CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter cover research finding and discussion about the students' ability in giving instruction. It is intended to answer the problem of the study. This study includes the analysis of good step in giving instruction during teaching learning process of practice teaching.

A. Research Finding

The research was conducted from 12th May – 23rd June 2015. The researcher had gained the data from E and G class. The number of student teachers from those classes were 24 student teachers. The data was analyzed by using instrument that have been explained in Chapter III: observation and interview. Then, the researcher reports the result of the data based on the topic of research problems. They were: 1) the ability of student teachers' in giving instruction at practice teaching class, 2) problems faced by student teachers in giving instruction at practice teaching.

This research used coding for the result of the study based on the classification. Coding used to make easy in organizing the data that is related to the student teachers' step in giving instruction. The result of research explained as follows:

1. The Result of Student Teachers' Ability in Give Instruction during Teaching Learning Process of Practice Teaching

For the first research question about the student teachers' ability in giving instruction during teaching learning process of practice teaching, the data had been collected through classroom observation. The step in giving instruction had been analyzed during the teaching learning process. The researcher had tabulated the data of the student teachers who did practice teaching by categorizing it steps (*see appendix 3*). There are five steps in giving instruction, as described bellows:

Table 4.1 Steps in Giving Instruction

Steps in Giving Instruction	Description
Step 1	Getting attention
Step 2	Delivering instruction in brief step
Step 3	Explaining Expectation
Step 4	Restating instruction
Step 5	Following up the instruction

Based on the table above, the first step is getting attention, the second step is delivering instruction in brief step, the third is explaining expectation, the forth step is restating instruction and the fifth step is following up the instruction. Besides, the researcher found that student teachers had different

ways in applying those steps. The detail of the data would be presented below:

Table of 4.2 The Student Teachers' Way in Giving Instruction

Ways in Giving	Number of Student	Student Teachers'
Instruction	Teachers	Code
Type 1	4 student teachers	A1, A2, A3 and A4
(Student teachers apply		
step 1, 2, 3, 4 and 5)		
Type 2	9 student teachers	B1, B2, B3, B4, B5, B6,
(Student Teachers apply		B7, B8 and B9
step 1, 2, 3 and 5)		
Type 3	11 student teachers	C1, C2, C3, C4, C5, C6,
(Student Teachers apply	A	C7, C8, C9, C10 and
step 1, 2 and 3)		C11

Then, the researcher displayed those data using percentage to make the readers easily interpreting the data in chart below:

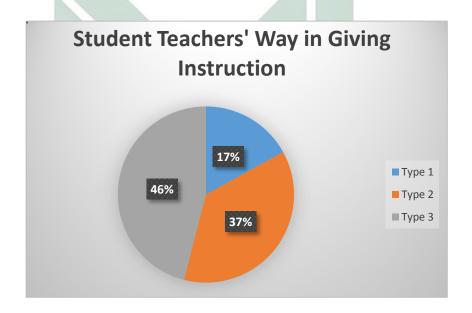


Chart 4.1 The Student Teachers' Ways in Giving Instruction

As seen in chart 4.1, the researcher found three ways in giving instruction. Type 1 mean student teachers applied step 1, 2, 3, 4, 5. Then, type 2 mean student teachers apply step 1, 2, 3, and 5. The last, type 3 mean student teachers apply step 1, 2 and 3. For the result, there were about 17% student teachers using type 1. Then, student teachers who used type 2 were 37%. The biggest percentage was about 46% of student teachers who used type 3.

a. Type 1

Based on table 4.1, there were 4 from 24 student teachers who included in this classification. It means that these student teachers applied step 1, 2, 3, 4, and 5. Those steps: step 1 (getting students' attention), step 2 (delivering instruction in brief step), step 3 (explaining expectation), step 4 (restating the instruction) and step 5 (following up the instruction). Although, they gave instruction using step 1, 2, 3, 4, and 5, they also have different in delivering it. For simplifying the result, the data and explanation are represented below:

1) Step 1

Based on the observation, student teacher A1, A2, A3 and A4 got students' attention before they gave instruction to do the activity. They had different ways to get students' attention. The statement of getting students' attention presented by Table 4.2 Result of Step 1.

