#### **CHAPTER I**

### INTRODUCTION

This chapter presents the introduction of the study which involves research background that describes the reason to conduct research on this topic. Then, the problems are formulated in the research questions along with the objectives of the study. It is continued with significance of the study to inform how the result of this research is beneficial. Scope and limits about what included in this study is presented in the limitation. The last part is definition of key terms.

# A. Background of the Study

In teaching-learning process, teacher can implement various activities. Dealing with the importance of active learning, teacher can implement cooperative learning. Cooperative learning is a model in which students work together in groups to learn material initially presented by the teacher. Here students can interact in small groups or pairs while working together on the task. Teacher can implement cooperative learning through pair and group work activities. In English language teaching, these activities are expected to involve students' active participation and interaction aiming to encourage students in expressing ideas, giving opinion, and sharing information. This is supported by

<sup>&</sup>lt;sup>1</sup> Yecid B. Arias - Olga L. N. Gracia., "How Effective is Cooperative Learning in the EFL/ESL Teaching/Learning Process?". Licenciatura in the English Language Teaching Universidad Tecnologica De Pereira Colombia, 2013), 2

Penny who states these activities are valuable to raise students' activation in practicing their oral fluency also fostering their responsibility and independence.<sup>2</sup> It means pair or group work is useful to encourage students' activeness and develop their communication skills.

However, despite the benefits of pair or group work, Scrivener reveals typical problems occur in group or pair work, as:<sup>3</sup>

- Students tend to speak in their first language instead of English
- Certain students are active and may dominate while the other are passive and keep silent
- Same students tend to work together and it leads to troublesome as, they will talk over to each others about things unrelated to the task.
- Within discussion there will be certain students are disturbing their friends and do not want to work, they may assume that not all members need to work.
- Teacher cannot monitor group work well, as they either staring at student uselessly or interfering and over helping doing the task.

Those practical problems indicate group or pair work can be an effective activity to encourage active learning and develop critical-thinking and communication, but without careful planning and facilitation, group work will be worthless.

Within group or pair work, teacher's main role is as facilitator. Harmer states teacher should engage students in communicative activities to foster their communicative skill, and this means teacher's intervention should be avoided.<sup>4</sup> The implementation of group or pair work is one of activities that requires

<sup>3</sup> Jim Scrivener - Scott Thornbury, *Classroom Management Techniques* (Cambridge, United Kingdom: Cambridge University Press, 2012), 199

<sup>&</sup>lt;sup>2</sup> Penny Ur, Marion Williams - Tony Wright. (Eds.), A Course in Language Teaching (United Kingdom: Cambridge University Press, 2006), 227

Luu Trong Tuan - Nguyen Thi Kim Nhu, "Theoretical Review on Oral Interaction in EFL Classroom" Studies in Literature and Language Vol. 1, No. 4, 2010), 31

teacher to avoid intervention and become facilitator. In addition, Scrivener emphasizes teacher's role in implementing pair or group work is to facilitate interaction. He explains that facilitating interaction means getting students to communicate using English, whether with the teacher or each others.<sup>5</sup> This means teacher may not be fully involved in students' learning. Teacher can guide the students to learn English material on their own.

Teacher can maximize their role as facilitator by implementing the aspects of facilitating pair and group interaction. There are six aspects of facilitating pair and group interaction mentioned by Scrivener; "They are making pairs or groups, keeping pair or group work interesting, encouraging quieter learners to speak in pairs or group, monitoring pair or group work, encouraging students to use English, and allocating group-participation roles". In addition, Harmer adds "organizing feedback" as the seventh aspect of facilitating pair and group interaction.

That means to succeed in facilitating group and pair interaction, teacher should be able to overcome typical pair and group work problems and implement the aspects of facilitating group and pair interaction properly. Ultimately, the aim to get students to communicate using English through group or pair work can be

<sup>&</sup>lt;sup>5</sup> Jim Scrivener - Scott Thornbury, Classroom Management Techniques,...... 4

<sup>&</sup>lt;sup>6</sup> Jim Scrivener - Scott Thornbury, Classroom Management Techniques,...... 199-223

<sup>&</sup>lt;sup>7</sup> Jeremy Harmer, How to Teach English: An Introduction to the Practice of English Language Teaching (Harlow: Longman, 1998), 54

accomplished. Otherwise, it can consequence on the ineffectiveness of pair and group work that cannot support learning progress and achieve the aims.

