "guys, time is up!" This utterance certainly showed that the teacher gave the cue to the students. Also, the teacher gave the additional cue to the students. The cue was "ok, time is up!"

From the result of the second observation, it can be presented that the teacher's instructions are as follow:

**Table 4.2** Table of the teacher's instructions elements in English outdoor class in the second observation by the topic explanation text

No.	The elements of instruction	Teacher's instructions	Kind of task
1.	A frame	<ul> <li>"Now, you have to be a manager"</li> <li>"Please write first!"</li> </ul>	Product promotion task
2.	A brief summary of the task and its purpose		
3.	The organization		
4.	The procedure	"You can promote the thing you have. Please write sentences for promoting your product".	
5.	The mode	-	
6.	The outcome	"after finishing your work, you have to act out as like as sales promotion boy/girl to promote your product"	
7.	The strategy	• "don't forget to choose the interesting words for your	

		<ul><li>promotion"</li><li>The teacher gives the example of the sentences for promotion</li></ul>	
8.	The timing	<ul> <li>"I give you ten minutes to do the task"</li> <li>"I give you five minutes more"</li> </ul>	
9.	The cue	<ul><li> "Guys, time is up!"</li><li> "Ok, time is up!"</li></ul>	

## c. The result of the third observation

The third observation was conducted on Saturday, 8<sup>th</sup> November 2014. This class was attended by thirty-four students. The teacher began the class at 07.03 am. As usual, the teacher and the students opened the class by praying together. After praying together, teacher called the students' name one by one to fill the attendance list. Further, the teacher started the lesson at 07.13 am.

The task on the third observation was writing and speaking. The material of the class on that day was explanation text. In this class task, the teacher gave simple explanation about explanation text. In the second task, the teacher gave group and individual work. In the group work, the students were divided by the teacher into six groups. The teacher's instruction was "ok, I will divide you into six groups". The groups were group 1, 2, 3, 4, 5, and six. The teacher instructed the students by stating "group 1, please explain the rice field; group 2, you will explain the garden; group 3, you will explain the bamboo garden; group 4, please

explain the headmaster's room; group 5, you have to explain the outdoor class; and the last, group 6 will explain the gazebo".

Furthermore, the teacher directly asked the students to gather with their groups and then explained the task. The teacher's instructions were "now, find your groups!" After the students met their groups, the teacher explained the task. The instructions were "now, we are going to have a speaking report task. Each group has to choose one student of the members that will act out as like as a tour guide. Then, the other members of the group will become the visitors. The students who become the tour guide have to prepare the explanation about the place for themselves, while the students who become the visitors have to prepare some questions for the guide." In addition, the students were asked to compose the explanation based on the report from the tour guide. The teacher directed the students by saying "please rewrite the report from the tour guide". Then, the students began the task at 07.21 am with the direction of the teacher "ok, start from now!"

Based on the result of the third observation, the teacher's instructions elements in English outdoor class are as follow:

1. A frame

Based on the data gathered, the teacher gave the instruction which included the frame. When the task began, the teacher instructed the students by stating "ok, start from now!" By delivering the instruction, the teacher showed that the students were allowed to begin the task with their groups.

2. A brief summary of the task and its purpose

In this task, the teacher told the students about the kind of the task. In this case, the teacher informed the students that the activity was reporting activity. In telling the students, the teacher used the instruction "now, we are going to have a speaking report task". This instruction clearly shows that the teacher gave the instruction on what kind of the task that they are going to do. Yet, in this task, the students did not tell the students about the purpose of the task.

3. The organization

In doing the task, the students were divided into six groups. The students understood the organization of the task because the teacher informed the organization in doing the task. The teacher's instruction was "we will do the task in group. Ok, I will divide you into six groups". Based on the instructions, it is clearly showed that the teacher inform that the organization of the task is group work.

4. The procedure

In this task, the students were asked to do the speaking report task. To finish the task, the teacher gave the procedures to the students. One student of the member of the group should be selected to act out as like as a tour guide. Then, the other member of the group should be the visitors. Teacher instructed the students by stating "each group has to choose one student of the members that will act out as like as a tour guide. Then, the other members of the group will become the visitors. The guide has to explain to the visitors about the place they visit."

5. The mode

Based on the data gathered, the teacher gave the information about the mode of the task. The teacher informed the students that the form of the task was speaking task, particularly speaking report. The teacher instruction was "now, we are going to have a speaking report task". By delivering that instruction, it is showed that the teacher informs the students about the mode of the task.

