

CHAPTER II

REVIEW OF RELATED LITERATURE

The second chapter focuses on presenting some theories concerning with this research. In addition, it focuses on the studies that conducted in the past relating to this study. This chapter discusses some literatures related to the student teachers' instruction in the practice teaching.

A. Theoretical Framework

1. Instruction

According to Hanh, instruction is “the purposeful guidance of learning process”.¹ In other words, the instruction can be defined as the direction which has its aim on the students’ learning procedure. Based on Cambridge Advance Learner’s Dictionary, the term of instruction can be defined as “something that someone tells you to do”.² This means instruction is something that is informed by someone in order to be done. Other words that can replace the term of instruction are direction and command. According to Oxford Learner’s Pocket Dictionary, direction is “instructions about where to go”.³ In this statement, the meaning of direction is focused on the teacher’s

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

²Cambridge Advance Learner's Dictionary, 3rd edn, (Cambridge: Cambridge University Press, 2008)

³ Oxford Learner's Pocket Dictionary, 4th edn (Oxford: Oxford University Press, 2008), 125.

by using short sentence that has appropriate language and deliver it in good order. So, it will not confusing for the students.

- c. In class, separate instruction clearly from their disturbances and make eye contact to them. Clarify the meaning of instruction using gesture.
- d. Demonstrate rather than explain wherever possible.
- e. Check students understanding about what they have to do. Then, ask some students to explain teachers' instruction to measure that they have understand in their duty.

Other argument also comes from Rhamli about the way to give better instruction by giving some following questions⁶;

- What is the important information I am trying to convey?
- What must students know in order to complete the task successfully?
- Which information do they need first?
- Which come first?
- What materials do students need to do the tasks?
- Are they going to work individually, in pairs or in groups?

3. The rule of instruction

Teachers should notice the way to deliver the instructions to their students. In delivering them, the teachers should consider the rules of them. It

⁶Mohammed Rhalmi, *Practical Teaching Tips for Giving Instructions* (<http://www.myenglishpages.com>, accessed on January 11, 2015) 1.

a) Clapping Hand: clap slowly twice and then clap fast three times.¹² The students are stopped what they are doing and asked to repeat the pattern. If clapping hand is necessary, it will do again until the students are responded and quiet.

c) Silent: silence also would lead to drop of someone interest and engagement. When the teacher is silent, the students will think about what the teacher does. Thus, the students will silent too because student tent to mirror the teacher's volume¹³.

a) Say, 'listen'
b) Tab the table three times loudly and clearly

¹³ Jim Scrivener, *Classroom Management Technique* (Cambridge: Cambridge University Press, 2012), 48.

[illegible]

improvement on the effectiveness teacher's instructions. These perceptions may assist the teacher to justify and imply the suitable ways of giving the instructions in classroom towards effective teaching and learning.

The second is taken from journal of English Language Teaching that conducted by Badrul Hisham Ahmad under the title “Teachers’ Code-Switching in Classroom Instructions for Low English Proficient Level”.²⁵ This study found that learner perceived code switching as a positive strategy due to the variation it has. There are significant relationship between teachers’ code-switching and learner affective support and also teachers’ code-switching and learners’ learning success. The result of this study is teachers’ code-switching is an effective strategy when dealing with low English proficiency level.

The third research conducted by Ni'matul Illuyun under the title “*Teacher’s Instructions Elements in English Outdoor Class at MA Bilingual Krian*”.²⁶ Her study examines the English teachers’ 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. To manage the class, teachers should notice some important

²⁵Badrul Hisham Achmad, “*Teachers’ Code-Switching in Classroom Instruction for Low English Proficient Learner*” (English Language Teaching, Vol 2, No 2, June 2009), 49.

²⁶ 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)

