

# THE DESCRIPTIVE STUDY ON TEACHER INSTRUCTIONS IN TEACHING AND LEARNING PROCESS

Tri Wahyu Saputra

Universitas Ahmad Dahlan  
E-mail: triwahyusaputr@gmail.com

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**Abstract-** This research was designed to identify the English teacher's teaching instruction with two objectives: (1) to find out the teaching instruction used by the teacher, and (2) to find out the students' responses toward the teacher's instruction. This research was classified into descriptive qualitative research. The setting of this research was second grade students of SMK Muhammadiyah 1. There were two classes which the total numbers of the subject were 51 students. The procedure to collect the data was through interview and class observation. The data gained were analyzed using descriptive analysis.

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**Keywords-** Teaching and learning process, teacher's instruction, students' response.

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## I. INTRODUCTION

Nowadays, Indonesian teachers mostly use Indonesian language in the classroom management in English Teaching and Learning Process. The teacher prefers use Indonesian in managing all the learning and teaching activities in the classroom. They tend to use Indonesian to make the students understand some of the English instructions and expressions. The teacher often uses Indonesian all the time to make it easier for students to understand all the material they teach. It effects on the students' response when they find some instruction in their textbook and have difficulties in understanding the meaning. That is why teacher should habituate their students with instruction and expression to make them familiar with it.

In some cases, the teacher keeps using English for their instruction in teaching even though the students do not understand what the teacher is saying then the teacher will repeatedly say the same expression by giving a clue or give another expression with related meaning. This kind of teacher stimulates the students to

habituate themselves with English not only in written form but also in communication. Based on the observation in SMK Muhammadiyah 1 Kalasan, the researcher found that the condition of this school is still far from the expectation. In this school

there is only 1 LCD projector on the teachers' room that students can borrow with the permission of the teacher or from the request of their teacher to support the teaching and learning process. When the teacher needs to use loudspeaker for listening class they need to bring their own loudspeakers. Although provides good human resources but it lacks of the facilities and learning resources. Despite of it is limited amount of the students in each class, the teacher is easier to supervise students' activity on the classroom.

However, the school lack of facilities will affect the teacher media to support the teaching and learning process and students' enthusiasm in learning. Therefore, the key is depending on how the teacher teaches and delivers the material to the students. The teacher needs effective instructions and supporting

media to cover all those weaknesses and get the students attention so that the teaching and learning process will work successfully.

## **II. LITERARY REVIEW**

### **Instruction in Teaching and Learning**

According to Robert (1996) Instruction is the arrangement of information and environment to facilitate learning, by environment we mean not only where instruction takes place but also the methods, media, and equipment needed to convey information and guide the learner study. He explains the kinds of instruction which this research would focus on the methods of giving instruction in teaching and learning process. During a lesson, there is progress from one moment to the next as a set of events acts upon and involves the student. This set of events is what is specifically meant by instruction, Gagné, Briggs, and Wager (1992:185).

Gagné (1992) proposed a series of events which follow a systematic instructional design process that share the behaviourist approach to learning, with a focus on the outcomes or behaviours of instruction or training. It should be realized that these events of instructions do not invariably occur in this exact order, although this is their most probable order. Even more important, by no means are all of these events provided for every lesson. Sometimes, one or more of the events may already be obvious to the learner and, therefore, may not be needed. Gagné nine events of instruction are listed below:

- a. Informing students of the objectives,
- b. Stimulating recall of prior learning,
- c. Preseting the content,
- d. Providing learning guidance,
- e. Elicit performance (Practicing),
- f. Providing feedback,
- g. Assessing performance,
- h. Enhancing retention and transfer to the job.

## **III. RESEARCH METHOD**

In this research approach the researcher uses the descriptive qualitative research, while the setting take place at SMK Muhammadiyah 1 Kalasan especially among the second grade students that consist of two classes.

The instruments of the research are interview guide and observation sheet. The research was done in 4 meetings with the researcher observing each of the teaching process and after the last meeting researcher asks the teacher for an interview. After gained all the data needed, researcher sorting the data with audio recording as the documentation, the researcher analysed the data into fields' notes and interviews were made, the fields re-analysed in the kinds of instruction and also dominant instruction in teaching and learning process, and last, carry out the conclusion of the teacher instruction especially in kinds and the dominant instruction used by the teacher in teaching and learning process.

## **IV. RESULTS AND DISCUSSIONS**

Referring to the data gained, there were some instruction method used by the teacher in teaching and learning process. The first event of teacher instruction is gaining the students attention. The teacher uses greesting and using Attention-getting Words or Phrases in this step. The second event of the teacher instruction was stimulating recall of prior learning. In order to recall the students' knowledge, the teacher stimulated the students by asking a question what they had learned and asking students about their understanding of previous concepts. The third event of the teacher instruction was informing the students of the objectives of the learning process. The way of the teacher to inform the learning objectives was describing required performance. The next event is

presenting the content. The method used by the teacher is presenting expression, vocabulary and grammar and providing example. After that, the teacher asked the students to practice by working in group, asking the students to recite what they had learned or what the teacher had explained and asking the students to do written exercise. The sixth event of the teacher instruction was providing feedback to the students. The way of the teacher in giving feedback is by Providing the student suggestions, recommendations, and information for them to correct their performance. The last event was assessing performance. The teacher's instruction to assess is by conducting a post-test.

From the explanation above, it can be seen that there are many parts of instruction with different method. In short, the teacher has various instruction in teaching and learning process.

Based on the data gained, not all of the students give the same response. The students generally gave good responses toward the teacher instruction. Here is the discussion about the students' responses toward the teacher's instruction.

First, In order to gain the students' attention and make sure that all of the student was ready for the class, the students' response was answering the greeting and stopped their own activity. They also tried to focus and stop talking to friends or stop doing their own activity for a moment. Second, the teacher stimulate recall of prior learning. The students' responses were silence, trying to think and find information in their book and answering the teacher's questions by reading their note. Third, When the teacher talked about the required performance, the students responses were some students listened to the teacher and wrote some notes but some of them were not interested in what the teacher explained. Fourth, In the process of giving material, the teacher

explained about expressions, vocabulary and grammar. The students were listening to the teacher explanation, taking notes, unfocused, pasive and felt sleepy.

## CONCLUSION

Considering the finding of the research, the researcher suggests that it is good to apply such instruction method in teaching. But in order to increase the success of teaching and learning speaking, the teachers have to consider the best method used.

This research is only on the teacher's instruction and the students' responses. Still there are many topics that can be researched related to teacher instruction.

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