

researcher describes the result of the analysis. In the next section, the result of the data analysis regarding with the pair and group interaction and selection of the group to facilitate pair and group interaction and selection of the group to meet the lesson objectives.

Findings

The research had been conducted from 29th April – 2nd May 2020. The data of student teachers' ability in pair and group interaction and the alignment of their pair and group activities with the lesson objectives were collected by conducting classroom observation in practical sessions. There were 21 student teachers from A, B, C, D, E and F groups.

A. Research Findings

1. Student Teachers' Ability in Facilitating Pair and Group Interaction

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Table 4.1

Subject based on activities	Frequency	Percentage	Details (student teachers' code name)
Pair work	5	23,8%	C3, D3, E2, E3, G3
Group work	16	76,19%	A1, A2, A3, B1, B2, B3, C1, C2, D1, D2, E1, F1, F2, F3, G1, G2
Total	21		

After the data were collected, student teachers' ability in facilitating pair interaction was analyzed by using rubrics. There were six aspects in the rubric which were used to identify their ability, they were making

pairs, keeping pair work interesting, encouraging quieter students to speak in pair, monitoring pair work, encouraging students to use English, and organizing feedback. The next step was assessing student teachers' ability through calculating their score based on Likert scale formula.

$$\text{Individual score} = \frac{\text{total score of each item}}{\text{number of items}}$$

Then, the researcher checked their score based on the interval score and then categorized it into five scales to ease the researcher in identifying their ability. The scale categorization is as following: *(for more specific description of scale see app. 1)*

Table 4.2
Categorization of student teachers' score and scale ability

Interval score	Scale	
	Scale	Description
3,3 – 4	4	Very good (VG)
2,5 – 3,2	3	Good (G)
1,7 – 2,4	2	Moderate (M)
0,9 – 1,6	1	Bad (B)
0 – 0,8	0	Very bad (VB)

The researcher calculated student teachers' score and tabulated it to ease the reader in interpreting the data. The result is below:

- A** = making pairs
- B** = keeping pair work interesting
- C** = encouraging quieter learners to speak in pair
- D** = monitoring pair work
- E** = encouraging student to use English in pair
- F** = organizing feedback on pair task

[illegible]

After calculating all student teachers' ability in facilitating pair interaction, it was continued with calculating the average ability of student teachers. Based on the previous data tabulation 4.3, it showed that the mean score was 2,1 with percentage of 52,5%, and it was included in moderate scale. Thus, the researcher drew conclusion that student teachers' ability in facilitating pair interaction was moderate.

To get deeper comprehension of student teachers' ability in facilitating pair interaction, the researcher explained about their ability in doing the aspects of facilitating pair interaction. Since their ability in facilitating pair interaction was indicated by their ability in doing these aspects. Each aspect has four indicators. Below is the table showed the aspects of facilitating pair interaction and its indicators.

Table 4.4
Aspects of facilitating pair interaction and its indicators

No	Aspect of Facilitating Pair Interaction	Observed Indicators
1	Making Pair	1. Teacher gives clear instruction for students which pair they will be working and where they will be seated (seating arrangement)
		2. The process of making pair is efficient
		3. Teacher addresses students' learning levels in pair by creating heterogeneous pair instead of homogeneous pair
		4. Teacher creates pair transparently for students
2	Keeping pair work interesting	1. Teacher adds competitive element to work
		2. Teacher provides extra activities
		3. Teacher uses different arrangement for pair work
		4. Teacher provides additional task
3	Encouraging quieter learners to speak in pair	1. Teacher provides safe environment
		2. Teacher uses structured participation by utilizing object
		3. Teacher assigns roles and designating quieter learners to serve as spokesperson
		4. Teacher provides peer-assessment or review on participation of each member in order to raise students' own awareness of their participation
4	Monitoring pair work	1. Teacher monitors at the start of the work to check students' understanding of doing the task.
		2. Teacher walks around the room and visit pair
		3. Teacher allows students to do the task without too much further interfere and over help; help when necessary
		4. Teacher vanishes
5	Encouraging student to use English	1. Teacher tries to speak English all the time to provide English exposure for students
		2. Teacher establishes rules for using English,