Table 4.3 The Result of Step 1

Student Teachers' Code	Way in applying step 1
A1	Hi guys
A2	Hello students
A3	Hi students
A4	Shhh! (finger at lips)

Student teachers A1, A2 and A3 got attention through cue in loud voice. The other, getting attention used gesture; finger at lips (A4). After the student teacher got attention, the students directly looked at the student teacher and listened what she spoke.

2) Step 2

From the data observation, student teachers A1, A2, A3, and A4 could deliver their instruction in brief step. The data could be seen in Table 4.4.

Table of 4.4 The Result of Step 2

Student	Way in applying step 2
teachers' Code	
A1	- Now, I will divide you to big group
	- The first group sit here and the second group sit
	over there
	- Stand up and make a line
	- I have picture on the white board
A2	- I have a text
	- I will give you this text one by one
	- Do silent reading
	- I give you 2 minutes, not more than 2 minutes
A3	- I will divide you in 3 group
	- One two three are you become group A
	- Please make circle

	- Now, I have a picture
	- Compare and identify the picture
	- Find the expression about prohibition
	- You have 2 minutes to do it
A4	- Prepare your pen and book
	- This week, we will study about congratulation
	- I want to show you the video between two people
	- Find the example of congratulation
	- Do it individually

Based on the table 4.3, student teachers organized their instruction well. It also run simple, clear and brief. The language that they used was appropriate in English form. Therefore, the students understood what student teacher means in the instruction.

3) Step 3

Explaining expectation had been done by four student teachers (A1, A2, A3, and A4). It means student teachers prospected what students will produce and think about teacher' instruction. Student teachers explained what student must do in this activity clearly. The detail explanation presents in table 4.5.

Table 4.5 The Result of Step 3

100 100 1100 1100 01 01 0 0 P C			
Student Teachers'	Way in applying step 3		
Code			
A1	- You have to write all the vocabularies that you		
	know based on the picture		
	-For example		
A2	- Please read the text and get the point of this text		
A3	You have to do is compare this picture and find the		
	expression		

A4	Please listen the conversation both two people and
	write down the example of congratulation based on
	the video

4) Step 4

Recall could help to check out whether the instruction is clear or unclear. Student teachers A1, A2, A3, and A4 used this way when they gave the instruction. They restated the point of their instruction. In this stage, student teachers restated their expectation what students had to do. The researcher presents the data in the table below:

Table 4.6 The Result of Step 4

Student Teachers'	Way in applying step 4
Code	
A1	- Okay guys
	- What will you do is write the vocabularies
	based on this picture
A2	- Please read it
,	
A3	- Identify and compere this picture
	- Find the expression of prohibition
A4	- Listen and watch the video
	- Find the example of congratulation

5) Step 5

The data from classroom observation showed that student teachers A1, A2, A3, and A4 did follow up in their instruction.

Following up means that student teachers checked their students' understanding about the instruction. The data presented in table 4.7.

Table 4.7 The Result of Step 5

Student Teachers'	Way in applying step 5	
Code		
A1	So, what should you do?	
A2	What should you do?	
A3	Okay, one of you please repeat my instruction	
A4	Do you get it?	

The result showed that there were some ways in checking understanding; such as using WH question and yes/ no question. Student teachers (A1 and A2) checked students' understanding using WH question. The example of WH question that was used by student teachers': "what should you do?", In contrast, yes/ no question also used by student teacher (A4). For instance, "do you get it?"

b. Type 2

There were nine student teachers from 24 student teachers who used type 2 that applied step 1, 2, 3, and 5 when they gave instruction to their students. It means that these student teachers did not give instruction in complete steps.

