CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter covers two parts; review of related literature and previous study. In the review of related literature, the researcher explains the theoretical constructs of this study. It mainly deals with ability in facilitating pair and group interaction, and the alignment of pair and group activities to meet the lesson objectives. Then, in the previous study, the researcher explores previous studies conducted by other researchers that have similar focus with this study. By reviewing on the previous works, the researcher begins reflecting the similarities and differences with this study.

A. Review of Related Literature

1. Practice Teaching (PPL I)

Practice teaching (PPL I) also known as microteaching is a program for training teacher candidates to practice teaching skills. Ramesh defines practice teaching as teacher training techniques which employs real teaching situation for developing teaching skills and helps to get deeper knowledge of the art of teaching.¹ It offers valuable opportunities for student teachers to develop effective teaching strategies as they can practice their acquired pedagogical knowledge into their practice teaching.

¹ Ambili Ramesh, "Microteaching, an Efficient Technique for Learning Effective Teaching" *Journal of Research in Medical Sciences.* Vol 18(2), 2013, 3

Moreover, in PPL I they learn to plan teaching, teach, observe their teaching performance and their friends, re-plan, re-teach, and re-observe.² Curtis states practice teaching is the course to give student teachers confidence, support, and feedback by letting them try out among friends of what they plan to do with their students along their teaching.³ Within PPL I, student teachers are given opportunities to practice teaching along their friends. Here, they receive feedback of their teaching performance. Their teaching is observed and assessed by the lecturer also their peers. For this significance, practice teaching is important part of every teacher training program for showing the real competence of student teachers in teaching.

Practice teaching is an organized practice teaching. According to Seidman, practice teaching is a teaching training procedure aiming to simplify the complexities of regular teaching procedure.⁴ The procedure is scaled down in term of class size and timeframe, since the student teacher is teaching small group of four to six students where the class typically runs for ten minutes. The procedure consists of 1 lecturer as the supervisor and 6-12 student teachers who should practice to teach a specific skill and material to their fellows during 20 minutes in turn. In general, teaching practice is a peer

² Ambili Ramesh, "Microteaching, an Efficient Technique for Learning Effective Teaching",3

³ Derek Curtis Bok, "What is Microteaching?", *Derek Bok Center for Teaching and Learning Harvard University*, (<u>http://isites.harvard.edu/fs/html/icb.topic58474/microteaching.html</u>, accessed on November 7th, 2014)

⁴ Earl Seidman, "Micro-Teaching in English Education: Some Basic Questions", *National Council of Teachers of English*, 1968, 47

teaching model prepared for student teachers before performing real-teaching in classroom with the real students.

2. Teaching and Learning Process

Teaching and learning process is the interaction between students and teacher in the classroom to discuss specific learning materials. Generally, teaching is teacher's job to transmit knowledge, while learning is students' activity in receiving and using the knowledge. According to Richards and Lockhart teaching-learning process is an event which take place in a school or classroom setting, normally involve two participants; they are a teacher and students, and they normally consist of structured teaching and learning activities; they are opening, sequencing, pacing, and closure.⁵ It means, teaching-learning process has recognizable structure, as they can begin in a particular way, then it proceeds through a series of teaching-learning activities to work on specific materials, and then they reach conclusion and closing, and each of them should have appropriate time and pace.

Teacher can vary in sequencing activities throughout teaching-learning process depending on their beliefs about the students' level and its effectiveness. In designing and sequencing activities teacher have to consider that each activity is well sequenced and can be implemented effectively to

⁵ Jack C. Richards – Charles Lockhart. (Eds.), *Reflective Teaching in Second Language Classroom* (USA: Cambridge University Press, 2007), 113

achieve the objectives.⁶ An activity can be described as a task that has been selected to achieve teaching-learning objectives. There are many activities that can be used in teaching-learning process. However, Richards and Lockhart suggest to select and design teaching-learning activities to achieve specific lesson objectives, there are some considerations related to dimensions of activities that teacher should pay attention, such as the purpose of the activity, its procedures and sequences, its complexity, resources, grouping arrangement, strategies, language, timing, outcomes, and assessment.⁷

In addition, dealing with the importance of active learning, teacher should focus on what students do and not what teacher does. As learning is what students do, experience, apply, and make personal reflection about what they are trying to do. Students become autonomous learners as they are active and not only receive knowledge from teacher. Nevertheless, this study intends to explore more about pair work and group work activities. Therefore, this study tries to evaluate how teacher can select suitable pair or group activities to achieve lesson objectives and how student teachers can facilitate students' interaction during pair or group activities.

⁶ John Biggs, "Aligning the Curriculum to Promote Good Learning" (LTSN Generic Structure, 2002), 1

⁷ Jack C. Richards – Charles Lockhart. (Eds.), *Reflective Teaching in Second Language Classroom*, 114

a. Pair work and group work activities

1) Definition of pair work and group work activities

Pair and group work activities are types of cooperative learning. Cooperative learning is a term for a set of teaching strategies designed to educate team work and enhance students' interaction. Michael defines cooperative learning as a process in which students work together in groups to learn material which initially presented by the teacher, here students can interact each other in small groups or pairs while working together on the task.⁸ The basic meaning pair and group work activities are related with the number of participants that work together. Pair work means two participants are working together, while group means three or more participants working in the same group.

A broader understanding about the term of pair work and group work is surely not only related with the number of the participant, but focused on the procedures and the value gained from the method. In an active learning process, pair work and group work activities mean that the classroom practices are not teacher-centered anymore, but it is

⁸ 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

more to student-centered with a free, privacy and equality in interaction among students.⁹

Pair and group work have become increasingly used strategies to enhance student–student interaction. Group and pair work are learning strategies in which the role of the teacher is as facilitator. Teacher's role in group work is complicated and it is very important role too.¹⁰ Pairs and groups focused here are momentary grouping of students within a single class session in a meeting. These groups or pairs can be formed to interact with peers to solve a problem, completing task, discussing problem and presenting, and so forth. The teacher can organize these groups at any time in a class of any size to check on the students' understanding of the material, to give students an opportunity to apply what they are learning, or to provide a change of pace.