Finally, the researcher simplified student teachers' score in each aspect's ability as the following:

a) Making pairs

This aspect tells about how student teachers could make good pair making or not. It is indicated by how they could implement the indicators of very good pair making, as can give clear instruction, the process is efficient and transparent for student, also could address all students' levels. According to research calculation of student teachers' score in making pair aspect, the researcher presented the result as showed in the table below:

Table 4.6
Student teachers' score in making pairs

	Scale	Score	Frequency	Percentage
Making pairs	VG	4	1	20%
	G	3	3	60%
	M	2	1	20%
	B	1	0	0%
	VB	0	0	0%
Total score	15			75%
Ideal score	20			100%
Mean / scale	3 (Good)			75%

From the table, it could be seen that from 5 student teachers there was 1 (20%) student teacher got score 4. It means she was

Ideal score	20	100%
Mean / scale	1,8 (moderate)	45%

From the table, it could be seen that there was 1 (20%) student teacher got score 3. It means she was good in keeping pair work interesting. Then 2 (40%) student teachers got score 2. It means they had moderate ability. The other two (40%) got score 1 which means they had bad ability.

The mean score in making pairs was 1,8 in which it is included in the moderate interval scale. From this result, it can be concluded that student teachers had moderate ability in keeping pair work interesting.

c) Encouraging quieter students to speak in pair

This aspect tells about how student teachers tried to encourage quieter students to speak up by reducing active students' domination. The calculation of student teachers' score in encouraging quieter students to speak is as showed in the table below:

In conclusion, student teachers' ability in facilitating pair interaction is categorized in moderate ability. According to the rubric used, this ability means student teachers' teaching performance provide limited evidence of the ability in facilitating pair interaction. There is evidence that hint at accomplished practice, but limited. It can be seen from student teachers' ability in doing the aspects of facilitating pair interaction, in which an aspect is very good accomplished, some are good accomplished, but the other were bad accomplished. Still, their ability is categorized as moderate. This is in line with the mean score which is 2,1 and it is included in moderate scale. Hence, in conclusion, student teachers' ability in facilitating pair interaction was moderate.

b. Student teachers' ability in facilitating group interaction

This part presents the data analysis of 16 student teachers' ability in facilitating group interaction. Their ability was analyzed by using rubrics. There were seven aspects in the rubric which were used to identify their ability. They were making groups, keeping group work interesting, encouraging quieter students to speak in group, monitoring pair work, encouraging to use English, allocating group-participation roles, and organizing feedback on group work. The first step in analyzing the data was calculating the score of student teachers' ability with the same

Notes : Aspects

- A** = making groups
- B** = keeping group work interesting
- C** = encouraging quieter learners to speak in group
- D** = monitoring group work
- E** = encouraging student to use English in group
- F** = allocating group-participation roles
- G** = organizing feedback on group work

From the table above, it could be seen that student teachers had different ability in facilitating pair interaction. 1 student teacher got score 2,71 and it was included in good scale. It means 1 student teacher had good ability in facilitating group interaction. Then, there were 10 student teachers got score 1,7 – 2,4, in which this scores were included in moderate scale. Thus, it means 10 student teachers had moderate ability. Next, 5 student teachers got score 0,9 – 1,6 in which this scores were included in bad scale. This means 5 student teachers had bad ability. The following chart is the representation of that description:

Table 4.13
Aspects of facilitating group interaction and indicators

[illegible]

3	Encouraging quieter learners to speak in group	6. Teacher uses structured participation by utilizing object
		7. Teacher assigns roles and designating quieter learners to serve as spokesperson
		8. Teacher provides peer-assessment or review on participation of each member in order to raise students' own awareness of their participation
4	Monitoring group work	5. Teacher monitors at the start of the work to check students' understanding of doing the task.
		6. Teacher walks around the room and visit group
		7. Teacher allows students to do the task without too much further interfere and over help; help when necessary
		8. Teacher vanishes
5	Encouraging student to use English	5. Teacher tries to speak English all the time to provide English exposure for students
		6. Teacher establishes rules for using English,
		7. Teacher does close monitoring of group work about their use of English
		8. Teacher provides rewards for students/ group who only use English
6	Allocating group-participation roles	1. Teacher assigns participation roles for group work
		2. Teacher explains clearly about each role
		3. Teacher leads the students to divide and play their role
		4. Teacher monitors the implementation
7	Organizing feedback	5. Teacher encourages students to give feedback
		6. Teacher provides post-activity by requesting feedback from students
		7. Teacher gives feedback from direct observation about their worked task and the learning material

The mean score was 0,75 and it is included in very bad scale. Thus, the conclusion was student teachers had very bad ability in encouraging students to use English through group work.

