#### **CHAPTER IV**

# FINDINGS AND DISCUSSION

This chapter covers the research findings and discussion of the study. In findings part, the researcher describes the result of the analysis. In discussion part, the researcher discuss the result of the data analysis regarding with how well student teachers are able to facilitate pair and group interaction and select aligned pair and group activities to meet the lesson objectives.

# A. Research Findings

This research had been conducted from 29<sup>th</sup> April – 26<sup>th</sup> May 2015. The researcher obtained the data of student teachers' ability in facilitating pair and group interaction and the alignment of their pair and group activities toward the lesson objectives by conducting classroom observation in practice teaching (PPL I) class. There were 21 student teachers from A, B, C, D, E, F, and G practice teaching classes became the subject of this research. Regarding the purposive sampling, they were chosen because they implemented pair or group work in their teaching practice. The result and analysis of those findings are categorized according to the research questions of this study as presented below.

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

In the case of finding what student teachers' ability in facilitating pair and group interaction, the researcher obtained the data by observing them when they implemented pair or group work in their teaching practice by using rubrics. The rubrics were adapted from scoring guide for candidates in facilitating small group interactions developed by National Board for Professional Teaching Standards, Pearson.

In the process of collecting the data, the researcher found that from 21 student teachers, there were 16 student teachers implemented group work, and the other five implemented pair work. Besides, there were different on the total aspects of facilitating pair or group interaction to be assessed. Therefore, in analyzing the data, the researcher categorized them based on those two ability in facilitating pair interaction and ability in facilitating group interaction. Below is the subject classification of this study:

Table 4.1
Subject classification in facilitating pair and group interaction

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

# a. Student teachers' ability in facilitating pair interaction

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.

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				
interval score	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:

**Table 4.3**Data tabulation of student teachers' ability in facilitating pair interaction

							111 1000111100	71118 P WIII 111		
No	Code	Aspects				Total Score		Scale		
	Name	A	В	С	D	E	F	10001	Searc	Description
1	C3	3	1	2	4	1	3	14	2,33	M
2	D3	2	1	1	4	1	2	11	1,83	M
3	E2	3	3	1	3	0	0	10	1,67	В
4	E3	3	2	1/	4	1	2	13	2,16	M
5	G3	4	2	2	3	1	3	15	2,5	G
	Total score	15	9	7	18	4	10	63	10,5	52,5%
	Ideal score	20	20	20	20	20	20	120	20	
	Mean								2,1	M (52,5%)

**Notes: Aspects** 

**A** = making pairs

**B** = keeping pair work interesting

**C** = encouraging quieter learners to speak in pair

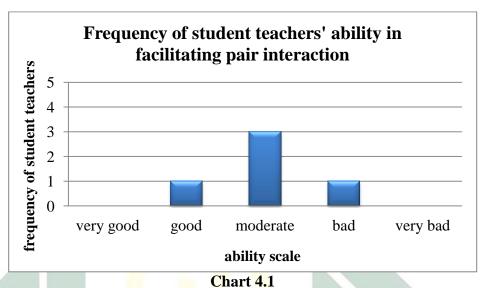
**D** = monitoring pair work

**E** = encouraging student to use English in pair

**F** = organizing feedback on pair task

From the table above, it could be seen that student teachers had different ability in facilitating pair interaction. There was 1 student teacher (G3) got score 2,5 and it was included in good scale. It means G3 had good ability in facilitating pair interaction. Then, there were 3 student teachers who had moderate ability as their scores were included in moderate scale. Next, another student teacher (E2) had bad ability as his

score was 1,67 which is it was included in bad scale. The following chart is the representation of that description:



Frequency of student teachers' ability in facilitating pair interaction

The next step was calculating student teachers' ability into percentages. Then, it is showed in the chart below:

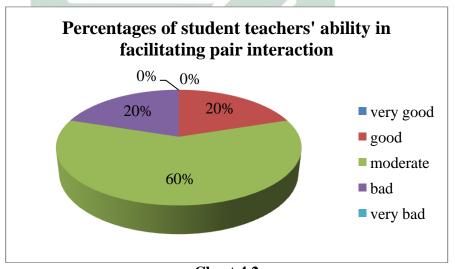


Chart 4.2
Percentage of student teachers' ability in facilitating pair interaction

Based on the chart, it could be seen that student teachers had different ability in facilitating pair interaction. From 5 student teachers who implemented pair work 20% had good ability, 60% had moderate ability and 20% had bad ability in facilitating pair interaction.

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.

# 1) Student teachers' ability in facilitating pair interaction as indicated by their ability in doing the aspects of facilitating pair interaction

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. Teacher gives clear instruction for students which pair they will be working and where they will be seated (seating arrangement
1	Making Pair	2. The process of making pair is efficient
		3. Teacher addresses students' learning levels in pair by creating heterogeneous pair instead of homogeneous pair
		Teacher creates pair transparently for students
		Teacher adds competitive element to work
2	Keeping pair work	2. Teacher provides extra activities
	interesting	3. Teacher uses different arrangement for pair work
		4. Teacher provides additional task
		1. Teacher provides safe environment
		2. Teacher uses structured participation by utilizing object
3	Encouraging quieter	3. Teacher assigns roles and designating quieter
	learners to speak in pair	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
		1. Teacher monitors at the start of the work to check students' understanding of doing the task.
4	Monitoring pair work	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
		1. Teacher tries to speak English all the time to
5	Encouraging student to	provide English exposure for students
	use English	2. Teacher establishes rules for using English,

		3. Teacher does close monitoring of pair/ pair work
		about their use of English
		4. Teacher provides rewards for students/ pair who
		only use English
		1. Teacher encourages students to give feedback
		2. Teacher provides post-activity by requesting
6	Organizina faadhaalt	feedback from students
6	Organizing feedback	3. Teacher gives feedback from direct observation
		about their worked task and the learning material
		4. Teacher gives supportive feedback about
		students' behaviour by providing concrete
		examples and checking that the feedback is
		congruent with students' perception of
		performance

These indicators were used for scoring criteria. There were five scores for each aspect; 4, 3, 2, 1, and 0. The researcher categorized their score into five scales to ease the researcher in identifying their ability. The scale categorization is as following.