2) Purpose of pair work and group work activities

The main purpose of group work and pair work is to initiate students' participation to communicate more. As highlighted by Bejarano and Fushimo, pair and group activities provide opportunity for students to be actively involved in a communicational in the target

⁹ James P. Lantofl, *Sociocultural Theory and Second Language Learning* (New York: Oxford university press, 2000), 118.

¹⁰ Najma Raja, 2012, "The Effectiveness of Group Work and Pair Work for Students of English at Undergraduate Level in Public and Private Sector College", *Interdisciplinary Journal of Contemporary Research in Business*, Vol 4, No 5, 155

language, thus improve their linguistic competence.¹¹ Secondly these activities can promote a positive affective climate in the classroom by reducing anxiety especially through interaction among students, as mentioned by Long and Porter. In practice, both pair and group work are beneficial for these several reasons:¹²

- 1. It fosters the chance for students to communicate and practice their speaking ability.
- 2. It increases the cooperation among students and it gives the student chance to help each other by discussing certain topics or materials.
- 3. It gives equal opportunity to every student to communicate; from the most active student to the weakest one should talk and communicate to others.
- 4. It reduces teacher's control over the class, thus it also gives teacher more opportunity to work with individual students or group who need more attention and help.

3. Teaching Competences Learned in Practice Teaching (PPL I)

The main aim of PPL I is to get student teachers develop their teaching competence. According to Straker, there are at least three abilities that every teacher must have; classroom management, teaching skills, and subject knowledge.¹³ In practice teaching, as teacher candidate, student teachers can learn and develop these three abilities.

¹¹ 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), 22

¹² Joanna Baker - Heather Westrup, *Essential Speaking Skills: A Handbook for English Language Teachers* (London: Continuum, 2003), 27

¹³ David Straker, "Three Teaching Abilities", *Changing Minds*, (<u>http://changingminds.org/disciplines/teaching/teaching_articles/three_abilities.htm</u>), accessed on November 15th, 2014

a. Classroom management

This is about how teacher can manage students' learning by organizing and controlling what happen in classroom.¹⁴ It means it deals with discipline as how teacher manages students' behaviour during learning process and create engaging and effective learning environment. Involved in classroom management based on Scrivener are:¹⁵

- a) Organizing classroom
- b) Exploring teacher's actions, reactions, behaviour, and their interventions to encourage the most learning
- c) Knowing and working with the learners
- d) Facilitating interaction
- e) Establishing and maintaining appropriate behaviour
- f) Organizing the lesson

To create effective teaching process, teacher needs to learn strategies to manage classroom. These strategies are needed to be thought about, tried out, and reflected before they become effective. PPL I will give valuable opportunity for student teachers to learn and improve their classroom management ability.

b. Teaching skills

Teaching practice is purposely focused on shaping and strengthening teacher candidates' teaching skills and evaluating them.¹⁶

¹⁴ Jim Scrivener - Scott Thornbury, *Classroom Management Techniques* (Cambridge, United Kingdom: Cambridge University Press, 2012), 3

¹⁵ Jim Scrivener - Scott Thornbury, *Classroom Management Techniques*,....... 4

¹⁶ Roger Dower, Dianne Phillips & Steve Walters, *Teaching Practice: A Handbook for Teachers in Training* (Macmillan Books for Teachers, 2005) 1

Student teachers get opportunity to practice teaching and get feedback of

it. According to Thankschakan included teaching skills learned in teaching practice are:¹⁷

- a) Skill in making lesson plan
- b) Skill in opening the lesson
- c) Skill in introducing and explaining material
- d) Skill in using teaching strategies
- e) Skill in using media and learning tools
- f) Skill in facilitating discussion
- g) Skill in managing the lesson and behaviour
- h) Skill in questioning and probing
- i) Skill in reinforcing
- j) Skill in evaluating
- k) Skill in closing the lesson

Those skills are the skills that a teacher will have to perform in their teaching. Finally, in the learning process to be a qualified teacher, it is important for student teacher to practice those skills in their practice teaching and get correction from supervisor and peers.

c. Subject knowledge

Subject knowledge is a basic for teaching. It is about what teacher will teach to the students. There are four English skills; listening, speaking, reading, and writing with various content knowledge and language focus that teacher must teach to students. Therefore, it is crucial for teacher to have good competencies on what they will teach and do not make students misunderstanding about what they learned. If teacher does

¹⁷ T. C. Thankachan, "Micro Teaching and Teaching Skills", Educational Thoughts 2010,

^{(&}lt;u>http://tcthankseducation.org.com/2010/04/micro-teaching-and-teaching-skills.html</u>), accessed on June 7th 2015)

not know well the subject to teach, then it is impossible to teach. In worse case, teacher can impart false knowledge for students and get them severe in the future.

4. Ability in Facilitating Pair and Group Interaction

a. Definition of facilitating pair and group interaction

Scrivener defines facilitating interaction as teacher's jobs to get students communicate using English, whether with the teacher or each others.¹⁸ It means facilitating pair and group interaction can be simply defined teacher's effort to get students to interact and communicate using English together classmates within pair and group activities provided by teacher. Teacher can put students in pair or group to work on a task and have them discuss it, so purposely teacher can increase students-students interaction to practice English and assess their understanding on the material presented.

