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". In other words, the instruction can be defined as the direction which has its aim on the students' learning procedure. Based on Cambridge Advance Learner's Dictionary, the term of instruction can be defined as "something that someone tells you to do". This means instruction is something that is informed by someone in order to be done. Other words that can replace the term of instruction are direction and command. According to Oxford Learner's Pocket Dictionary, direction is "instructions about where to go". 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) Oxford Learner's Pocket Dictionary, 4th edn (Oxford: Oxford University Press, 2008), 125.

direction. Then, the statement "where to go" deals with the classroom activities. In short, instruction can be defined as something that delivered to students as a direction or guideline about what someone has to do.

2. Formulating Instruction

According to Meyer, criteria of good instructions are empirically based characteristic of instruction, which have a high impact on the development of students' competencies.⁴ That is why teacher should give good instruction to the students to be understandable. In addition, Jeremy argued that instruction must be keep as simple as possible and logical. The way teachers talk to students become crucial when teacher gives instruction. It determines how successfully teacher that is the way instructions formulated. Sometimes, it is this point that distinguishes good teachers from bad ones.⁵ Scrivener supports it, "there are five steps toward better instruction";

- a. Teachers have to aware in giving instruction. It means that teacher should have good preparation and doing practice before teaching in the classroom.
 For instance, record ourselves, ask other to watch and give feedback.
- b. Analyze the essential instruction beforehand. Some aspects that are included in essential instruction are essential information as simple as possible, clear language and sensible order. Those are refer to give instruction to students

⁴Hilbert Meyer, *Criteria of Good Instruction*, Faculty for Education (Oldenburg University, 2006), 5.

⁵Jim Scrivener, *Learning Teaching* (Cambridge: Cambridge University Press, 2010), 90.

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.

is better for the teachers to make sure if the students understand what will be done. Considering this case, Harmer claims the rules of instructions are⁷:

a. Simple

Telling the instructions to the students in long sentence will be complicated. The students are difficult to grasp the main point of the instructions and directly it will impact the students' activities. The instructions should be brief, use accessible vocabulary, proceed in a step-by-step manner, and not skip any steps. The teacher should convey the instructions in a simple, concise, and understandable way. Similarly, Mcleod, Fisher, and Hoover explain that with the simple instructions, the students will easily work on the assignments. This means that students will have no trouble in doing the task from the teacher if the teacher gives uncomplicated instructions to the students. When the teacher delivers the instructions, the instructions delivered should only consist of one single activity. Instructions should not include several actions because this will be confuse the students.

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⁷ Jeremy Harmer, *How to Teach English* (England: Pearson Education Limited, 2007), 37.

⁸ Carol Ann Tomlinson-Marcia B Imbeau, *Leading and Managing a Differentiated Classroom* (Alexandria:ASCD, 2010), 123.

⁹ Joyce Mcleod, et.al., *The Key Elements of Classroom Management, Managing Time, and Space* (Alexandria: Association for Supervision and Curriculum Development, 2003), 168.

b. Logical

Also, in informing the instructions the teacher should give them in logical way. Every instruction delivered should have the purpose on the activity. In conclusion, to avoid misunderstanding toward the teacher's instruction, the teacher should be aware of the way in delivering the instructions. When the teacher gives the instructions, it is better for the teacher pays attention to the rule of instruction, which is simple and logical. Instructions should be plain and rational.

4. The steps in giving the instruction

In delivering the effective instructions, the teacher has to notice some ways. Orlich, Harder, Callahan, Trevisan, and Brown indicate that the teacher can use some steps to effective instructions for being applied to the classroom. Those steps are ¹⁰:

a. Step in giving instructions

1) Get the students' attention

Getting the students' attention is crucial when the teacher gives the instructions. Bruhn and Crnobori state before delivering any lesson, it is essential that the teacher secure attention prior to give instruction.¹¹ Losing the students' attention when delivering the instructions is wasting

Donald C Orlich. Al., *Teaching Strategies: A Guide to Effective Instruction* (Boston, Wadsworth Cengage Learning, 2010), 201.