Regarding the previous discussions, the researcher is interested in conducting research about teachers' ability in facilitating pair and group interaction. Specifically, sixth semester students of English Teacher Education Department (ETED) UIN Sunan Ampel Surabaya who enrolled practice teaching (PPL I) are chosen as the subjects of this research. This is because of several considerations as explained afterwards.

The first reason is that PPL I is the pre-requisite course for the following PPL II. PPL (*Praktik Pengalaman Lapangan*) is the course which gives opportunity for student teachers to experience teaching before they teach in real classroom. Through this program they are trained to develop their teaching skills, as designing lesson plan, developing material and assessment, organizing teaching and managing the class. To improve the quality of English teachers, ETED UIN Sunan Ampel Surabaya includes PPL or known as practice teaching class in its curriculum. It is divided into practice teaching (PPL I) and internship program (PPL II). 8

Practice teaching (PPL I) is a course intended to develop students' teaching ability. Here the students are given opportunities to practice teaching with their friends as the students. Here they are called student teachers. Their teaching is

<sup>&</sup>lt;sup>8</sup> 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

observed and assessed by the lecturer also their friends. While in internship program (PPL II) they do real teaching practice in the school with real students. It is important for student teachers to pass PPL I as it is the pre-requisite course for student teachers to take PPL II. Besides, PPL I is the background experience and reflection of student teachers' ability in teaching. Furthermore, PPL I becomes the effective course for evaluating student teachers' teaching ability and their progress. For these reasons, this study is focused in practice teaching (PPL I).

The second reason is that facilitating pair and group interaction was problematic for student teachers. Based on preliminary research held, it was found that almost student teachers implement pair or group work in their teaching practice. However, they could not maximize their role as facilitator interaction. According to the result of classroom observation they might have implemented several aspects of facilitating pair and group interaction, but it was less appropriate. For instance, they could not make interesting activity for students, they did not encourage the quieter learners to speak, they did not allocate group-participation roles, and so forth. Furthermore, it was highlighted by the PPL I lecturers that student teachers rarely implement feedback giving in the end of activity, and cannot do monitoring well when students are working on

<sup>&</sup>lt;sup>9</sup> Preliminary research conducted in November 2014 (1<sup>st</sup>) and March – April 2015 (2<sup>nd</sup>) with student teachers in ETED Faculty of Education and Teacher Training UIN Sunan Ampel Surabaya

<sup>&</sup>lt;sup>10</sup> Observation conducted in 2<sup>nd</sup> preliminary research (March – April 2015) with the current student teachers

group or pair. <sup>11</sup> Considering these reasons, identifying student teachers' ability in facilitating pair and group interaction is regarded to enable them to perform this role better.

In addition, another problem arose during preliminary research was about student teachers' ability in selecting suitable activities toward the lesson objectives. Some of them did not select appropriate pair or group activities to meet the objectives. For instance, a student teacher selected presenting and drawing from clues activities while the goal of his lesson was to make the students capable to write descriptive text. These types of activities are inappropriate to meet the lesson objectives, though the activities are fun and engage the students. Selecting suitable activities to meet lesson objectives is important, as every activity throughout teaching-learning process is mainly implemented to achieve the objectives.<sup>12</sup>

There are similar studies dealing with group work. At first, a study by Maria Araos entitled "Assessing Group Work Implementation and the Difficulties Faced by Chilean Teachers of English as a Foreign Language with Young Learners in Large Class". Here, Araos investigated how teachers implement group work and their difficulties which deal with classroom

<sup>&</sup>lt;sup>11</sup> The result of preliminary observation conducted in 2<sup>nd</sup> preliminary research (March – April 2015) with student teachers in A, B, and C class.

<sup>&</sup>lt;sup>12</sup> Douglas Brown, Teaching by Principles: An Interactive Approach to Language Pedagogy (USA: Pearson, 2000), 182-183

<sup>&</sup>lt;sup>13</sup> Maria Jesus I. Araos, MA in Applied Linguistics with TESOL Dissertation: "Assessing Group Work Implementation and the Difficulties Faced by Chilean Teachers of English as a Foreign Language with Young Learners in Large Class" (United Kingdom: University of Sheffield, 2011)

management in controlling noise and accounting for individual learning styles. Another study entitled "The Use of Team Projects as the Technique of Cooperative Learning to Teach Reading of Narrative Text for Eighth Grade Students of SLTPN 1 Melayan" conducted by Ninggar Kurniawati. She attempted to research about the effectiveness of the use team project to teach reading.