6. The outcome

As the result of the task, the teacher asked the students to perform the task by acting out as like as a tour guide and the visitors. One student of the member has to be a tour guide and the other students have to be the visitors. In this case, the teacher instructed the students by saying "one student of the members that will act out as like as a tour guide. Then, the other members of the group will become the visitors". In addition, as the additional outcome, the students were asked to write the report from the tour guide from each group as the outcome. In delivering the instruction, the teacher told the students about the outcome by informing each group. The teacher instruction was "please rewrite the report from the tour guide".

7. The strategy

In finishing the task, there were the strategies that should be done by the students. In this case, the teacher told the students about the strategy in finishing the task. The teacher asked the student who becomes the tour guide to prepare the explanation about the place. Also, the teacher asked the other members of the group to prepare some questions for asking about the place they visited. In this task, the teacher instructions were "the students who become the tour guide have to prepare the explanation about the place for themselves, while the students who become the visitors have to prepare some questions for the guide".

8. The timing

Based on the data gathered, the teacher gave the limited time to the students in finishing the task. There are two activities in the third observation, group and individual task. In group work, the teacher gave fifteen minutes for the students to limit the task. The teacher's instruction was "I give you fifteen minutes!" In addition, in individual task, the students were also given fifteen minutes to finish the task. The teacher's instruction was "do it in fifteen minutes!" 9. The cue

There are some cues when the teacher gave the instruction to the students during the task. The cues which used by the teacher were "now, find your groups!", "ok, start from now!", "nine minutes more!" and "ok, submit!" The cue "now, find your group" and "ok, start from now!" were the cues that used by the teacher when the teacher began the task. The instruction "nine minutes more" was used by the teacher for the students to warn them on the limited time for doing the task. Meanwhile, to end the students' task, the teacher stated the instruction "ok, submit!" This instruction automatically stops the students' task in finishing the task.

Based on the result of the third observation, it can be presented that the teacher's instructions are as follow:

No.	The elements of instructions	Teacher's instructions	Kind of task
1.	A frame	"Ok, start from now!	Tour guiding task
2.	A brief summary of the task and its	"Now, we are going to have a speaking report task"	
	purpose		
3.	The organization	"We will do the task in group. Ok, I	
		will divide you into six groups".	
4.	The procedure	"Each group has to choose one	
		student of the members that will act	
		out as like as a tour guide. Then, the	
		other members of the group will	
		become the visitors. The guide has	

**Table 4.3** Table of the teacher's instructions elements in English outdoor class in the third observation by the topic explanation text

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		to explain to the visitors about the	
		place they visit."	
5.	The mode	"Now, we are going to have a	
		speaking report task"	
6.	The outcome	• "One student of the members that	
		will act out as like as a tour guide.	
		Then, the other members of the	
		group will become the visitors"	
		• "Please rewrite the report from the	
		tour guide".	
7.	The strategy	"The students who become the tour	
		guide have to prepare the explanation	
		about the place for themselves, while	
		the students who become the visitors	
		have to prepare some questions for	
		the guide".	
8.	The timing	• "I give you ten minutes!"	
		• "Do it in fifteen minutes!"	
9.	The cue	•"Now, find your groups!"	
		• "Ok, start from now!"	
		•"Ok, submit!"	

# d. The result of the fourth observation

The fourth observation was held on Saturday, 15<sup>th</sup> November 2014. In the fourth observation, there were thirty-two students who attended the class. The class started at 07.15 and the teacher opened the class by praying together. After having praying together, the teacher filled the attendance list by calling students' name one by one. At 07.26 am, the teacher started the lesson by the theme descriptive text. Based on the result of the observation, the class task was limited to discussing the descriptive text and the grammar consisted in the descriptive text. 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. Based on the result of the fourth observation, it can be presented

that the teacher's instructions are as follow:

**Table 4.4** Table of the teacher's instructions elements in English outdoor class in the fourth observation by the topic descriptive text

No.	The element of instructions	Teacher's instructions	Kind of task
1.	A frame	"Now, open your book	Reading
		page forty-two"	comprehension
2.	The timing	"Please learn the	task
		grammar of the text	
		entitled "National	
		Monument" in ten	
		minutes"	

e. The result of the last observation

The fifth observation was conducted on Saturday, 22 November 2014. There were thirty-four students who joined the class. The class started at 06.45 am. As usual, the teacher opened the class by praying together with all the students. After praying together, the teacher called the students' name one by one to fill the attendance list. Then, the lesson was started at 07.05 am. In that day, the material was reading comprehension. In the beginning of the lesson, the teacher explained about the recount text. After explaining the recount text, the teacher asked the students to do the task. The teacher's instruction was "do task one, ten minutes!" During the students did the task, the teacher warn the students of the resting time. The teacher instructed "four minutes more!" Further, when the students had finished the work, the teacher and the students

discussed the questions together. In this case, the teacher asked the students to answer the questions orally.

