THE IMPLEMENTATION OF TEAM TEACHING OF ENGLISH
IN SMPN 1 PITU KABUPATEN NGAWI

(A Naturalistic Study in SMPN 1 Pitu)

THESIS
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CHAPTER I

INTRODUCTION

A. Background of the Study

Alexander who is well known as “father of the American middle school” discussed the structure of the junior high school in 1963 at a conference at Cornell University. He proposed a concept about team teaching (http://www.learnnc.org/lp/pages/4754) in which “a team of three to five teachers were assigned to 75 to 150 pupils organized either on a single-grade or multi-grade basis.” This concept was gradually developed into team teaching. Moreover, team teaching is now used in all grade levels and across disciplines. This approach has created bonding opportunities for students and engaged teachers in collaborative planning.

Teacher has responsibility to teach the material to the students for special subject. The problem is that the distribution of teachers in Indonesia is imbalanced. Some schools, especially State School, have more teachers than they need but others have only few teachers. The school, which has more teachers, is confused to employ their teachers in the process of teaching. Some of them lack of their job, ( teaching ) but the other schools have to force their teachers to teach their students because there are only limited teachers.

Usually, the schools which are located in the center of town or city have more teachers but not in the rural areas. They have many teachers whose subjects are the same. For example for Mathematics teacher, there are more
than 6 teachers although 4 teachers are enough for them; for Science teachers, there are 7 teachers even though 5 are enough. English teachers are available more than the needs of school. As the result, the schools have to employ the teachers wisely. One of the policy is applying team teaching in their school so that there will not lack of duty of the teachers. The headmaster should distribute the time fairly.

On the contrary, in rural areas, one teacher sometimes has to teach more than 24 hours even until 34 hours because the teachers are less than the school needs. For instance for Mathematics teacher, there are only have 2 teachers although the school needs more than 2 teachers. For Science teachers there are only 2 teachers but the need is 3 teachers. For English teachers, they have to teach more than 24 hours because there are only 3 teachers although the school needs 5 teachers.

There is new policy from "Departemen Pendidikan Nasional " about the professional teacher. The rule for professional teacher is that he has to teach 24 hours a week in order to get the salary of professional teacher (TPP) (Permendiknas No.39 thn.2009) "Beban kerja guru paling sedikit ditetapkan 24 jam tatap muka dan paling banyak 40 jam tatap muka dalam 1 minggu pada satu atau lebih satuan pendidikan yang memiliki izin pendirian dari Pemerintah daerah ". The professional teachers have to teach the students based on the rule above although there are more teachers in the same subjects.

The new problem is that there will be many teachers who do not have occasion to teach while the others teach 24 hours because the school has too
many teachers than they need. To solve the problem, the teachers have to implement team teaching in teaching their lesson including English teacher. For example: there are 9 English teachers in a school and 6 of them are as professional teachers. Unfortunately, the classes are limited to employ the teachers. So, as a result, the teachers have to apply team teaching to meet the rule above.

Team teaching will be interesting in the process of learning and can be applied well if the teacher involved in team teaching understands the concept of it well. By collaboration with other teacher, the process of observing to the learners, will be intensive. The special notion about behavior and difficulty of the students will be recorded well that the technique of teaching can be criticized fairly. To do team teaching perfectly, the teachers involved in team teaching should have the same commitment and ready to criticize and be criticized.

The approach of Team Teaching in Indonesia should be corrected in order not just to complete the 24 hours teaching based on the government rule for professional teacher. In other word, doing team teaching is just for getting salary of professional teacher, called TP. The teachers ignore the concept of applying team teaching correctly. They are neglecting to learn how to implement it. They do not want to learn more about it. Therefore, it seems that the government rule is not meaningful if the teachers do not have to have commitment to improve the process of teaching.
There are many state schools having more teachers than they need. One of them is SMPN1 Pitu Ngawi. It is a National Standardized Certificate since 2 years ago. It has 13 classes of students. In addition, it has 28 teachers for all lessons and 8 officials. Nine of the teachers are an English teacher who each has to teach minimal 18 hours even some of them 24 hours every week. Every class gets the English lesson for 4 hours according to curriculum of SMPN. But the result of learning English is still insufficient. It can be seen from National Examination (UN) score of English. The score is the lowest from four subjects, those are; Indonesian language, mathematics, English, and Science. Furthermore, the students never win in any English competition. Therefore, the school has decided in a meeting that English must be taught in a team. It has been conducted since the academy year of 2007/2008.

By team teaching, the school hopes that:

1. The increased learning can result through the cooperative efforts of the teaching team on a common instructional problem
2. Interest in content can be increased as the result of team teaching planning, presenting and structuring appropriate learning activities
3. The improvement in teaching performance can take place through team membership
4. The English teachers can use the available time based on the government rule, 24 hours every week for every teacher

In addition, the learners will study English with good concentration as Lounsbury said in the National Middle School Association “ when team...
teaching is fully implemented, however, research has shown it leads to an improved work climate, more frequent contact with parents, increased teacher job satisfaction, and higher levels of student achievement”(http://www.educationworld.com/a-admin/290.shtml).

In the process of teaching English by conducting Team Teaching, logically, the process of learning English and the students’ achievement will be better when they are taught by team teaching approach. The students are able to accept more than one opinion and active more cooperatively with others. Besides, the students’ level of understanding can be increased or it enables the student to obtain higher achievement. But, team teaching is not as easy as we hope to conduct. Furthermore, by the lack of teachers understanding of team teaching, it is difficult for teachers to plan the process of teaching, implement the plan, and make the evaluation together with their group.

Team members should develop and enhance their own teaching approach and methods. They should work closely with one or more colleagues in order to overcome the isolation inherent in teaching. They should discuss issues related to students, such as behavioral expectations, student’s motivation, and teaching policies, and improved solution.

In addition, concerning with the teachers’ readiness to teach English in team teaching, it is important to consider the capability of the teachers. It means that teachers should be ready with their knowledge about how to conduct team teaching English. Smithwick states, “For a team of teachers to
be strong and productive, everyone must work together in a collegial manner”
(http://www.educationworld.com/a-admin/290.shtml). Therefore, it is interesting to learn how to implement team teaching English. That is the reason why this research will be done.

B. Formulation of the Problem

From the description of the background above, the problems formulated in this research are:
1. How is team teaching of English lesson implemented in SMPN 1 Pitu Ngawi?
2. What is the barrier of conducting Team Teaching?
3. How effective is the implementation of Team Teaching from the perspective of students’ language learning?

C. The Objective of the Research

From the problem stated above, the researcher has three objectives of this research as follows:
1. To describe the implementation of Team Teaching of English in SMPN 1 Pitu Ngawi.
2. To describe the barriers of conducting Team Teaching in Teaching English
3. To find out the effectiveness of implementation of Team Teaching from the perspective of students’ language learning

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D. The Benefits of the Research

The carrying out of this research is expected to give the function of team teaching for both theoretical and practical. Those are:

1. Theoretical function

Theoretically, this research can give the following functions:

a) As the science that can be improved for the next research.

b) As the science for the English teacher, especially for teacher involved in team teaching of English

2. Practical function

This research has the following practical function:

a) For the next study, especially the writer, she should teach English well by implementation of team teaching

b) For giving input to SMPN 1 Pitu Ngawi, the English teachers should improve the way to conduct team teaching of English.
CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Nature of English Language Teaching

1. The Meaning of Language Learning

   Learning can be simply defined as "acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction" (Brown, 1994: 7). The same definition is also given by Graham that learning is a relatively permanent change in behavior. (http://www.mwls.co.uk/messageboard/learndef.htm)

   A more specific definition is from Stephen (1996: 2) who defines learning as an experimental process resulting in a relatively permanent change in behavior that cannot be explained by temporary states, maturation, or innate response tendencies. In the definition, learning has three significant components. First, learning reflects a change in behavior. It means that learning does not automatically lead to a change of behavior. Also, learners may be unable to show a certain behavior even though they have learnt it and are sufficiently motivated to show it. Second, changes in behavior due to learning are relatively permanent. As a result of new experience, previously learnt behavior is no longer shown. Third, changes in behavior can be due to processes other than learning. The behavior can change as the result of motivation rather than learning.

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Johnson (2007: 18) supports those definitions by stating that learning is a relatively permanent change in response which can be retained occurring as a result of reinforced practice. Then, Hamilton and Ghatala (1994: 8) say that learning could be regarded as a relatively permanent change in an individual’s knowledge or behavior that results from previous experience. From these definitions, it can be said that learning can be seen as a process of getting knowledge of a particular subject or a skill by practicing and experiencing the skill and as a behavioral change as the output of the process.

Furthermore, Fowles states that learning is the total sum of input and experience producing thought process and output. Thus input can be a new experience or adding to an existing experience, which can be determined by the thought process, the ability to access information, and hence the reaction or ‘act’ of output (http://www.mwls.co.uk/messageboard/learner.htm).

Then, Brown (1994: 7) gives his definition of learning as follows:

a) Learning is acquisition or “getting”.
b) Learning is retention of information or skill.
c) Retention implies storage systems, memory, cognitive organization.
d) Learning involves active, conscious focus on and acting upon events outside or inside the organism.
e) Learning is a relatively permanent but subject to forgetting.
f) Learning involves some form of practice, perhaps reinforced practice.
g) Learning is a change in behavior.
Based on the definitions of learning above, it can be concluded that learning covers a conscious active process of acquiring a new knowledge of a certain skill producing a thought process and a change of knowledge or behavior in an individual as the output brought by practice and experience.

Another theorist, Stern, describes second language learning as a conscious study of second language development particularly in formal school like settings (1996: 20). Traditionally, language learning focuses on language structure and elements such as pronunciation, sentence structure and so on. Now, some methods in language learning have focus more on general communication skill and give bigger priority to the ability to express oneself meaningfully and to make oneself understood than to grammatical accuracy or perfect pronunciation (Richard And Rogers, 1998: 19). To reach the main goal of language learning, it is very important to have language skills, both productive skills covering speaking and writing and also receptive skills covering listening and reading.

From the definition given above, it could be said that language learning is a conscious study of language focusing on language skills in order to be able to use the language for communicating in real situation. So, it can be inferred that the main goal of language learning is the ability to communicate and understand of structural practice only as a means to that end. It covers the idea that language learning focuses on language
skills that are used in real communication in the real setting where learners are regarded as the members of society.

2. The Meaning of Language Teaching

The term of teaching is closely related to learning. It is mentioned that in order to satisfy the practical demand of education, theories of learning have to be on their head so as to yield theories of teaching (Brown, 1994: 7). The same opinion is mentioned by Ur (1998: 4) stating that learning may occur without conscious teaching, but teaching is intended to result in personal learning for students, and is worthless if it does not do so. In other words, the concept of teaching is understood as the process that inseparably and intrinsically bound up with learning. Language teaching itself is defined as the activities that are intended to bring about language learning (Stern, 1996: 21).

Then, teaching could be defined as a set of activities involving guiding and facilitating learning, enabling learners to learn and also setting the conditions for learning (Brown, 1994: 7). It also involves bringing about changes in learners. A teacher guides the learners and facilitates them to learn and the teacher sets a supporting learning atmosphere in order that learners could learn easily and in other side, learners are responsible to themselves. As recommended by Nunan that good or efficient language learners tend to show some characteristics, such as: looking for their own way and strategies, creating their own
opportunities, and also creative and experiment with language (1998: 171).

Another definition of teaching is given by Lefrancois (1994: 11). He said that teaching can be accomplished by telling and persuading, by showing and demonstrating, by guiding and directing the learner’s efforts, or by a combination of these actions. It doesn’t only concern on the teacher but also the learner since the teaching objective deals with the learner’s learning.

3. The Purpose of Language Teaching and Learning

The purpose of language teaching has a big deals with the learners’ learning in which they learn language to have language skills in order that they are able to communicate using the language, then language teaching focuses on developing learners’ communicative competence (Littlewood, 1992: 1). This kind of competence, as written by Savignon (1997: 40) consists of four components. The four components are:

a) Grammatical competence

It is a mastery of the linguistic code, the ability for recognizing the lexical, morphological, syntactic, and phonological features of a language and for manipulating these features to form words and sentences. A person demonstrates grammatical competence not by stating, but using rules.
b) Sociolinguistics competence

It has something to do with the social rules of used language. Sociolinguistics competence demands an understanding of the social context in which the language is used: the roles of the participants, the information they share, and the function of the interaction.

c) Discourse competence

This competence is the ability for interpreting a series of sentences or utterances in order to form a meaningful whole and for achieving coherent texts that are relevant to a given context.

d) Strategic competence

Strategies competence deals with the strategies that one uses for compensating imperfect knowledge of rules or limiting factors in their application such as distraction and no attention.

Then, it can be defined that language teaching is guiding and facilitating language learning, enabling learners to learn language, assisting learners to become independent and self-regulated learners and also setting the conditions for language learning by using a particular strategies and method so that learners can use the language in real situation.

4. The Characteristics of Effective Teaching

How teaching and learning process runs is an important factor contributing to effective teaching leading to better educational quality. Elliot, et.al, (2001: 571) state that effective teaching has several...
characteristics in common. Effective teaching has a clear focus and explicit learning outcomes that students understand and are accountable for learning. So, at the end of the teaching and learning process, the learning objectives can be reached. Then, instruction is delivered under the conditions in which students’ attention is under control of the teacher. Next, relationships or connections between what is being taught and their active prior knowledge is established. Material is presented in a manner that elicits active enquiry interest and, with new, there is guidance provided by the teacher when students interact with new material or tasks. Other characteristics of effective teaching are that after learning the material, students are asked to respond and demonstrate what they are learning. Finally, there are review and practice sessions follow over the course of several sessions to help facilitate retention of the new material and transfer to new situations.

Moreover, there are eleven ideas bringing about effective teaching and learning which deals so much with effective teacher-student interactions (Elliot, et al., 2001: 572-575). They are:

a) Teachers communicate clear and high expectations for student learning.