Related with this research, though those studies also discussed about group work, this research focus on investigating teachers' ability in implementing group and pair work, specifically how they are capable to facilitate group and pair interaction and select appropriate group or pair activity align with the objectives. In contrast with those studies which focus on researching professional teachers in implementing group work, this research attempts to investigate the ability of teacher candidates who are student teachers in PPL I. Besides, this study does not try to investigate the effectiveness of group work implementation to teach certain skill. For this case, it is expected to give bigger significance to recognize student teachers' ability in implementing group work and can be reflection for them to perform better in their teaching later.

The success in facilitating pair and group interaction and selecting appropriate pair and group work activities have greater influence to the effectiveness of pair or group work to achieve teaching goals. Accordingly,

<sup>&</sup>lt;sup>14</sup> Ninggar Kurniawati, Undergraduate Thesis: "The Use of Team Projects as the Technique of Cooperative Learning to Teach Reading of Narrative Text for Eighth Grade Students of SLTPN 1 Melayan" (Surabaya: Surabaya State University)

investigating how well student teachers' ability in facilitating pair and group work interaction and selecting appropriate pair or group activity to achieve the objectives is important. By recognizing their ability, it can reflect their strength and weakness. Therefore, the result of this study can be the reflection for student teachers to improve their ability in teaching and perform better. In addition, it can give reference for the lecturers to supervise student teachers. For these reasons, in this study the researcher intends to investigate about student teachers' ability in implementing pair or group work in practice teaching (PPL I). It addresses some specific problems dealing with their ability in facilitating pair and group interaction and selecting aligned pair or group activities to meet the lesson objectives.

### **B.** Research Questions

Concerning the background of the study above, the research problems are formulated as follow:

- 1. How is student teachers' ability in facilitating pair and group interaction within practice teaching (PPL I)?
- 2. Do pair and group activities implemented by student teachers in practice teaching (PPL I) align with the lesson objectives?

### C. Objectives of the Study

In line with the research problems, this study has certain objectives as follow:

- 1. To investigate student teachers' ability in facilitating pair and group interaction within practice teaching (PPL I).
- 2. To investigate whether pair and group activities implemented by student teachers in practice teaching (PPL I) are aligned with the lesson objectives or not.

# D. Significance of the Study

This study is expected to give contribution both theoretically and pedagogically.

- 1. Theoretically, this study is expected to contribute research on the attempt to recognize student teachers' ability in facilitating pair and group interaction and selecting suitable activities to meet lesson objectives. Besides, this study can serve as reference for future researcher in doing research about facilitating interaction.
- Pedagogically, this study is expected to give contribution as practical implication for the lecturers and student teachers of English Teacher Education Department UIN Sunan Ampel Surabaya to improve the quality of practice teaching (PPL I).

#### a. Lecturers

At first, this study is expected to be beneficial for the lecturers of practice teaching (PPL I). The result of this study may become the source of information about how well student teachers in facilitating pair and group interaction and selecting suitable pair and group activities in their teaching practice. Ultimately, it can provides overview and idea in providing feedback that can supervise student teachers to perform better in facilitating pair and group interaction and selecting appropriate group and pair activity.

In addition, the result of this study also expected to be useful for other lecturers, especially who teach pedagogical competence courses. This study can inform about the level of student teachers in facilitating pair and group interaction. For this case, it can provide reference about what they should do to help student teachers to develop their ability.

### b. Student teachers

This study inform about the importance of facilitating pair and group interaction and selecting suitable pair or group activities and how to do these properly. It can give insight that these are part to measure student teachers' abilities in teaching, particularly when implementing group or pair work. Moreover, this study can give benefit for the student teachers who will take practice teaching (PPL I) and internship program

(PPL II), so they can reflect from this study and raise their awareness for the better work.

## E. Scope and Limitation

This study has scope and limitation as presented below:

- 1. There are three types of facilitating interaction according to Jim Scrivener; the first is facilitating whole-class work interaction, the second is facilitating pair and group interaction, and the third is facilitating interaction beyond classroom walls (online). This research focuses on the second, which is facilitating pair and group interaction. This research mainly investigates in what level student teachers' ability in facilitating pair and group interaction that will be measured through their ability in doing several aspects of facilitating pair and group interaction.
- 2. In teaching-learning process mainly consist of three part; opening, whilst, and closing. Teacher can apply various instructional activities to do these three parts of teaching. This study does not investigate the alignment of each activity for all parts of teaching, but this study only investigates on single activity, which is pair or group activity.
- 3. The researcher takes the sixth semester students of English Teacher Education Department who take PPL I course as the participant. In specific, the subjects of this study are student teachers who implement pair and group

activity in their teaching practice. As the main aim of this study is to investigate student teachers' ability in facilitating pair and group interaction and selecting suitable pair and group activities to meet lesson objectives.