In addition, after discussing the task, the teacher asked the students to do the following task. The teacher instruction was "now, task two. Do it!" During the students did the task two, the teacher asked whether they had finished the task or not. The teacher asked "finish?" After the students had finished the task, the teacher ended the class. The class activity was ended at 08.20 am.

Based on the result of the fifth observation, it can be presented that the teacher's instructions are as follow:

**Table 4.5** Table of the teacher's instructions elements in English outdoorclass in the fifth observation by the topic recount text

1

No.	The elements of	Teacher's of	Kind of task
	instructions	instructions	
	A frame	"Now, task two. Do it!"	Reading
1.			comprehension
	The timing	"Do task one, ten	task
2.		minutes!"	
3.	The cue	• "Four minutes more!"	
		• "Finish?"	

After all, based on all observations, it can be presented that the teacher's instructions elements in English outdoor class are as follow:

N o	Instructions	1 <sup>st</sup>	observatio	on	2 <sup>nd</sup> obser	3 <sup>rd</sup> obser	4 <sup>th</sup> obser	5 <sup>th</sup> observ
•	elements	1 <sup>st</sup> task	2 <sup>nd</sup> task	3 <sup>rd</sup> task	vation	vation	vation	ation
1.	A frame	-	$\checkmark$	-	$\checkmark$	$\checkmark$	$\checkmark$	$\checkmark$
2.	A brief summary of the task and its purpose	-		$\checkmark$	-	$\checkmark$	_	-
3.	The organization			-		$\checkmark$	-	-
4.	The procedure	V	V	$\checkmark$	V	$\checkmark$	-	-
5.	The mode	_		$\checkmark$	-	V	-	-
6.	The outcome	-	-	-	$\checkmark$	$\checkmark$	-	-
7.	The strategy	-	$\checkmark$	-	V	$\checkmark$	-	-
8.	The timing	-	$\checkmark$	-	V	$\checkmark$	$\checkmark$	$\checkmark$
9.	The cue	-		V	V	$\checkmark$	-	

**Table 4.6** Table of the teacher's instructions elements in English outdoor class from all observations

- 2. The result of problems faced by the teacher in delivering the instructions in English outdoor class.
  - a. The result of the first observation

Based on the data gathered from the first observation, there are some problems happened during the class activity. The problems arose when the teacher instructed the students about the pair task they were going to do. Some students did not pay attention to the teacher's instruction. Those students looked the situation around the class. At that 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 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. In conclusion, there were some problems happened in English outdoor class during the class activity. Some students did not care of the teacher instructions when the teacher delivered the instructions. The students tended to look something happened around the outdoor class. Also, they enjoyed chatting with their friend when the teacher delivered the instructions. Furthermore, when the teacher delivered the instructions, some students did not listen to the instructions. They did not do the task based on what the teacher instructed. At last, the task was not successful because the students did not do the task based on what the teacher directed.

#### b. The result of the second observation

In the second observation, the class was started at 07.15 am. This happened because the teacher and the students clean up the class together before the class was began. Then, the teacher opened the class task but two students did not join the class because they continue to clean up the class area. The teacher had warned both students to get back into the class but they refused it. Thus, when the teacher delivered the instructions to the students, the teacher stopped the instructions because the two students clean up the class area and caused the noise. The students' attention moved into both students. In conclusion, the teacher got the problem in delivering the instructions when the students did not pay attention to the instructions, yet they paid attention to the situation around the class.

## c. The result of the third observation

In the third observation, the class task was about speaking report. In doing the task, the teacher divided the students into six groups. The teacher asked the students to gather with their groups before the teacher gave the instructions. Teacher delivered multi directions to the students in one single time, so when they had gathered and attended the place, in which they reported, with their groups and tried to begin the task, they were confused and did not understand the task well. The confusion was showed from each group. In group 1, some students did not grasp the teacher instructions, the other members who understand the instructions explained to their friend. Group 2 which had to report the garden did not understand the task well. One student of the group asked to the other members "what should we do on the task?" and one other student doubtfully answered the friend's question "I don't know". They did not do the task. In group 3, some members tried to explain the task to the other members. In the other place, the members of group 4 only sat down and chatted together. Group 5 and group 6 which also did not understand well about the task only chatted and cracked jokes with their members of the groups.