Learning goal and objectives are selected and sequenced to facilitate student learning, and organized or grouped into units or lessons. Teachers let students know they are expected to meet high standards
for learning and provide information about scoring criteria before they are learning.

b) Standards for classroom behavior are explicitly communicated.

Classroom rules, discipline procedures and consequences are communicated to students and are carried out consistently. Teachers focus on inappropriate behavior, not on students’ personality.

c) Classroom routines are smooth and efficient

It can be seen when class starts on time, then teacher has activities ready for students. Administrative matters are handled efficiently and class disruptions are kept to a minimum.

d) Students are cheerfully oriented to lesson

Teachers help students get ready to learn by explaining lesson objectives in simple language and encourage them to personalize learning by activating their particular prior knowledge to make connections with material they are studying.

e) Instruction is clear and developmentally appropriate

Lesson activities are reviewed, clear written and verbal directions are given. Teachers select problems and other tasks that are appropriate with the lesson content and presented using technology to stimulate high interest.

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f) Instructional groups are based on instructional needs of students

Smaller groups are formed when teachers introduce new concepts and skills and as achievement levels change, teachers review and adjust groups.

g) Learning progress is monitored frequently

Teachers frequently monitor students learning, both formally and informally, and administer classroom assessment of students' performance aligned with learning objectives. Routine assessment is conducted to check students' progress. Then teachers give the results and constructive feedback to the students.

h) Teachers review and teach again when necessary

Sometimes, because new concept is introduced as quickly as possible, teachers only give a minimum review of previous concept. So, teachers will teach again the priority lesson content until students demonstrate competence.

i) Learning time must be increased

Students are provided more chance to respond during class presentation. Teachers use sufficient wait time to encourage students' learning.

j) Personal interactions between teachers and students are positive

Teachers pay attention to students’ interest, and problems in social interactions both in and out of the classroom.
k) Incentives and rewards are used to promote excellence

Rewards are given to the students who get a certain achievement.

Giving a deeper analysis toward all of the points presented in the previous explanation, it can be inferred that these points are goal oriented meaning that they lead to an idea of reaching learning objective.

William and Burden (1997: 47) give nine factors contributing to effective teaching: the presentation clear, teacher has interest to teach, mixture of strategie to activate students during the lessons, students’ achievement is a priority in the classroom, opportunity to learn standard material, acknowledgement and stimulation of students ideas, critism, use of structuring comments at the beginning and during the lessons, guiding of students answer.

Based on the previous indicators stated, it could be stated that the characteristics of effective teaching and learning are the learning objective can be achieved and students are actively involved in the teaching and learning process.

5. Approaches and Methods of ELT

There are some approaches of English language Teaching and learning as Brown (2001) presents as follows:

a) Grammar Translation Method

The language learning in schools focuses on grammatical rules, memorization of vocabulary, translations of texts and doing written exercises. Language is much regarded as written language. There is a

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little thought regarding that students should be taught how to speak the language. The language learning is conducted for gaining a reading proficiency in a foreign language not for communicating.

b) Oral or Situational approach

Based on this approach, in the second or foreign language learning, there are lots of oral interaction, spontaneous use of language, no translation between first and second or foreign languages and little or no analysis of grammatical rules. Teaching points are taught through modeling and practice. Learners only listen to teacher and repeat. It means that teacher is the main agent in the language teaching and learning.

c) Audio Lingual Method

To learn the language, practices and drillings are very important. The new material is presented in dialogue form. Then, teacher gives great emphasis to pronunciation in his language teaching in order to get students to produce error free utterances. Learners have little control, reacts to teacher direction, and they are passive.

d) Community Language Learning

There is a view that language learning takes place when group members interact in an interpersonal relationship in which students and teacher join together to facilitate learning in a context of valuing each individual in the group. Learners are considered as members of
social group or community; move from dependence to autonomy as learning progresses. Teacher acts as counselor.

e) Suggestopedia

This approach regards that the human brain could process great quantities of material if there is right conditions for learning given. Learners are in the state of relaxation and under control of the teacher. In this case, learners are passive and have little control over content.

f) The Silent Way

The silent way is characterized by a problem solving approach to learning. Learning is facilitated by problem solving involving the material to be learned and if learners discover or create rather than remember and repeat what is to be learned. It views that learners should develop independence, autonomy, and responsibility. In the teaching and learning process, they have to cooperate with each other to solve language problems.

g) Total Physical Response

Language learning is associated with physical activity. In TPR classroom, the teacher delivers his teaching by giving instruction then students listen to it and act it. The teacher act as director and the learners are the listeners and performers.

h) Natural Approach

In this approach, the essence of language is meaning. So, vocabulary is the heart of language. It is also presented here, that there are two

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ways of second language development: acquisition—a natural subconscious process—and learning—a conscious process. Then teacher is the primary source of learning input. Learners play an active role and have relatively high degree of control over content language production.

i) Communicative Language Teaching

Language is viewed as a system for the expression of meaning and has a primary function for communication and interaction. The learning activities involve real communication and language uses which are meaningful to the learner and promote learning. Learners have an active role as negotiator, and should contribute as well as receive. Teachers facilitate the communication process and act as participants’ tasks, need analyst, counselor, and process manager.

B. The Nature of Team Teaching

1. The Definition of Team Teaching

Goetz (2000: 2) defines team teaching as group of two or more teachers working together to plan conduct and evaluate the learning activities for the same group of learners. Quinn and Kanter (1984: 2) also define team teaching as simply team work between two qualified instructors who, together, make presentations to an audience. The other stated that team teaching, in the most general sense, encompasses a wide variety of arrangements. One specific form, which has become quite

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prevalent in recent years, is having two teachers in the classroom
teaching simultaneously (Benoit, 2001: 1)

From the definitions above the writer makes conclusion that team
teaching is the process of teaching the learner (students) by making plan,
presentation, and evaluation together between a group of two or more
teachers. Before the team apply the teaching, they should make lesson
plan together, discuss how to teach the material, how to make the
activities of learning in the class, how to make the learners active in the
process of learning, how to make the situation communicatively between
the learners and the teachers freely. The teachers should make the
students motivated to learn English well.

In implementation of Team Teaching, the process of teaching should
be more collaborative and more interactive process. McDaniel and
Colaruli in Partridge (1997: 2) use term *coordinated teaching* to describe
the interdisciplinary delivery of courses, while the term *team teaching*
refers to the more collaborative and interactive process of teaching.
Based on Partridge’s and Hallam’s statement (2004: 1) there are four
dimensions of collaboration that impact directly on student learning.
Those dimensions are: the degree of integration ideas and perspective
with in curriculum, the degree of interaction between academic staff and
students, the degree of active learning and student engagement, and the
degree of faculty autonomy or independency in the teaching and learning
process. Therefore, the teachers always have to work cooperatively with

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the others involved in team teaching including making lesson plan before they teach in class.

In the lesson plan, the activities must be broken down between the members of team teaching. For example, a class may be divided into those learners who grasp adding fractions and those who need more practice with the addition of fractions. One teacher would challenge the learners who grasped the concept more quickly, while the second teacher would likely review or re-teach those students who require further instruction.

How to make good presentation in the class must be discussed together between team of teachers. They make the activities done simultaneously by the team. There are a number of different roles that the team teachers might perform. For example: Teacher A asks some questions to the students by much type of questions and teacher B will ask the students to learn the answers together with him. The second teacher will correct wrong answers together with the students. Teacher A will review the questions if there is student who is not able to answer it. Then teacher B will help the student to answer it. He can give some vocabularies that will be used to make the answer, etc.

After finishing the process of teaching, the team should conduct the evaluation that they make together. Speer and Ryan (Partridge, 1998:1) suggest that team teaching offers a promise of change to those who desire transformation in their teaching lives. The teacher should correct the
result of test and evaluate the implementation of the items of test. If the item should be replaced by another or not. They should analyses the test itself. Is it valid or not, is it too difficult for the learners or too easy. If the result of test is lower than their standard, is it necessary to review the process of teaching? It depends on the decision made by the team.

We can catch a point that the implementation of team teaching needs to work hard. The members of team should prepare the implementation of teaching together from making lesson plan until the evaluation of the learning process. The reflecting of the result of learning process must be done to make the repair of the next implementation. Is it needed to review the material or not, is it needed to make the same step of teaching or nor, etc. All of those depend on the agreement of team.

2. The Models of Team Teaching

There are two categories of team teaching (Goetz, 1995: 2). The first is, two or more instructors are teaching the same time within the same classroom. The second, the instructors work together but do not necessarily teach the same groups of students nor necessarily teach at the same time.

In this writing, first, the writer will discuss about the first model, which is called by pure team teaching. Then she will discuss about the second category which is called by semi pure team teaching. There are six models of team teaching which have been identified by Maroney,
Robinson, and Schaible (1995: 2). Those models are usually called in the first model. Those models are:

a) Traditional Team Teaching

In this model, the teacher present the new material to the students by giving many examples, practices, while the other teacher constructs a concept map on the projector as the students listen to the presenting teacher. Usually the presenter is senior teacher or has more experience and the other is junior teacher or has little experience in teaching.

b) Collaborative Teaching

Team teachers work together in front of the learners. It can be done by this example: using group learning techniques such as small-group work, student-led discussion, and joint test-taking. Teachers will go around to all groups simultaneously. Each teacher will help each group to learning process if there is any problem of learning the material. If the team instructor is in the form of discussion to practice speaking, each teacher should encourage the group to speak English.

c) Complimentary/Supportive Team Teaching

One teacher is responsible for teaching the content to the students, while the other teacher follows the activities on related topics or study skills. In other occasion, the teachers can be exchange. It means that the teacher who is responsible for teaching the content
will follows the activities and the second teacher will present the material at the beginning of the learning process.

d) Parallel instructions

The class is divided into two group or three depends on member of the team. Each teacher is responsible to teach the same material used one lesson plan. Each teacher has responsible to make the learning process of his or her group successful. It is possible that, in the last of time, the teacher will exchange their group in order to evaluate fairly.

e) Differentiated Split Class

The class is divided into smaller groups according to learning needs. Each teacher has responsible to meet students learning need. For example, one teacher may challenge the group of students who grasped the concept more quickly, while the second teacher will review those students who require further instruction or the group can be conducted according to the English competence of the students: speaking, listening, writing and reading. One teacher will handle the group of speaking and listening while the other reading and writing.

f) Monitoring Teacher

One teacher has the responsibility to instruct the entire class, while the other teacher circulates the room to monitor understanding and behavior of the learner. The first teacher will be the presenter of the
material while the second will be the assistant of the first. Unfortunately, in practice, if it is needed, the first teacher will help to monitor understanding and behavior of learner.

The second category, team teaching consists of a variety of models. In those models identified by Maroney, Robinson and Schaible (Goetz, 1995:3), the instructors work together but it is not necessary to teach at the same groups of students and at the same time. Those models are as follows:

1) Team members meet to share ideas and resources but function independently.

A recent article in Mathematics Teacher (Rumsey, 1999) describes cooperative teaching in which the teachers share idea of teaching and resources but they teach independently. This model entails weekly meetings and a teaching-resource note book. The goals of meeting are: to discuss the concept to be covered for the next time, to present ways of teaching and assessing these concepts, and to share new ideas among teachers. The resource note book is a comprehensive teachers’ idea to implement in Team of teachers sharing a common resource center.

2) Teachers handle their class independently but they share about class, lesson plan, supplementary textbooks and exercise problems. Lesson plan made by more than one teacher by sharing with the others is better and more complete than made by one teacher. And also for
supplementary textbooks and exercise problems. The teachers in the team are able to produce the exercise such LKS and usually it is done by MGMP.

3) A team in which members share a common group of students, share the planning for instruction but teach different sub-groups within the whole group.

4) Instructional one individual plans the ins activities for the entire team. One teacher designs the the entire program for the entire team. It considers the time and financial cost. The members of team just believe to one of the members’ program. The program may consist of such lesson plan, media of teaching, and exercise book. They can copy all of those work sheet without losing time to have meeting, without thinking seriously, and without spending much money.

5) The team members share planning, but each instructor teaches his/her own specialized skills area to the whole group of students. The lesson plan is composed by all members of the team but each will teach special skill to all groups of students. For example: when there are four teachers in a team, each teacher will teach one competency of language. Teacher A is responsible to speaking, teacher B is responsible to listening, teacher C is responsible to writing, and teacher D is responsible to reading. But the design of teaching process is only one which made by their team.

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3. **The Purpose of Team Teaching.**

There are many reasons why team teaching is implemented. Some of them are as follows:


Working in a team can improve process of learning so that the result of students’ learning can be controlled well. Because the attention to the students given by more than one teacher can increase the achievement or the aim of learning.

b. To improve the quality of teaching (Campus Explorer)

Working in teams spreads responsibility, encourages creativity, deepens friendships, and builds community among teachers. Teachers complement one another. They share insights, propose new approaches, and challenge assumptions. They learn new perspectives and insights, techniques and values from watching one another.

4. **The Advantages and Disadvantages of Team Teaching.**

There are many advantages and disadvantages of team teaching for both teachers and students. The writer will describe all of them as follows:
a) The Advantages for the Teachers

1) Gives the participating team teacher a supportive environment
   for team teaching.

2) Provides teachers with a partner who can work together in:
   setting objectives, making plans, implementing lessons and
   evaluating the results. They can share about drawing inspiration,
   providing them with constructive feedback on their teaching.

3) Allows for development of new teaching approaches by sharing
   ideas from teachers involved, the junior teacher will improve his
   approach to teach from learning the senior teacher about the way
   to teach students. Whereas the senior teacher will guide the
   others in practicing team teaching.

4) Aids in overcoming academic isolation to conduct team
   teaching, school may invite the other institution having better
   quality in teaching English in order to give guidance in
   implementing it for its students. Next, the quality of teaching
   and learning English in those schools will be the same.