This aspect tells about how student teachers tried to force students, who tend to give less contribution out of all their comfort zones by assigning roles for each members of group. This aspect differs between facilitating pair interaction and group interaction, as it is only included in facilitating group interaction aspect. According to research calculation of student teachers' score in this aspect, the researcher presented the result as showed in the table below:

keeping group work interesting they had good ability, in encouraging quieter students to speak they had bad ability, in monitoring they have good ability, in encouraging student to use English they had very bad ability, in allocating group-participation roles they had very bad ability, and in organizing feedback they had moderate ability.

In conclusion, student teachers' ability in facilitating group interaction is categorized in moderate ability. According to the rubric used, this ability means student teachers' teaching performance provide limited evidence of the ability in facilitating group interaction. There is evidence that hint at accomplished practice, but limited. It can be seen from student teachers' ability in doing the aspects of facilitating group interaction, in which no aspect is very good accomplished, two aspects are good accomplished, an aspect is moderate accomplished. However, there is another aspect was bad accomplished and the other two were very bad accomplished. Still, their ability is categorized as moderate. This is in line with the mean score which is 1,81 and it is included in moderate scale. Hence, in conclusion, student teachers' ability in facilitating group interaction was moderate.

2. Student Teachers' Alignment of Pair and Group Activities to Meet the Lesson Objectives

To find the alignment of student teachers' pair and group work activities to meet the lesson objectives, the researcher had obtained the data by observing them when they implemented pair or group work in their teaching practice and checking their lesson objectives stated in their lesson plan. In the case of finding the alignment, the researcher employed rubrics. The rubrics were adapted from John Biggs about teaching alignment system (*see app. 3*).

In contrast with analyzing student teachers' ability in facilitating pair or group interaction, in analyzing the data of pair or group activities alignment, the researcher did not separate them based on pair or group work activities. Indeed, the researcher analyzed them combined at once. The main reason was because the aspects and indicators to be assessed were same. Besides, the data to be analyzed were the suitability of pair or group work activities implemented by the student teachers, as what sequences of what students and student teachers do during pair or group work, not the type of pair or group work activities. For these reasons, the researcher collected, analyzed, and presented the result of the data unified.

After the data were collected, the alignment of pair and group work activities toward the lesson objectives of student teachers was analyzed by using rubrics. There were two criteria in the rubric which were used to

Table 4.22

Data tabulation of student teachers' alignment of pair and group activities to meet the lesson objectives

No	Code Name	Criteria		Total	Score	Scale
		A	B			
1	A1	3	2	5	2,5	A
2	A2	2	2	4	2	LA
3	A3	3	3	6	3	A
4	B1	3	3	6	3	A
5	B2	3	3	6	3	A
6	B3	2	2	4	2	LA
7	C1	2	1	3	1,5	U
8	C2	3	1	4	2	LA
9	C3	3	3	6	3	A
10	D1	3	1	4	2	LA
11	D2	3	2	5	2,5	A
12	D3	2	2	4	2	LA
13	E1	3	3	6	3	A
14	E2	3	3	6	3	A
15	E3	3	3	6	3	A
16	F1	3	3	6	3	A
17	F2	1	1	2	1	U
18	F3	2	1	3	1,5	U
19	G1	2	1	3	1,5	U
20	G2	1	1	2	1	U
21	G3	3	1	4	2	LA
	Total	53	42	95	47,5	75,39%
	Ideal score	63	63	126	63	
	Mean				2,26	LA (75,39%)

This criterion informs about student teachers' alignment of pair and group activities to meet the lesson objectives which is indicated by the significance of pair and group work activities to reach the cognitive level of the lesson objectives. It tells whether their pair or group work implemented support student to reach the lesson objectives or not.