Table 4.5
Categorization score in doing each aspect of facilitating pair and group interaction

	group morning						
Score		Scale					
Score	Scale	Description					
4	Very good (VG)	Able to fulfil all 4 indicators					
3	Good (G)	Only fulfil 3 of 4 indicators					
2	Moderate (M)	Only fulfil 2 of 4 indicators					
1	Bad (B)	Only fulfil 1 of 4 indicators					
0	Very bad (VB)	Cannot fulfil all 4 indicators					

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

State it teachers seed in making pairs						
	Scale	Score	Frequency	Percentage		
	VG	4	1	20%		
Making pairs	G	3	3	60%		
Waking pairs	M	2	1	20%		
	В	1	0	0%		
	VB	0	0	0%		
Total score		15				
Ideal score		100%				
Mean / scale		3 (Good	l)	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

very good in making pairs. Then 3 (60%) student teachers got score 3. It means they had good ability in making pairs. Another student (20%) got score 2 which means he had moderate ability in making pairs.

The mean score of 5 student teachers in making pairs was 3 in which it is included in good scale. From this result, the researcher drew conclusion that in making group, student teachers had good ability.

### b) Keeping pair work interesting

This aspect informs whether student teachers could create and keep pair work interesting for students or not. According to research calculation of student teachers' score in keeping pair work interesting aspect, the researcher presented the result as showed in the table below:

Table 4.7
Student teachers' score in keeping pair work interesting

	Scale	Score	Frequency	Percentage
Keeping pair	VG	4	0	0%
work interesting	G	3	1	20%
	M	2	2	40%
	В	1	2	40%
	VB	0	0	0%
Total score		9		

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:

Table 4.8
Student teachers' score in encouraging quieter student to speak in pair

	Scale	Score	Frequency	Percentage		
Encouraging	VG	4	0	0%		
quieter	G	3	0	0%		
students to	M	2	2	40%		
speak	В	1	3	60%		
	VB	0	0	0%		
Total score		7				
Ideal score		100%				
Mean / scale		1,4 (Bac	d)	35%		

From the table, it was found that 2 (40%) student teachers got score 2. It means they had moderate ability in encouraging quieter students to speak. Then 3 (60%) student teachers got score 1, which means they had bad ability in encouraging quieter students to speak up.

The mean score of 5 student teachers in encouraging quieter students to speak was 1,4, and it is included in bad scale. Thus, the conclusion is in encouraging quieter students to speak in pair, student teachers had bad ability.

#### d) Monitoring pair work

This aspect informs about how student teachers' attitude in monitoring students when they doing the task. The calculation of student teachers' score in monitoring pair work is presented in the table below:

**Table 4.9**Student teachers' score in monitoring pair work

	Scale	Score	Eneguenes	
	Scale	Score	Frequency	Percentage
	VG	4	3	60%
Monitoring	G	3	2	40%
	M	2	0	00/
pair work	M	2	U	0%
	В	1	0	0%
	VB	0	0	0%
Total score		18		
Ideal score	2 /	20		100%
Mean / scale	3	,6 <mark>(v</mark> ery g	ood)	90%

From the table, it could be seen that 3 student teachers got score 4. It means 60% student teachers had very good ability in monitoring. Then 2 student teachers got score 3. It means 40% student teachers had good ability in monitoring.

The average score of 5 student teachers was 3,6 in which it is included in the interval of very good scale. From this result, the researcher drew conclusion that student teachers had very good ability in monitoring pair work.

#### e) Encouraging students to use English in pair

This aspect tells about how student teachers tried to encourage students to use English in pair work. The calculation of

student teachers' score in encouraging students to use English is showed in the table below:

Table 4.10
Student teachers' score in encouraging student to use English

	Student teachers	Score in cir	z zinginom		
		Scale	Score	Frequency	Percentage
	Encouraging	VG	4	0	0%
	students to use	G	3	0	0%
	English in pair	M	2	0	0%
		В	1	4	80%
		VB	0	1	20%
	Total score		5		
	Ideal score		20		100%
1	Mean / scale		1 (Bad)		25%

From the table, it was found that 4 student teachers got score 1. It means 80% student teachers had bad ability in encouraging student to use English. Another 1 got score 0, which means she had very bad ability in encouraging students to use English as she could not fulfil all indicators.

The mean score was 1 and it is included in bad scale. Thus, the conclusion was student teachers' had bad ability in encouraging students to use English.

#### f) Organizing feedback

This aspect informs about how student teachers' were capable to encourage and give feedback of pair work activity. The

calculation of student teachers' score in organizing feedback is presented in the table below:

**Table 4.11**Student teachers' score in organizing feedback of pair work

Student teachers score in organizing reedback of pair work					
	Scale	Score	Frequency	Percentage	
	VG	4	0	0%	
Organizing	G	3	2	40%	
feedback	M	2	2	40%	
	В	1	0	0%	
	VB	0	1	20%	
Total score	9	11			
Ideal score		20		100%	
Mean / scale	2	2,2 (moder	rate)	55%	

From the table, it could be seen that 2 student teachers got score 3. It means 40% student teachers had good ability in organizing feedback. Then, 2 student teachers got score 2. It means 40% student teachers had moderate ability. At last, 1 student teacher got score 0 which means she could not fulfil all indicators of organizing feedback. It means 20% student teachers had very bad ability in organizing feedback.

The mean score of 5 student teachers was 2,2 in which it is included in the interval of moderate scale. From this result, the researcher drew conclusion that student teachers had moderate ability in organizing feedback of pair work.