In addition, teacher repeated the instructions by attending each group and delivered the instruction again until they had understood the task. After the teacher had repeated the directions, each group began to do 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 well. This case is showed by the confusion of the students in doing the task.

d. The result of the fourth observation

In the fourth observation, there was no any complication happened. All the class activity was almost listening to teacher's explanation. The students' task was listening to the teacher's explanation and reading the text.

e. The result of the last observation

The fourth observation was almost similar to the previous observation. The class activity was dominated by the teacher's explanation about recount text. The students listened more explanation from the teacher and did little exercises from the books.

At last, based on the data gathered from the first, second, third, fourth, and fifth observation in English outdoor class are as follow:

Engl	lish outdoor class from all observations		
No.	Observation	The teacher's problems in delivering the	
		instructions	
1.	The first observation	<ul> <li>Some students did not pay attention to the teacher's instruction, yet they looked the situation around the class</li> <li>Some students did not do the task based on the teacher's instructions</li> <li>Some students enjoyed chatting with their friend when the teacher delivered</li> </ul>	
		<ul> <li>the instructions</li> <li>The task was not successful because the students did not do the task based on</li> </ul>	

**Table 4.7** Table of the teacher's problems in delivering instructions inEnglish outdoor class from all observations

-		
		what the teacher directed
2.	The second	When the teacher delivered the instructions
	observation	to the students, the teacher stopped the
		instructions because the noise caused by
		some students around the class area
3.	The third	• The students were confused and did not
	observation	understand the task well because they
		did not grasp the instructions
		• Teacher had to go back and forth to each
		group for delivering the instructions
		because each group was in particular
		place based on the task given to their
		groups.
4.	The fourth	-
	observation	
5.	The fifth	-
	observation	
1		

## f. The result of the interview

The interview was conducted on Saturday, 15<sup>th</sup> November 2014. The source of interview was the English teacher in English outdoor class named Mrs. Laili Abida. Based on the result of the interview, there are some problems faced by the teacher in delivering the instructions in English outdoor class. Those problems are: the first, teacher has to give the instructions loudly. As the reason, the outdoor class is opened, so the situation is noisy and the teacher has to deliver the instructions loudly. The second is when the teacher instructs the students, they often lose their concentration, so they do not listen to the teacher's instructions yet they look around the class area. The third, teacher has to go back and forth to deliver the instructions when the class task is group work. This happens because the teacher gives the instructions to each group one by one. The fourth, teacher spends much time to deliver the instructions. In group work, teacher spends around three minutes for delivering the instructions for each group. This means the teacher spends around eighteen minutes to finish the instructions for all groups. This case causes time consuming. The last problem is that the teacher sometimes is disturbed by the noise from the building renovation, the voice from the students outside the class, and others.

Based on the data from the interview, it can be concluded that the teacher's problems in delivering the instructions in English outdoor class are as follow:

**Table 4.8** Table of teacher's problems in delivering instructions inEnglish outdoor class from the interview

No.	Interview	Tanahar's problems
		Teacher's problems
1.	Interview with	• Teacher has to give the instructions
	the English	loudly
	outdoor class	• When the teacher instructs the students,
	teacher	they often lose their concentration, so
		they do not listen to the teacher's
		instructions yet they look around the
		class area
		• Teacher has to go back and forth to
		deliver the instructions when the class
		task is group work
		• Teacher spends much time to deliver
		the instructions
		• The teacher sometimes is disturbed by
		the noise

## **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

should tell the students that the task is about descriptive writing, but the teacher does not do it. Also, the teacher does not tell the students about the aim of doing the task. Teacher should inform that the aim of the task is to give the understanding about descriptive writing, or to train the writing ability of the students on descriptive text, because in that day, the students are asked to write the sentences dealing with descriptive writing.

- b. The organization: in the second task, the teacher asks the students to write ten sentences. The teacher does not inform whether the task is done individually, in pair, or in group. The teacher should inform that the task is done individually.
- c. The mode of the task of second task is writing. Yet, the teacher does not tell the mode of the task to the students.
- d. The outcome: in the second task, the students are not informed about the outcome of the task. 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.<sup>1</sup> Yet, at the end of the task the students are asked to compose descriptive paragraph. In this case, the teacher should tell that the outcome of the task is that they have to write the paragraph based on the sentences.