Dealing with facilitating pair and group interaction, it covers the aspects of facilitating pair and group interaction that should be done by teachers when conducting pair or group work. There are six aspects of facilitating pair and group mentioned by Scrivener, as follows:¹⁹ 1) making pairs or groups, 2) keeping pair or group work interesting, 3)

¹⁸ Jim Scrivener - Scott Thornbury, *Classroom Management Techniques*,......4

¹⁹ Jim Scrivener - Scott Thornbury, *Classroom Management Techniques*,...... 199-223

encouraging quieter learners to speak in pairs or group, 4) monitoring pair aor group work, 5) encouraging students to use English, and 6) allocating group-participation roles. One more aspect mentioned by Harmer is organizing feedback.²⁰ Thus, facilitating pair and group interaction also refers to teacher's attempts to prohibit any problems that can cause group and pair interaction run ineffectively.

b. Ability in facilitating pair and group interaction

With reference of the seven aspects of facilitating pair and group interaction, teachers are expected to become a facilitator who can facilitate students' interaction within group or pair, and conditioned the students throughout these activities so group work or pair work can be smoothly run and support language learning effectively.

1) Making pairs and groups

Making pairs or groups is the first step to facilitate pair or group interaction. It deals with forming students into pairs or groups. According to Michaelsen, there are three principles in forming groups or pairs; first is never use student self-selected teams, then it will be better to create diverse team, and the last is make the selection

²⁰ Jeremy Harmer, *How to Teach English: An Introduction to the Practice of English Language Teaching* (Harlow: Longman, 1998), 54

member of group transparent.²¹ By following these principles, teacher can make pair or group with a sense of fairness for students.

Another consideration in making groups is deals with the size and the composition of students. The size of the group depends on the task and the time available. Then dealing with the composition of the group, it is also recommended by many researchers that forming heterogeneous group works better than homogenous group, as by heterogeneous group there will be sense of helping for the stronger student and sense of contribute more for weaker students.²²

Immediately after making pairs and groups, teacher should be able to solve potential problem that may occur. To overcome these problems, teacher must set clearer instruction and effective seating arrangement plan. To make group and pair making effectively and not wasting of time, teacher should give clear instruction. There are three criteria to give instruction as follows:²³

- 1. The instruction should be clear, use simple and short language and better supported by clear gestures or demonstration,
- 2. Before giving instruction, make sure that all students are paying attention and listen only to teacher, then give the instruction in the right order,
- 3. Check that students have understood what they have to do.

²¹ Larry K. Michaelsen, , "Team Formation for TBL", *Team-Based Learning Collaborative*, 2013, (<u>http://www.teambasedlearning.org/page-1032336</u>, accessed on November 9th, 2014)

²² Shirley Alexander, "Forming Effective Groups", *UTS Learning and Teaching* 2012, (<u>http://www.uts.edu.au/node/1161/forming-effective-groups</u>, accessed on November 8th, 2014)

 ²³ Jim Scrivener, Learning Teaching: a Guidebook for English Language Teachers (Oxford: Heinemann Publishers, 1994), 90–91

One of the potential problems is organizing students to sit with their group. If it is too noisy, it would be better if the teacher make the discussion with the students beforehand. Teacher may determine the position where groups or pair should sit or teacher allow them to move with their group then the teacher check their seat, whether they have met their group and have proper sit position.

2) Keeping pair work and group work interesting

Keeping pair and group work interesting deals with how the teacher creates new variety into pair and group work to make students engaged in doing group or pair activity. Scrivener states that the main aim for keeping pair and group work interesting is to add variety and spark back into pair and group work that has become routine and predictable so the students are encouraged more to participate fully and actively.²⁴ Teacher has different ways to make pair or group work interesting, one of the common ways is by adding or changing the ground rules for pair and group, as by adding competitive element to work, providing extra activities, using different arrangement for pair and group work, and so forth.

²⁴ Jim Scrivener – Scott Thornburry, *Classroom Management Techniques*, 203

3) Encouraging quieter learners to speak in pairs or groups

Many teachers find their students seem do not want to talk in class. This may be caused by the students' own character that does not get used to speak in front of people and fear of making mistake and shame. In favour of teacher, they must be able to encourage the quieter learners to talk instead of ignore or even bully these students. As the benefit of pair work and group work is to provoke quieter learners to speak, as within small group or pair they will not feel pressured to speak as if they speak to whole class. Hence, at first teacher should create save environment for students by being supportive personality, listening attentively to all students, and respond positively to them.

There are some interesting ways to get reluctant students to speak in their groups or pairs. Among attempts used to encourage them to speak is the use of object as conch, participation token, or wheel of fortune, as the media to have them speak. Another way to encourage quieter students, teacher can have the quieter learner to take an active role as the leader of the group, and employ variety activities as use information gaps, community language learning, role play, and get the students within group to make participation review to raise students' own awareness of their participation.²⁵ It is also suggested to encourage the quieter students to speak up in stages, as allow them to speak in a controlled way at first.²⁶ Within groups this may work when teacher and students discuss together on students' work by asking to read the questions and answering their group answer.

4) Monitoring pair and group

Once the students work on their group or pair task, teacher's job is to monitor them. The main aim of monitoring students is to make pair and group effectively and useful.²⁷ Teachers have many attitudes when doing monitoring on pair and group. However, the way teacher monitor depends on the specific activity and on its aim.²⁸ Harmer mentioned that in running activity there are three steps for monitoring, as first monitor at the start of section to check students' comprehension of the task, secondly allow students to do the task without too much further intervenes, and third teacher should beware of encumbering the students with unnecessary help.²⁹

Once the students are working well on their pair or group task, teacher can look more closely at what different pairs or groups are

²⁵ Jim Scrivener – Scott Thornburry, Classroom Management Techniques, 209

²⁶ Jeremy Harmer, *How to Teach English*, 132

²⁷ Jim Scrivener - Scott Thornbury, *Classroom Management Techniques*, 211

²⁸ Jim Scrivener, *Learning Teaching*, 93

²⁹ Jeremy Harmer, How to Teach English, 20

doing, then teacher can do monitoring whether discreetly, participatory, or vanishing.