In short, the result of analysis of student teachers' ability in doing the aspects of facilitating pair interaction was presented in the following chart:

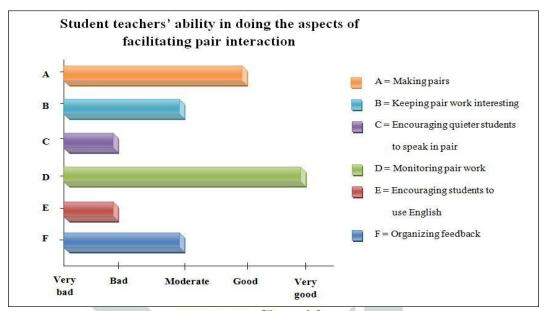


Chart 4.3

Student teachers' ability in doing the aspects of facilitating pair interaction

From the chart above, the researcher drew conclusion about student teachers' ability in facilitating pair interaction as it is indicated by their ability in doing the six aspects of facilitating pair interaction. They were: in making pair they had good ability, in keeping pair work interesting they had moderate ability, in encouraging quieter students to speak they had bad ability, in monitoring they have very good ability, in encouraging student to use English they had bad ability, and in organizing feedback they had moderate ability.

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

procedure in finding student teachers' ability in facilitating pair interaction. The result is below:

Table 4.12

Data tabulation of student teachers' ability in facilitating group interaction

No	Code			1	Aspec		incrac		Total	Score	Scale
110	Name	A	В	С	D	E	F	G	Total	Score	Description
1	A1	4	3	1	2	1	0	1	12	1,71	M
2	A2	3	3	1	2	1	0	2	12	1,71	M
3	A3	4	4	1	3	2	0	3	17	2,42	M
4	B1	3	3	1	4	1	0	2	14	2	M
5	B2	2	3	2	1	1	1	4	14	2	M
6	В3	2	2	1	1	0	0	1	7	1	В
7	C1	4	3	1	4	0	0	1	13	1,85	M
8	C2	3	3	3	4	1	2	3	19	2,71	G
9	D1	4	2	2	3	1	0	2	14	2	M
10	D2	2	2	1	2	1	0	2	10	1,42	В
11	E1	3	3	1	3	0	0	2	12	1,71	M
12	F1	3	3	1	4	1	0	2	15	2,14	M
13	F2	4	1	1	2	0	0	2	10	1,42	В
14	F3	1	1	0	4	0	0	1	7	1	В
15	G1	3	1	1	3	1	0	2	11	1,57	В
16	G2	3	4	2	4	1	0	2	16	2,28	M
	tal score	48	41	20	46	12	3	32	203	29	45,25%
	eal score	64	64	64	64	64	64	64	448	64	
	Mean									1,81	M (45,25%)

#### **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:

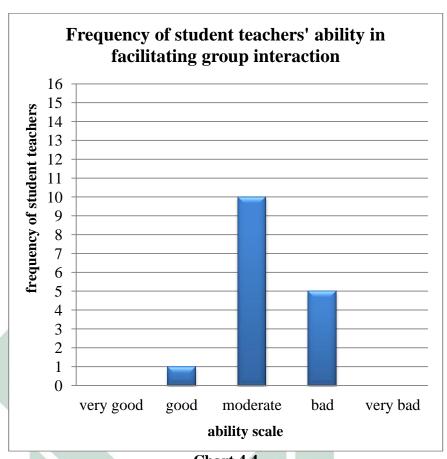


Chart 4.4
Frequency of student teachers' ability in facilitating group interaction

The next step was calculating student teachers' ability into percentages. Then, it is showed in the following chart:

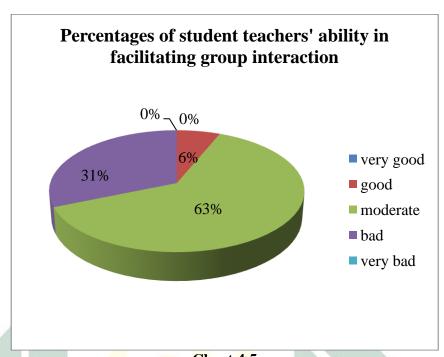


Chart 4.5
Percentages of student teachers' ability in facilitating group interaction

Based on the chart, it could be seen that student teachers had different ability in facilitating pair interaction. There were 6,25% student teachers had good ability, 62,5% had moderate ability, and 31,25% had bad ability in facilitating group interaction, and there were 0% who had very good or good ability in facilitating group interaction.

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 4.11, it showed that the mean score was 1,81 and it was included in moderate scale. Thus, the researcher drew conclusion that student teachers' ability in facilitating group interaction was moderate.

# 1) Student teachers' ability in facilitating group interaction as indicated by their ability in doing the aspects of facilitating group interaction

Same with the previous analysis procedures, the researcher also explained about student teachers' ability in doing the aspects of facilitating group interaction. Since their ability in facilitating group interaction was indicated by their ability in doing the seven aspects. Table below presents the seven aspects of facilitating group interaction and its indicators.

Table 4.13
Aspects of facilitating group interaction and indicators

No	Aspects of Facilitating Group Interaction	Observed Indicators				
		5. Teacher gives clear instruction for students				
		which group they will be working and where				
		they will be seated (seating arrangement)				
		6. The process of making group is efficient				
1	Making group	7. Teacher addresses students' learning levels in				
		group by creating heterogeneous group instead				
		of homogeneous group				
		8. Teacher creates group transparently for				
		students				
		5. Teacher adds competitive element to work				
2	Keeping group work	6. Teacher provides extra activities				
	interesting	7. Teacher uses different arrangement for group				
		work				
		8. Teacher provides additional task				
		5. Teacher provides safe environment				