Table of 4.8 Student Teachers' Ways of Applying Step 1, 2, 3 and 5

Ways	in	Giving	Student Teacher's Code
Instruction	n		
Applying step 1, 2, 3 and 5		2, 3 and 5	B1, B2, B3, B4, B5, B6, B7, B8, B9

Every student teacher had his or her own ways in giving instruction. The differences of student teachers in giving instruction ware affected by their ability on it. The way in giving instruction that applied step 1, 2, 3, and 5. Step 1 was getting students' instruction, step 2 was delivering instruction in brief step, step 3 was explaining expectation, and step 5 was following up the instruction. The data will be presented in detail below:

1) Step 1

There were nine student teachers who applied step 1, 2, 3 and 5 that could get students' attention. There were many variant ways to get students' attention. The data are presented in table 4.9.

Table 4.9 The Result of Step 1

Student Teacher's	Way in applying step 1		
Code			
B1	-	Guys	
	-	Please, listen me	
B2	-	Clapping hand three times	
В3	-	Clapping hand	
B4	-	Hello	
B5	-	Hi	
В6	-	Clapping hand and saying Okay guys"	
В7	-	Shhhh! (finger at lips)	
B8	-	Hello	

В9	- Attention, please!	
----	----------------------	--

Based on table 4.9, there were five student teachers from nine student teachers used cue, such as hello, hi, etc. They were B1, B4, B5, B8, and B9. Besides, there were four student teachers (B2, B3, B6, and B7) who used gesture to gain students' attention, such as clap hand and finger at lips. Nevertheless, student teachers (B3 and B6) attracted students' attention, their students were still noise.

2) Step 2

Table 4.8 explained that there were nine student teachers who applied step 2. The detail information is presented in table 4.10.

Table 4.10 The Result of Step 2

Student Teacher's	Step 2
Code	
B1	- I have a short story about
	- I will give to you
	- Please read this story
	- Then, I gave you worksheet
	- Do it by yourselves in 2 minutes
B2	- This is a text about Cinderella
	- I will give you one by one
	- Now, read it by yourselves
	- Do silent reading
В3	- We have learn some new vocabularies
	about
	- Now, look at the picture
	- One student gets one picture
B4	- I have a song and I think this song is
	familiar for you
	- I will play a song

	- Listen carefully
	- I will play twice
	- Next, I have worksheet for you
B5	- All of you stand up please!
	- Make a line
	- Look at and observe the picture in front of
	you
B6	- Now please open your book page 1
	- It is about "there are" and "there is"
	- For example
	- And for asking you can use "how many"
	- Bisa menggunakan how many untuk
	menanyakan
	- (in the middle of activity) she said Okay
	stop
	- Sorry, karena saya belom membagi pairnya
	- You work in pair (using gesture)
B7	- Ok
	- The first activity for our lesson
	- You should do my task
	- This is for you
	- You can discuss with your friends
	- I give you 2 minutes
	- You can open your dictionary
B8	- I want you stand up
	- Now, make a big circle
	- I mean rearrange the chair in circle
7	- You can see clearly? (showing picture)
	- Before I introduce about Mr. Jokowi, I
	will introduce my friend to you
	- It is Carly (showing a little toy)
	- If Carly goes to you, it means you have to
	answer the question from the people
	- After Carly goes to you, you chose other
	person and other will answer your question
	about Mr. Jokowi
B9	- I have puzzle
	- Please do not open the puzzle before I start
	it
	- In this activity

- Do not forget to write your group name - For the group name - Because there are two group
- So for the group 1 is "direct group"
- And the group 2 is "indirect group"

As seen in Table 4.10, the data from the observation showed that there were 6 of 9 student teachers who gave instruction briefly (B1, B2, B3, B4, B5 and B7). Their instructions run smoothly from the general into the point. It was clear, simple, and comprehensible instruction. They also used communicative language that appropriate in English form.

Besides, there were two student teachers (B8 and B9) delivered instruction in jumping step. Those student teachers delivered their instruction directly the point of the activity but they forgot that they had to divide their students in a group. Their instruction also was too long. They used many sentences in their instruction for an activity.

