CHAPTER I

INTRODUCTION

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

A. Research Background

Teaching is main duty for teacher. To establish effective teaching, the teacher requires abilities in teaching. According to Straker, there are three abilities that should be mastered by teacher in teaching and learning process. They are classroom management, teaching skill and subject knowledge. The teachers should pay attention the activities that are going to be conducted, the material, tools to teach, knowledge, and also the students' background knowledge. Before teaching, teachers prepare lesson plan about what teacher will do in the classroom and understand the students' ability level in mastering English to make them more passionate to learn the lesson. Therefore, the teachers who have these abilities are called professional teacher.

1

¹ David Straker, *Three Teaching Ability*, (http://changingminds.org/diciplines/teaching_article/three_abilities.htm, accessed on August 3rd, 2015).

As the vision to have professional, innovative and notable teachers, English Teacher Education Department (ETED) conducts *Practice Teaching* (PPL). PPL is divided in to two parts, they are practice teaching (PPL I) and internship program (PPL II).² The students of practice teaching are called student teachers. PPL 1 is the pre-program of PPL II which gave students some real of English teaching learning. It gives student teachers' an opportunity to experiment in teaching before getting into the real classroom. It also provides experiences to teach in the small group among their own friend which the time provided is only 20 minutes. Moreover, PPL II is the following step which requires student teachers to teach the real students at the real formal school. It is commonly called as real classroom teaching. For taking PPL II, students should pass PPL I. Thus, PPL I becomes the background experience for the student teachers in teaching learning process. Based on it, this study is focused on PPL I.

In practice teaching, student teachers need to have classroom management ability to overcome the problems which is happened in classroom. So, in case students do not understand how to do a particular activity, teachers have to modify his/her instruction into simpler sentence. They may use gesture or directly translate the instruction into L1. Regina also states, the effectiveness of classroom

_

² Fakultas Tarbiyah dan Keguruan UIN Sunan Ampel Surabaya, *Pedoman Praktik Pengalaman Lapangan (PPL) I Tahun Akademik 2014/2015 Fakultas Tarbiyah dan Keguruan UIN Sunan Ampel Surabaya* (Surabaya: Fakultas Tarbiyah dan Keguruan UIN Sunan Ampel Surabaya, 2015), 1.

management depends on the teachers' roles.³ Based on Harmer, teacher has some roles, such as controller, organizer, assessor, prompter, participant, resource, tutor, and observer.⁴ All roles are aimed to facilitate the students' progress in learning.

One of the important roles is teacher as organizer who has authority to organize students to do various activities. It involves giving the students information, telling them how they are going to do the activity to do the activities, putting them in pairs or group.⁵ If teachers do not give their instruction clearly, it will impact on the organization of the classroom and students may not get full advantages from an activity. Therefore, teachers should plan the instruction that will be taught to the student based on the subject matter, student, community and the goal of curriculum.⁶

Teachers' instruction is the way teachers talk to students, the manner in which they interact is crucial to both successful learning and teaching.⁷ Instruction is small part of teaching but it has the significant influence in teaching learning process. For instance, if the instruction is not explained clearly, students will not understand what they are supposed to do and the activity will be wasted. That is the point in education process that contains all the steps through which interaction between the teacher and the students take place. Similar

_

³Regina M. Oliver, *Effective Management: Teacher Preparation and Professional Development* (Washington DC, 2007), 2.

⁴Jeremy Harmer, "The Practice of English Language" (Longman: Longman Press, 2001), 56.

⁵Jeremy Harmer, "The Practice of English Language".....58.

⁶ Richard I. Arends, *Learning to Teach* (New York: Mc Graw Hill, 2007), 7th addition, 1.

⁷Mohammed Rhalmi, Practical Teaching Tips for Giving Instructions

^{(&}lt;a href="http://www.myenglishpages.com">http://www.myenglishpages.com, accessed on January 11, 2015)

argumentation shows that instruction is the process of ensuring that classroom lessons run smoothly despite of disruptive behavior by students.⁸ The term also refers to the prevention of disruptive behavior of students.

Delivering instruction is the crucial thing for the students who are receiving their teachers' message. Without clear instructions, students may become confused, bored, may lose confidence, lose attention in lesson's activities and spending more time for telling and checking their understanding. Those problems can obstruct students' classroom activities. Its circumstances might be the result of ineffectiveness instructions, specifically in terms of clear, understandable and concise. The quality of instructions that delivered by the teachers will impact directly on the students learning activities. To give information to the students, the teacher has to give the clear and understandable instructions in order that the students are not confused to do the activities. Hence, the understanding of students based on the teacher.

Effective instruction decides the effectiveness of teachers teaching quality and students learning. It is significant for teachers to know whether or not their instructions are effective since instructions have always been the first thing to be given by teachers in order to get students to start doing their parts.¹⁰ It means that

-

⁹TESOL Trainer, *Everything Teaching TESOL* (http://everythingteachingtesol.blogspot.com, accessed on January 20, 2015)

¹⁰TESOL Trainer, *Essential TESOL Teaching Skill* (http://tesoltrainer.blogspot.com, accessed on January 20, 2015).

different teachers have different ways of instinctively giving instruction. Teachers' ways or skills of giving the instructions need to be emphasized in order for them to get the students to pay attention, understand and most importantly, demonstrate their understanding on the teachers' instructions. If the teachers deliver the instruction incomplete, as a result, not only the next activities will be complicated but the other following material will also be complicated.