5) Increases the likelihood of sounder solutions regarding the
   discipline of problematic students. The members of team should
   constantly be actively involved in managing and teaching the
   class. So, the learning process of learner will be focused and of
   course the problematic students is minimized.
6) Augments the opportunity for intellectual growth. It is not easy
to find practical advice from senior teachers of professional
publications but by using two teachers in the same classroom
simultaneously, it will be a relatively new educational
phenomenon. As the survey conducted by Horwich to 141
Japanese Teachers of English in Ibaraki Prefecture (Japan) in
1999, that “satisfied with their team teaching” (Benoit, 2001: 3).

b) The Advantages for the Students.

There are many advantages of team teaching for students as the
following:

1) It can open a student's eyes to accept more than one opinion and
to acting more cooperatively with others. Views from more
than one teacher will permit the students to gain a mature level
of understanding knowledge. More than one view will help
students blur the black-and-white way of thinking common in
our society, and see many shades of gray. The variety of
teaching approaches used by team can also reach a greater
variety of learning styles (Brandenburg, 1997). Furthermore, as
Coffey said that team teaching is conducted in order to provide a
more supportive environment for students (http://www.learnnc
.org/lp/pages/4754).

2) It increases students' level of understanding and retention.
3) The students will observe between team teachers serves as a model for teaching students positive teamwork skills and attitudes (Robinson and Schaible, 1995). They can compare the presentation of team teachers about the material in order to make a good conclusion in their understanding.

4) It enables student to obtain higher achievement.

5) As the statement of Robinson and Schaible (1995) statement that “the benefits of collaborative learning include higher achievement, greater retention, improved interpersonal skills and increase in regard for group work for both students and teachers.” The students will be motivated to learn and got the attention well from the teachers. They will be easy to consult to their teachers if there is problem of learning the material.

c) **The Disadvantages of Team Teaching.**

   In conducting the team teaching, of course, it has some disadvantages, as Goetz and EGallery expalined in his Journal (2000: 8), for both teachers and students.

1) **Disadvantages for Teachers:**

   a) The general lack of support from his/her colleagues.

   The institution is worry about the grouping of students. The grouping will be based on the level students of competency. And the lower level in one group is not motivated to learn.
The higher level will be less impatient to the learning process and the lower level will be left in the learning process.

b) The teacher felt that the rift between two different teaching philosophies created a chasm in the team’s working relationship. Some teachers are rigid personality types. They may like to a single method. They don’t want to risk humiliation and discouragement at possible failures. Some of them dislike to the other teachers on the team.

c) It needs much time required prior to the implementation of the team teaching partnership for professional development. Members of team must arrange mutually agreeable times for setting plan, designing syllabus, preparing individual lesson plans, teaching students, and evaluate the results. They need much time to make meeting to those activities.

2) **Disadvantages for students.**

a) The students are exposed to only one teacher’s methods in each of the two subjects throughout the three grades. The students think that they will be grouped together for next three years. As the result, disagreements and personality conflicts among students will be continued.

b) Some students may feel frustration and discontentment about having more than one teacher. Students will be worry about the diversity and ambiguity within team teaching. They may...
become confused by more than one way of looking at grading assignments. They feel worry about the techniques of evaluating the achievement which to be different. The different techniques of teaching will effect to the achievement of learner.
CHAPTER III
RESEARCH METHODOLOGY

A. Research Method

In this research, the researcher used the qualitative research in the form of naturalistic study. Qualitative research at the very moment begins with questions. The researcher’s questions sometimes are simple but have deep meaning or takes complex form. The qualitative researchers find out the answers to their questions in the field or in real world. They gather from what they see, hear, feel, and read from people experiences and places or environments also from activities and events. The researchers do their research in natural setting rather than in laboratories or through written surveys. Qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. The research builds a complex, holistic pictures, analyzes words, reports detailed views of informants, and conducted the study in natural setting (Creswell, 2007: 1).

There are some characteristics of qualitative research according to Dornyei (2007: 36), those are:

1. Most research texts start with high lightening its emergent nature.
2. Qualitative research works with a wide range of data including recorded interviews, various types of texts and images.
3. Qualitative takes place in natural setting, without any attempts to manipulate the situation under study.
4. Qualitative research is concerned with subjective opinion, experiences, and feelings of individuals and thus the explicit goal of research is to explore the participants’ views of situation being studied.
5. Small sample size.
6. Interpretive analysis. The research outcome is ultimately the product of the researcher’s subjective interpretation of the data.

The researcher conducts this study about some aspects of social world, to generate new understandings even find a new theory that can be used by the societies. When the information that is gained from the field is put to use or applied, it becomes a new knowledge. The researcher’s curiosity of something arouses some questions to understand and to build up knowledge from the field. Farther more Holiday said that ‘boundaries in current qualitative research are crumbling, and researchers are increasingly doing whatever they can to find out what they want to know (Dornyei, 2007: 35).

The above theory describes that in qualitative research, the researchers themselves involve in the part of the process and gradually seek the answers to their own questions in their mind, assumption and ongoing reshaping their questions. This process of wondering to understand and build a new knowledge is dynamically cannot be statically, sometimes in various cases the participants of the research also altered.

Moreover, at least there are two features of the qualitative research that should be taken into account. First, the researcher himself as the means or human instrument to conduct the research. Second, the purpose of research is to learn about some angels of social world. It had been said by Silverman (1997) that there is no agreed doctrine underlying all qualitative social research (Dornyei, 2007: 35)
The data are taken from the human activities. They are described entirely and naturally. The human activities means the activities of the subject research those are: head master of school, teachers of English involving in the team, and students involving in the process of learning. The natural context means that all of non-human aspects, those are: the condition of school, all facilities in the school are let naturally without interfention from the researcher.

This kind of research is qualitative in the form of naturalistic. As Sutopo said ;” Penelitian kualitatif diarahkan pada kondisi asli dimana dan kapan saja subjek penelitian berada, artinya sasaran penelitian harus tetap berada pada kondisi aslinya secara alami” (2006: 37). The writer uses this research because it can describe the study such as the human activities of subject research observed like intention, seriousness and expression of interviewee at the time of doing activities. In addition reason, the research offers the sample purposively that is suitable to the criteria.

B. Time and Place of the Research

This research is carried out in SMPN 1 Pitu Ngawi. Based on the pre-observation conducted, this school has implemented Team Teaching in teaching English for two years since academic year of 2007/2008.

It is one of state junior high schools in East Java. This school is located at Jln. Raya Ngancar Pitu Kab. Ngawi. Since 2008, the school has been regarded as a Nationally Standardized School (SSN). Its telephone number is (0351) 747449.
This research is conducted in March 2010 until June 2011. The description of the time of research is as the following:

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>February</td>
<td>Conducting pre-observation</td>
</tr>
<tr>
<td>February</td>
<td>Designing thesis proposal</td>
</tr>
<tr>
<td>March</td>
<td>Presenting thesis proposal</td>
</tr>
<tr>
<td>March - April</td>
<td>Observing, collecting data and analyzing data</td>
</tr>
<tr>
<td>May</td>
<td>Reporting the observation</td>
</tr>
<tr>
<td>June</td>
<td>Revising the research report</td>
</tr>
<tr>
<td>June</td>
<td>Having seminar and submitting research report</td>
</tr>
</tbody>
</table>

C. **Source of the Data**

Source of the data collection is the information of the implementation of Team Teaching in Teaching English in learning process. Most of the data is presented in the words, which are gathered from:

1. **Event**

   The events as the source of data were in the form of the English teaching and learning activities by applying team teaching in SMPN 1 Pitu. The activities observed are in class VIIA, B, C and VIID.

2. **Informant**

   The researcher interviews, headmaster, English teachers, non-English teachers and students in class VIIA, B, C and VIID to get information dealing with the teaching and learning activities conducted using team teaching approach in the school as the informants in this research.
3. Document

The data were also collected in the form of written information concerning with the implementation of Team Teaching and in the form of photographs as document of the teaching and learning activities. The researcher investigated the lesson plan, the students’ progress report as the assessment, the teaching aid, as well as the students work.

D. Techniques of Collecting Data

In this research, the writer used the techniques as follows:

1. Observation

Observation is an important way to collect information about people, because people do not always do what they have to do. The researcher observes the process of English teaching by team teaching in the classroom directly but she does not give any treatment. Through observation, the researcher portray the value of the phenomena and feels the subject feeling. The observation enable the researcher and the subjects to have shared knowledge.

2. Interview

The researcher conducted in depth-interview for collecting information from headmaster, students, and teachers. Dornyei (2007: 134) states that interviewing is a frequent part of the social life surrounding most of us: we can hear the interviews on the radio, observe people being interviewed on television, and we ourselves often participate in

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interviews of various types either as interviewers or interviewees. The interview is a quite flexible method of data collection and can be adapted easily to the variety of situation. The important reason for the flexibility of the method is the presence of the interviewer, who can explore response with the person being interviewed, ask additional questions to clarify the points, and in general, adjust the interview to the situation. By conducting interview, the writer can investigate the interviewee’s perception about many things related to the implementation of Team Teaching and its influence toward the English teaching effectiveness.

3. Document analysis

Document analysis is carried out to all of written information that related with the focus of the study, implicitly and explicitly. The documents that were analyzed are in the form of syllabus, lesson plan, assessment result, record of students’ progress in learning English, students’ learning product and the photograph taken during the teaching and learning process.

E. Trustworthiness

Qualitative researchers use rich-thick-description when they write their research reports. Qualitative researchers do not use the terms of validity and reliability. Instead, they are concerned about the trustworthiness of the research. Before the information from the field is decided as a research data, the empirical data are examined to gain the conclusion. The technique of data trustworthiness follows a certain criterion.
In this research, the researcher uses four criterions as the techniques of trustworthiness inquiry. They are credibility, transferability, dependability, and conformability (Moleong, 2007:234). In credibility, the researcher seeks the compatibility between the constructed realities that exist in the minds of the inquiry’s respondents and those that are attributed to them through prolonged engagement: stay in the field until data saturation occurs. Transferability is the extent to which the findings can be applied in other contexts or with other respondents. Dependability provides its audience with evidence that if it was replicated with the same respondents in similar context, its finding would be repeated. Conformability is the degree to which the findings are the product of the focus of the inquiry and not of the biases of the researcher.

F. Technique of Data Analysis

The data analysis of the research was presented in two forms including the description of English teaching and learning activities and other things related to what had been scoped in problem statements in chapter 1 and the discussion. The researcher used Constant Comparative Method to analyze the data. It is used to compare events that happen in the field continuously. There are 4 steps in conducting constant comparative data analysis, namely: comparing incidents applicable to each category, integrating categories and their properties, delimiting the theory, and writing the theory.

Further more, the constant comparative method is a method for analyzing data in order to develop a grounded theory. Glaser and Strauss (cited in
Lincoln & Guba, 1985: 339) described the constant comparison method as following four distinct stages:

1. Comparing incidents applicable to each category,
2. Integrating categories and their properties,
3. delimited the theory, and
4. writing the theory.

In the first step, comparing incidents applicable to each category, the researcher determined the units of information. After getting the data, she classified the incidents found during the research into the categories. Each unit contained the similar incidents, for example all incidents related to the assessment were classified in the unit of assessment. Then, the researcher drew relationships among the categories and made the categories clearer and wrote the theory. The theory constructed based the research finding and discussion stated the effect of implementation of Team Teaching toward teaching effectiveness.
CHAPTER IV
RESEARCH FINDING AND DISCUSSION

This chapter explores the findings and the discussion in relation to the problem statements as mentioned on chapter 1. Based on the problems stated in the previous chapter, the findings are divided into three sections. The first section describes about the implementation of team teaching in teaching English in SMPN 1 Pitu Ngawi, the barrier of team teaching implementation, and the last is about the effectiveness of team teaching on students’ abilities.

This chapter writes simultaneously about two main points, those are: research findings and the discussion. The first is about the reality got from the research and the later is about the response of the writer to the result of research.

A. Research Findings

1. The Implementation of Team Teaching of English in SMPN 1 Pitu Ngawi.

The description of the Implementation of Team Teaching includes 6 dimensions: (a) The Background of Team Teaching’s Implementation; (b) The Objective of Team Teaching; (c) The Legal Foundation of Team Teaching Implementation; (d) The syllabus of Team Teaching; (e) The Technique of Team Teaching Implementation; and (f) The Monitoring and Evaluation.
a. The Background of Team Teaching’s Implementation

SMPN 1 Pitu Ngawi has 13 classes and there are 6 English teachers, those are: Dra. Dwi Purwani, Rosyidatul AA,S.Pd, Suparmi,S.Pd., Tutik Handayani, S.Pd, Agus Supriyanto,S.Pd, and Nanik Purnawati, S.Pd. It is hoped that the English language competence of students can be improved well and the quality of the students’ learning process is good so the headmaster has to make decision that there must be team teaching in English.

To conduct team teaching of English, the headmaster states in SK SMPN 1 Pitu Number: 800/032/404.101.17.P.01/2010 issued on 1 February 2010. The headmaster answered the writer’s interview that “saya selaku kepala sekolah ingin pelayanan pada process belajar akan berjalan lebih baik”. It means that the students will learn English better and they should have good process in learning English in their School.

In Team Teaching, the process of learning will be focused on the learners because the learning process is planned by more than one teacher, and more than one teacher in a class causes the time to practice speaking to be longer. And the students’ learning can be controlled by teachers well. It is said by the head of school in my interview on 9 March 2010. He said: anak yg biasanya diajar oleh satu orang di kelas akan lebih baik hasilnya bila diajar lebih dari satu orang. Proses belajar akan terfocus pada anak” and also “kalau
praktek speaking umpama, anak yang biasanya ngantri waktu hanya dengan 1 guru di klas akan lebih panjang waktunya praktek karena ada 2 guru di kelas. Guru juga akan bisa lebih mengontrol siswa lebih longgar”(CL.01)

b. The Objective of Team Teaching

According to the English teachers, the aim of team teaching English is that the teachers are able to monitor the process of students’ learning well. Students will get guidance from more than one teacher in class. If they have difficulties, they can ask the teachers easily. For example: when a student speak English with wrong pronunciation, the teacher will correct it as soon as possible he hear without lack of attention because there are more teachers in class.