Next, there was a student teacher (B6) that was quite different from others. She used bilingual in practice teaching. When she gave instruction, she translated what she had said to their student whether her student have understood what she meant. Her instruction was clear but it was not simple.

3) Step 3

Based on the data, nine student teachers explained their expectation when they gave instruction. The expectation was demonstrated through giving information that students should do in the activity. It was delivered in simple way by student teachers. The statement of explaining expectation presented in table 4.11.

Table 4.11 The Result of Step 3

Student	Way in applying step 3
Teacher's Code	
B1	- What should you do is analyze the general
	structure of this story
B2	- After this, I will ask one of you read aloud in
	front of the class
В3	- What have you do is describe the picture using
	the vocabularies that we have learn before
	- Do it 3 minutes
B4	- What should you do is please fill on the blank of
	the worksheet based on the conversation
B5	- One by one please write a vocabulary based on
	the picture
	- Just one word
B6	- Now, do it with your partner, Tanya jawab
	menggunakan "there are" and "there is"
B7	- Please fill in the blank this word
B8	- So, you have to give question to your friends
	about Mr. Jokowi
В9	- You have fill in the blank with the puzzle

4) Step 5

After giving instruction to their students, they checked the students' understanding what they had to do. Asking was the way to check by

used yes/no question. For examples: "do you understand?", "any question?" etc. Next, they walk around to control the activity. The detail data are presented in table 4.12.

Table 4.12 The Result of Step 5

Student Teacher's	Way in applying step 5
Code	
B1	- Do you understand?
B2	- Get it?
В3	- Any question?
B4	- Is it clear?
B5	- Do you know what I mean?
B6	- Is it clear enough?
B7	- You have any questions?
B8	- You get me?
B9	- Any question before we do this activity?

c. Type 3

There were 11 student teachers who used type 3 that applied step 1, 2 and 3 when they gave instruction.

Table of 4.13 Student Teachers' Ways in Applying Step 1, 2 and 3

Ways in Giving Instruction	Student Teacher's Code
Applying step 1, 2 and 3	C1, C2, C3, C4, C5, C6, C7, C8,
	C9, C10 and C11

Applying same steps was not guarantee that they had some ways in giving instruction. Although, 11 student teachers applied step 1, 2 and 3 in giving instruction. Those steps; step 1 was getting

students' attention, step 2 was delivering instruction in brief step and step 3 was explaining expectation. Nonetheless, there were various ways when they gave instruction. For simplifying the result, the next data and explanation are presented below:

1) Step 1

Based on data, it can be seen that there were 11 student teachers who got students' attention when they taught in practice teaching. The argumentation of getting student attention presented in table 4.14.

Table 4.14 The Result of Step 1

Student Teacher's	Way in applying step 1
Code	
C1	Guys!!
C2	Shhh!! (finger at lips)
C3	Well students
C4	(She speaks loudly)
C5	Guys
C6	Attention please
C7	Okay students
C8	Okay, guys
C9	Well
C10	Hello
C11	Students

Based on table 4.13, there were 10 student teachers (C1, C3, C4, C5, C6, C7, C8, C9, C10, and C11) who got attention by speaking loudly while they called their students. Gesture also one

of the ways that student teacher (C4) used to get attention from the students.

2) Step 2

The data from the observation showed that all of the student teachers delivered their instruction briefly. The way in giving instruction was smoothly and understandable for the students. Their instruction was clear and simple by using communicative language. It came from the general into the point of information. The application of step 2 presented in table 4.5.