		6. Teacher uses structured participation by
		utilizing object
3	Encouraging quieter	7. Teacher assigns roles and designating quieter
	learners to speak in	learners to serve as spokesperson
	group	8. Teacher provides peer-assessment or review on
		participation of each member in order to raise
		students' own awareness of their participation
		5. Teacher monitors at the start of the work to
4	Monitoring group work	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. Teacher tries to speak English all the time to
		provide English exposure for students
		6. Teacher establishes rules for using English,
5	Encouraging student to	7. Teacher does close monitoring of group work
	use English	about their use of English
		8. Teacher provides rewards for students/ group
		who only use English
		1. Teacher assigns participation roles for group
		work
6	Allocating group-	2. Teacher explains clearly about each role
	participation roles	3. Teacher leads the students to divide and play
		their role
		4. Teacher monitors the implementation
		5. Teacher encourages students to give feedback
		6. Teacher provides post-activity by requesting
		feedback from students
7	Organizing feedback	7. Teacher gives feedback from direct
		observation about their worked task and the
		learning material
		5

8.	Teacher gives supportive feedback abou	t
	students' behaviour by providing concrete	9
	examples and checking that the feedback is	s
	congruent with students' perception o	f
	performance	

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

# a) Making groups

This aspect tells about how student teachers could make good group making or not. It is indicated by how they could implement the indicators of very good group 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 groups aspect, the researcher presented the result as showed in the table below:

**Table 4.14**Student teachers' score in making groups

	Scale	Score	Frequency	Percentage
	VG	4	5	31,25%
Making	G	3	7	43,75%
groups	M	2	3	18,75%
	В	1	1	6,25%
	VB	0	0	0%

Total score	48	
Ideal score	64	100%
Mean / scale	3 (Good)	75%

From the table, it could be seen that 31,25% student teachers got score 4. It means they had very good ability in making groups. Then, 43,75% student teachers had good ability in making groups as they got score 3. Next, 18,75% student teachers had moderate ability as they got score 2. The last, 6,25% got score 1 which means had bad ability in making groups.

The mean score was 3 and it was included in good scale. From this result, the researcher drew conclusion that in making group, student teachers had good ability.

# b) Keeping group work interesting

This aspect informs whether student teachers could create and keep group work interesting for students or not. According to research calculation of student teachers' score in keeping group work interesting aspect, the researcher presented the result as showed in the table below:

Table 4.15
Student teachers' score in keeping group work interesting

Student teacher	1 22 1				
	Scale	Score	Frequency	Percentage	
W	VG	4	2	12,5%	
Keeping group	G	3	8	50%	
work interesting	M	2	3	18,75%	
interesting	В	1	3	18,75%	
	VB	0	0	0%	
Total score		41			
Ideal score		100%			
Mean / scale		2,56 (God	od)	64%	

From the table, it could be seen that 12,5% student teachers got score 4. It means they had very good ability in keeping group work interesting. Then, 50% student teachers had good ability as they got score 3. Next, 18,75% student teachers had moderate ability as they got score 2. The last, 18,75% got score 1 which meant had bad ability in keeping group work interesting.

The mean score was 2,56 and it was included in good scale interval. From this result, the researcher drew conclusion that student teachers had good ability in keeping group work interesting.

#### c) Encouraging quieter students to speak in group

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:

Table 4.16
Student teachers' score in encouraging quieter student to speak in group

	Scale	Score	Frequency	Percentage
Encouraging	VG	4	0	0%
quieter	G	3	1	6,25%
students to	M	2	3	18,75%
speak	В	1	11	68,75%
	VB	0	1	6,25%
Total score		20		/
Ideal score		64		100%
Mean / scale		1,25 (Ba	d)	31,25%

From the table, it was found that 0% student teachers had very good ability in encouraging quieter students to speak in group. Then, 6,25% student teachers had good ability and 18,75% student teachers had moderate ability. Next, 68,75% student teachers had bad ability in encouraging quieter students to speak up. The last, 6,25% student teachers had very bad ability in encouraging quieter students to speak in group.

The mean score was 1,25 and it is included in bad scale. Thus, the conclusion is in encouraging quieter students to speak in group, student teachers had bad ability.

#### d) Monitoring group work

This aspect informs about how student teachers' attitude in monitoring students when the students were doing the task. The calculation of student teachers' score in monitoring group work is presented in the table below:

Table 4.17
Student teachers' score in monitoring group work

Student teachers score in monitoring group work						
	Scale	Score	Frequency	Percentage		
	VG	4	6	37,5%		
Monito <mark>ring</mark>	G	3	4	25%		
group work	M	2	4	25%		
	В	1	2	12,5%		
	VB	0	0	0%		
Total score		46				
Ideal score		100%				
Mean / scale		2,8 (goo	d)	71,8%		

From the table, it could be seen that 6 student teachers got score 4. It means 37,5% student teachers had very good ability in monitoring. Then 4 student teachers got score 3. It means 25% student teachers had good ability in monitoring. The other 4 got score 2. It means 25% student teachers had moderate ability in

monitoring. Next, 2 student teachers got score 1. It means 12,5% student teachers had bad ability in monitoring. Then, 0% student teachers had very bad ability in monitoring.

The mean score was 2,8 in which it is included in the interval of good scale. From this result, the researcher drew conclusion that student teachers had good ability in monitoring group work.

# e) Encouraging students to use English in group

This aspect tells about how student teachers tried to encourage students to use English in group work. The calculation of student teachers' score in encouraging students to use English is showed in the table below:

Table 4.18
Student teachers' score in encouraging student to use English

Stadent teachers	Beere in encouraging student to use English					
	Scale	Score	Frequency	Percentage		
Encouraging	VG	4	0	0%		
students to use	G	3	0	0%		
English in	M	2	1	12,5%		
group	В	1	10	62,5%		
	VB	31,25%				
Total score						
Ideal score		100%				
Mean / scale	0,	75 (very	bad)	18,75%		

From the table, it was found that 0% student teachers had either very good or good ability in encouraging students in using English through group work. There was only 12,5% student teachers had moderate ability in encouraging student to use English in group. Then, there was 62,5% had bad ability. Next, there was 31,25% student teachers had very bad ability in encouraging students to use English in group work.

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.