¹¹ 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.

times because the instructions delivered will not be noticed. Teacher to get students' attention can use some ways;

- 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.
- b) Changing the level and tone of voice: changing the level and tone of voice will get the students' time to pay attention. The very quiet massage or instruction may have greater impact. It can make students carious and want to tune in and listen more carefully to the teachers' instruction.
- 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.

In addition, Scrivener adds some simple, effective ways to attract attention when making an announcement ¹⁴:

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

¹² Leah Davies, M.Ed., "25 ways to Obtain Children's attention in a School Setting" (accessed on http://www.kellybear.com/TeacherArticles/TeacherTip54.html, 7th of October 2015)

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

- c) Ring the bell (e.g. a hotel reception bell)
- d) Turn a rains tick upside down (making the noise of falling rain!)
- e) Use any others noise-making device that you like

2) Deliver the directions in brief steps (both orally and writing)

When the teacher delivers the multiple instructions to the students, it will be confusing for the students. Teachers are supposed to tell the directions simply and briefly. Carol states that the instructions should be brief, use accessible vocabulary, proceed in a step –by -step manner, and not skip any steps. ¹⁵ Therefore, giving instruction should be simple as possible. Students will understand easily the instruction if the teacher gives it in simple way and running step-by-step. In addition, the instruction should use appropriate language and vocabulary to the students to avoid missing information. The use of language also should be communicative way.

3) Explain expectation

Explain expectations is about what and when students will produce from the activity. Orlich also states that explain expectations is about what and when the students will produce from the activity. Stating the final aims of the task on the instructions is helpful to facilitate the students' understanding on the instructions. Teacher is able to have

¹⁶Donald C Orlich. Al., *Teaching Strategies*......201.

expectation by eliciting. Eliciting is the technique of drawing thing from the students by asking questions. The aim of eliciting is to draw language, information, and ideas from the students, rather than telling them everything.¹⁷ It leads to encourage thinking towards making discoveries for themselves.

4) Restate the directions

Check out one of the students until it is obvious that your instructions are understood and being applied. Smith and Laslett explain that checking is needed by the teacher that instructions have been grasped by questioning one of the students to reiterate them¹⁸. Restating the instructions delivered by the teacher can help the students to understand the instructions, whether the instructions are clear or unclear.

5) Follow up the instructions

1) Checking Students' Understanding

After giving instruction, teacher should check the students' understanding of teacher's instruction. Checking students' understanding is not enough with a question "Do you understand?" because the commonly students' answer is "Yes". The better way to check using question word¹⁹, for instance; "could you repeat my

¹⁸ Colin J Smith – Robert Lasslett, Effective Classroom Management (London: Routledge, 1993), 31

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¹⁹ Muhsinin, Serba-serbi Pengajaran Bahasa (Edufutura Press, 2010), 34.

instruction?" or "what should we do?. To know the students' understanding, standing up, and looking at to the students' activity are also important.²⁰ The teacher should stand in around 15 seconds to check up the students' activity.

2) Problem Solving

If the students or one of them is getting a trouble, give them a model for the resolution. Teacher also can use gesture to help delivering instruction. Gesture adds crucial element to instruction that can help reduce unhelpful and unclear teacher talk when giving instruction or explanation.

5. Technique in Giving Instruction

A technique is an implementation, which actually takes place in a classroom. It is a particular trick, stratagem, and contrivance used to accomplish an immediate objective. Technique is also similar with the strategy.²¹ There are many suggestions on strategies and ways toward delivering effective classroom instructions.²² In other words, technique can guide teachers to the activities well that has purpose to give effective classroom instruction. The step towards giving instructions is to plan on how the teacher

George M Kapalka, 8 Steps to Classroom Management Success, A guide for Teacher of Challeging

Student, (California: Corvine, 2009), 35.