Table 4.15 The Result of Step 2

Student	Way in applying step 2
Teacher's Code	
C1	- I decide you in 3 group
	- I give you picture
	- Each group will get one picture
	- Find and match the picture
	- After you find the answer
C2	- I will give you picture
	- Who is actor in this picture?
	- Before that, I will decide you in small
	group
	- You know movie from India?
	- Yeah, Jhoda Akbar
	- Jhoda group will sit in the right side and
	Akbar group in the left side
	- Let's move
	- There are some pictures
C3	- Today we want to study about writing
	personal letter
	- Before do it

	- I will decide you in 3 groups
	- One two three
	- Ok, please stand up and find your group
C4	- Let me decide you in 3 group
	- Now, you can sit down with your group
	- Ok, I have picture
	- Every group have different picture
	- Before you do discussion, I will give you
	a paper to write
	- I give you 2 minutes
	- You do individually but discuss with your
	group
	- If you have difficulties, you can open the
	dictionary
C5	- Today is listening section
	- I have worksheet, it is a dialogue about
	two people
	- I will play the conversation twice
C6	- I have short story
	- Do you know what story is this?
	- In the story there are some words that
	related to the exercise
	- do the exercise with partner next to you
	and you have to do for three minutes
C7	- Okay guys, have a look at this
	- These are the worksheets
	- Do it by yourself
C8	- I have some recount text
	- Each students will have different text
	- Read it and find verbs, auxiliary and time
	signals which show that they are past
C9	- I will decide you in a big group
	- Now, I give a story in each group
	- You have to read it carefully
	- After you read this story please rearrange
	some picture based on the story
C10	- I have some animal pictures
	- Do you like playing game?
	- Now, we will play a game with this
	pictures
	- Before do this, you have to make a line
L	/ /

	- Lets' move
C11	- Guys, I have some picture of occupation
	- Each students will get one picture

3) Step 3

Based on the result of classroom observation, 11 student teachers explained the information about the activity. It was done in different ways. The student teachers' way to explain expectation presented in table 4.16.

Table 4.16 The Result of Step 3

Student		Way in applying step 3
Teacher's Code		
C1	-	What should you do is you have to
		make sentences from the picture for
		interview
C2	-	I give you 1 minute to rearrange this
		picture and answer the question
C3	-	Now, what should you do is look for
		some difficult vocabularies from this
	_4	letter
C4	-	And do it with your group to discuss
		the name, habit, and characteristic of
		the animal
C5	-	You have to complete the dialogue by
		listening their conversation
	-	Okay, listen carefully
C6	-	What you have to do is match the word
		with appropriate meaning by reading
		this story
C7	-	For point A please match the pictures
		within the appropriate adjective
	_	Then read text on point B to answer
		point C
		For point C please choose whether it is

	True or False based on the text.
C8	- Then, find out the meaning of those
	words
	- Do it in table
C9	- Then, one of group will present in front
	of the class
C10	- Okay, The role of this game is one you
	will take one picture
	- Then, give a clue about the picture
	- Other students behind you will quest it
C11	- What have you do is you describe this
	picture
	- For example, who is he?, where does he
	work?
	- Do it in 2 minutes

As seen in table above, student teachers (C1, C2, C3, C4, C5, C6, C8, and C9) delivered simple and clear information. They told what students would do. It was different from student teachers (C7 and C10). They explained the information for parallel activity. Besides, student teacher (C11) delivered instruction by adding some examples to lead students in the activity.

2. The result of problem faced by the student teachers in giving instruction during teaching learning process of practice teaching (PPL 1)

To answer the second research question, the researcher used different instrument from the first research question. The instrument that researcher used was interview. In this case, the data of the interview was about student

teachers' problem in giving instruction. There were 24 student teachers who were being interviewed. However, two of them did not give permission for having interviewed. Thus, the researcher interviewed 22 student teachers of practice teaching (PPL1). For simplifying the result, the data and explanation present bellows:

Table 4.17 Student Teachers' Problem in Giving Instruction

Category	Problem Faced by the Student Teachers
	- Attracting students to listen the student teachers' instruction
Step 1 (Getting Attention)	- Making students to focus with the instruction
	- Being the center in the class before giving instruction
	- Giving clear instruction
Step 2	- Delivering instruction step-by-step
(Delivering Instruction	- Finding out the easy words
in Brief Step)	- Using appropriate language
	- Giving instruction simply
Step 3 (Explaining	
Expectation)	
Step 4	-
(Restarting Instruction)	
Step 5	-
(Following up the	
Instruction)	