[illegible]

objectives. Then, 6 (28,57%) student teachers had less aligned pair and group work to meet the lesson objectives, and the other 5 (23,80%) had unaligned pair and group work to meet the lesson objectives.

Finally, the researcher found that the majority of student teachers had aligned pair and group work that meet the lesson objectives, as most of them had score which was included in aligned scale. However, from the result of calculating the mean score, it was found that the average score of pair and group alignment was 2,26. This score was included in less aligned scale. This means 21 student teachers had less aligned pair and group work that meet the lesson objectives. It was indicated by in which half of them had implemented less aligned and unaligned pair and group activities that meet the lesson objectives.

After finding the alignment of pair and group work to meet the objectives, the researcher made it into percentage. It was presented in the following chart:

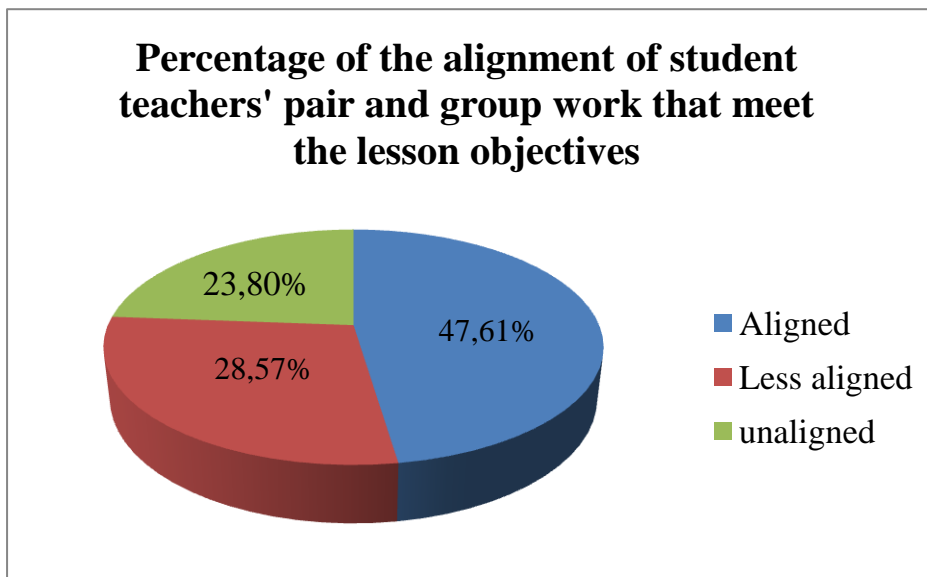


Chart 4.7

Percentage of the alignment of student teachers' pair and group work that meet the lesson objectives

From the chart, it could be seen that student teachers had different alignment pair and group work that meet the lesson objectives scale. There were 47,61% student teachers implemented aligned pair and group work that meet the lesson objectives. Then, 28,57% student teachers implemented less aligned pair and group work activities that meet the lesson objectives, and there were 23,8% student teachers implement unaligned pair and group activities that meet the lesson objectives. In conclusion, pair and group work activities implemented by student teachers in practice teaching (PPL I) was less aligned to meet the lesson objectives, though the majority of them could select aligned pair or group work to meet the lesson objectives.

According to the research finding, it was found that basically student teachers had different ability in facilitating pair interaction. 20% of them had good ability, 20% had bad ability, and 60% had moderate ability. This diverse ability showed that they had different ability in accomplishing the aspects of facilitating pair interaction. The better their ability, the more they accomplished the aspects, and otherwise.

Then, it can be seen that in general student teachers had moderate ability in facilitating pair interaction, as more than half of them shown to have moderate ability. Besides, after calculating the average student teachers' ability score, it was found that their ability was in the level of moderate. Thus, it can be concluded that student teachers' ability in facilitating pair interaction was moderate.

[illegible]

ability in accomplishing the aspect criteria of facilitating pair interaction. There is evidence that hint at accomplished practice, but limited.² There is unbalanced of the ability in accomplishing the aspects of facilitating pair interaction. At one aspect is indicated very good accomplished, but in another is indicated very bad accomplished.