- a) Monitor discreetly; Discreet monitoring is when the teacher maintains his/ her presence in the room, but does not overtly offer help, interfere, or correcting work, etc. Teacher may take discreet notes on students' language use, discussion, and problems that may happen within group or pairs, and later would be discussed as feedback.
- b) Monitor participatory; In this monitoring, teachers tend to dominate and intervening the group or pair works. Since, here, teachers may sit with groups or pairs and participate on their work.
- *c)* Vanishing or not monitoring; in which teacher preferably get out immediately from students. Teachers do not do monitoring, they may come to students to tell that time to work is almost up.
 Teacher should monitor and supervise the course of students'

discussion, and the supervision can be done in three ways above.

5) Encouraging students to use English

Another common problematic of pair and group work within English language classroom is that the students use their own language than English. This may be caused by students' desire to finish the task firstly and easily. Teacher need to overcome this problem unless the main goal to enhance students' interaction to practice using English within pair and group work will be vanished. Therefore, teacher must provide any technique or strategy to encourage students to use English.

The first way can be done by teachers is discussing with the students about this issue. Another way is by creating English environment and keeps reminding students to always use English, as encouraging them to use English, and only respond to English use.³⁰ Then, another best and effective way to encourage students to use English is by establishing rules, as speaking contract. Teacher should ask students to negotiate and agree a short contract about how students will use English in class, including within group or pair activity. In addition, teacher can does close monitoring of pair work or group work about students' use of English, then employs participation grades on their participation and speaking English, and last teacher may provide rewards for students or groups who only use English.

6) Allocating group-participation roles

Regularly, group work can be easily dull as in most task, the same students always seem to lead the group while the rest are only

³⁰ Jeremy Harmer, *How to Teach English*, 141.

silent and become followers, especially within group retaining same members along the time. As facilitator of interaction, it would be good for teacher to force students, who tend to give less contribution out of all their comfort zones. A simple solution is by assigning roles for each members of group. This aimed to offer students different ways of being within group, extending and enriching the way they approach group task.³¹ One in case, group participation-roles better and more called for in larger group, as several roles have a recording function and will not actually participate in the task itself.³²

Among common techniques used by teacher is by choosing group leaders beforehand. Group often require a leader, whether they will be appointed by teacher or by group members. Ideally, group tasks often require members' interdependence, so it would be good for teacher to make each member actively participate and give contribution on completing the task. Teacher may give each member character roles-cards, spread to each group, and explain the job of each role.

In allocating group-participation roles effectively, teacher can follow these procedures:³³

1. Assigns participation roles for group work

³¹ Jeremy Harmer, *How to Teach English*, 141

³² Jeremy Harmer, How to Teach English, 221

³³ Shopie did Corpo, "Small Group Teaching; Key Theories and Methods" (OME 2009), 3

- 2. Explains clearly about each role; the roles clearly allocated and agreed by students, and students understand what exactly what have to be achieved and what the time frame is.
- 3. Leads the students to divide and play their role
- 4. Monitors the implementation

Additionally, sometimes teacher needs to change the structure of the members of each group, so there a variety of scene within group work or pair work which is not monotonous. Furthermore, teacher should be able to build the character of each student to raise their participation and confidence.

7) Organizing feedback

Having students complete their pair or group task, it is the time to discuss their work and followed by giving feedback on their work. According to Harmer, conducting pair and group work comprise three procedures; ³⁴

- 1. Before; it comprises organizing students into pair and group, giving instruction on task
- 2. During; it involves monitoring pair and group
- 3. After; it involves organizing feedback

Feedback session is the important stage of each activity or task done in the learning process, as it is useful to check students' understanding on material presented and task given by teacher. Teacher may collect students' ideas, give comments or questions about the topic.

³⁴ Jeremy Harmer, *How to Teach English*, 54.

As facilitator, it would be better if the teacher encourages students to give feedback for themselves. Teachers may ask groups or pairs to meet others and compare their work, then correcting together. Along discussion and feedback session teacher may elicit students to give their answer and opinion. Teachers are better to ask question than give long explanation by themselves. They must listen attentively to what students say and respect it. Teacher may need to give praise on it, then teacher can give feedback to the students. Teachers can give feedback from direct observation about their worked task and the learning material. They can provide supportive feedback about students' behaviour by providing concrete examples and checking that the feedback is congruent with students' perception of performance.

5. Lesson Objectives

a. Definition of lesson objectives

Every lesson has its specific aim why it is being conducted. This aim is called as lesson aim or objective. Before conducting a lesson, teacher must know what they are trying to accomplish. Thus, they should clearly define their lesson objectives. At first, Anderson defines learning objective as an outcome statement that captures specifically what knowledge, skills, attitudes learners should exhibit after following instruction.³⁵ In line with Anderson, Hamalik explains lesson objective as description of behaviour expected to be achieved by students after learning takes place.³⁶ It means objectives describe teacher's expectation of what the students will be able to do at the end of teaching-learning process. It states about what students will learn and what skills they have to be able to do.

b. The importance of lesson objectives

Teacher and students get benefit from clearly stated lesson objectives. For teacher, objectives drive the course if they are clearly defined, as it will help teacher to select appropriate activities used to achieve lesson objectives and assessment used to measure students' achievement of lesson objectives.³⁷ As Michelle says that objective is the heart of teaching.³⁸ It gives a purpose for learning and foundation for lesson planning. It guides teacher to plan, prepare, and conduct the lesson. For students, stated lesson objectives can raise their awareness to learn.

