

APPROVAL SHEET I

A Thesis by :

Name : NUR AIDA WASTIN

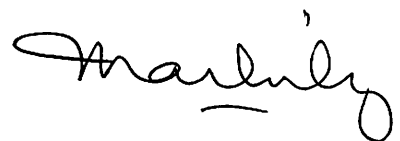
NIM : D05205068

Title : THE USING OF TEAM TEACHING PRACTICE IN ENGLISH
TEACHING AND LEARNING PROCESS AT SMA NEGERI I
GEDANGAN SIDOARJO

Has been accepted and approved to be examined.

Surabaya, 29 January 2010

Advisor I



Masdar Hilmy, MA. Ph.D
NIP. 197103021996031001

APPROVAL SHEET II

A Thesis by :

Name : NUR AIDA WASTIN

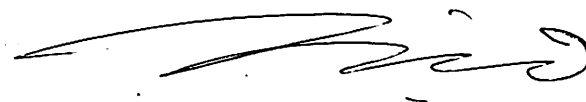
NIM : D05205068

Title : THE USING OF TEAM TEACHING PRACTICE IN ENGLISH
TEACHING AND LEARNING PROCESS AT SMA NEGERI 1
GEDANGAN SIDOARJO

Has been accepted and approved to be examined.

Surabaya, 29 January 2010

Advisor 2



Muhammad Syaifuddin, M.Ed
NIP. 197310131997031002

ABSTRACT

TEAM TEACHING PRACTICE IN ENGLISH TEACHING AND LEARNING PROCESS AT SMA NEGERI I GEDANGAN SIDOARJO

English as the first foreign language in Indonesia is taught since kindergarten until university. It becomes one of the important lessons in schools. Teaching a language is different from teaching other lessons. Teaching a language is teaching a skill, and skill needs to be practiced, not just stored in the head or admired at a distance. Teaching a language is not as simple job as turning over our palm. It requires a lot of serious and extensive thinking and effort. Especially teaching English, teaching English needs more various activities, practices, medias and tolls.

In fact, being an English teacher is not easy, the teacher is demanded to create fun situation in the classroom and also manage classroom well. The teacher has to give pay attention to the needs and the individual differences of students, develops the model and strategy which make the students follow the active, creative, effective and playful of teaching and learning English process In today's schools, teachers are faced with so many complex tasks and with such a diverse student body. There is no way that one teacher alone can help all of their students achieve learning their maximum potential. If usually the learning practice which is used is solitaire practice, in this era, several schools in Indonesia apply the new practice, which is called team teaching. This practice is hoped becomes one alternative solution to solve those problems. Karin Goetz explains Team teaching as a group of two or more teachers working together to plan, conduct, and evaluate the learning activities for the same group of learners.

This study focuses on how the team teaching practice is used in teaching and learning English process, what are the advantages and disadvantages of team teaching for the teachers and the students, and what are the problems of team teaching and the solutions. For answer those questions, the writer observed the teaching and learning English process at XII IPA class in three meetings. For the data collection technique, the writer used observation, interview, documentation, and questionnaire.

The implementation of team teaching in SMA Negeri I Gedangan could be seen at three main jobs, they were planning of teaching and learning, conducting of teaching and learning, and evaluating the process and result of teaching and learning.

The advantages of team teaching for the teachers and students were the teachers could complete each other about material, practice, and media. The students could get more knowledge from two teachers or more. The disadvantages of team teaching for them were the teachers found the difficult to match their time and the students felt confuse when the teachers had different explanation and perception. The disadvantages of team teaching became the problems which had to find the solutions.

TABLE OF CONTENT

TITLE	i
MOTTO	ii
DEDICATION	iii
APPROVAL SHEET I.....	iv
APPROVAL SHEET II	v
EXAMINERS APPROVAL SHEET	vi
ABSTRACT.....	vii
ACKNOWLEDGEMENT.....	viii
TABLE OF CONTENT.....	ix
LIST OF TABLE	xiii
CHAPTER I INTRODUCTION	
A. Background of The Study	1
B. Problems of The Study	5
C. Objectives of The Study	5
D. Significance of The Study	6
E. Scope and Limitation of The Study	7
F. Definition of The Key Terms	7
G. Systematic of The Study	8
CHAPTER II REVIEW OF RELATED TO LITERATURE	
A. The Definition of Team Teaching	10

B. The Glossary of Related Terms	11
C. The Types of Team Teaching	15
D. Implementation of Team Teaching	17
1. The previous step: Prepare team teaching	17
2. The next step: The team teaching in action	18
a Planning of Teaching and Learning	18
b Conducting of Teaching and Learning	20
c Evaluating The Process and Result of Teaching and Learning	25
E. Advantages and Disadvantages of Team Teaching	25
1. Advantages of Team Teaching	25
a Advantages for Teacher.....	25
b Advantages for Students	27
2. Disadvantages of Team Teaching	28
a Disadvantages for Teacher	28
b Disadvantages for Students	29
F. Problems of Team Teaching	30

CHAPTER III RESEARCH PRACTICEOLOGY

A. Research Design	31
B. Subject of The Study	31
C. Sources of The Data	32
D. Instruments of The Study	32
1. Documentations	32

2. Observation Form	33
3. Interview Guide	33
4. Questionnaire Guide	34
E. Data Collection Technique	34
1. Documentation	35
2. Observation	35
3. Interview	36
4. Questionnaire	38
F. Data Analysis Technique	38

CHAPTER IV DATA ANALYSIS

A. Profile of SMA Negeri I Gedangan	40
B. Implementations of Team Teaching	41
1. Planning of Teaching and Learning	41
2. Conducting of Teaching and Learning.....	42
3. Evaluating The Process and Result of Teaching and Learning	46
C. Advantages and Disadvantages of Team Teaching	52
1. Advantages of Team Teaching	52
a Advantages for The Teacher	52
b Advantages for The Student	53
2. Disadvantages of Team Teaching	54
a. Disadvantages for The Teachers	54
b. Disadvantages for Students	54