Regarding at table above, it presents the interview result of student teachers' problem faced in giving instruction. There were five categories of student teachers' problem in giving instruction but just two categories that became problems by student teachers. Those categories were step 1 (getting attention) and step 2 (delivering instruction in brief step). To make detail finding of each categories based on the table above, those problems were described in each categories as follows:

a. Step 1

Based on the interview result, getting attention from the students was occurred among 12 student teachers. The common problem that student teachers got when giving instruction were; they had difficulties in attracting students to listen the teachers' instruction, making students to focus with the instruction and being the center in the class before giving instruction (*see appendix 5*).

b. Step 2

There were 10 students teachers who got problem in delivering instruction in brief steps. 5 from 10 student teachers felt that their instruction was not clear enough. They also had difficulty to find out the word when they give instruction. Therefore, the student teacher should repeat twice to make sure that students understood what student teachers' mean. Besides, five student teachers had problem in delivering instruction step-by-step. They missed the main information that should students to do.

Thus, she had to give additional information in the middle of the activity (see appendix 5).

Instead of tabulating the data into table, the researcher has concluded the factors that made student teachers unable to fulfill the test requirement.

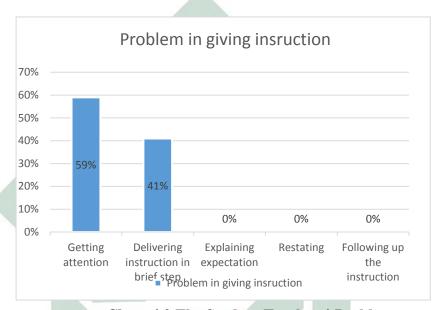


Chart 4.2 The Student Teachers' Problem

B. Discussion

In this session, the researcher had presented the discussion on the finding of the study. The discussion deals with the research question of this study. These are the student teachers' ability in giving instruction and the student teachers' problem in giving instruction.

1. Student teachers' ability in give instruction during teaching learning process of practice teaching

As stated in the background, teachers' instruction is the way teachers talk to students, the manner in which they interact is crucial to both successful learning and teaching. Instruction is small part of teaching but it has the significant influence in teaching learning process. It has significant influence to the teaching learning process. Therefore, the teacher has to give clear and understandable instructions in order to avoid students' confusing to do the activities. It is not only for the teacher but also for student teachers who will do internship program that face the real class.

Based on the finding, there were three ways in giving instruction, which applied 5 steps. The first ways was using type 1 which applied step 1, 2, 3, 4 and 5, the second was using type 2 which applied step 1, 2, 3 and 5 while the last was using type 3 which applied step 1, 2 and 3.

a. Type 1

There were four student teachers who applied step 1, 2, 3, 4, and 5. Although the steps that they applied were the same, they have different way in delivering those steps.

-

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

1) Step 1

Before giving instruction, four student teachers could attract attention of students. In line with Bruhn and Crnobori, before delivering any lesson, it is essential that the teacher secure attention prior to give instruction.² In this case, there were two ways in getting attention that student teachers used. Those were through cue and gesture. Three student teachers got students' attention through cue in loud voice; "hi...guys! One student teacher used her gesture to gain the attention. Gesture that she used was "shhh! (Finger at lips). In short, both of cue and gesture are appropriate technique to attract students' attention.

2) Step 2

Four student teachers organized well their instruction. Student teachers delivered the instruction smoothly, simple, clearly and briefly. The example can be seen at **table 4.4**. In line with Carol, the instructions should be brief, use accessible vocabulary, proceed in a systematic manner, and not skip any steps.³ Their instruction was also

_

² 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.

³ Carol Ann Tomlinson-Marcia B Imbeau, *Leading and Managing a Differentiated Classroom* (Alexandria: ASCD, 2010), 123.

understandable because they used appropriate language in English form.