More specifically, Brown describes lesson objective has important functions both for teacher and students:³⁹

³⁵ Lee Rumbarger, "What Are Learning Objectives?", *Teaching Effectiveness Program*, (<u>http://tep.uoregon.edu/resources/assessment/learningobjectives.html</u>, accessed on June 9th 2015)

³⁶ Omar Hamalik, *Perencanaan Pengajaran Berdasarkan Pendekatan Sistem*, (Bandung: Bumi Aksara, 2005), 42

³⁷ Lee Rumbarger, "What Are Learning Objectives?",

³⁸ Harry - Rosemary Wong, "Effective Teaching - Learning Objectives: The Heart of Every Lesson", *Teachers.Net Gazzete*. Vol. 8 No. 3, 2013, 5

³⁹ Douglas Brown, *Teaching by Principles* (New York: Longman, 2000), 150-152

- To improve communication between the teacher and the students Stating the objectives to the students in the beginning of the lesson can get the students know what they are supposed to do. If students know what they are learning and what they should achieve, they will have more sense to learn.
- 2. To choose learning activities

Once teacher has determined what they want students to achieve, they need to choose one or more instructional strategies or learning activities that best suited to help students achieve the objectives. Then, teacher must check whether the chosen activities truly meet the objectives set.

3. To facilitate the choice of teaching materials

Having writing the objectives, teacher must decide what learning materials they will use to accomplish the objectives more effectively. Objective provides criteria for choosing teaching aids as collection of texts, films, and others.

4. To clarify the purpose of evaluation

Teacher needs to ensure what they taught are achieved. Teacher should create assessment around learning objectives used to evaluate students' success at the end of the lesson. The assessment must seek to verify whether the objectives have been attained by students or not. Those are the importance of lesson objectives in teaching-learning process. Successful teacher can develop clear objectives and use it to focus and organize teaching process. In PPL I student teachers can learn how to formulate clear objectives in order to design successful teachinglearning. Therefore, supervisor can give feedback to check whether they have set appropriate objectives and choose suitable teaching-learning activities toward the objectives.

c. Writing lesson objectives

Objectives are means for helping teacher to construct teaching process. In writing objective, it contains specific components. Findley and Nathan explain that in writing objectives, many teacher training programs suggest the teacher candidates to express the objectives in the term of behavioural objectives.⁴⁰ A behavioural objective has the components known as ABCD's objectives, they are:⁴¹

- A (Audience); the first component in writing lesson objectives is to determine the audience. The audience refers to the students as the subject.
- 2. B (Behaviour); It refers to an action verb that defines behaviour or performance to be learned by the students. This component

⁴¹ Harry N. Boone – Deborah Boone, "ABC's Behavioral Objectives: Putting Them to Work for Evaluation", *Journal of Extention*. Vol. 43, No. 5, 2005

generally consist of two elements, they are content knowledge and skills to master.⁴² Content knowledge means the material or knowledge learned, while skill means what students will do with the content knowledge. Teacher should carefully determine what skill student should do. Using Bloom's taxonomy will help teacher to identify the appropriate skill or verb for students to master.

- 3. C (Condition); It describes the condition under which the students will perform what is learned, including necessary material and resources.⁴³ It means objective clarifies the condition or what the students will need in order to accomplish the objective.
- 4. D (Degree); It describes the degree or criteria for a successful performance.⁴⁴ It describes how students must perform in order their performance is considered acceptable.

An example of behavioural objective in grammar lesson can include:⁴⁵ <u>Given a sentence written in the past or present tense</u>, the <u>students</u> will C
A
be able to <u>re-write the sentence in the future tense</u> with <u>no errors in</u> B
D
tense or tense contradiction.

⁴² Katherine Cennamo, et al, "*Developing Instructional Objectives*" (Suplemental material for Technology Integration for Meaningful Classroom Use: A Standards Based Approach, USA: Wardsworth Cengage Learning, 2010), 1

⁴³ Katherine Cennamo, et al, "Developing Instructional Objectives", 5

⁴⁴ Katherine Cennamo, et al, "Developing Instructional Objectives", 6

⁴⁵ Harry N. Boone – Deborah Boone, "ABC's Behavioral Objectives: Putting Them to Work for Evaluation",

Teacher can vary in writing objective and not all teachers write it in term of behavioural objectives. In other model, Brindey found that many experienced ESL teachers tended to state objectives in the terms of what teacher would do and what language content would be presented. Richards says that although teacher does not stating objective in term of behavioural objective, they nevertheless serve as a way to organize the lesson.⁴⁶ However, since behavioural objective gives clearer description and student teachers are in the process of learning, many supervisor of teacher training program tend to suggest the student teachers to write objective in behavioural objective.

Another model to write lesson objective is designed by Indonesia Ministry of Education and Culture. The way to write the objective is little bit different with those experts. The component to write lesson objectives is same, as it states about what students should achieve, but the arrangement is different. In writing lesson objectives in lesson plan, it should follow the stated indicators. Indicators serve as the basis for writing objectives. It states about what teacher intends students to do. It represents the Behaviour (B) component of ABCD's objectives. Indicators, teacher then can write the objectives by using ABCD's objectives.

To write good objectives, teacher must follow several criteria of objective. The criteria are known as acronym of SMART, they are:⁴⁷

- 1. S (Specific); lesson objective must be specific, so it is better to state it in term of ABCD's objectives.
- 2. M (Measurable); lesson objective must be measurable so that teacher can observe the students' performance and objectively assess the performance.
- 3. A (Achievable); It refers to ensure that students can do what is required. Teacher should limit the number of objectives to major learning point teacher want students to do.
- 4. R (Relevant); it refers to demonstrate to the students the value and the relevance of learning. It means what the teacher teaches and material learned will be the one that students will be assessed at.
- 5. T (Targeted to the audience and desired level of learning); it refers that teacher should carefully consider in determining the verb of skill they want students to achieve, as each verb represent different level of skill that can be mastered by different students.