This is in line with the findings (*see p. 85, chart 4.3*) which showed that in accomplishing the six aspects of facilitating pair interaction, it accomplished at different level. In making pair student teachers had good ability and in monitoring they had very good ability. However in keeping pair work interesting and organizing feedback they had moderate ability. More regrettably they had bad ability in encouraging quieter students to speak in pair and encouraging student to use English through pair work.

Nevertheless, the main aim of facilitating pair interaction is to get students to interact and communicate in English maximally. However, student teachers still had bad ability in encouraging English use in pair. They could not promote English communication well. Additionally, they could not encourage the quieter students to speak. They tend to let the dominate students to take over pair task discussion. Actually, these problems should have been solved as student teachers had very good ability

² National Board for Professional Teaching Standards Pearson, “Scoring guide for candidates, Entry 3: facilitating Interactions: Small Group”, *Early and middle childhood/ English as new language*, 2014, 9

In line with student teachers' ability in facilitating pair interaction, the researcher also found that student teachers had different ability in facilitating group interaction. 63% of them had moderate ability, 31% had bad ability, and only 6% had good ability. It can be seen that more than half student teachers had moderate ability in facilitating group interaction. Then, the average student teachers' ability score was in the level of moderate. Thus, the researcher concluded that student teachers had moderate ability in facilitating group interaction.

³ National Board for Professional Teaching Standards Pearson, “Scoring guide for candidates, Entry 3: facilitating Interactions: Small Group”, 9

support language learning. They could not get students to participate maximally through group work. Besides, they had very little experience in allocating group-participation roles and in encouraging the quiet students to speak up in group. There was no equal participation for students. Thus, it would be better if student teachers could not only create an equal group work, but also could make more equal students' participation to promote English communication practice.

Student teachers' ability in facilitating pair and group interaction

As indicated by their ability in doing the aspects of facilitating pair and group interaction, student teachers' ability in facilitating pair and group interaction was not good. It was indicated by their ability in doing the aspects of facilitating pair and group interaction.

group interaction

In discussion above, the researcher has discussed in

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Making pairs or making groups are the first step in facilitating pair and group interaction. It deals with the ways teacher organize students into groups or pairs. According to research findings it was found that both in pair and group, almost student teachers had good ability in making pairs or groups.

[illegible]

teacher is supposed to provide seating arrangement and ensure that students have met their groups or pairs.⁴

teachers added competitive element and provided rewards to raise students' motivation and participation. These strategies are proofed as a way to add spark into group work and keep student engaged.⁷

Secondly, student teachers also could keep group or pair work interesting by providing extra activities. For examples, they asked students to share or present their work to other groups or pairs, do peer correction, also perform role play. This is in line with Scrivener who states that these activities are good for idea generation and variety to group or pair work.⁸ Through these activities students can share their idea and perform their creativity.

Thirdly, student teachers could keep group work interesting by providing different seating arrangement. In pair work, student teachers tend to ask students to sit closer to their partner. While in group work, many student teachers provided more variety in seating arrangement, as they asked students to sit in circle, in line face to face, sit on the floor, also doing group task while standing up. By providing seating arrangement unusually as in whole class arrangement, student teachers could address students' learning styles, especially the kinaesthetic ones.

Regarding the fourth criterion to keep group or pair work interesting by giving additional tasks for students, it was found that all

⁷ Jim Scrivener – Scott Thornburry, *Classroom Management Techniques*, 204

⁸ Jim Scrivener – Scott Thornburry, *Classroom Management Techniques*, 205

student teachers were likely to give another task after example, in reading task; they asked students to read, then words and analyze the generic structure, and followed by questions, share their work, and do peer correction. Scrive the main aim of keeping group or pair work interesting is and spark back into pair or group work that has become predictable, so the students are encouraged more in particular actively.⁹ Thus, it would be better for student teachers to more in keep group or pair work interesting. They should students to do the task to achieve the objectives, but also interesting group or pair work for students, so students

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⁹ Jim Scrivener – Scott Thornburry, *Classroom Management Techniques*, 204

environment. Based on observation, positively, all student teachers could provide safe environment, as they had positive personality. They encourage students to speak by eliciting questions, then listening attentively, and responding them positively. Yet, they could not maximally encourage the quieter students to speak up. There was unequal participation of the quieter and the dominator.