#### f) Allocating group-participation roles

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:

Table 4.19
Student teachers' score in allocating group-participation roles

	it teachers store in uncoming group purificipation roles					
	Scale	Score	Frequency	Percentage		
Allocating	VG	4	0	0%		
group-	G	3	0	0%		
participation	M	2	1	6,25%		
roles	В	1	1	6,25%		
	VB	0	14	87,5%		
Total score	/	3				
Ideal score		100%				
Mean / scale	0,	,18 (very	bad)	4,68%		

From the table, it can be seen that 0% student teachers had either very good or good ability in allocating group-participation roles. There was only 6,25% student teachers had moderate ability in allocating group-participation roles. Then, there was also 6,25% had bad ability. Next, there was 87,5% student teachers had very bad ability in encouraging students to use English in group work.

The mean score was 0,18 and it is included in very bad scale. Thus, the conclusion was student teachers had very bad ability in allocating group-participation roles as almost of them did not allocate group roles for the students.

# g) Organizing feedback

This aspect informs about how student teachers were capable to encourage and give feedback of group work activity. The calculation of student teachers score in organizing feedback is presented in the table below:

Table 4.20
Student teachers' score in organizing feedback of group work

	Scale	Score	Frequency	Percentage
	VG	4	1	6,25%
Monitoring	G	3	2	12,5%
pair wo <mark>rk</mark>	M	2	9	56,25%
	В	1	4	25%
	VB	0	0	0%
Total score		32		
Ideal score		64		100%
Mean / scale	2 (moderate)			50%

From the table, it can be seen that 6,25% student teachers had very good ability in organizing feedback. Then, there was 12,5% student teachers had good ability. Next, 56,25% student teachers had moderate ability. There was also 25% student teachers had bad ability. There was also 0% of them had very bad ability in organizing feedback of group work.

The mean score was 2, in which it is included in the interval of moderate scale. From this result, the researcher drew

conclusion that student teachers had moderate ability in organizing feedback of group work.

In short, the result of analysis of student teachers' ability in doing the aspects of facilitating group interaction was presented in the following chart:

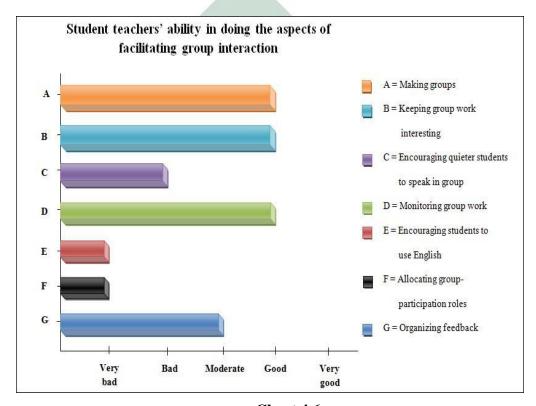


Chart 4.6
Student teachers' ability in doing the aspects of facilitating group interaction

From the chart above, the researcher drew conclusion that the ability of student teachers' in facilitating group interaction as it is indicated by their ability in doing the seven aspects of facilitating group interaction. They were: in making groups they had good ability, in

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

identify the alignment. They were relevancy of pair or group work toward the lesson objectives and significance of pair or group work to reach the cognitive level of the lesson objectives.

The next step was calculating the score by using Likert scale formula. There were three scores for each criterion; 3, 2, and 1. The scores in each criterion are various (*see app. 3*). Then, the researcher calculated the score and categorized it into scales to ease the researcher in identifying the alignment. The following step was calculating into percentage to know student teachers' pair and group work activities alignment to meet the lesson objectives. The scale categorization is as following: (*for more specific description of scale see app. 3*)

Table 4.21
Categorization of alignment score and scale

Interval score	Scale		
Interval score	Scale	Description	
2,35 – 3	3	Aligned (A)	
1,68 – 2,34	2	Less aligned (LA)	
1 – 1,67	1	Unaligned (U)	

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

Table 4.22

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

NT.	Code	Criteria		Ž		C1-	
No	Name	A	В	Total	Score	Scale	
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	В3	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%)	

#### **Notes: Criteria**

- A = Relevancy of pair and group work activities toward the lesson objectives
- **B** = Significance of pair and group work activities to achieve the cognitive level of the lesson objectives

The description of the data tabulation above was presented according to the criteria as following:

## a. The relevancy of pair and group work towards lesson objectives

This criterion informs about student teachers' alignment of pair and group activities to meet the lesson objectives which is indicated by the relevancy of their pair or group work toward the lesson objectives. It tells whether their pair or group work really get the students to practice the verbs as action verbs nominated by the lesson objectives or not.

According to the data tabulation above, the researcher presented student teachers' score in the relevancy criteria in the table below:

Table 4.23
Student teachers' score in the relevancy of pair and group work to meet the lesson objectives criteria

Relevancy of pair and group	Score	Frequency	Percentage
work toward the lesson	3	13	61,9%
objectives	2	6	28,57%
objectives	1	2	9,52%
Total score	53		84,12%
Ideal score	63		100%

From the table above, it could be seen that 61,9% student teachers got score 3, 28% got score 2, and 9,52% got score 1. In this criterion, the majority of student teachers got score 3. From the ideal 100% expectation of implementing relevant pair or group work, student teachers achieved 84,12%. According to this result, the researcher concluded that student teachers' relevancy of pair or group work activities to meet the lesson objectives was regarded as relevant. It means they had created group and pair work activities that get students to practice the same verbs as action verbs nominated by the objectives.

# b. The significance of pair and group work to achieve the cognitive level of lesson objectives

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.