Fulfilling the SMART criteria will help the teacher to not only select and implement appropriate activities during teaching-learning process, but also to develop assessment.

⁴⁷ Don Zancanella, *Effective Use of Performance Objective for Learning and Assessment* "(Teacher & Educational Development, University of New Mexico, 2005), 1

6. Aligning Activities to Meet the Lesson Objectives

Formulating objectives are vital for teaching-learning process. However, even if it is written effectively, they will be useless if the teachinglearning activities do not support the objectives.⁴⁸ This means to conduct a successful teaching, teacher must design learning activities that suit and support students to achieve the objectives. The activities chosen should align with the objectives. According to Biggs, qualified teaching is like an alignment system of outcome, teaching-learning activities, and assessment.⁴⁹ Teaching-learning activities and assessment build upon each other to reach the outcomes. Alignment refers to what teacher does, that is to engage students in appropriate learning activities to achieve the outcome and to assess their achievement.

In line with Biggs, Postins explains the term of alignment refers to how the instructional strategies and activities are effectively chosen to support students achieve the learning objectives.⁵⁰ It means no matter what kind of instructional activities teacher used, they should meet the lesson objectives. This following figure shows the concept of Biggs' alignment system of outcome, teaching-learning activities, and assessment:

⁴⁸ Matthew Postins, "Alignment: A Proven Method to Help Student Achieve Learning Goals", *Faculty e-Common.* (<u>http://facultyecommons.org/a-proven-method-to-help-students-achieve-learning-goals/</u>, accessed on June 4th, 2015)

⁴⁹ John Biggs, "Aligning the Curriculum to Promote Good Learning" (LTSN Generic Structure, 2002), 1

⁵⁰ Matthew Postins, "Alignment: A Proven Method to Help Student Achieve Learning Goals",

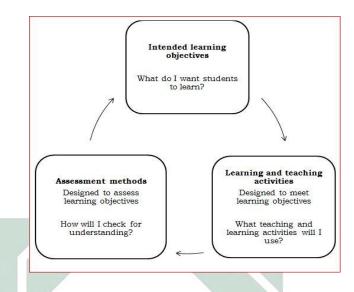


Figure 2.1 Biggs's Constructive Alignment: Aligning learning outcomes, learning-teaching activities and the assessment⁵¹

After determining lesson objectives, teachers should think about the various instructional activities they will use to engage students with the material and enable students to meet the objectives. The key is to align instructional activities with the objectives.⁵² Many instructional activities are flexible and can be used for several objectives, but some of them are better suited for particular objectives. Thus, teacher should carefully consider in selecting activities. Learning activities can include lecturing, discussion, group work, simulation exercise, quiz, test, etc. Teaching activities when designed to align with the objectives can facilitate students learning to meet

⁵¹ Warren Houghton, "Constructive Alignment- And Why It Is Important to the Learning Process?", *Educational Research the Higher Education Academy Engineering Subject Centre*, (<u>http://exchange.ac.uk/learning-and-teaching-theory-guide/constructive-alignment.html</u>, accessed on June 4th, 2015)

⁵² Farris, "Selecting Instructional Strategies That Fit Objectives, *Preparing to Teach*, (<u>http://www.teaching.iub.edu/finder/wrapper.php?inc_id=s1_1_plan_03_strat.shtml</u>, accessed on June 4th, 2015)

the objectives.⁵³ It means teacher must select aligned activities to meet objectives, so students can achieve the objectives by completing these activities.

a. Aligning pair and group activities to meet the lesson objectives

Teacher should be able to choose and sequence appropriate activities to help students in achieving the objectives. If teacher can set up aligned activities to achieve objectives, then teaching process can be successfully conducted. According to Biggs, teaching-learning activities can be teacher-directed, peer-directed, and self-directed.⁵⁴ In other words, they can be called as whole class learning activity as teacher lecturing, cooperative learning as pair work or group work, and individual learning. Indeed, this research intends to investigate the second, which is about peer-directed activities. More specifically, this research investigates about how pair and group activities designed by student teachers align with their lesson objectives.

According to Biggs, to design aligned pair and group activity to meet the objectives, there are some steps to follow as described below.

⁵³ Warren Houghton, "Constructive Alignment- And Why It Is Important to the Learning Process?",.....

⁵⁴ John Biggs, "Aligning the Curriculum to Promote Good Learning", 1

1) Setting the lesson objectives

It is about how teacher intends to define the lesson for students.⁵⁵ When teaching, teacher should have clear idea of what they want their students to learn and be able to do at the end of the lesson. As previously described, since teachers want their students are able to do certain things after learning, they should set objectives in the specified term of verb. In considering the verbs to describe lesson objectives, teacher can work on the levels of learning by looking it up in Bloom's taxonomy. Using Bloom's taxonomy will help teacher to identify the appropriate skill or verb for students to master. Moreover, Cennamo, Ross, and Ertmer state that by clearly identify and select appropriate verbs' level in Bloom's taxonomy will help teacher determine the skill demanded from different students and subsequently develop instructional activities and assessment that well related to the skill demanded.⁵⁶ The following figure 2.2 shows the level of skills and verbs that can be used for teacher to formulate lesson objectives based on Bloom's Taxonomy:

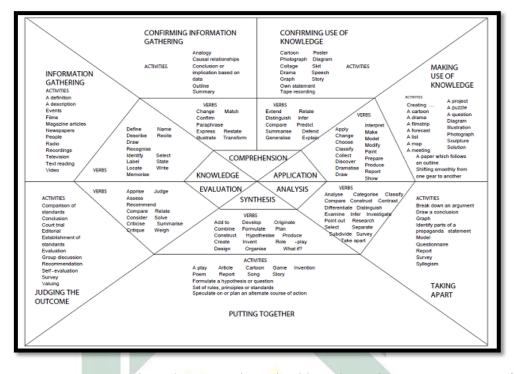


Figure 2.2 Task-oriented construction wheel based on Bloom's Taxonomy of cognitive skill⁵⁷

In formulating lesson objective, teacher can choose each verb from each skill's levels to develop lesson objectives suited with what the teacher intend the students to do according to students' proficiency level.