Further, the third task in the first observation is speaking task. The form of the third task in the first observation is game and it is group work. In this

<sup>&</sup>lt;sup>1</sup> Donald C Orlich et. Al., *Teaching Strategies*...201

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 purpose, the organization, and the mode. Firstly, teacher does not give the explanation of task summary and task goal. Dean, Hubbell, Pitler, and Stone argue that telling the students about the goal of the task is important because when the teachers communicate the purpose of students' learning, students can see more easily the connection between what they are doing in the class and what they are suppose to learn.<sup>2</sup> This statement shows that telling the students about the objective of the students' task is essential because the students will understand well if they are informed about what they should do and what they have to study. Yet, in the first individual work, the teacher does not inform the students about what they have to learn and the aim of task. Substantively, the kind of the first individual work is writing descriptive text and the purpose of it is to practice students' writing ability. It is proven that the students are asked to write ten sentences dealing with descriptive text. In addition, kind of the second individual work is promoting product and the aim of the task is to practice the writing and speaking ability of the students, yet the students are not informed about them. As the evidence, in the second individual work, the students are obligated to write some sentences and then as the outcome of the task, the students are obligated to perform the task in form of promoting orally. Further, in the third and the fourth individual work, the

<sup>&</sup>lt;sup>2</sup> Ceri B. Dean et al. "Classroom Instructions That Works" *ASCD Learn, Teach, Lead,* (<u>www.ascd.org</u>, accessed on January 15, 2015)

teacher does not explain the type of the task and the goal of it. Actually, the type of the activity is limited to pay attention to the teacher's clarification and do some tasks. Both individual activities are dealing with reading comprehension, so that the teacher does not inform the students about the kind of the task and its purpose. However, the purpose of the task is to practice the students' ability in reading comprehension.

Secondly, the teacher does not tell the students about the organization in doing the task. Scrivener argues that the teacher needs to tell the students things for two main reasons: firstly, to explain what to do and how to do it, i.e. organization, procedures, activity rules and so on; secondly, to convey the facts and information that form part of the teaching content of the lesson.<sup>3</sup> This statement illustrates that the teacher needs to tell the students about the organization in doing the task, whether the task is done individually, in pair, or in group. Based on the results, in the four individual activities the teacher does not tell the students that the tasks have to be done individually.

Thirdly, the teacher does not explain the students about the mode of the task. In the first individual work, the students are asked to do descriptive writing, but the teacher does not tell about it. As the students' work is compose some sentences so the mode of the task of the first individual work is writing. In addition, in the second individual work, the

<sup>&</sup>lt;sup>3</sup> Jim Scrivener, Classroom Management...134

teacher asks the students to make some sentences for promoting a product. Then, they are asked to perform their task in front of the class. Based on that task, the modes of the task are writing and speaking. At last, the third and fourth individual activities are dealing with reading comprehension. Students, at that day are asked to pay attention to the lessons and then do the tasks in the workbook. Those tasks are dealing with reading comprehension, so the mode of the tasks should be reading.

b. Pair work

Based on the results of all observations, there is only one pair work. This one pair work is in the first observation. The teacher does not include eight of nine elements of instructions, in the other word the teacher only includes one element on her instructions. The teacher only includes one element which is the procedure. So, the elements which are not included in the teacher's instruction are frame, brief summary of the task and its purpose, organization, mode, outcome, strategy, timing, and cue. Firstly, to begin the activity and end the task, the teacher does not give the instruction that indicate the frame of the task. The teacher gives the procedures of the task and called the students to come forward. Secondly, the teacher does not state the kind of the task and its purpose to the students. However, the kind of the task is conversation task which aims to practice their ability in speaking. Thirdly, the students are not informed by the teacher about the organization to do the task. In fact the students are asked to do the task in pair because two students are called in turn to perform the task. Fifthly, the teacher does not include the information about the outcome of the task. As this work is the continuation from the previous class, so this pair work is the outcome from the previous class. Sixthly, the strategy on doing the task is not given by the teacher to the students. The students are only asked to come forward and convey their compliments. Seventhly, in doing the task, the students are not given the limitation of time. Teacher just let the students finish the task until they have finished delivering the compliment. At last, any cue is not stated by the students during the task is done by the students.