In relation to the aim of team teaching English, the researcher conducted an interview with teachers included in the process of teaching. One of them is RA who gives the description about the aim. She said: “Process belajar bahasa Inggris para siswa tentu saja akan lebih mendapatkan perhatian yg lebih baik karena di dalam kelas ada guru lebih dari satu. Jadi anak akan mendapatkan bimbingan belajar yang lebih baik”.

In addition, by implementation of team teaching of English, the students will be center of learning process well. There will be process of collaboration between teachers involved in designing of teaching, process of teaching and learning, and evaluation. The teachers
involved have to share the knowledge of subject so that the learning process runs successfully. All of them happens to focus to the learners in the class. Therefore, the language competence of the students, especially English, can be improved well. Related to the interview with the headmaster, he said that: “dengan diajar oleh lebih dari satu guru di kelas akan lebih baik hasilnya dibanding bila diajar oleh satu orang”.

To achieve the above goal, teachers conduct the process of learning by giving some examples of sentences based on individual teacher model. After that, they split the class into group of learning consisting of 5 students. Each group has to set up 3 sentences based on the example given to them. While the groups are discussing, both teachers go around giving guidance and checking the result of discussion. By grouping of learning, teachers will give more attention to students’ learning and students can exchange their ideas in smaller members in their group.

Sometimes, a teacher explains a subject and gives some examples and the other gives additional example on the board. And then the first teacher makes summary of the explanation together with the students, while the second teacher asks them whether there are any questions about the lesson or not and discuss to answer the questions before they close the learning process.
c. The Legal Foundation of Team Teaching Implementation

The implementation of team teaching in SMPN1 Pitu has been started on 14 July 2008. It is legal by SK the headmaster that is SK: 800/163/404.109.73/2008. English Team Teaching has two groups of English teachers. They are Mrs. Rosydatul and Mrs. Suparmi who teach in class VII ABC and Mrs. Suparmi and Mr. Agus Supriyanto who teach in class VII D. That letter above is only for one semester.

By team teaching of English, the responsibility of teacher to make good process of learning in the class is better than by single teacher because they make plan, teach in the class, and evaluate the students together. They share their capabilities and competences in teaching. They give suggestion to the other in order to correct the performance in the learning process.

Related to the fact, the researchers interviewed one of students in VII D class and she said: “saya senang sekali kalau guru bahasa Inggris di kelas lebih dari satu, karena bila ada masalah dalam belajar bisa segera teratasi. Dan juga suasana belajar di kelas semakin hidup dan komunikatif gitu “

Because of the data above, for the next semester, they have the same responsibility but with different number of letter from the headmaster. The letter is edited on 17 January 2009 with the description as follows: Number: 800/010/404.101.17.P.01/2009. So, every semester, there is new letter of TT of English.
For this semester, actually the duty of teachers doesn’t change but it must be the new SK from the headmaster because the description of teacher’s duty is edited every semester. And the number of SK is that 800/033/404.101.17.P.01/2010 which is edited on 13th July 2009.

d. The Syllabus of Team Teaching

Based on the document analysis, the syllabus used in SMPN 1 Pitu composed by team of English teachers called MGMP. It consists of all English teachers in Ngawi. And the syllabus is described in the form of “Kurikulum Tingkat Satuan Pendidikan” (KTSP) which is composed and applied by every school. It is designed by all of English teachers in SMPN 1 Pitu. So, it is better because it is planned by team of English teachers.

According to the teachers, syllabus applied now is that KTSP that is based on Undang-undang Republik Indonesia Number 20 in 2003 about National Education System and The Rule of Government No.19 in 2005 about National Education Standard. Based on the rules, the school may compose curriculum to decide the aim and the basic of policy to conduct the process of teaching and learning in SMPN 1 Pitu.

KTSP is also based on School Based of Management (MBS) which is conducted since autonomy of region. Therefore, the composition of KTSP should adjust the need and potential of the region and the School. It is needed to accommodate all of potential
available to SMPN 1Pitu, to improve the quality of academy and non
academy, to care of regional culture, join the "IPTEK" improvement
based on faith and devout.

The goal and indicators are clearly stated in the syllabus made by
MGMP but RPP is composed only one of teachers. Therefore, the
team sometime can not implement team teaching well. But sometime
the teachers make some modifications concerning to the students’
language skills level. As teachers AS stated: “Silabus ini disusun oleh
MGMP kabupaten, khususnya guru bahasa Inggris tetapi dalam
penerapannya kadang-kadang ada modifikasi yang disesuaikan dengan
kemampuan siswa”

e. The Teaching Approach of Team Teaching in Teaching and
Learning Process

1) The Type

Based on the research, the researcher shows that the teaching
and learning English process is in the form of task-based
instruction. One teacher gives the task to students, and the other
teacher will guide the students to do the task. In a reality,
sometime before giving the task, the students are grouped to make
them discuss about the task. Of course, before the first teacher
gives the tasks, he explains about the material by giving some
examples, and then the second teacher gives more additional
examples.

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The tasks given to group of students if it is in the process of teaching reading and writing but not for the teaching listening and speaking. In the process of teaching and learning listening, for example, the first teacher reads a message and the second teacher will give some questions based on it. After that, the second teacher chooses the students one by one to answer the question according to the message read by two teachers in the class.

In the process of teaching speaking, the first teacher uses the media to get attention from the students and asks them to give the explanation or description about the picture. The second teacher adds many pictures to the students in front of class and they have to speak anything about the picture. It will be repeated many times, so the learners can speak clearly and quickly related to the picture. In the end of process of learning, every student has to be able to speak English well, at least based on the picture available by the teachers.

The process of teaching reading is that one teacher gives the example of good pronunciation of new vocabularies and then discusses the meaning one by one guided by the other teacher. Next, the first teacher reads the text completely and the second teacher gives some questions based on the text. Later, all students have to answer the questions on paper after they have received
text paper from the teachers. At the end, the process of learning is closed by correcting the answers together in class.

Meanwhile, the process of teaching writing is that the first teacher guides the students to make sentences together on board. The second teacher gives the support to the learners in order to make sentences as many as possible. Later, all students are able to make good composition either individually or in group.

Seeing from the way the team teach, there are two kinds of tasks, those are spoken task and written task. Spoken task is task that is given by speaking. For example, as the team of Dwi Purwanti (DP) and Rosydatul Anwariyah A (RA). DP says to the students: “I will dictate you some questions. Write down please on your book”. Before DP reads the message, she gives some questions orally as the following:

a) Who sent the post card ?
b) Why did he send the post card ?
c) Where did he go ?
d) How did he go ?
e) With whom did he go ?
f) What did he do before going home ?

Written task is the task given to the students in the form of writing. A teacher describes the text and the other teacher distributes the written task one by one to the students. If there is any student who doesn’t know about the task he/she can ask both teachers near him/her. As the writer noted while the survey on the team of English teachers, Agus Supriyanto (AS) and Nanik
Purnawati (NP), were teaching in the class VIIA. The material is from Competence Standard point of Writing. First, NP explains about descriptive text. Then, AS is pointed to be a model. After that, the students have to describe about him clearly. The team gives the opportunity to the learners to make sentences as the description of him as repetition. In the process of closing activity of teaching, the team gives the descriptive text and some questions. The students should finish/complete the answers based on the text given. They do them in group on paper. They are submitted to the teachers.

The form of activities of teaching and learning process by implementation of team teaching English can be described like this pictures:

![Diagram](image.png)
2) **Teaching Procedure of Team Teaching and Learning.**

The result of research shows that the implementation of team teaching English in class is clustered as usual into three steps: opening, main activity, and closing activity. Opening activity is done together by the teachers. It spends no longer time, about 3-5 minutes, in the early meeting including: prayer, greetings, checking the attendant of students, and the preparation of the learning process. It is done by giving some questions related to the material which will be taught at the time. By giving the questions, teachers want to get the students concentration to the process of learning.

In main activity, the senior teacher explains the material, and the junior gives some examples to explore the material given by the senior one. Also to add the explanations to support the senior one. Sometime both of the teachers become the model of dialogue

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in speaking practice. Alternatively, the first teacher asks some questions based on the text and the second teacher writes the students’ answer on the board. In addition, the first teacher gives the tasks to the small groups and the second teacher gives guidance by circulating the group of learning.

Closing steps done by teachers, including: giving time to students to ask any questions, giving home works, doing the task, and thanking. If there are questions from students, the teacher should describe it again shortly until they understand well about the material taught. Meanwhile, the homework can be given in the form of individual task or group task. And the aim of the homework, as usual, is that the students learn the subject more deeply. Students need to discuss the homework with their friends outside of the class, so they have to study the lesson seriously before they will get a new lesson/material next time in their class.

Doing the task to the students is often given to them to close the process of teaching. The task is in the form of individual task or group task, but both of them have to do in the class. The goal of the activity is that to reinforce them to understand the lesson well and to evaluate the process of learning English. From the result of the task, the teachers are necessary to determine if they review the lesson or continue the next lesson. It means that if the result of task is good, the teachers can assume that the process of
learning is successful but if the result is not so good, he has to review the explanation the lesson.

All teachers usually do activities of teaching stated before and they are not special characteristic in implementation of team teaching English. As a result, the writer concentrates the attention only for the main activity of the process of teaching and learning process, especially in implementation of team teaching English in SMPN 1 Pitu Ngawi.

Based on the observation of the writer in the process of teaching English in first grade, the writer describes it in the form of some examples. The first is in VIIA classroom on 19 April 2010, the team NP and AS taught writing skill. The stages of teaching are as following:

Example 1

a) Opening

The teachers, Nanik Purnawati (NP) and Agus Supriyanto (AS) who teach “descriptive text” in the first grade on April, 19th. The teachers try to make the process of teaching and learning activities easy to follow and conduct. In the teaching and learning in first grade, for the opening, they arrive to the class and greet the students together by saying, “Assalaamu ‘alaikum warohmatullohi Wabarokaatuh” and then “good morning”. After checking the students’ presence, NP
explains that the day, the class would learn about “descriptive text”.

The teacher NP continues the opening by asking some questions to the students about the other English teacher, in her team, AS who is as model standing in front, as follows:

- Do you know Mr. Agus?
- How is Mr. Agus?
- What about his hair?
- What about his nose?
- How is his height?
- How is his skin?
- How is his lips?
- What about his body?

The students answer the questions orally:

1. Yes, we do,
2. He is handsome,
3. His hair is short and black,
4. His nose is long,
5. He is about 170 cm,
6. His skin is yellow,
7. His lips are thin,
8. His body is strong.

b) Main activity

As the main activity, teacher NP says to the students that the class should be grouped into 6 or 7 groups. Each consists of 4 or 5 students. Then, AS helps her to distribute the paper that is about descriptive text. The title of it is as follows:
MY TIMMY

Read the text and answer these question

My Timmy is my favorite pet. Timmy is a male cat. He is very adorable with his soft stripes fur. He has innocent round eyes and a sweet voice. He always meows when he feels hungry. Actually, his voice is not suitable for his giant body. When I come, he usually gives me a kiss.

Timmy is a nice playmate. I am happy to spend my time with him. Most of the time, he is a good boy. It is almost impossible for me to be angry with him. In the morning, he always wakes up early. When he wakes up earlier, he waits quietly by my bed until I wake up.

(1) What is the title of the text?
(2) Where is the identification?
(3) I’m happy to spend my time with him. ((par.2)
   The underlined word means………..
(4) How many paragraph are there?
(5) He always meows (line 2)
   What does he refers to………..
(6) Does it have round eyes?
(7) Is it adorable?
(8) I’m happy. The synonym of happy is…….
(9) He wait quietly by my bed until I wake up. I refers to…….
(10) Does Timmy has a small body?

When the students are discussing to answer the questions in their group, both of teachers guide them and accompany them if there is difficulty in answering the questions given to the students. Each group can consult to one teacher or near to them. For example, as one group, ask AS:

“Excuse me Sir? I don’t know this question... (How many paragraphs are there in the text)”. AS responds the question by asking the students to count how many paragraph are there in the text together with him. Students look very happy to
hear the answers, later the other group ask NP about the meaning of “line”. Then the teacher indicates the paragraph and asks them to count the line together. So, both teachers circulate all the groups and the difficulties of learning English can be minimized and the time to learn is longer than only have one teacher in class.

After finishing writing the answers on paper, every group submits the task to their teachers. Group 1, 2, and 3 to NP and 4, 5, and 6 to AS. Then, the teachers give the paper to the groups by exchanging to the other group. Next, both teachers guide the learners to check the answers together in class one by one. To make the situation of learning fresher, the team conduct correcting the answers like having competition and every group are enthuse to accomplish the correct answers. They have to answer as quickly as possible to get the best score.

To make the situation goes well, the team of teachers limit the time to the groups which can answer the questions. For example: the first session can only be answered by the first, the second group, and the third group. And then the second session is only for the fourth and the fifth group. While the third session is for sixth and seventh group only. If the group is able to answer correctly, teacher gives support to
the group by asking all students to give applause to them
together but if the group can’t answer correctly, the teachers
will give the occasion to the other groups. And there is a rule
of the play that the group is sure not to answer the question
while the teachers are still reading the question. And there is
punishment for the group who raises the hand but the
questions has not been completed read by the teacher. As the
writer knows that the questions are not read orderly or
jumping from number to another. As the result, all students
should concentrate to what their teacher said.

c) Closing activity

In the closing activity, the English teachers ended the
teaching and learning activities by giving students tasks.
Teacher NP ended her class by asking the students to write a
descriptive text individually and teacher AS informs that the
topic is not always person or place but it can be animal or
anything which can be desrcibed.

Also NP said: ”setiap anak membuat descriptive
text. Tentang apa up to you. boleh animal, orang, atau idola
kalian, mungkin tumbuhan, buah-buahan.... pokonya terserah
anda, nah tugas ini dikerjakan individu. Satu anak, satu
bacaan deskriptif”
AS gives guidance to the students by going around to them. Unfortunately, while students are doing the task AS gives the instruction that the title is determined namely “My class” although some of students argue but he neglects it. After the texts have been submitted to the teachers, teacher NP closed the session by praying together and both teachers, NP and AS, saying “wassalaamu ‘alaikum warohmatullohi wabarokaatuh”, and then the teacher left the class.