3) Step 3

All of student teachers explained their expectation in their instruction. In this case, the student teachers' expectation is their students should do the activities that have been delivered. To show student teachers' expectation they should explain it in good way. The example of student teachers' way in explaining expectation:

You have to write all the vocabularies that you know based on the picture For example...

That expectation shows that student teacher explain what students should do in this activity. Explain expectations is about what and when the students will produce from the activity.⁴ In this stage, all of student teachers did it.

2) Step 4

There were four student teachers who restarted their instruction. It is avoid misunderstanding toward the teacher's instruction between student teachers and students. Student teachers restarted the point of

⁴Donald C Orlich. Al., *Teaching Strategies: A Guide to Effective Instruction* (Boston, Wadsworth Cengage Learning, 2010), 201.

the instruction. Restating instruction is the following step after explain expectation. For instance:

- You have to write all the vocabularies that you know based on the picture
- For example ...
- <u>So, what will you do is write the vocabularies based on this picture</u>

Harmer states that teacher should be aware of the way in delivering the point of instructions.⁵ It can increase the students' understanding in the instruction.

3) Step 5

After giving instruction, the student teachers checked their students' understanding about their instruction. They gave a question to the students. Zuliati says that checking instruction not only ask, "do you understand?" because the students prefer to answer "yes." The better way in checking instruction by asking, "What should you do? The result of observation, there were 3 student teachers used WH question; "what should you do?" and 1 student teacher used yes/no question; "do you get it?. Then they walked around the classroom to control the activity that students do.

⁵Jeremi Harmer, *How to Teach English* (England: Person Education Limited, 2007), 38.

⁶Zuliati Rohmah, Serba-serbi Pengajaran Bahasa (Edufutura Press, 2010), 34.

In other word, applying step 1, 2, 3, 4, and 5 mean student teachers do complete steps. The student teachers' information that should students does delivered well by student teachers. In short, they give instruction in good order.

b) Step 2

There were nine student teachers who applied step 1, 2, 3, and 5. It means that these student teachers missed one-step in giving instruction. It was restating instruction.

1) Step 1

All of the student teachers in this classification could get attention from the students. Bruhn and Crnobori explain that before delivering any lesson, it is essential that the teacher secure attention prior to give instruction.⁷ Cue and gesture are used to getting attention. Five student teachers applied cue. Next, 4 student teachers used their gesture as like finger at lips and clap hand.

2) Step 2

Nine student teacher did these steps. Six student teachers delivered instruction in good order. In line with Scrivener, giving

٠

⁷ 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.

instruction to the student is supposed to run step-by-step.⁸ They used appropriate words that were communicative for the students. For example:

- This is a text about Cinderella
- I will give you the text one by one
- Now, read it by yourselves
- Do silent reading

Then, there were two student teachers who delivered instruction in bad organization. The instruction was delivered clearly but it was long instruction. Besides, there was a student teacher used bilingual in giving instruction. She translated the instruction although her students understood what they should do. It means that teacher should know what information students need first and which came first. They have different way but their instruction was clear enough and understandable for their students.

3) Step 3

In addition, student teachers also explained their expectation in each activity. Explain expectationsis about what and when the students will produce from the activity. It was delivered straight out to avoid misunderstanding of teachers' instruction.

⁸ Jim Scrivener, *Learning Teaching* (Cambridge: Cambridge University Press, 2010), 90.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

⁹Donald C Orlich. Al., *Teaching Strategies*.....201.

4) Step 5

After student teachers gave instruction, they should check students' understanding by questioning. In this case, nine student teachers used yes/no question in questioning. The example of questioning was "do you understand?", "any question so far?" etc. Actually, Zuliati says that checking instruction not only ask, "do you understand?" because the students prefer to answer "yes." The better way in checking instruction by asking, "What should you do?¹⁰ The following step, they were looking around and checking students one by one.

c) Type 3

There were 11 student teachers who applied three steps; those steps were step 1, 2 and 3.