21 Theodore S Rodgers, Approaches and Methods in Language Teaching (New York: Cambridge)

University Press, 2003), 87.

²²Regina Oliver M. Effective Classroom Management: Teacher Preparation and Professional

²²Regina Oliver, M. *Effective Classroom Management; Teacher Preparation and Professional Development* (Vanderbil University, 2007), 9.

is going to give the instructions. Scrivener also provided some techniques that can teachers use in giving instruction.²³ Those techniques decided in some types that appropriate to students level. It is also guide teachers to do the best one in teaching and learning process for the students. In this section, the researcher will take the technique randomly;

- a. Techniques giving instruction to lower-level classes
 - 1) Use grammar and vocabulary that is at students' current level. To make students understand what teachers' say, teacher should use grammar and vocabulary that appropriate with students' level.
 - 2) Use short sentences. The formulation of instruction should be short, easy to understand and precise. In one sentence should put one instruction too because it will help students to understand what they should do.
 - 3) Speak a little more slowly and clearly. When delivering instruction, teacher should speak more slowly and clearly than teacher normally do to stress the instruction. That is why students will focus to the teacher's instruction.
 - 4) Use gesture and facial expression. Each students have different capability to understand about teacher's instruction. To support instruction, teacher can use gesture and expression because it is very helpful for the students.

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b. Techniques giving instruction to higher-level classes

- 1) Use sentence headers. Giving instruction to higher-level classes is different to the lover-level classes. The priority is that student successfully understand about teacher's instruction. instruction in higher-level classes teacher uses sentence headers; 'What I want you to do is....'; So what I am going to ask you to do is...' those sentences guide student to get the point of the instruction.
- 2) Use normal pronunciation feature of fluent connected speech; weak forms, assimilation and elision.
- 3) Hesitation and filter chunk: um, er, I suppose.

B. Review of Previous Studies

Researcher found many previous studies related with this research. The first is the study conducted by Anis Zulaikha. The title of her research is "Students' Perception on the Effectiveness of Teachers' Instruction in ESL Classroom". 24 This study focused on the effectiveness and ineffectiveness of teachers' instruction that is based on the students' respond during the classroom activities. Zulaikha stated that there are three items of teachers' instruction. They are systematically, clarity and consistency. The results were based on three cycles of action plans and it is discovered that the students' perceptions show the

²⁴Anis Zulaikha, Bachelor Degree Thesis: "Students' Perception on The Effectiveness of Teachers' Instruction in ESL Classroom" (University of Sultan Idris Education, 2013), 45.

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". 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

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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)

techniques. One of those important techniques is delivering the instructions to the students for organizing the class. As the instructors, teachers can manage the classroom well if they can give the instructions to the students well. Although both of studies focused on the instruction, but the differences the study was in research problem and setting of the research.

The forth study belongs to Susana M Liruso entitled "Giving Oral Instruction to ELF Young Learner". This study focused on analyzing the various difficulties happen in delivering instruction to ELF young learner. She explained detail about the problems occurred in the classroom. The various problem are speech modification, no demonstration, no organization of pair or group and deliver instruction. Those problems are commonly happen in the classroom of ELF young learner. The similarity of the study are the topic while the differences are the subject of the research.

From those previous studies, the researchers presented about instruction that focused in the technique and the element of instruction, the effectiveness of teachers' instruction and also the use of code-switching when give instruction to the low English proficiency level. The point that make different from my study is the research problem and the subject of the study. The researcher wants to analyze the student teachers' ability in giving instruction step by step and also

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²⁷ Susana M Liruso – Elba Villanueva de Debat, *Giving Oral Instructions to EFL Young Learners* (Argentina: Universidad Nacional de Cordoba, 2003), 138.

the problem faced when they deliver their instruction in every stage in the teaching learning process.