Different from AS team who are teaching reading, teacher Dwi Purwani (DP) and her team teacher, Mrs. Rosyidatul A(RA) teach English to students of VIIC. They give more practice of pronunciation when the skill taught to the learner is Listening text.

They divide the performance to be three sessions, but the process of learning is rather different, such the following:

**Example 2**

a) **Opening**

Teacher DP and RA start the process of teaching and learning by greeting together “goodmorning !” to the students of VIIC class, and then ask them “How are you today ?”. Next, DP asks if there is any absent student in the class, to check the list of the presence. And RA says that they would continue their learning on “functional text”.

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Teacher SP asks the learners:

1. Do you ever help your mother to cook?
2. Can you make fried rice?
3. How do you make fried rice?

The students answer the questions orally, "1. Yes, we do. 2. Yes, we can. 3. First, prepare the season, second, smash the season and then fried and the rice pour into a wok and mix until cooked". After that, the teacher RA shows some pictures about making "boiled noodle". He says to them: "Now, I have pictures. Can you see it clearly?" "Yes!", they answer. "Can you tell me what is the picture about? picture 1, picture 2, picture 3, and picture 4."

The students can explain about the pictures clearly and correctly together by orally.

b) Main activity

As for the main activity, teacher SP tells the students to open their books, edited by Erlangga page 57 activity 3. It is about how to make a cup of coffee. She said: "Okey my students repeat after me!" The teacher gives the example how to pronounce new words which are in the text. And the students try to repeat the pronunciation loudly. Teacher RA repeats the pronunciation to ensure the students how to read new words correctly. She also says to them "Do you know the
meaning of the new vocabularies? Let’s get the meaning of them!”

Finishing translation, teacher SP divides the class into 6 group. Each group is to answer some questions following the text given to the students but the questions are not written but dictated by teacher RA. DP says, “listen and write to what Mr. RA said and then answer them on paper!”

RA dictates some questions as the following:

(1) What is the text about?
(2) How much sugar do you need to make a cup of coffee?
(3) What does the word “it” in the second step refer to?
(4) Mention the nouns should be prepared!
(5) How many steps of making 5 cups of coffee?

Each group discusses the questions and answers them on a piece of paper. While they were discussing, both teachers, DP and RA look around to any group to help them if there is problem. Both would check if each group could run freely or deadlock of communication.

After completing the answers, each group submits the task to the teachers and then the teacher, DP, handles some of papers but some are given to RA. Both teachers will call one of the members of each group to read his paper himself. When the reading process finished, teacher asks the group if there is any correction or command to the paper. As what RA asks to the students:” After you listened to the reading of commit to user
your friend paper, do you have any command? or correction?”. Some students say:” she had wrong pronunciation the word ‘coffee’ by ‘kopi’ etc. For the correction of pronunciation DP gives the example of correct pronunciation, and asks all of the learners to repeat it together. By doing it, the teachers hope the students know about the result of their discussion directly and are able to correct them.

c) Closing

In the closing activity, the english teachers end the teaching and learning activities in various ways, but most of them give students the tasks or homework. Teacher DP and RA end their class by asking the students to look for any kind of functional text from any kinds of mass media. And then retell it in every students’ sentences. The task should be handed next meeting to their team of teachers.

To end the class, DP reminds the students not to forget about the task and ask if there is any questions. After that RA closes the session by praying together and saying “Wassalaamu ‘alaikum.wr.wb. and Good bye!”

Mean while, when the team of English teachers teach listening section, the process of teaching and learning will be a bit different.(CL.11) Like the research in the class VII C in 30 April
2010. The team consists of two teachers those are Dwi Purwani (DP) and Rosyidatul A (RA) who teach listening by using a piece of short message. The process is as the following:

**Example 3**

a) **Opening**

Both teachers enter the class room and then said: "**Good morning my students! How are you today?**" All students answer together: "**Good morning my teachers! Fine! And You!**" The teacher answers the question, checks the attendant, and writes the journal of class and teachers as usual. After that, DP says to learner that RA will read a post card about the “Zoo” and ask them to listen. The message on the post card is as follows:

*Dear my aunt,*

*Last holiday I went to the Zoo in Surabaya. Its name is Kebun Binatang Surabaya. Over there, I could feel the happiness of the animals. They were very funny. In the Zoo, I saw lions, tigers, elephants, monkeys, rhinoceros, beers, hippopotamus, any kinds of birds, crocodile, etc. I gave some food to monkeys and my friends to hippopotamus. It was really a nice experience! I hope you can go there someday.*

*Love,*

*Tika*
Finishing reading the post card DP ask the students to answer some questions based on the text. The questions given are the following:

1. Who sent the post card?
2. Where did she go?
3. What are the animals she met?
4. What animal did she give food? and what about her friend?
5. How is her feeling?
6. What did she hope to her aunt?

For questions number 1, 2, 5, and 6 can be answered well but not for number 3 and 4. One of students asks DP to repeat reading a post card again in order they can catch the message. Before that, RA remembers to students to listen carefully. As a result, the students can answer the questions correctly namely: “What are the animals she met? and What animal did she give food, what about her friend?”

b) Main activity

DP tells students that teachers will read a post card again and ask them to listen carefully. But before reading the message, RA gives the example about the pronunciation the new vocabulary taken on the post card by saying to the students: “Okay students... repeat after me!” All students repeat the word pronounced clearly. Those are: “lake, bus, experience, holiday, speedboat, photograph, etc”. After giving the example of pronunciation, RA dictates some
questions concerning to the listening material. The questions are as follows:

(1) Who sent the post card?
(2) Why did he send the post card?
(3) Where did he go?
(4) How did he go?
(5) With whom did he go?
(6) What did he do before going home?

The questions given before the material because the teachers want to students to concentrate on the listening material because they know what information should be got from the listening. The material is as the following:

Dear my teacher,

I sent this post card to show you my experience on my holiday.

Last Sunday, I went to Sarangan Lake in Magetan East Java.

I went there by bus with my friends, Ary and Riko. It was very nice place! We saw many speedboats on the water of lake. And the water is very clean and cool.

Before going home, we took photographs with tourists from other country. I spoke English with them. next, I will send them to you.

My photos.

Your close student,

Yusuf.

The next step is both teachers circulate to the students in class while the students are doing the task. By circulating them, teachers want to guide them if there is difficulty in
understanding the questions. But, the reality in the research is that no difficulty from students.

Finishing the tasks, students give them to their teachers. Next RA exchanges the papers to others, and correcting together. RA handles the answers one by one by asking to students while DP writes the answers discussed on the board. After that, students correct to his/her friends’ paper together in guidance from both teachers. When the process of correction finished, the papers are submitted to the both teachers.

c) Closing activity

In the end of learning process, teachers give the homework to the students, and DP says: "Anak-anak..... any questions about the message ?" Students answer: "No. Sir!". And RA says: "Now, we will give you homework and do it by Group. Every group consists of 2 students. Tetapi pengelompokan terserah kalian semua". DP gives instruction: "please watch a west film on Television, After that you have to make a summary of the film, and then collect to me, please!". Before closing the lesson, the teacher asks if there is a question. And the students answer: "No." And the lesson is closed: "an okay student... time is up and let me say good bye "and students answer: "Good bye "

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In the process of teaching speaking, the writer found the way to apply teaching English in a team as usual. It means by using three steps; opening, main activity, and closing.

a) Opening.

Usually this steps will be started by greeting and complete the students’ data at the day such as journal of class and the list of students’ attendance ( CTL. 13 ).

b) Main activity.

In this stage, one of the teachers shows a picture that is given a number on the top of it. From the picture, the students are asked to give any command related it. Any expression is received without seeing the grammar they use. Principally, the command is suitable to the picture shown by the teacher. As the writer noted when DP said: “Any command about this picture?” It seems that the teacher does not think that the form of the sentence is important but the important one is that the student is able to try to practice speaking and the picture is only the media to attract them.

Later, AS supports the process of learning by developing some questions sent to the learners. For example when he asks: “dimana dia memasak ?” the students answer: “in the kitchen” AS asks again:” what is she wearing?” some of students answer:” She is wearing...............” ,” she is
wearing long dress!” “wearing earring.”, “wearing necklace!” “wearing red dress” After that DP tries to review the students’ sentences together with students by summarizing such as what she says: “so, from the second picture we can say that:” the woman is cooking in the kitchen. She is wearing red dress. The dress is long. She is wearing earring and necklace!” the earring is beautiful and the necklace is white” While DP guides students to review their sentences, AS writes new vocabulary on the board such as: “earring, necklace, red, cooking, kitchen” The next is that the teachers show their pictures one by one to the class and teachers appear the pictures by turns. The students have to express any utterances based on the picture like the activity before. And both teachers encourage the students to express the sentences by giving any questions to them. So, the questions as the guidance for students to make many sentences related to the picture.

The show of the picture is repeated many times in order that students can speak English fluently by using correct pronunciation. They are different to support the students to make or utter the different sentences. If the students look reluctant to speak, both teachers give some questions to make them speak happily. So, teachers as a rule should be

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facilitator to learn in the class. This activity is done by both to help each other.

At the last time of main activity, the class is divided into 2 groups. The first group will practice speaking with the first teacher, DP, and the second will practice speaking with AS. Every teacher has some pictures learned by the students in the class. The teacher calls student one by one to come in front and is given a picture by disordered. Standing in front, student should describe the picture as much as possible.

c) Closing.

As usual, after the main activity done by them, the teachers gives the occasion to the students if there is any question and answer the question. of course, later they close by greeting together.

The observation on Implementation of Team Teaching and Learning English in SMPN 1 Pitu Ngawi shows the strategies and procedures are varied. It depends on the teachers’ initiatives and ideas on how to conduct the most interesting manageable effective activities. The point is that the team of English teachers is responsible to the design, implementation, and evaluation to the same material in one subject to the same class.
f. The Monitoring and Evaluation

The implementation of team teaching English in SMPN 1 Pitu is always monitored by the headmaster who made the policy of it. The program should be done by the teachers based on the schedule made by school. The team is formed based on the standard or quality of teachers. The senior teacher, considered qualify teacher, is grouped by the new teacher, junior teacher. So, the teacher will learn how to make design, how to guide students, and the last how to evaluate the capability of students they taught.

The headmaster will correct the team if he gets any mistake of implementation of team teaching. He does not only correct the way they teach, especially in case of collaboration, but also, if it is necessary, the grouping of teachers. Even, the teachers also make evaluation to themselves about everything related to the process of teaching. They evaluate the design of teaching, the way to teach, and the kind of evaluation needed to make the process of teachers’ collaboration run well.

Based on data taken from the interview with the teacher RA, she said that “dengan adanya melaksanakan TT maka guru yang terlibat akan bisa memprogram process mengajar dengan lebih baik karena semua direncanakan oleh lebih dari satu guru. Sehingga antara guru bisa saling sharing dari waktu perencanaan sampai evaluasi”.
It means that all teachers involve in the implementation of Team Teaching like evaluating themselves toward the goal of teaching well.

2. The Barrier of Team Teaching

As what has been explained before, the implementation of team teaching does not always run well. There are several points faced by SMPN 1 Pitu Ngawi in implementing team teaching, those are limited time to discuss about the learning process and the difficulty in dividing responsibility in the class.

The first point is that limited time for the teachers to discuss about how to apply the lesson plan in the class. They seldom sit together to make agreement of responsibility of every teacher in a team. The junior teacher is reluctant to ask the senior teacher or the senior one is lazy to share about the process of learning. They think that all teachers in a team will understand how they take role in the learning process naturally without any agreement and correction to the others in the team.

It is in line with the interview with one of English teacher, NP. She said: “seharusnya kita sering mengadakan discusi dengan sesama guru dalam satu tim, baik sebelum maupun setelah mengajar, tapi karena kita percaya aja bahwa teman dalam tim sudah memahami rencana pengajaran ya…. Jarang sekali kita membahas atau menyiapkan process mengajar dan mengevaluasinya setelah process” (CTL.05).

The next is about the difficulty about dividing responsibility in the class. Because of the limited time to discuss about the implementation of
team teaching, the role of member in a team is not clear. Every teacher acts naturally without agreement before. Sometimes, one teacher seems ambiguous to what he should do in teaching process. As the result of observation in the class, when NP closes the process of teaching by giving homework to students to make free title of descriptive text, suddenly AS changes the duty by giving instruction that the title of text is determined. That is “My class”.

Furthermore, when DP is in a team with RA and teach in VII C class while DP gives the example of correct pronunciation to the learners, RA is just waiting and does nothing at the time. It means that she does not know what to do. On the other hand, she does not know about the responsibility of a member of team teacher. She does not understand well that in a team both teachers have the same responsibility to succeed the process of teaching and learning.

The same responsibility means that both teachers should create the process of learning process successfully. How well the process is depends on the role taken by every team member, not just one of the teachers or as usual senior teacher. Senior teacher gives her/his ideas or shares her/his experience to the other/junior teacher. Therefore, the process of learning will be conducted well.
3. The Effectiveness of Implementation of Team Teaching from the Prospective of Students’ Language Acquisitions/Learning.

Team Teaching of English has just been applied for two years in SMPN 1 Pitu Ngawi, but the writer will describe about how effective is the implementation of Team Teaching from the perspective of students’ language acquisitions /learning. The researcher will see the process of learning accomplished by the students in class as the indication of students’ learning. The students’ performance means that they give response to what the teacher gives (lesson) in class. They receive new concept from their teachers, adapt, and use it in communication with their friend easily in class.

In team teaching, students can get more than one models from both teachers in the class. It makes them can answer the questions easier than in conventional teaching. They can use the new vocabulary to make some sentences. Because they will get more vocabularies from two teachers, so students have more experience in making sentences. The learner can compose the different sentences by using same patterns given by the teacher. The learner tries to integrate or synergize new meanings in the frontal integrative context to create new ideas.