# F. Definition of Key terms

The researcher writes the definition of key terms to support the readers to understand this study and to have same interpretation.

#### 1. Student teachers

Student teacher is a person being trained as teacher. <sup>15</sup> They are provided chance, mentored and guided to experience teaching along their classmates. The goal is to give them confidence, support, and feedback by letting them try out among friends of what they plan to do with their students along their teaching. 16

In this case, student teachers are the students of 6<sup>th</sup> semester of English Teacher and Education Department (ETED) who take PPL I in academic year 2015 and do practice teaching. Through the first and the second cycle of teaching, they are given chance at least twice to practice teaching, and they

"Jargon Buster". Carol Fletcher, Dudley

Metropolitan (http://www.dudleygovernors.org.uk/become\_a\_governor/jargon\_buster.asp, accessed on December 5<sup>th</sup>

<sup>&</sup>lt;sup>16</sup> Derek Curtis Bok, "What is Microteaching?", Derek Bok Center for Teaching and Learning Harvard University, (http://isites.harvard.edu/fs/html/icb.topic58474/microteaching.html, accessed on November 7<sup>th</sup>, 2014)

have to make lesson plan beforehand and implement it in their teaching practice.

# 2. Ability in facilitating pair and group interaction

Ability can be defined as capability in doing something. In this study, the concept of ability is focused on the ability in facilitating pair and group interaction. Here, ability in facilitating pair and group interaction refers to student teachers' ability in doing the aspects of facilitating interaction when they implement pair or group activities.

There are seven aspects of facilitating pair and group interaction. The six aspects are mentioned by Scrivener, they are making pairs or groups, keeping pair or group work interesting, encouraging quieter learners to speak in pairs or group, monitoring pair or group work, encouraging students to use English, and allocating group-participation roles. Then an additional aspect, organizing feedback, is added by Harmer. Regarding these seven aspects, it can know student teachers' ability in facilitating pair and group interaction.

### 3. Practice teaching (PPL I)

Practice teaching is a course in English Teacher Education Department (ETED) taken in the sixth semester. This is pre-requisite course for taking internship program (PPL II). Practice teaching (PPL I) is the first stage of teaching practice in which student teachers are going to teach English their fellows in practice teaching class. Through this course ETED students are trained to be a teacher, in which they are given chance to practice teaching

and then their teaching practice are observed, evaluated, and assessed by the lecturer of PPL I.

# 4. Lesson objectives

Lesson objective is clear statement of learning achievement for students, stating what the student should be able to know, understand, and demonstrate after completing the lesson.<sup>17</sup> Here, lesson objective is stated in the lesson plan. It is used to determine whether pair or group activity align to meet the lesson objective or not.

Alignment is defined as what the teacher does in designing learning activities to achieve the learning objectives. <sup>18</sup> Lesson objectives provide base for selecting learning activities; the activities should support the stated objectives and have sufficient breadth and depth for students to learn the subject. <sup>19</sup> In this research, pair and group activities align with the lesson objectives refers to how pair and group activities implemented by student teachers in practice teaching is suitable and can promote the students in achieving the stated lesson objectives.

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Learning Outcomes Quick Guide and Checklist, CELT, 2009, (http://www.tempus-lb.org/sites/default/files/LearningOutcomes\_Quickguide.pdf, accessed on June 2<sup>nd</sup>, 2015), 1

<sup>&</sup>lt;sup>18</sup> Marrian McCarthy, "Aligning Learning Outcomes, Learning Activities, and Assessment". (Paper presented at Seminario Internacional SCT, Phucon, Chile, 2011), 8

<sup>&</sup>lt;sup>19</sup> Brendan Guenther, "Goals and Objectives", Michigan State University, 2015, (<a href="http://learndat.tech.msu.edu/teach/goals-and-objectives">http://learndat.tech.msu.edu/teach/goals-and-objectives</a>, accessed on June 2<sup>nd</sup>, 2015)