

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

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