While NP teaches together AS and AS become the object of learning. Students are asked to describe the physical appearance of AS. They look enthusiastic to answer the questions sent by NP. They do not feel under the presser. The learners execute the new ideas to perform and evaluate new
actions (active learning). By team teaching, the teachers can involve the students in correcting the students’ task quickly. The first teacher asks the questions and the second teacher helps to write the answers on the board.

The English teachers in a team always make small groups in the process of learning, the researcher will emphasize learning process in small group related to team teaching of English. As we know that the proposed of small group is to create classroom interaction and adopt the principles of collaborative learning. Students are instructed to reach a consensus on an issue, or to create a group product. Small groups are to enhance learning and achievement by encouraging peer-to-peer interaction and cooperation.

By small group, the teachers can create conditions of learning as following:

a. The students are active
b. Sharing
c. More responsible
d. Feedback

Additionally, each teacher can concentrate or focus on their group and the problems of learning can be solved well. Every student will be able to learn better in a group. Also they are able to share their views and experiences to able to learn more. And they share their observations and insights on what they are learning. For example: student A makes sentences and he/she asks his friend to correct his sentence, if there is any
mistake or not. Or, they can listen to the pronunciation of the others by mutual correction. Moreover, the members support each other in their quest for knowledge and learning so that the learning process to become better. Finally, student is able to have adequate feedback, they can learn from the other member as to what the feedback was.

The result of research shows that team teaching methods creates positive environments and enhances students’ learning. The classroom environment responds positively towards them teaching. The students get discussions in which one instructor lectured and the other elaborated upon. Team teaching makes the learning more fun, interesting, variety of learning process. It helps people feel more comfortable and able to speak out. For example, when NP asks some questions the students while pak AS become the object/ material to describe, they look very happy to answer loudly although their spoken sometime has mistake.

The additional example is that there is good environment by competing one group with another, Especially when Bu NP team limits the group which has occasion to deliver the answer. He will change / give the turn to other group if there is no correct answer. So, the group will try hard to send the correct one. All the group look very ambitious to have good answer in order to get high score. Each member will discuss with the others in the team to hold the winner of the activity.

Meanwhile, by implementation of team teaching, students learning is focused well. As the result of an interview with one of students namely

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Arifiana Fitria R (AFR). She said that: “kalau gurunya satu kan masih ngantri lama akan tanya aja, tp kalau lebih dari satu kan agak cepat terlayani atau terjawab”.

Also she said: “ kalau gurunya satu kan ngantrinya panjang...... sampai ngantuk ngantuk lo bu atau kadang teman-teman itu rame sendiri. Tapi kalau gurunya lebih dari satu tidak usah lama menunggu kan klas bisa dibagi 2 dg masing-masing guru”.

Meanwhile, the other students whose name is Dede Ahmad Maulana (DM) said that: “kalau praktek speaking kan tidak harus ngantri lama karena klasnya dibagi dua. Dan kalau ada kesalahan pronunciation kan barangkali guru yg satu belum tahu Nanti guru yg lainya tahu dan langsung dibenarkan”.

From the data above it can be concluded that implementation of team teaching English in SMPN1 Pitu has good effect to the students ‘ ability. It means that it is suitable to the theory about the aim why team teaching conduct in the process of learning. Although there is a little correction to it. Like , there is less attention from teacher while the discussion of small group is conducting. We can see some students don’t involve the discussion but make joke with their friens. It is better for teacher to go around to control the group seriously in order they can’t loss attention.

Based on classroom observation, team teaching English implementation made the students learn well. After one teacher in a team explained about the new material by giving some examples not only
speaking but also reading, writing, then the class was divided into 6 groups. Each group has a task to do together. The students should discuss together in their group by guiding of teachers. Teachers in the team circulated from one group to the others.

When the reading skill becomes the material of them, in the first stage the groups should answer the questions based on the text. After the group write the answers on paper, one students of the group was required to present it in front of the class. He/she read his answers one by one and teachers and the other students will listen to it. In addition, the teachers will correct the answers orally. All groups have a chance to do the same thing with the others.

The initial activity is conducted to prepare students in learning the other title of reading text. It aims to train students to think and enlarge the vocabularies from it. They should do the same thing with the title before but they do not have to present the worksheet in front of the class by reading it. They just submit the papers to their team teachers in their class. After being corrected by teacher, it will be given back to the group.

At the end of the class, one of teachers will give the announcement about the score they got and give correction to all the wrong answers and explains it why it is wrong. So all of students know what the correct answers are.

When the teachers teach speaking skill, it will be rather different to the process in learning reading above. After opening by greeting to the
students, the teachers make a short dialogue between them. The learners watch and listen to their speaking. Next, one of the teachers gives a list of nouns and the other gives a list of verbs. He gives the example one sentence combined from one word from list of noun and one word from list of verb. The team of teachers divide the class into 6 groups. Each group is given two pieces of word list containing groups of noun and verb.

The group will discuss how to make sentences by using the vocabularies given to them and then present them orally in turn with their members. One student will tell one sentence until all vocabularies completed used in a good sentence. Before they tell the sentences orally, both teachers make around to give the example of pronunciation. Therefore, the learners will be able to produce sentences correctly.

The next process of learning is that the teachers asked the students to practice their own dialogue by grouping two students in one dialogue. Teachers gave a direction by giving a situation to them, and they composed the dialogue based on situation given. Of course, there will be many situations given to them. As a result, there should be different dialogue made by the group. The aim is that the learners are able to apply the vocabularies, which they acquired from the process of learning English language.

As there are more than one teacher in the class, the students can practice speaking in a longer time, because the students in class can be divided into groups which guided by two teachers. According to the
interview with the student AFR, She said that: “kalau praktek speaking kalau gurunya satu kanenganinya panjarg, sampai ngantuk ngantuk lo bu atau kadang teman-teman itu rame sendiri. Tapi kalau gurunya lebih dari satu tidak usah lama menunggu kan klas bisa dibagi 2 dg masing-masing guru”

B. Discussion

This part is the discussion of the research findings in relation to answer the problem statements mentioned on chapter 1. This discussion is divided into three main parts. The first part is about the implementation of Team Teaching of English in SMPN 1 Pitu Ngawi; the second part is about the barrier of team teaching implementation; and the third part is about the effectiveness of implementation.

1. The Implementation of Team Teaching of English in SMPN 1 Pitu Ngawi

The discussion of the Implementation of Team Teaching includes 6 dimensions: (a) The Background of Team Teaching’s Implementation; (b) The Objective of Team Teaching; (c) The Legal Foundation of Team Teaching Implementation; (d) The syllabus of Team Teaching; (e) The Technique of Team Teaching Implementation; and (f) The Monitoring and Evaluation.
a. The Background of Team Teaching’s Implementation

Based on the findings of the research, there are many available English teachers. Those are juniors and senior ones. However, the classes are limited. Therefore, the school needs to analyze its own instructional problems, set individual school goals and shape its unique team approach.

The universal element in every team teaching formula is the cooperative focus on an instructional objective by more than one professional, with or without the supporting aid of non-certified technicians, for a given group of students. The only defensible motive for team teaching is the improvement, immediate or ultimate, of instruction.

The school’s condition will influence the decision if/whether it needs to form team teaching or not. The school’s enrollment, the quality of its educational leadership and the rational use of human and material resources- all will influence the form of team teaching shaped for the school. Therefore, it is not easy to make team teaching. As supported by Pearson and National Middle School Association working (2009), it involves teachers, administrators, parents, community members, or any combination of these individuals.

Team teaching should be supported by many components behind the implementation. This approach has been shown to create
bonding opportunities for students and to engage teachers in collaborative planning. It is supported by Coffey (2009) that Team teaching requires that the faculty is organized so that teachers share a group of students, a common planning time to develop curriculum and instruction in multiple content areas, the same schedule, and that the teachers are in the same physical areas of the school.

From the description above, the writer concludes that the form of team teaching is in line with the theory. Because it is supported by the headmaster as the leader of the institution and from the result of the interview it is created after having meeting which discuss any possibilities with all people involved. It means that at least he tries to prepare the implementation as well as possible by sharing with the others in formal meeting. It is hopped will create it successfully.

b. The Objective of Team Teaching

The objective of team teaching of English is that to improve the quality of teaching and learning English. It is in line with suggestion from Campus Explorer (http://education.stateuniversity.com/pages/2493/Team-Teaching.html) that is to help a group of students of any age learn. It makes the process of learning easily, guide the students to learn more focus, and create the condition of learning cheerfully.
In team teaching of language, the teaching partner can demonstrate interactive activities, such as role plays, with one another. Also two teachers can provide different linguistic models for the learners. As the example given by Baily, Curties, and Nunan (2001: 182), when Andy and Kathi team taught in Hongkong, the students were interested in the lexical and phonological contrasts between his British speech and the North American variety Kathi used.

Moreover, Beggs describe the objective of team teaching very broadly (1964: 27) as the following:

1. To develop creativity, adaptability, responsibility and habits of inquiry in students.
2. To make more intelligent use of teachers’ specialized talents, interests, training, time and energy.
3. To improve quality of teaching through the in-service nature of the team design.
4. To provide a program of student grouping which permits instruction to be more effectively geared to individual student ability.
5. To provide realistic treatment of individual differences to supplement the identifying and diagnosing of these differences.
6. To provide time and facilities during the school day for teachers to prepare lessons, develop imaginative materials and keep abreast of new developments.
7. To provide students with group experiences prerequisite to successful citizenship in a democratic society.

By team teaching, the teaching partners can demonstrate interactive activities, such as role-plays, with another. And the two teachers can provide different linguistic models for the learners. So,
team teaching, especially for teachers, is a medium to create a sense of fun, facilitate an environment conducive to academic discourse and scholarly enquiry. It is a mode for developing teachers as more critically reflective learners. It helps each other to keep in check his type of teaching and can help to overcome the frequent sense of isolation felt by many faculty members. And also, it engage teaching staff in more philosophical discussion than the usual discourse over class materials.

Meanwhile, for students, team teaching provides a great opportunity for individualized help and the chance to experience multiple perspectives from the team of teachers on the content and issues being discussed. It can help promote diversity by including team members with different ethnic, racial and cultural background. The focus is on the students’ development of teamwork skills through group and project work.

Based on suggestion from Centre for the Enhancement of Learning and Teaching (1998) that “team of teachers can think of ways of improving student motivation, a sense of responsibility, and overall student performance”. Team teachers and their students can be happy with the community spirit that teams can provide, teamwork also has a considerable effect on classroom management. As the example, by planning together, team teachers can clarify
teaching policies and behavioral expectations that are applied to students.

From the description above, the writer concludes that the objective of team teaching found in SMPN 1 Pitu Ngawi is in line with the theory that all the activities done by the team is to improve the quality of learning.

c. The Legal Foundation of Team Teaching Implementation

The Implementation of team teaching should be supported by the formal agreement from the leader of institution. Because it includes many components and is not always successful. All components should be in one agreement to the objective of team teaching.

The implementation of it in SMPN 1 Pitu Ngawi is supported by special SK from the headmaster. It is in line with the suggestion from Beggs (1971: 30) that “Before team teaching can succeed, the process of decision making in the school must be clearly identified by leadership and accepted by the staff”. An individual such as department head, principal, coordinator, and group of individuals: such as curriculum committee, administrative council or board of education must be able to sanction requests for varying the traditional approach to instruction.

Coffey said (http://www.learnnc.org/lp) “Team teaching requires that the faculty is organized so that teachers share a group
of students, a common planning time to develop curriculum and instruction in multiple content areas, the same schedule, and that the teachers are in the same physical area of the school”. Therefore, countless decisions need to be made for team teaching program; the process by which these decisions are determined must be isolated and communicated to all members of the team. Without formal approval from a status person or group, any innovation, including team teaching, is doomed to unnecessary travail and ultimate failure.

d. The syllabus of Team Teaching

Based on the research findings, English teachers of SMPN 1 Pitu Ngawi prepare the teaching and learning activities in “Perangkat Pembelajaran” in which the “silabus” (Syllabus) and “Rencana Persiapan Pengajaran” (lesson plan) included. A syllabus describes the major elements that will be used in planning a language course and provides the basis for its instructional focus and content (Richards, 2001: 152), and a lesson plan is a unified set of activities that cover a period of classroom time (Brown, 2001: 149).

The syllabus used in SMPN 1 Pitu is a text based syllabus which its content combining the fourth language skills and the two language elements, and also expressions. Therefore, it can be
classified as a functional syllabus, because some expressions and the two elements are involved in the syllabus (Richards, 2007: 10).

Moreover, Richard points out that the text-based syllabus can be regarded as the type of situational approach because the starting point in planning a syllabus was the analysis of the context in which the learners use the language. The text based syllabus is a type of integrated syllabus because it combines elements of different types of syllabuses (Richards, 2001: 163).

Meanwhile, lesson plan (RPP) means:

Rencana yang menggambarkan prosedur dan pengorganisasian pembelajaran untuk mencapai satu kompetensi dasar yang ditetapkan dalam Standar Isi dan dijabarkan dalam silabus. Lingkup Rencana Pembelajaran paling luas mencakup 1 (satu) kompetensi dasar yang terdiri atas 1(satu) indicator atau beberapa indicator untuk 1(satu) kali pertemuan atau lebih (Puskur Balitbang, 2007: 3)

As the writer mentioned before that team teaching is to improve the quality of teaching and learning process. To make it success, Lesson plan called “RPP” should be discussed, planned, and done together in a team. The strategy how to teach, the steps how to make students learn, and how to evaluate the learning process is determined and agreed by them.

Lounsbury stated that (http://www.educationworld.com/a) a powerful team will break down fragmentation among subjects and interrelate the content of subjects taught by team members. So, it necessary to have an agreement between teachers about the
devision done by every teacher in the team. The agreement covers learning activities of students, the subjects to be taught, and the goal of teaching which all of them stated in syllabus and described detail in RPP.