Based on the data tabulation above, the researcher presented student teachers' score in the significance criteria in the table below:

Table 4.24
Student teachers' score in the significance of pair and group work to achieve the cognitive level of the lesson objectives

Significance of pair and group work	Score	Frequency	Percentage
to reach the cognitive level of the	3	8	38,09%
lesson objectives	2	5	23,8%
105501 00jectives	1	8	38,09%
Total score	<u> </u>	42	66,67%
Ideal score	63		100%

From the table above, it could be seen that 38,09% student teachers got score 3, then 23,8% got score 2, and 38,09% got score 1. In this criterion, there were two score mostly gotten by the student teachers, they were 3 and 1. Score 3 means student teachers could implement pair or group work that can support students to reach the cognitive level of the lesson objectives. However, with the same frequency, there were student teachers who could not implement pair or group work that support students to reach the cognitive level of the objectives, as they got score 1. From the ideal 100% expectation of implementing significant pair or group work, student teachers achieved 66,67%. This means, in general student teachers could not design fully significance pair or group work to reach the cognitive level.

# c. The alignment of student teachers' pair and group work activities that meet the lesson objectives

After analyzing student teachers' score in each criterion of pair and group work alignment to the lesson objectives, now the researcher calculated their real score of their pair and group work activities alignment to meet the lesson objectives. It was continued by classifying their ability in the scale of alignment and finding their pair and group work alignment score and scale. It was used to ease the researcher to identify the general trend of student teachers' pair and group work activities alignment to meet the lesson objectives.

From the data tabulation above, the analysis result of the alignment is presented as follows:

Table 4.25
Score and scale of student teachers' alignment of pair and group work to meet the lesson objective

The alignment of pair	Scale	Score	Frequency	Percentages
and group work to	A	2,35-3	10	47,61%
meet the lesson	LA	1,68 – 2,34	6	28,57%
objectives	U	1 – 1,67	5	23,80%
Total score	47,5			75,39%
Ideal score	63			100%
Mean/ scale		2,26 (Less ali	75,39%	

According to the table above, it could be seen that 10 (47,61%) student teachers had aligned pair and group work to meet the lesson

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:

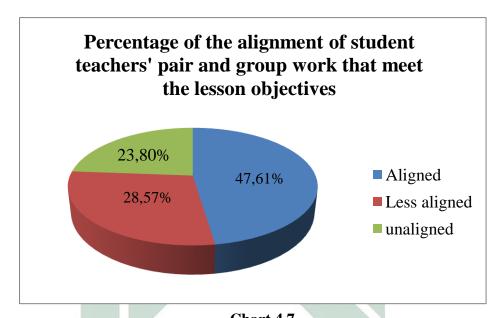


Chart 4.7
Percentage of the alignment of student teachers' pair and group work that meet the lesson objectives

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.

#### **B.** Discussion

In order to avoid misconception between the researcher and the readers towards the findings presented above, in this part, the researcher discusses those findings. Those findings were discussed by reflecting on some related theories related for each following problems as follows.

# 1. Student Teachers' Ability in Facilitating Pair and Group Interaction within Practice Teaching (PPL I)

In regard with the preliminary findings that almost student teachers implemented group and pair work in their practice teaching, it is essential for them to be able to implement these activities effectively. When implementing pair or group work, facilitating pair and group interaction becomes the primary roles for teachers. It deals with how the teacher can facilitate students' interaction to practice English within group or pair and manage the problems throughout these activities, so it can run effectively and support language learning. Finally, in the process to be qualified teacher candidates, it is important for student teachers to have good ability in facilitating pair and group interaction. Since, it is one of teaching roles and competences required in teaching-learning process.

Based on the research findings, the researcher has presented the percentage of student teachers' ability in facilitating pair and group

<sup>&</sup>lt;sup>1</sup> Jim Scrivener - Scott Thornbury, *Classroom Management Techniques* (Cambridge, United Kingdom: Cambridge University Press, 2012), 199

interaction. Here, they had different ability in facilitating pair and group interaction. However, both in the ability of facilitating pair interaction and the ability of facilitating group interaction, it was shown that student teachers had moderate ability. In the following part, the researcher gives more detailed discussion towards student teachers' ability in facilitating pair and group interaction.

## a. Student teachers' ability in facilitating pair interaction

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.

This result, based on the rubric which was adapted from National Board for Professional Teaching Standards Pearson, moderate ability means student teachers' teaching performance provide limited evidence of the ability in accomplishing the aspect criteria of facilitating pair interaction. There is evidence that hint at accomplished practice, but limited.<sup>2</sup> 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 regretfully 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

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<sup>&</sup>lt;sup>2</sup> 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 monitoring. It would be better if student teachers can monitor the English use and students' equal participation while monitoring.

## b. Student teachers' ability in facilitating group interaction

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.

Having moderate ability means that there is evidence that hint at accomplished practice, but limited.<sup>3</sup> Student teachers had unbalanced ability in accomplishing the seven aspects of facilitating group interaction (*see p. 98, chart 4.6*). They had good ability in making groups, keeping group work interesting, and monitoring. However they have moderate ability in organizing feedback. They also had bad ability in encouraging quieter students to speak in group. Unfortunately they had very bad ability in encouraging student to use English through group work and allocating group-participation roles.

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<sup>&</sup>lt;sup>3</sup> National Board for Professional Teaching Standards Pearson, "Scoring guide for candidates, Entry 3: facilitating Interactions: Small Group", ....... 9

According to those findings, the researcher assumed that student teachers have worse ability in facilitating group interaction than the student teachers in facilitating pair interaction. Positively, they could keep group work interesting however they could not make group work effectively support language learning. They could not get students to practice English maximally through group work. Besides, they had very bad ability in allocating group-participation roles and in encouraging the quieter students to speak up in group. There was no equal participation for students in group. Thus, it would be better if student teachers could not only create interesting group work, but also could make more equal students' participation and promote English communication practice.

# c. Student teachers' ability in facilitating pair and group interaction as indicated by their ability in doing the aspects of facilitating pair and group interaction

In discussion above, the researcher has discussed in general about student teachers' ability in facilitating pair and group interaction according to their accomplishment of the aspects. Nevertheless, their ability in both facilitating pair and group interaction are indicated by their ability in doing the aspects of facilitating pair and group interaction. Student teachers are considered to have good ability if they can maximize their ability in doing those aspects.