Observation and interview were conducted for preliminary research in practice teaching class to show the condition and situation of class. Eight from twelve student teachers still faced problem in giving instruction. The common problem is delivering information in every stage orderly. Four from twelve student teachers used Bahasa Indonesia in their instruction to make it easily. They are still unaware how important of their instruction to the students' learning. Based on the reason above, giving instruction becomes the focus of the study, since instruction becomes significant in learning process. Then, the student teachers are the main subject of this study who has many mistakes in giving instruction during teaching learning process.

Related with this research, there are some related previous studies that discussed about teachers' instruction. It is included the skill and technique. For instance, the study that conducted by Ni'matul Illuyun under the title "*Teacher's*"

Instructions Elements in English Outdoor Class at MA Bilingual Krian". ¹¹ Her study examines the English teacher's instructions elements applied in activities especially in students' working English outdoor class and the problems faced by English teacher in delivering the instructions in English outdoor class. The other previous study conducted by Zulaikha entitled "Students' Perception on The Effectiveness of Teachers' Instruction in ESL Classroom" focused on the effectiveness and ineffectiveness of teachers' instruction that is based on the students' respond during the classroom activities. Based on the previous research, most of the past researches were discussing about the effectiveness of teachers' instruction in the classroom. Therefore, by choosing practice teaching as a subject and analyzing the proses in giving instruction will be different with the previous study. This study focuses on how the way student teachers give instruction in the right step. It provides some problems that occur in delivering instruction to the students at practice teaching class.

From the reason above, as student teachers, they should concern on their performance in delivering lessons and they were always wondering whether the students could understand the instructions or not during teaching practical. In other word, student teachers' ability in giving instruction need to be emphasized

.

¹¹ Ni'matul Illiyyun, Bachelor Degree Thesis: "*Teacher's Instructions Elements in English Outdoor Class at MA Bilingual Krian*" (Surabaya: English Teacher Education Department, Faculty of Education and Teachers Training, Sunan Ampel State Islamic University, 2015), 48.

¹²Anis Zulaikha, Bachelor Degree Thesis: "Students' Perception on The Effectiveness of Teachers' Instruction in ESL Classroom" (University of Sultan Idris Education, 2013), 45.

in order to get students pay attention and understand on teachers' instruction within practice teaching (PPL I). Hopefully, the result of this study will have contribution for the student teachers in internship program to know how well their ability in giving instruction during teaching learning process.

B. Research Questions

Based on the background of the study above, the research problem are formulated as follows:

- 1. How is student teachers' ability in giving instruction during teaching learning process of practice teaching at UIN Sunan Ampel Surabaya?
- 2. What are problems faced by the student teachers in giving instruction during teaching learning process of practice teaching at UIN Sunan Ampel Surabaya?

C. Objectives of The Study

Derived from formulated problem above the purpose of the study are;

- To analyze student teachers' ability in giving instruction for students during teaching learning process of practice teaching at UIN Sunan Ampel Surabaya.
- 2. To know the problem faced by student teachers in giving instruction during teaching learning process of practice teaching at UIN Sunan Ampel Surabaya.

D. Significances of The Study

This research provides the description on the various significance of the studies, they are:

1. To the student teachers

This research helps the student teachers to have a deeper understanding about the good way in giving instruction during teaching learning process. The result can improve their quality in giving instruction. That is way, their students will aunderstand the teachers' instruction well. Furthermore, they will not only find the good way in delivering instruction, but also it can guide them in preparing practice teaching in the real classroom activities.

2. To the lecturer

This research provides information about how well the students' understanding about instruction that delivered in teaching learning process and students' problems in giving instruction. In that case, it provides overview what lecturer should do to help the student in giving well instruction.

3. To the future researcher

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

E. Scope and Limit of the Study

1. Scope of the study

This research concentrates on examining the steps of student teachers in delivering effective instructions for being applied in practice teaching class of English Teacher Education Department at UIN Sunan Ampel Surabaya. In delivering the effective instructions, the teacher has to notice some ways. Therefore, researcher focuses on the steps of giving instructions in each activity, mainly in students work; individual work, pair work, and group work. Further, the researcher aims to investigate the problems faced by student teachers when they deliver the instructions in practice teaching.

2. Limit the study

This study limits the subject for sixth semester students who are taking Practice Teaching class at English Teacher Education Department, Faculty of Education and Teacher Training, UIN Sunan Ampel Surabaya.

F. Definition of Key Terms

Some important terms needed to be defined in order to avoid misunderstanding. The definitions of the key terms which are used in the study are presented as the following:

1. Student teachers

Student teacher is a college student pursuing a degree in education who teaches in classroom under the supervision of an experienced, certified

teacher.¹³ In this study student teachers refer to students who practice teaching in the small group. They are as a teacher candidate of English teacher in the teaching learning process that required them to do micro teaching into their follows.

2. Ability in giving instruction

According to Cambridge Advance Learner's Dictionary, ability is the physical or mental power or skill needed to do something. Instruction is something that someone tells you to do.¹⁴ In this case, researcher focuses on student teachers' expertise in giving instruction. The process of giving instruction in best step is the meaning of student teachers' ability in giving instruction.

3. Practice teaching class

Practice teaching class is part of PPL (*Praktek Pengalaman Lapangan*) program in Faculty of Education and Teacher Training at UIN Sunan Ampel Surabaya that train student to develop competence in teaching practice.¹⁵ Practice teaching means the subject that created as a real classroom to practice teaching and learning process. This class covers the

¹³Free dictionary, "Student Teacher" (http://www.thefreedictionary.com/student+teacher, accessed on June 12, 2015).

.

¹⁴ Cambridge Advance Learner's Dictionary, 3rd edition (Cambridge: Cambridge University Press, 2008), 215.

¹⁵ Fakultas Tarbiyah dan Keguruan UIN Sunan Ampel Surabaya......1.

basic principle of teaching English to train student to be good teacher in internship program or in real classroom.