The researcher found that syllabus implemented in SMPN 1 Pitu Ngawi is composed by MGMP of English teachers, especially SMPN English teachers. It means that it is in line with the theory above but “RPP” is not planned by the team. As we know that of course the steps of teaching and learning are explicit written on it. In short, lesson plan of team teaching is different from the single teacher in the class. Because there must be clear about all activities in the class and the share responsibility of teachers involved in team.

The lesson plan will influence the performance of the learning process of students in the class while they are studying English by team teachers. So that, there is no different with the process of learning done by single teacher in a class. And it is not in line with Coffey’s opinion (http://www.learnnc.org/lp/pages/4754) that Teams are typically composed of between two or four teachers working collaboratively to plan thematic units and lesson plans in order to provide a more supportive environment for students. It is not suitable with the concept of team teaching stated by Beggs, David W (http://education.stateuniversity.com/pages/2493/Team -
Teaching.html) that teachers should set goals for a course, design a syllabus, prepare individual lesson plans, teach students, and evaluate the results. As the interview with the English teachers, they said that the syllabus is planned and discussed together before the time of teaching.

As a result more supportive environment for students is not so well, because lesson plan which is not designed well by them. So, it is useless time and energy for teachers to teach in a team. And there is no change environment for students, no effect of learning process or the other words the implementation of team teaching doesn’t influence much the process of learning to be more effective.

e. The Technique of Team Teaching Implementation

According to Hammond et al (1992: 18) points out that in implementing the teaching and learning (curriculum) cycle, at each stage the teacher needs to select a number of different activities that provide a frame work of structure and support as the learners increasingly gain control over written language. In relation to hammonds’ statement, Michael (1971: 76) describes that a teaching team is a systematic arrangement wherein several teachers with a leader and assistants, and with an optimum use of technology instruct a group of students, varying the size of the student groups and procedures with the purpose of instruction, and spending staff
time and energy in ways that will make the best use of their respective competencies.

Shafer (1983: 2) gives two instructor model, those are as follows:

1) All instructors are jointly responsible for course content, presentation, and grading. They interact in front of the class, discussing specific topics from divergent perspective.

2) All instructors are jointly responsible for course content and grading. However, they take turns presenting material appropriate to their individual areas of specialization.

The first model is called pure team teaching while the second one is called semi team teaching. In pure team teaching, two or more instructors are teaching the same students at the same time within the same classroom but for semi team teaching, the second, the instructors work together but do not necessarily teach the same groups of students not necessarily teach at the same time. Those model supported by Goetz and EGallery (2000: 2).

The implementation used in SMPN 1 Pitu adopts the first model called pure team teaching which is in the form of traditional team teaching. She has the summary because teachers present together in the class, one gives the new material to the students by giving many examples, practices, while the other teacher guide the learners to make new sentences based on the new material.
Additionally, the implementation is categorized into collaborative teaching which includes the pure team teaching. Teachers make small group discussions in the process of learning. The group is to accomplish the task given by teachers. Teachers go around to all groups simultaneously. Each teacher helps each group to learning process.

Related to collaborative teaching, there are seven basic principles suggested by Ridgewood High School in Nooridge (1971: 77) which called “the Seven Principles of Appropriativeness”. Those are:

1) The size of the group must be appropriate to its purpose
2) The composition of any group must be appropriate to its purpose
3) The time allotments assigned to any group must be appropriate to its purpose
4) The physical and psychological environment must be appropriate to the activities of the group
5) The nature of a task assigned to a team staff members must be appropriate to his talents and interests.
6) The nature of the supervision provided for a group depends on the nature and the purpose of the group.
7) The subject matter content must be appropriate to each learner in the group.

Watkins and Carafella (1999) present four models of team teaching that are based on variations in working style: parallel teaching, serial teaching, co-teaching, and co-facilitation. All models suggest focusing too strongly on teacher control, which can blur the essential relationship between teaching and learning. Teaming can improve the delivery of teacher-centered education.
and create the practices and environments that are fully inclusive of learners. For this, teachers no longer viewed as disseminators of knowledge, but as collaborative learners themselves.

In short, all strategies used by team teaching are to achieve the main target in the teaching of English at the senior high school. According to Widowson (1990: 1), the theoretical principles of teaching may come from variety of sources: from the teachers’ experience or his/her experiment of other teachers, from sudden inspiration insight, from documentation of conventional wisdom. Therefore, it is necessary for the teachers given the opportunity to joint training concerning to the application of team teaching, especially English. The training should focus on the teaching performance in applying the steps in the teaching and learning cycle.

As supported by Beggs (1971: 101) that the best in-service training device used is the workshop. An essential aim of this type of activity is to set aside a block of time for depth consideration of team teaching. By workshop, teachers can work without the annoyance and distraction of other obligations, thus permitting total concentration on the subject. Qualified experts can be consultants and adequate time is keys to a worthwhile workshop.

Moreover, workshop provides an ideal setting for the innovator to blend the ingredients of change with members working together.
in close proximity. Such an extensive exchange of ideas and group interaction, team members are able to be intellectually stimulated, particularly if new insights are contributed by consultants to enhance the scope of study and exploration.

f. The Monitoring and Evaluation.

A formal evaluation of progress for team teaching is necessary. All teams need to set aside some time to evaluate their progress in terms of both teaching the module and with their own development as an effective team. An outside facilitator could be called in to manage this where appropriate.

For example, after the class, take two minutes to write down reflections about the lesson. It could be observation, thoughts or feelings; anything about the class. If one teacher the team-teaching didn’t go well, try to think about where you felt it needed work, or about when the other person seemed uncomfortable and why. Send emails to the partner to discuss the class. Express ideas honestly but politely. Respecting each other’s job and speaking from a team stance will contribute to the development of the team teaching as well as your own personal development as a language teacher. It is necessary to keep mind open to any suggestions.

Related to the need of monitoring and evaluation, a useful consideration from Centre for the Enhancement of Learning and Teaching (1998) is that the goals associated with student learning
need to be monitored and reviewed where necessary, so to do aspects of team behavior. Therefore, it is important for the team to find that everything has proceeded as they planned. It is possible that there are outcomes as a result of team teaching which they had not anticipated. The outcomes may be to do with student learning or with how the team is functioning.

If there are differences between the plan and the achievement, then, the team will need to refocus on what is important. To do this, the team should have monitor continually how students are reacting to the team teaching experience. Conscious decisions will have to be taken to emphasize points that may have been missed or correct mistaken impression.

There are many relevant questions to make evaluation of team teaching implementation, as Beggs statement (1971: 106). Those are as the following:

1) Can teachers operate more effectively as individuals or in teams?
2) Can personality conflicts be avoided?
3) Can clerical assistance be utilized effectively?
4) Can teachers plan their time so they will be able to make additional preparations for improved instruction?
5) Can esprit de corps be developed among members of the team?
6) Can teachers assume specialized function responsibility?

Support to the important of evaluation of team teaching implementation, Wilson and Martin (1998) suggested that team teachers must be committed to the process of continuous
improvement and be willing to spend additional time in planning future lessons, in reflecting on and improving completed ones. So, it is necessary to have reflection after teaching. It is to decide the next treatment for the learners, and to correct the teaching and learning process by using critical opinion of the team.

Critically reflection can improve the activities in learning process as the statement from Donald Schon (1983) that reflection-in-action is a way of constructing new knowledge by analyzing an experience, constructing a new way of understanding it, experimenting with new response in the future, and further refining the new approach. Additionally, they observed with result that if the co-teachers do not share an interest in learning from each other, there will be a limit to the possibilities that can emerge from the teaming experience.

The research finding shows that reflection as critical thinking is because the limited time, the teacher said. Critical thinking as the feedback can be used to rarely done by the team teaching of English in SMPN 1 Pitu, enhance the teaching and learning approaches in future team. Planning and management of the team teaching in the unit is seen by both team teachers as an integral tool in their own professional development as teachers of merit. To assist in this process of reflection-in-action, a team teaching lesson plan template was created to provide the opportunity for each
member of the team to make notes on areas of further improvement and areas done well.

2. The barrier of team teaching implementation

The barrier here means the difficulties to implement team teaching of English. This research found that there are two points faced by SMPN1 Pitu Ngawi in implementing team teaching of English; those are limited time to discuss about the learning process and the difficulty in dividing responsibility in the class. As we know that although the objective of it is help to learning process and focus on students learning, but the implementation is not easy. But for the teachers, especially for English teacher, they have to know some problems faced in creating good implementation as Lounsbury said (http://www.educationworld.com/aadmin/admin/admin/290.shtml) as the following:

a. Teams don’t have adequate common planning time.

b. The responsibility of the team leader is not taken seriously enough, even by the leaders.

c. Reaching consensus on changes is difficult with more diverse personalities including in a team

d. Teachers involved may not themselves be sufficiently committed to change.

Related to time, Beggs (1971: 120) stated that innovation in education occurs so slowly because no one is willing to make time available for experimentation. Therefore, team has to spend available time to make plan and evaluate the process of teaching and learning.

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Time for working, planning and thinking must be made available to the teacher.

Furthermore, Martin suggested (1998: 9) that there should be additional time in planning future lessons, in reflecting on and improving completed ones. And Davis (1995: 13) concludes "team taught courses often become a problem for those who do the counting." The reality of practice in this unit is quite different. Team teaching is not simply a technique that can be applied to divide the labor within a unit, rather it is a creative and thoughtful mechanism for fostering a dynamic student-centered learning environment. Each member of the teaching team is intimately involved in the planning, design, management and delivery of the learning process. Glen Lawson (2001) gives the suggestion that team teacher should laugh together, eat together, and make copies together at least twice a week.

The responsibility of member of the team can be created by clear communication between them. It is essential to the success of the relationship and the realization of the objective of teaching. Communication is perhaps rendered more difficult for teams made up of teachers from different cultural backgrounds which value racially different communication styles. Nonetheless, it is essential that you do your utmost to keep this in mind and endeavor to respect and understand one another.
Benoit’s statement (2001: 4) is that talking things through at every stage will help you define your individual roles within the team. So, it is essential to develop a better understanding of one another’s teaching philosophy along with the personal and cultural factors that have shaped it and affect its practical applications. Honest discussion also clears up any potential misunderstandings before they have the chance to hamper the flow of a lesson and ensure that you are taking equal responsibility for staying on course towards your established objectives. Routine meeting will help teachers that they are both feeling comfortable and productive within the team.

Personal conflicts, whether they are gender-based, cultural or personal have no place within the classroom. Despite your differences of opinion, each teacher should remain respectful and professional towards the other in the classroom. Students will be quick to pick up on any tensions and may try to exploit them. Bridget Haugh (2001: 4) said that in the classroom, the most important people are the students: teachers should set aside personal difficulties and make teaching their number one priority.

The last point of the barrier is that teachers involved may not themselves be sufficiently committed to change. Change here means the improvement of outcomes. As mentioned before that an important goal of teaming that certainly contributes to the improved outcomes is that teachers work together to coordinate the instruction that is
delivered in the classroom. Given this goal, the activities that teams engage in as a group to plan and coordinate their work is likely to be related to the practices that those same teachers implement in their classroom.

Teachers should be in an agreement that team teaching is able to create higher level of outcome called achievement. As Athar (1990) reported that teaming can improve work climate, more frequent contact with parents, increased teacher job satisfaction, and higher levels of student achievement. Student achievement can be found without changing the curriculum but by creative innovation in more interesting learning process. To support the idea Lounsbury (2001: 11) said that changes have too often been superficial without truly transforming the middle school curriculum so that subjects are interrelated rather than remaining compartmentalized.

3. **The Effectiveness of Implementation of Team Teaching of English from the perspective of students’ language learning.**

Based on the research, the writer has opinion that the implementation of Team Teaching of English in SMPN 1 Pitu Ngawi is effective although it needs more improvement and suggestions to make it better. It can be viewed from many criteria as follows: a) teachers’ communication; b) standards for classroom behavior; c) effective classroom routines; d) cheerful students; e) clear instruction;
f) instructional needs of students; g) monitoring of learning progress;

h) positive interaction

a. Teachers’ communication

Based on the finding of the research, the teachers are able to communicate with the students well. Teachers give description about the lesson to students clearly. They ask some questions to them and try to give support to respond the knowledge transferred by their teachers. Therefore, the students have motivation to ask their teachers about the problem of learning. Moreover, the teachers review the lesson until there is understanding of new concept of material taught to them.

Communication (Wikipedia) is a process of transferring information from one entity to another (http://www.people-communicating.com/what-is-communication.html). The sender of information is a teacher while the receiver is learner. And the information is the knowledge owned by the teacher. Teacher has an important person who is able to conduct communication to the learners, especially, in class. The importance of communication in teaching is to give some ideas of how learners can improve their learning (Prozesky: 2000)

Hubley(http://www.cehjournal.org/0953-6833/13/jceh_13_35_044.html) said that to be effective, teachers...
have to try to minimize these barriers to communication. We do this in a number of ways - for example, by making sure that the room is quiet and well lit; by speaking slowly and clearly; by only using words which the students should be able to understand. However, the most important way to overcome the barriers is two-way communication. This means getting regular feedback from the receivers (the students in this case): are they really understanding what we are trying to put across?

The basic principles of teaching relate to effective communication and should be visible within a lesson plan. By communication is meant the whole environment of effective teaching as well as simply verbal speaking and listening (each by student and teacher). It is necessary for teacher to have effective communication where a process in which a message is received and understood by the receiver (learners) in the manner that the sender (teacher) intended it to be.

The research found that teachers communicate clearly and high expectations for student learning. They use grammatically simple presentation and appropriate language (Child, 1997). They give information about high standard for learning and scoring criteria before they are learning.
b. Standards for classroom behavior

Teacher gives information to learners about the rules for creating good behavior. Also good procedures and consequences are communicated to them. This research found that teachers explain about what performance should be done by the students such as: they should give attention to the explanation of the lesson, they are able to ask the teachers about their problem of learning, and also they are forbidden to leave the lesson without permission from the teachers in class.