2) Selecting pair and group activities to meet the lesson objectives

Once, no matter kinds of activities teacher ask students to do, they should be designed to meet the objectives. There are two considerations for selecting activity, including pair or group work activity aligned to meet the lesson objectives, as described below:

⁵⁷ St. Edward's University Center for Teaching Excellence, "Learning Outcomes Quick Guide and Checklist" (CELT, 2009), 2

a) Relevancy of pair or group activity towards the lesson objectives

Shuell as cited in Biggs states that teacher's fundamental task is to get students to employ learning activities that are resulting them achieving learning outcomes; it gets students to do the things that the objective nominates.⁵⁸ It means as the verbs are useful marker for creating alignment, thus in alignment system teacher should engage students in relevant activities to achieve the stated lesson objectives. Teacher can select appropriate learning activities, including pair or group work activities that get students to practice and perform the same verbs nominated by the objectives.

 b) Significance of pair or group activity to achieve the cognitive level of the lesson objectives

According to Biggs, teaching-learning activities should not only involve a simple of good and engaging activity, but it is chosen because of its function and purpose that cohere with all teaching-learning process.⁵⁹ In line with Biggs, Harmer explains about the term of coherence, which means the logical

⁵⁸ John Biggs, "What the Student Does: Teaching for Enhanced Learning", *Higher Education & Development*, Vol. 18, No, 1, 1999, 63

⁵⁹ John Biggs, "Enhancing Teaching through Constructive Alignment", *Higher Education*, Vol. 32, 1996, 354

pattern of a lesson.⁶⁰ Even there are three separated activities, there has to be some connection between them. This means, all activities during the lesson should be built upon each other and sequenced to promote students achieve the objectives; particularly achieve the cognitive level of the objective's verbs.

Within pair or group activities, teacher can assign various activities for students to do according to what teacher wants students to learn. Teacher can ask students to solve problem, practice simulation, discuss a topic, complete task, and so forth. This means, in choosing activity for students to do in pair or group, teacher should consider that it is suitable and support students to master learning objective. Identifying the verbs nominated is the main consideration.

3) Ensuring the alignment of pair and group activities to meet the lesson objectives

After setting the objectives and selecting pair or group activity, now the task of teacher is to ensure the alignment of pair or group activities to the lesson objectives.⁶¹ Once done creating lesson plan, teacher need to check whether the activity chosen is suitable with learning objectives. Checking allows teacher to evaluate how all

 ⁶⁰ Jeremy Harmer, *How to Teach English*, 122
 ⁶¹ Wendy Kopp, "P-3: Create Objectives Drive Lesson Plan", *Teaching as Leadership*, 2009, 1

activities work together to meet the lesson objectives and to find issues with the alignment. Thus, teacher can check, remove, and replace activity that does not align with lesson objectives with the suitable one. To check the alignment of pair or group activity to the lesson objectives, teacher can consider these steps:⁶²

- 1) Identify the verbs of the objective
- 2) Use Bloom's Taxonomy to identify the cognitive level of the objective's verb and write section of pair or group activities to match this level
- 3) Double check that pair or group activity section is meeting the requirements of the objectives: its relevancy; it asks students to do what exactly the objectives states, and its significance; it helps students achieve and address the objective

Here an example of all part of the lesson is at the same cognitive level as

the objective.

Table 2.1

Example of aligned teaching-learning activities to achieve the cognitive level of objectives

Objective: Students will be able to construct a 5-sentence paragraph with a topic sentence and a concluding sentence

The verb <u>'construct'</u> indicates that students should apply what they know

to create a paragraph themselves – the synthesis level on Bloom's

Aligned	Not aligned
Teaching students to actually write	Teaching students to <i>define</i> a
a paragraph with a topic sentence	paragraph and a topic sentence, or
and a concluding sentence	describe in detail how to write 5-
	sentence paragraph

⁶² Wendy Kopp, "P-3: Create Objectives Drive Lesson Plan", 2

B. Previous Study

In this review study, the writer aims to avoid any replication of the study. Before choosing this topic, the writer found several theses, dissertation, and research journal that related to this study.

The first 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*, written by Ninggar Kurniawati.⁶³ The finding showed that the implementation of team projects could create an enjoyable and highly motivated classroom environment in teaching-learning of reading narrative text. Students also had positive responses to the implementation of team projects technique.

The difference with this study lays in the focus and object of the study. At first, this study was analyzing the implementation of certain technique of cooperative learning that was team projects techniques to teach reading narrative text. Whereas, in the writer study does not discuss particular collaborative learning strategies or techniques used to teach certain material for the students. Secondly, dealing with the object of the study, this study used the students as the object, as it investigated students' reading ability after taught using team projects technique and also how their responses are. While in the writer's study uses the

⁶³ 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)

teacher for the object of study, as student teachers' ability in facilitating pair and group interaction when conducting group or pair activities.

The other similar study entitled *Student Teachers' Ability in Teaching English at Internship Program of English Education Department of State Institute for Islamic Studies (The Cooperating Teachers' Perspective),* conducted by Khilyatun Nisa'.⁶⁴ This research examined student teachers' ability in teaching English according to cooperating teachers' perspective. The finding of this study was showed in percentages of their ability in teaching English. Based on the cooperating teachers' perspective, student teachers' ability in teaching English was good enough to teach English at PPL II, as after the questionnaires were calculated it showed that 58,3% of student teachers got good enough marks.