## c. Group work

Based on the results of all observations, there are two different group works. The first is pronunciation game in the first observation and the second is the tour guiding task. In the first group work, the teacher gives four of nine elements of instruction, in other words, the teacher does not include five of nine elements of instructions; they are: frame, organization, outcome, strategy, and timing. First, the frame of the task is not included by the teacher in her instruction. The teacher does not state the beginning of the task and the ending of the task. Second, in organizing the group work the teacher directly divides the students into six groups. Teacher does not tell the students whether they do the task individually, in pair, or in group. Third, teacher does not inform the students about the result of the 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:

## a. Individual work

As have been mentioned before, there are four individual works from all observations, they are the second work in the first observation, the work in the second observation, the work in the fourth observation, and the last is the work in the fifth observation. First, the individual work in the first observation is dealing with descriptive writing task. In this task the teacher has the problem when she delivers the instructions. When the teacher delivers the instructions, the students enjoy chatting with their friends. Students do not pay attention to the teacher's instructions. Lane, Menzies, Bruhn, and Crnobori explain that before delivering any lesson, it is essential that the teachers secure students' attention prior to giving instructions and check their understanding of the task before they are asked to begin the lesson.<sup>4</sup> This statement conveys that getting the students' attention is very important before stating the instructions about the task that are going to do. Then Orlich et al. indicate that losing the students' attention when delivering the instructions is wasting times because the instructions delivered will not be noticed.<sup>5</sup> In this individual task, teacher does not get the students' attention before she delivers the instructions, as the result when she delivers the instructions to her students, they do not pay attention to her instructions. The students tend to chat with their friends

<sup>&</sup>lt;sup>4</sup> Kathleen Lynne Lane, et al. *Managing Challenging Behaviors in Schools Research-Based Strategies That Works* (New York: A Division of Guilford Publication, Inc, 2010), 61.

<sup>&</sup>lt;sup>5</sup> Donald C Orlich et. Al., *Teaching Strategies*... 201.

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' activities are connected to listening to the teacher's explanation. Teacher only instructs the students with little instructions. Those instructions are limited to ask the students to open the book and do the reading task on the book. Thus, there is no problem faced by the teacher when she delivers the instructions in these activities.

b. Pair work

Based on the results above, there is only one observation which has the pair work. The pair work is done in the first observation. As the previous explanation, this pair work is dealing with delivering the compliments. As this pair work is the continuation of the previous class, the teacher instruction is just limited to instruct the students to come forward to deliver the compliments. There is no problem happened during the teacher gives the instructions to the students.

c. Group work

Group work has been done in twice. The first group work is done in the first observation and the second group work is done in the third observation. In the first group work, there is the problem faced by the teacher in conducting the task. This group is done unsuccessfully by the students. The students tend to not pay attention to teacher's directions to do the task. As this is the game task, there are some rules given by the teacher. Yet, those rules are not paid attention by the students. Before delivering the instructions, the teacher does not notice whether her students have paid attention to her or not. Orlich et al. indicate that losing the students' attention when delivering the instructions is wasting times because the instructions delivered will not be noticed.<sup>6</sup> In her delivery, the teacher gives the instructions vaguely. Teacher gives the instructions in long and fast instructions. As the impact, the students do not grasp the teacher instructions and then at last their group task is unsuccessful.

In the second group work, the teacher divides the students into six groups and places them in different places. In delivering the instructions, teacher gives them in many times. At first, the teacher delivers the instructions to all the groups. In her instructions, the teacher gives them in long and fast explanation. As the impact they do not understand and cannot do the task because they are confused about the task they are going to do. What the teacher does in her instructions is in contradiction with the statement "teachers are supposed to tell the directions simply and briefly".<sup>7</sup> With her long and fast directions, the students cannot understand what they should on the task. In addition, the problem emerges when the students do not understand the instructions. Directly, the teacher goes back and forth to deliver in the instructions in each group. Based on the interview, the teacher states that one of the problems faced by her is that she has to come

<sup>&</sup>lt;sup>6</sup> Donald C Orlich et. Al., *Teaching Strategies*... 201.

<sup>&</sup>lt;sup>7</sup> Donald C Orlich et. Al., *Teaching Strategies*... 201.

in each group to deliver the instructions again and again until the students have understood. She tells that in delivering the instructions, the teacher has to spend much time. For delivering the instructions, the teacher has to spend eighteen minutes because she gives the instructions in each group for about three minutes.