Support to the classroom behavior, Pearson Education Development Group give some trick to encourage positive classroom behavior and help teacher to build that foundation:

1) Think About Your Approach
2) Visualize Possible Challenges
3) Make Your Expectations Clear from the Beginning
4) Model Positive Behavior
5) Encourage, Encourage, Encourage
6) Show Respect
7) Be Consistent
8) Keep Students Busy and Challenged
9) Listen to Students' Suggestions

c. Effective classroom routines

It is more effective to build positive behaviors than control negative student behavior (Strain& Sainato, 1987). To prevent problem behaviors in the classroom, it is necessary for teachers to change their own behaviors. The same strategies and procedures will not necessarily be equally effective with all students.
Classroom routines can positively affect students’ academic performance as well as their behavior. Therefore, one proactive strategy is for teachers to adopt a consistent classroom routine.

A routine is simply a set of procedures for handling both daily activities and minor interruptions of instruction, such as a student’s broken pencil or the arrival of a note from the main office.

The researcher found that teachers write the journal of class and list the attendant of students in the class. Then, team of teachers check the tool of students to learn such as English book, pencil, pen, and maybe dictionary. And, they ask students to prepare homework books to be corrected together, if there is homework. After correcting the homework, teachers start to teach new material by giving some questions directed to the material.

The use of rules is a powerful, preventive component of classroom organization and management plans. Rules established the behavioral context of the classroom by specifying what behaviors are expected of students, what behaviors will be reinforced, and the consequences for teachers have many activities for students to learn. The team has prepared set of activities to apply in the class. As the researcher finds that the team of teachers give some questions should be answered by the students not only in-group but also individually. The students

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should compose writing passage in the form of descriptive text. Furthermore, they should listen the passage voiced by their teachers and then answer some questions orally after listening. And also, students are asked to make some questions based on the pictures given to them.

The activities can be in the form of steps designed in lesson plan, which usually with task based instruction. Therefore, the students are always in effective activities in the class. As Colvin & Lazar (1995) said that there are two objectives of routines as daily activities, those are:

1) Students have more opportunity to learn
2) Teachers can devote more time to instruction

d. Cheerful students

Students are happy to study by guiding from teachers in a team. All of the activities are oriented to the objective of learning mentioned before the process of learning. The study noted that students learn English happily while they are listening music. They complete the song with vocabularies got from listening a song. They seem very happy to do the activities.

The use of music in the classroom can make the entire learning process more enjoyable and can stimulate "right" brain learning. Six years ago researchers reported that people scored better on a standard IQ test after listening to Mozart. People with Alzheimer's...
disease function more normally if they listen to Mozart and the music even reduces the severity of epileptic seizures.

As Kenneth Beare said [http://esl.about.com/b/2009/06/04/music-in-the-classroom.htm](http://esl.about.com/b/2009/06/04/music-in-the-classroom.htm) I'm a big fan of using music to develop creative writing skills in class. Of course, teachers need students to participate with enthusiasm. Once they have convinced students that this will help their writing skills - and it's not always difficult - they'll find using music to inspire creative writing an enjoyable and profitable experience. Teachers can enjoy using bits of classical music to inspire students to write short descriptive paragraphs. The drawback to using classical music is that not every student feels very connected to this kind of music. So, any kind of music will do.

e. Clear instruction

A large part of the role of a team leader is telling other people what to do and how to do it. This is, however, far from easy. Not only you need to consider what to say, but also the way to say it. Everyone has been in the position where they have given a simple instruction and been amazed to see it wildly misinterpreted. Often we put this down to the fact that they must be ‘thick’; rarely do we address the real reason, which is that we didn’t make the instruction clear. Additionally, we are all familiar with the person
who never asks for anything but simply barks orders, or the person who never really seems to get around to saying exactly what they want. This training activity addresses the issue of giving clear instructions in the most appropriate way. Unclear instructions can result in lost time and money, mistakes, frustration and can, potentially, be dangerous.

English teachers in SMPN 1 Pitu Ngawi, who teach in a team, give instruction clearly. As NP and AS teach in VIIB, she describe the instruction clearly when she ask students to make descriptive text. The students are asked to compose free title or topic in one paragraph. She said that students could take what happened in their environment or everything they know well. In addition, when DP and RA teach in VIIC, they teach reading to the learners. RA gives the text to them and give instruction by clear description that students should read the text carefully and then answer the questions based on the text.

Teachers must focus on effective instructional strategies, which is clear instruction, to prevent academic and behavior difficulties and thereby facilitate increased student achievement—especially among poor and minority students who tend to lag behind their more affluent peers. It is in line with Espin & Yell’s opinion that Effective teachers have higher rates of positive
students responses to their instruction (Espin, & Yell, 1994). Effective instruction minimizes disruptive behavior through higher rates of academic engagement.

f. Instructional needs of students

Providing instruction at student-appropriate levels is particularly important. When students are presented with information and materials beyond their current skill level, they become frustrated and may engage in behaviors that engagement in the lesson (Wehby, Symons, Canale, & Go, 1995). As a result, the teacher may remove the demand for their engagement or may remove the offending students from the instructional environment. Likewise, if the instructional level of the materials is too easy for students, they may engage in inappropriate behaviors out of boredom and lack of challenge. Increases in on-task behavior, task completion, and comprehension are positively associated with providing student materials that are at appropriate levels of instructional difficulty (Gickling & Armstrong, 1978).

The result of this study finds that the teachers give the instruction that is suitable to the level of language competence of students. They give some questions directed to new materials. It is simple instruction based on the students learning. So, the instructions can be accomplished easily.
g. Monitoring of learning progress

It is important that a teacher is able to track where learners are successful and where they might need further support. When evidence of learning is used to enable further learning it is assessment for learning, which is also known as formative assessment. The writer observed that teachers give conclusion of teaching and learning by giving task to learners. From the result of task, teachers make any corrections to the process of learning. It affects a person’s opportunities for learning, formative assessment may actually affect a person’s life more profoundly than assessment of learning, which is also known as summative assessment. Encouraging a conjecturing classroom atmosphere facilitates formative assessment.

Monitoring is the continuous process of gathering information about program implementation and using this information in decision-making. To support the statement, Center for the Enhancement of Learning and Teaching (1998) suggested that the team will have to monitor continually how students are reacting to team teaching experience. Conscious decision will have to be taken to emphasize points that may have been missed or correct mistaken impressions.

However, concerns may arise apart from those related to student learning. There may be a need for team to deal with issues
of collaboration among its own members. In the same way that the goals associated with student learning, need to be monitored and reviewed where necessary, so to do aspects of team behavior. In both these examples it is apparent that regular meetings of the team need to take place where constructive, professional reflection is encouraged which is itself a team teaching strength.

h. Positive interaction

Using effective interaction and feedback strategies will enable the instructor to identify and meet individual student needs while providing a forum for suggesting course improvements. This research observed that teachers make groups of students and asked them to play drama in front of the class. To improve interaction and feedback, Barry Willis consider the following:

1) Use pre-class study questions and advance organizers to encourage critical thinking and informed participation on the part of all learners.

2) Early in the course, require students to contact you and interact among themselves via electronic mail, so they become comfortable with the process.

3) Arrange telephone office hours using a toll-free number.

4) Integrate a variety of delivery systems for interaction and feedback, including one-on-one and conference calls, fax, E-mail, video, and computer conferencing.
5) Contact each site (or student) every week if possible, especially early in the course.

6) Use pre-stamped and addressed postcards, out-of-class phone conferences, and e-mail for feedback regarding course content, relevancy, pace, delivery problems, and instructional concerns.

7) Have students keep a journal of their thoughts and ideas regarding the course content, as well as their individual progress and other concerns.

8) Use an on-site facilitator to stimulate interaction when distant students are hesitant to ask questions or participate.

9) Call on individual students to ensure that all participants have many opportunities to interact.

10) Make detailed comments on written assignments, referring to additional sources for supplementary information.

Furthermore, the primary role of the teacher in a language class is to establish conditions and develop activities so that the students are able to improve the competence of language. Brown (2001: 167) points out 5 roles of the teacher such as: controller, director, manager, facilitator, and resource. As a controller, although it expected in traditional educational institution, but the teacher

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should control what the students do, when they should speak and what language form they use. In some interactive classroom, the teachers should act as a director as like a conductor of an orchestra. The activity can operate well based on how the director improvises the event to be communicatively.

Teacher as facilitator means resource person and language model for the foreign language classroom. As Richards states that teacher creates a classroom climate conducive to language learning and provides opportunities for students to use and practice the language and to reflect on language use and language learning (Richards, 2007: 20). The teacher needs to predict the possible needs of the students and have communicative language activities readily available to meet these needs.

The teacher is also involved in creating a positive and supportive learning environment within the class. Students who feel safe and secure are much more willing to practice a second language. A healthy classroom climate promotes risk-taking and allows the students experiment. Positive experiences in the classroom lead to an excellent attitude towards language and culture. Richard and Lockhard (1996: 106) write that as a motivator, the teacher seeks to improve the students discover their own ways of learning and to work independently.
Related to Team Teaching, Shafier (1983: 4) gives some suggestions to make successful implementation. The suggestions are as following:

1) Team teaching should not be left up to chance.
2) Students in a team-taught course should be carefully and continuously reminded of the purpose of the experience.
3) Faculty should avoid competing for student approval and applause.
4) Once a team has been constituted and classes are in session, sufficient time must be allowed for planning and division of responsibilities.
5) Administrative support is essential for continued success of a team teaching model.

From the description above, the researcher has a conclusion that the implementation of team teaching of English in SMPN 1 Pitu is effective but needs to improve gradually. No program for innovation can realistically proceed faster than the ability of the people involved to absorb the change. However, the design for change should be placed at the rate maximum capacity to adapt. Timetables for progress and long-range projections are necessary components of any well-organized plan, but progress must be basically dictated by the speed with which the people involved can change to the new program.

Based on the result of study, the improvement should be focused on the following factors: the increase of learning time, review of lesson, and incentives to promote excellence. Teachers should give available time for students to learn. Additional time is given to them so that they have sufficient time to practice new
concept of knowledge got from their teachers. They can ask the problem to solve, they can have more explanation, and they can practice the language in communication with their friends.

And, teachers should be ready to review the lesson if the learners do not understand it. They have to re-explain it clearly, so the students understand well. They have to give explanation slowly and patiently. In addition, it is better, some time they give some rewards to the best students. Therefore, the condition of learning is competitive and it makes the students feel challenge to produce their language competence.
CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

A. Conclusion

The result of research about Implementation of team teaching of English in SMPN1 Pitu Ngawi concludes that there are many dimensions. First, the aim of team teaching of English is to improve the quality of teaching and learning English. Because of more than one teacher in the class, the process of learning should be conducted better by guiding from more than one teacher at the same time. And it is supported by the headmaster of the school. But, the syllabus is composed by MGMP, team of English teachers from SMPN in Ngawi not by the teachers involved in a team.

The implementation used by the team adopts traditional team teaching. Both teachers make design, implement it in the class, conduct evaluation together. But, sometime, the implementation is categorized into collaborative teaching. They make small group discussion in the process of learning. The group is guided by both teachers to accomplish the task given by teachers. Teachers go around to all groups simultaneously.

Secondly, there are two barriers of team teaching implementation. Those are: limited time for the teachers to discuss about how to apply the lesson plan in the class and the difficulty about dividing responsibility in the class. They should sit together to make agreement of responsibility of every teacher in a team. The role of member in a team must be clear so that the teachers are

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sure to what they should do in the process of teaching and learning because they have the same responsibility to succeed the process of teaching and learning.

Thirdly, the implementation of Team Teaching of English in SMPN 1 Pitu Ngawi is effective but it needs to improve. The improvement includes: the increase the learning time, review of lesson, and incentives to promote excellence. Additional time should be given to students, so they can learn English in longer time. And, teachers should review the lesson to make the students understand the material well. The last, it is necessary for the team teachers to give reward or a gift to best students in order to improve their motivation to learn English more.

Implication

Based on the conclusions above, it can be assumed that the implementation of team teaching English should be very exciting and gives contributions on the development of the teaching and learning activities. It should develop the quality of teaching and learning English in our environment. It shows that the implementation is an effective way to increase the students’ English learning, as the implementation has the contribution to the teaching of English as a foreign language.

The students will be able to accept many ways and styles of teachers in the team. They have to be in different atmosphere in learning English as a foreign language. The teachers and students encouraged with different ways of teaching activities through different types of text to be mastered.
Furthermore, the implementation of team teaching English develops the quality of the use of English as a means in communication. It should have to be proscribed by the decision makers so that the application going on as it should be.

B. Suggestion

By the end of the observation and the interview, the researcher got clear descriptions of the implementation of team teaching English in junior high school. It can be alternative program to increase students’ English. The researcher wants to give suggestions as follows:

1. To the Headmaster

Based on the observation, interview and research conducted in SMPN 1 Pitu Ngawi, first that, the headmaster should add the teacher’s perception on team teaching, especially English subject, by sending them to such upgrading program, workshop, or seminar. So that, the teachers of English have clear conception about team teaching implementation. And, the implementation of the team teaching English should be widen not only the second year class, but it can be the other level class. In other words, the educational training programmed for the English teachers concerning to the implementation of team teaching should be enlarged because it can improve the quality of students’ learning English.

Second, there must be occasion to monitor and evaluate the implementation of team teaching of English. It is done to know what action taken to correct it and it is possible that the partner of team maybe
replaced by the others. Finally, the aim of conducting team teaching is achievable and of course effective.

2. To the Teacher

For the English teachers, especially who teach in the team to enlarge the English ability. As the teachers are the model for the students, they should pay attention on the pronunciation. Besides, the teachers should increase their knowledge of how to apply team teaching correctly. It is hopefully to manage their instructional activities in balance for each teacher because they work as a team. Every teacher is clear about his responsibility in one team. Teachers should arrange the syllabus and lesson plan together. It is better if they make it in English, because it is very important and a proof that they are English professional teachers.
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