In research findings, the researcher has shown student teachers' ability in doing the each aspect of both facilitating pair and group interaction. Therefore, in this part, the researcher explains in detail their ability in doing the each aspect by retrieving with some related theories, description from classroom observation, and the PPL I lecturers' feedback as follows:

#### 1) Making pairs and groups

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.

As at first, student teachers could give clear instruction for making pairs or groups. Initially they could have students pay attention to them and then give clear and concise instruction. Some of them also use gesture to help students to move their seating arrangement. However, many student teachers tend to not check whether students have met their group member or pair partner and have proper sit position. Whereas, it is important for student teachers to check the group making as they finished it. Scrivener suggests that after finished making groups or pairs,

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

Secondly, student teachers also could make groups or pair efficiently, as almost the process of groups or pairs making did not waste many times. Besides, regarding the way of groups or pairs making, almost student teachers could create groups or pair transparently. They could make groups or pairs selection transparent for students. Students could know in what criteria they were grouped or paired. For instance, student teachers made groups or pairs by using basic option as asking students to work with the people next to them and counting off, they also made random groups as using coloured paper. Moreover, none of student teachers asked students to choose who they would like to work with by their own. This is in line with the theory which suggests that in making groups or pairs it is important to make the selection of the member is transparent.<sup>5</sup> By following this principle, student teachers can make groups or pairs with a sense of fairness for students.

However, there was an indicator that could not be fulfilled by most student teachers, especially in making pairs. That was addressing

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<sup>&</sup>lt;sup>4</sup> Jim Scrivener, *Learning Teaching: a Guidebook for English Language Teachers* (Oxford: Heinemann Publishers, 1994), 90–91

<sup>&</sup>lt;sup>5</sup>Larry K. Michaelsen, "Team Formation for TBL", *Team-Based Learning Collaborative*, 2013, (http://www.teambasedlearning.org/page-1032336, accessed on November 9<sup>th</sup>, 2014)

students' level in pairs or groups making. Many of them asked students to work with the people next to. This can be efficient and transparent for students, but this strategy may lead to create homogeneous group or pair instead of heterogeneous one. As students may be grouped or paired with the same people over the time. This less variety can lead to boredom and predictable. Whereas it is emphasized that the teacher is recommended to form heterogeneous groups or pairs, since it is assumed work better. There will be sense of helping for the stronger and contributing for the weaker. In addition, there are also some student teachers who directly chose the group members for students without addressing whether groups were created based around seating arrangement, similarities, differences, or gender.

## 2) Keeping pair work and group work interesting

This aspect deals with how student teachers create new variety into pair or group work to make students more engaged. Based on the findings, student teachers had moderate ability in keeping pair work interesting, while student teachers had good ability in keeping group work interesting.

At first, in pair work there were less student teachers who added competitive element to pair work. While in group work, many student

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<sup>&</sup>lt;sup>6</sup> Shirley Alexander, "Forming Effective Groups", *UTS Learning and Teaching* 2012, (http://www.uts.edu.au/node/1161/forming-effective-groups, accessed on November 8<sup>th</sup>, 2014)

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.<sup>7</sup>

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. 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

<sup>8</sup> Jim Scrivener – Scott Thornburry, *Classroom Management Techniques*, ..... 205

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<sup>&</sup>lt;sup>7</sup> Jim Scrivener – Scott Thornburry, Classroom Management Techniques, ..... 204

of student teachers implemented it. Although this criterion is not fully effective way to keep group or pair work interesting, providing additional task may be effective to get students absorb in their task, and not talking over each other when they have finished their task. However, student teachers were likely to give another task after another. For example, in reading task; they asked students to read, then find difficult words and analyze the generic structure, and followed by answering the questions, share their work, and do peer correction. Scrivener states that the main aim of keeping group or pair work interesting is to add variety and spark back into pair or group work that has become routine and predictable, so the students are encouraged more in participate fully and actively. Thus, it would be better for student teachers to considerate more in keep group or pair work interesting. They should not only get students to do the task to achieve the objectives, but also think to make interesting group or pair work for students, so students are more engaged.

#### 3) Encouraging quieter students to speak in pair and group

One of the benefits of pair or group work is to provoke quieter students to speak more, as it is expected through pair or group work they do not feel pressured to speak as in the whole class. The first of teachers' job to encourage quieter students is by providing safe

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<sup>&</sup>lt;sup>9</sup> 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.<sup>10</sup>

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 $<sup>^{10}</sup>$  Jim Scrivener – Scott Thornburry, Classroom Management Techniques,  $\ldots \ldots~207$ 

Therefore, student teachers should not only address the active or clever ones.

In addition, when pair or group work is finished, it is recommended for teachers to lead discussion on participation review. 11 This review is used to raise students' awareness of their contribution. However, none of student teachers implement participation review. It would be better if they can provide participation review to assess students' participation and encourage the passive and quieter students to be more active in their next teaching later and in Internship Program.

## 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

<sup>&</sup>lt;sup>11</sup> Jim Scrivener – Scott Thornburry, Classroom Management Techniques, ..... 209

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

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. <sup>13</sup> 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.

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<sup>&</sup>lt;sup>12</sup> Jeremy Harmer, *How to Teach English: An Introduction to the Practice of English Language Teaching* (Harlow: Longman, 1998), 20

<sup>&</sup>lt;sup>13</sup> 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. 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. Teacher needs to

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<sup>&</sup>lt;sup>14</sup> Jim Scrivener – Scott Thornburry, Classroom Management Techniques, ..... 69

<sup>&</sup>lt;sup>15</sup> 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. <sup>16</sup> 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. 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.

<sup>&</sup>lt;sup>17</sup> Shopie did Corpo, "Small Group Teaching; Key Theories and Methods" (OME 2009), 3

#### 7) Organizing feedback

Having students completing their pair or group task, it is the time to discuss their work and followed by giving feedback. According to findings, student teachers had moderate ability in organizing feedback.