Firstly, only several student teachers used structured participation for students. They employed participation token as walking pen and asked students to answer the questions in turn. Secondly, they did not assign roles for quieter students to serve as spokesperson. They tend to say “*any volunteer?*” or “*who want to answer?*”, and so forth. This way lead to unequal participation, since the active students often speak more while the passive and quieter students managed to say nothing. Besides, there were certain students who were actively participate and student teachers tend to point them to answer. It may be caused by student teachers’ expectation that they surely can respond to student teachers’ questions. Considering this problem, it would be better that student teachers can use participation token and designate quieter students to speak. As stated by Scrivener and Thornburry that teacher’s main job is to ensure that they allow space for quieter learners to participate.¹⁰

4) Monitoring pair work and group work

Once the students are working on their task, teacher's job is to monitor them in order to ensure that students work in the right way and pair or group work run effectively. Based on the findings, most of student teachers had good ability in monitoring. However, there were some drawbacks of the way they monitor group or pair work as discussed below.

Primarily, while monitoring most of student teachers tend to wandering. Initially, they monitor at the start by walking around the room and look on students' work. This is a good start, as Harmer argued

[illegible]

that teacher needs to monitor to check students' comprehension of the task after they give instruction of the task and let students do it.¹²

However, almost student teachers tend to wandering all the time, visit each group or pair in turn, and interfere while helping. This is unaligned with Harmer who states that in monitoring, teacher has to maintain their persistence, but they should not over help or correcting students' work. Teacher is supposed to take discreet notes on students' language use, their worked task, behaviour, also problems that may happen during group or pair work, and use it later to be discussed in feedback time.¹³ Regretfully, this did not happen in practice teaching. Thus, student teachers should not only monitor and interfere the students. They may be better to do discreet monitoring instead of participatory monitoring. Besides, it would be better for student teachers to give their time to rest and let the students doing the task on their own.

5) Encouraging students to use English in pair and group

According to the findings, this aspect was indicated bad accomplished by student teachers. Both in pair and group work, student teachers had bad ability in encouraging students to use English through pair or group work.

¹² Jeremy Harmer, *How to Teach English: An Introduction to the Practice of English Language Teaching* (Harlow: Longman, 1998), 20

¹³ Jeremy Harmer, *How to Teach English*, 20

Firstly, almost student teachers had tried to speak English throughout teaching-learning process, including when they gave instruction and explained the task. However, there were some of student teachers who used mother tongue during practice teaching. Although it is not suggested, but first language is acceptable when students have difficulties in understanding teachers' explanation unless teacher explain it in the first language.¹⁴ This case was done by student teachers B3, C1, and F3.

On the other hand, there were also student teachers who had no significant reason why they prefer to use mother tongue instead of English. As student teachers E2, C1, E1, and F2 who used mother tongue because they felt more comfort, whereas actually their English was good. According to the PPL I lecturer's feedback, student teachers should not directly tell the students in their first language. It would be better if they could give clues or use gesture to describe the meaning of difficult words. Or else, student teachers should try to encourage students to find the meaning on their own at first. This is in line with Scrivener who reveals that the value of speaking task and the aim of English use is reduced when the students tend to communicate in their first language, and the teacher do nothing about it.¹⁵ Teacher needs to

¹⁴ Jim Scrivener – Scott Thornbury, *Classroom Management Techniques*, 69

¹⁵ Jim Scrivener – Scott Thornburry, *Classroom Management Techniques*, 69

provide English environment to enhance students to communicate in English.

In addition, almost student teachers could not fulfil the others three indicators of encouraging students to use English in pair or group. They did not do close monitoring on English use, established rules for using English, and provided rewards for students or pair or groups who only use English. There was only 1 student teacher (A3) who tried to establish rules of English use, as she tried to ask students to speak English by responding them only on English. Harmer states that a way to encourage student to use English is by creating English environment by establishing rules for English use.¹⁶ Nevertheless, the main goal of teaching English is to enhance students' interaction to practice English. Therefore, student teachers have to overcome the problem of students' tendency in speaking using first language; otherwise the goal will be vanished.