1) Step 1

All of the student teachers got attention from the students. Some ways that they used to get students' attention. It is crucial thing before student teachers delivered the instruction. If students did not pay attention, the instruction would be useless. Orlich et al. also indicate that losing the students' attention when delivering the

-

¹⁰Zuliati Rohmah, Serba-serbi Pengajaran Bahasa.....34.

instruction is wasting time because the instruction delivered will not be notice.¹¹ It was same with others, the technique that they used in gaining students were cue and gesture. 10 student teachers gave cue while spook loudly to the student. One student teacher used their gesture.

2) Step 2

After getting attention, student teachers delivered instruction in the simple way. Simple means that instruction delivered uncomplicated way. Teachers are supposed to tell the direction simply and briefly.¹² It is also not too long; therefore, it is easy to understand. Their instruction also was clear instruction. It means that the instruction delivered that were easy to be understood by the students. All of the student teachers used communicative language.

3) Step 3

There were 11 student teachers explained their expectation when they give instruction to the students. Orlich states, expectations are about what and when the students will produce from the activity. The expectation was about what students should do in the activity.

-

¹¹ Donald C Orlich et. Al., *Teaching Strategies*... 201.

¹² Donald C Orlich et. Al., *Teaching Strategies*... 201.

¹³Donald C Orlich. Al., *Teaching Strategies*.....201.

In short, the result of classroom observation can be represented for student teachers' ways in giving instruction was still low. From all of the student teachers who gave instruction in practice teaching, 17% student teachers had been applied the complete steps, 37% of them could apply four steps and 46% of them just applied three steps in giving instruction. Therefore, they should improve their quality of their instruction by following the good step of giving instruction because instruction is the small part of teaching but has significant influence in teaching learning process.

2. The result of problems faced by the student teachers in giving instruction during teaching learning process of practice teaching (PPL 1)

Based on the result of observation, there were two problems faced by student teachers in giving instruction during teaching learning process of practice teaching. They were getting student attention and delivering instruction in brief step. In this case, the researcher discussed those problems that will be explained as follows;

a. Getting students' attention

As seen in chart 4.2, getting students' attention was stated by 59% of student teacher. Here, getting students' attention is very important before starting the instruction about the activity that is going to do. In

line with Bruhn and Crnobori, before delivering any lesson, it is essential that the teacher secure attention prior to give instruction. ¹⁴ If students do not pay attention to teachers' instruction, students will not understand what they should do. Losing the students' attention when delivering the instruction is wasting time because the instruction delivered will not be notice. ¹⁵ Some student teachers stated that getting attention from the students was not easy, because their students were always making crowded, talking with their friends, and playing game during teaching learning process.

b. Delivering instruction in brief step

Based on chart 4.2, delivering instruction in brief step was stated by 41% of student teachers. Actually, teachers are supposed to tell the direction simply and briefly. In this case, when student teachers gave instruction, they felt that their instruction was not clear and simple enough and not in good step. The example:

- I want you stand up
- Now, make a big circle
- I mean rearrange the chair in circle
- You can see clearly? (showing picture)
- Before I introduce about Mr. Jokowi, I will introduce my friend to you

-

¹⁴ 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.

¹⁵ Donald C Orlich et. Al., 201.

¹⁶ Donald C Orlich et. Al., 201.

- It is Carly (showing a little toy)
- If Carly goes to you, it means you have to answer the question from the people
- After Carly goes to you, you chose other person and other will answer your question

Besides, 5 from 10 student teachers missed the main information that students should do. For instance:

- Now please open your book page 1
- It is about "there are" and "there is"
- For example ...
- And for asking you can use "how many..."
- Bisa menggunakan how many untuk menanyakan
-
- (in the middle of activity) she said Okay stop
- Sorry, k<mark>arena saya</mark> b<mark>el</mark>om m<mark>em</mark>bagi pairnya You work in pair (using gesture)

That example shows that the student teacher gave additional information in the middle of the activity. She also had difficulty to find out the language for the students that was understandable so she used bahasa Indonesia in her instruction.