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.<sup>18</sup>

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

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<sup>&</sup>lt;sup>18</sup> Jim Scrivener – Scott Thornburry, Classroom Management Techniques, ..... 152

entirely wrong, but it would be better if they could avoid rubberstamping and involve more students to answer the questions.

Thirdly, student teachers gave insufficient feedback for students. It is important for teachers to not only encourage feedback from students, but also to provide feedback from direct observation about students' worked task and learning material. Based on observation, it was found that student teachers tend to ask "what you have learned?" or "what is the answer?", but that was all. They then directly closed the lesson or moved to the next activities. Here, the students simply tell the student teachers about what they learned. According to Biggs, this was less appropriate way to give feedback. Biggs assumes that teachers should distinguish between declarative knowledge functioning and knowledge. 19 It is not the real teaching objectives, to get students simply tell what they learned, it is more important to assess students' understanding into work, to make it function. From that theory, it would be better for student teachers can use checking questions or worked example.

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

<sup>&</sup>lt;sup>19</sup> John Biggs, "Aligning the Curriculum to Promote Good Learning" (LTSN Generic Structure, 2002), 3

teaching, student teachers give praises as saying "you're good, well done, brilliant, or you have done a great job" without pointing what students' mistake or weakness during the lesson. Praise is beneficial for encouraging and motivating students. However Scrivener suggests that in feedback, teacher should not only give praise, but they also need to provide supportive feedback for students. <sup>20</sup> It means, it is acceptable to give praises once students have done their job well, but teacher need to provide feedback about personal things, such as achievement, behaviour, participation, and so forth. By providing supportive feedback, it is argued to encourage students in more appropriate way.

In short, above are the discussions regarding student teachers' ability in facilitating pair and group interaction as well as in doing the aspects. From those findings and discussions, we can know the level of their ability; as in which part they have done well and which still need improvement. Although some aspects of facilitating pair and group interaction could not be implemented and indicated bad accomplished, as PPL I is unnatural setting of teaching-learning process, but still the way of student teachers' teaching ability is reflected in PPL I. Therefore, hopefully this research can be practical implication for the lecturers of PPL I to supervise and provide feedback that emphasized on the student teachers' weaknesses. More importantly, for student

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<sup>&</sup>lt;sup>20</sup> Jim Scrivener – Scott Thornburry, Classroom Management Techniques, ..... 163

teachers who need to improve theirselves, so they can perform better in the Internship Program and teaching in the future.

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

As stated previously, selecting aligned teaching-learning activities to meet the lesson objectives is important. All teaching-learning activities, including pair and group work, should be chosen to achieve the objectives.<sup>21</sup> Teacher should not choose group or pair work to vary learning activities and engage the students only, but also to support achieving objectives. By completing group or pair work, students can maximally achieve the objectives.

Based on the findings, the majority of student teachers had been able to implement pair and group work that align with the lesson objectives. However, there were student teachers who still implemented less aligned and unaligned pair or group works that met the lesson objectives. In this part, the researcher will discuss those findings by analyzing how student teachers accomplished alignment's criteria as follows.

#### a. The relevancy of pair or group work towards lesson objectives

According to the findings, almost student teachers could implement relevant group and pair work towards the lesson objectives. They could

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<sup>&</sup>lt;sup>21</sup> Matthew Postins, "Alignment: A Proven Method to Help Student Achieve Learning Goals", *Faculty e-Common*, (<a href="http://facultyecommons.org/a-proven-method-to-help-students-achieve-learning-goals/">http://facultyecommons.org/a-proven-method-to-help-students-achieve-learning-goals/</a>, accessed on June 4<sup>th</sup>, 2015)

implement pair or group activities that got students to practice the verbs as the objectives stated. An example, the objective stated to get students to be able to practice speaking in pair, then in pair work student teachers also got the students to practice speaking. This is in line with Shuell as cited in Biggs, who emphasizes 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.<sup>22</sup> It gets students to practice the verbs as the action verbs nominated by the objectives.

However, there were some student teachers who could not create relevant pair and group work activity. For instance, a student teacher implemented matching activity of the name of actress and actors with their movies while the objective was to get students reading and understanding narrative text. Ronkowsi highlights that in choosing teaching-learning activities, teacher has to consider the necessities of the activities will be implemented.<sup>23</sup> Thus, the researcher assumes that her group work activity was irrelevant and unnecessary to achieve the objectives.

Another example, a student teacher taught writing skill and his objective was the students are able to describe animal. Indeed he got the

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

Farris, "Selecting Instructional Strategies That Fit Objectives, *Preparing to Teach*, (<a href="http://www.teaching.iub.edu/finder/wrapper.php?inc\_id=s1\_1\_plan\_03\_strat.shtml">http://www.teaching.iub.edu/finder/wrapper.php?inc\_id=s1\_1\_plan\_03\_strat.shtml</a>, accessed on June 4<sup>th</sup>, 2015)

students to describe animals by providing game as drawing from clues and present their drawings. However, till the end of activity there was no writing activity. Hence, the researcher assumed that he could not implement fully relevant and significance pair or group work activity. He got the students to be able to describe animal, but his main objective to get students able to write descriptive text was vanished. According to Biggs, choosing 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 to achieve the objectives.<sup>24</sup> These are examples of irrelevant pair or group work activities, as they could not get students to perform as the objectives states.

# b. The significance of pair or group work to achieve the cognitive level of lesson objectives

The term significance refers to how group or pair work is really support students to achieve the cognitive level of the objectives. If group or pair work are sequenced effectively with all teaching-learning activities, it can get the students to be able perform the action verbs nominated by the objectives.

In findings, it was found that majority of student teachers implemented less significant moreover insignificance group and pair work activities.

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<sup>&</sup>lt;sup>24</sup> 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.