6) Allocating group-participation roles

In contrast with other aspects, this aspect is only included in facilitating group interaction aspects. It deals with how the teacher as facilitator, can force students who tend to give less contribution out of their comfort zones. Based on the findings, student teachers had very bad ability in allocating group-participation roles. Most of them did not

¹⁶ Jeremy Harmer, *How to Teach English*, 141

implement this aspect in their practice teaching. Only three student teachers (B2, C2, and F1) allocated group-participation roles, but it was still less appropriate. At first, they assign participation roles, but they did not explain clearly about the roles and lead the students to divide and play the roles. As in role play, students had to divide the roles on their own. Then in presenting worked task, student teachers just asked the student to present their work without assign who would be the presenter. As consequence, the active ones have to present it, while the rest did nothing. There was only one student teacher who asked all group members to present their work.

Nonetheless, allocating group-participation roles is important thing to do to make students to have sense of responsibility. Once, teacher has determined to allocate roles, they have to do it properly as Shopie's recommended procedures; as explain clearly about the roles; the roles have to clearly allocated and agreed by the students, then lead the students to divide and play the roles, and last monitor the implementation.¹⁷ For student teachers who will face their Internship Program, it will be better if they can allocate group-participation roles, so all students have equal contribution in completing the group task.

¹⁷ Shopie did Corpo, “*Small Group Teaching: Key Theories and Methods*” (OME 2009), 3

Firstly, almost student teachers encourage the students to give feedback. They elicited questions, as by asking “*what have you learned?*”. This is suitable with Scrivener who argues that encourage students to give feedback is very useful, as it can lead to greater involvement and find out if students have really understood and learned the material or not.¹⁸

Secondly, almost student teachers also used post-activity as feedback. As stated by Scrivener, teacher is supposed to use feedback after exercise and activities in more productive way. Positively, they implemented checking answers after exercise and got students to present their work. However, they tend to check for correcting answer, not for learning. As example, student teachers asked students to answer, *“Teacher : OK, number 1, what is the answer?”*, *student : ...* , *Teacher : Ok, that’s right. Then number 2, who want to answer?, student: ...*, *Teacher : yes, correct, then number 3?,*” and so forth. Through this way, student teachers were likely rubberstamping or directly correcting students answer without asking other students’ agreement. This is not

[illegible]

Additionally, student teachers also tend to give praises over supportive feedback. From 21 student teachers there was only one student teacher (B2) who gave supportive feedback. In their practice

[illegible]

students to be able to describe animal, but his main objective to be able to write descriptive text was vanished. According to Bi, teaching-learning activities should not only involve a simple engaging activity, but it is chosen because of its function and cohere with all teaching-learning process to achieve the objectives. The examples of irrelevant pair or group work activities, as to get students to perform as the objectives states.

The significance of pair or group work to achieve the cognitive lesson objectives

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The term significance refers to how group or pair work support students to achieve the cognitive level of the objectives.

²⁴ John Biggs, "Enhancing Teaching through Constructive Alignment", *Higher Education*, Vol. 32, 1996, 354

Many student teachers implemented group work activity that did not enable students to achieve the cognitive level of the objectives. It was particularly happen when they taught writing skill. As the objective was get students to be able to write, it is a must for student teachers to get the students to be able to write. However, in fact, many student teachers did not teach the students how to write. Mostly, they had reading and discussion activity as answering reading comprehension question and identify generic structure, but at the end they asked the students to write. This was insignificant, as students did not know what to write and how to write.

In short, not all student teachers can implement aligned pair or group work activities to meet the objectives. 48% student teachers implemented aligned pair and group work that meet the lesson objectives, 28% student teachers implemented less aligned pair and group work activities that meet the lesson objectives and 24% student teachers implement unaligned pair and group activities that meet the lesson objectives. Nonetheless, more of them could implement aligned pair and group work activities to meet the lesson objectives. However, they still need to be more considerate when select pair and group activities by bearing in mind the criteria of alignment. So, they can create better aligned pair and group activities to meet the lesson objectives.