The difference with this study lays in the focus and object of the study. In this study, Nisa' investigated about student teachers' ability in teaching English as general, which it involved abilities in mastering subject knowledge, teaching skill, and classroom management skill. While the writer study focus on the aspect of classroom management skill, and more specifically about student teachers' ability in facilitating pair and group interaction. Next, the study differs in the locus. This study investigated student teachers in internship program (PPL II) while the writer study investigate student teachers in PPL I. Additionally this

⁶⁴ Khilyatun Nisa, Undergraduate Thesis: "Student Teachers' Ability in Teaching English at Internship Program of English Education Department of State Institute for Islamic Studies (The Cooperating Teachers' Perspective)" (Surabaya: IAIN Sunan Ampel Surabaya, 2013)

study differs in the type of the study, as this study was a survey study, in which the researcher only interviewing cooperating teachers in internship program about the practice teachers ability in teaching English at their schools. While the writer's research conduct a study in which the writer directly observe the ability of student teachers in facilitating pair and group interaction in their teaching in PPL I.

Another study entitled *Facilitating Interaction in East Asian EFL Classroom: Increasing Students' Willingness to Communicate* also be the previous study.⁶⁵ This study discussed about teachers' effort to increase EFL students' willingness to communicate in English (WTC). In this study the writer gave theoretical evidence and suggestion how to increase EFL students' WTC. The writer also explains how, by paying more consideration to factors that influencing EFL students' WTC, teachers in East Asian classrooms can promote their students' WTC and improves spoken interaction among their students. Among the influencing factors are group cohesiveness, topic relevancy, and anxiety.

This study differs in the implementation of facilitating interaction. In this journal, the writer used the concept of facilitating interaction to increase EFL students' willingness to communicate. Through this journal, the writer suggested how the teacher can increase students' willingness to communicate by

⁶⁵ Scott Aubrey, "Facilitating Interaction in East Asian EFL Classrooms: Increasing Students Willingness to Communicate". *Language Education in Asia*. Vol 2, Issue 2, 2011

completing all the factors that influence students' willingness to speak. Whereas, through this study, the writer examine student teachers' ability to facilitate interaction for students by providing pair and group activities.

The other previous study conducted by Dorit Maor entitled *The Teacher's Role in Developing Interaction and Reflection in an Online Learning Community*.⁶⁶ This study was about investigating teacher's role as facilitator an online unit in higher education. The finding was emphasizing in four main roles of teacher as online instructor, that are as pedagogical, social, managerial, and technical role in creating online learning community.

The differences of these studies are in the focus, subject, and locus of the study. At first, the major difference is dealing with the topic focused of the study, which this study investigated about teacher's role as facilitator in online interaction, while the writer study investigate teacher's role as facilitator in classroom interaction, particularly pair and group interaction, and their facilitating interaction ability. Secondly is dealing with the subject and locus of the study. In this study, the subject and setting was science and mathematics classroom, so science and mathematics teachers were taken as subject, while the writer's study take English student teachers as the subject in English practice teaching class setting.

⁶⁶ Dorit Maor, "The Teacher's Role in Developing Interaction and Reflection in an Online Learning Community". *Computer Mediated Communication – Education Media International*. Vol 40: 1/2, 2003

The next previous study entitled Assessing Group Work Implementation and the Difficulties Faced by Chilean Teachers of English as a Foreign Language with Young Learners in Large Class was conducted by Maria Jesus Inostroza Araos.⁶⁷ Through this study the writer found that mainly EFL teachers had difficulties in giving the students opportunity to express themselves in English and accounting for individual learning styles. Beside, the difficulties also deal with classroom management in controlling students of large class and time available. Mostly teachers focused more on language content rather than productive skill as speaking English due to time limit and demanding syllabus.

This study differs in the focus and subject of the study. First, the level of subject of these studies is different; this study was analyzing Chilean EYL (English for Young Learners) teachers in implementing group work, while the writer's study analyzes English student teachers. Secondly the focus is also different. This study was mainly investigating teachers' difficulties in implementing group work for large class and assessing the implementation of group work deals with group work frequency and teachers' attitude towards it. While the writer's study is analyzing the ability of student teachers in implementing group work, especially their ability in facilitating pair and group interaction.

⁶⁷ 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)

The last previous study entitled *Math Teachers' Strategies In Developing* Classroom Activities: A Case Study of Bilingual Program at Junior High School In Yogyakarta from Robiasih. This research reveals how math teachers develop classroom interaction in bilingual classes and what strategies they use to overcome their limited English competence in developing classroom activities. The result was in developing interaction math teachers employed pair and group work for students. Then, to overcome language competence, the teacher use bilingual. They try to present material and give instruction in English, but when students had difficulties to understand, they use first language. This study differ in focus of the study, though both these studies investigate about the implementation of pair or group work activities, but this study does not try to investigate whether pair or group activity is aligned with the lesson objectives, they purposely used to promote interaction. While the researcher's study tries to investigate the implementation of pair and group work activities that used for both promoting English use and interaction also their alignment to meet the lesson objectives.

Finally, the writer concludes those previous studies significantly influence this study as the base to establish a new study investigating on facilitating pair and group interaction related to English teaching-learning and selecting aligned pair and group work to meet the lesson objectives. Hence, the writer is interested to conduct research on *student teachers' ability in facilitating pair and group interaction within practice teaching (PPL I)* because this study differs from those studies and expected to give us enlightenment towards the importance of facilitating pair and group interaction for English teachers, especially for student teachers of ETED in their teaching practice in practice teaching (PPL I).