D. Problems of Team Teaching	54
E. Presentation of Data and The Analysis	61

CHAPTER V DISCUSSION

A. Implementations of Team Teaching	62
1. Planning of Teaching and Learning	62
2. Conducting of Teaching and Learning	63
3. Evaluating The Process and Result of Teaching and Learning	65
B. Advantages and Disadvantages of Team Teaching	67
1. Advantages of Team Teaching	67
a. Advantages for The Teacher	67
b. Advantages for The Student	68
2. Disadvantages of Team Teaching	69
a. Disadvantages for The Teachers	69
b. Disadvantages for Students	70
C. Problems of Team Teaching	70

CHAPTER VI CONCLUSION

A. Conclusions	72
B. Suggestions	75

REFERENCES

APPENDICES

P E P I S T A S I N	
I N I	
NO. KLAS K T-2010 007 PBI	NO. DAFTAR : T-2010/PBI/007
	ADALAH
	TANGGAL :

LIST OF TABLE

TABLE I	: TEACHERS' ACTION DURING TEAM TEACHING	22
TABLE II	: TEACHERS' ACTION IN THE CLASSROOM BY USING TEAM TEACHING PRACTICE IN THE FIRST OBSERVATION	43
TABLE III	: TEACHERS' ACTION IN THE CLASSROOM BY USING TEAM TEACHING PRACTICE IN THE SECOND OBSERVATION ...	44
TABLE IV	: TEACHERS' ACTION IN THE CLASSROOM BY USING TEAM TEACHING PRACTICE IN THE THIRD OBSERVATION	45
TABLE V	: THE RESULT OF SUPERVISION CLASS FOR Mr MUHAMMAD MUJIONO, Spd	47
TABLE VI	: THE RESULT OF SUPERVISION CLASS FOR Mrs. ANIES WIDYA KRISTANTIE, Spd	49
TABLE VII	: RESPONDENTS' APPRECIATION FOR TEAM TEACHING PRACTICE	56
TABLE VIII	: RESPONDENTS' OPINION ABOUT TEACHERS' WORK DURING APPLY TEAM TEACHING PRACTICE	57
TABLE IX	: RESPONSEENTS' OPINION ABOUT ADVANTAGES AND DISADVANTAGES OF TEAM TEACHING PRACTICE FOR THE STUDENTS	58

- of team teaching, implementation of team teaching, advantages and disadvantages of team teaching and the problems of team teaching.
3. Chapter III Research Methodology consists of : research design, subjects of the study, data and sources of data, instruments of the study and data collection technique.
 4. Chapter IV Research Result consists of : the profile of SMAN I Gedangan Sidoarjo, implementation of team teaching practice, problems of team teaching practice, advantages and disadvantages of team teaching practice.
 5. Chapter V Discussion consists of : implementation of team teaching practice, problems of team teaching practice, advantages and disadvantages of team teaching practice.
 6. Chapter VI Conclusion consists of : conclusion and suggestion.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. The definition of team teaching

We need to address the question of what we mean by “team teaching”
The writer collects the definition of team teaching from several literatures and authors.

Francis J. Buckley provides the following definition: “team teaching involves a group of instructors working purposefully, regularly, and cooperatively to help a group of students learn”¹¹

Timothy Stewart has identified three configurations for team teaching ;
1) two or more teacher loosely sharing responsibilities ; 2) team planning ; 3) join planning, instruction, and evaluation of learning experiences.¹²

Venkata Yanamandram and Gary Noble define team teaching as process in which all team members are equally involved and responsible for student instruction, assessment, and the setting and meeting of learning objectives. They also suggest that team teaching is a model that involves two or more instructors collaborating in the planning and delivery of a subject.¹³

¹¹ Francis J. Buckley, *Team Teaching, What, Why, and How*, (California: Thousand Oak, 2000), page 6

¹² Timothy Stewart, *Interdisciplinary Team Teaching as a Model for Teacher Development*, (TESL-EJ Journal, Volume 9 number 2, 2005), page 2

¹³ Venkata Yanamandram and Gary Noble, *Students Experiences and Perceptions of Team Teaching in a Large Undergraduate Class*, (Journal of University Teaching and Learning Practice), page 50

3. **Complimentary or supportive instruction:** occurs when one teacher assumes the responsibility for teaching the content to the students while the other teacher provides follow-up instructional activities on related topic or study skills. In this approach one teacher introduces the chapter content to the class and gives the reading assignment. The second teacher then instructs the students to use the SQ3R reading strategy as they complete their reading assignment.
4. **Parallel Instruction:** in which the class is divided into two groups and each teacher provides instruction on the same content or skills to a smaller group of students. This type can work well for activities such as math problems, completing research projects, or creative writing activities as it enables teachers to work more closely with students.
5. **Differentiated split class:** this type of teaching involves dividing the class into smaller groups according to learning needs. Each educator provides the respective group with the instruction required to meet their learning needs. For example, a class may be divided into those learners who grasp adding fractions and those who need more practice with addition of fractions, one teachers would challenge the learners who grasped the concept more quickly, while the second teacher would like review or re-teach those students who require further instruction
6. **Monitoring teacher:** this situation occurs when one teacher assumes the responsibility for instructing the entire class, while the other teacher

- 1) Get administrative support in scheduling common planning periods.
Select once or twice a week to use part of a period of planning.
- 2) If a common planning period is not a possibility, explore other options, as follows: consider having a substitute or administrator cover the class occasionally, meet during students activities, have coverage during students assemblies or field trips, meet during regular lunch or after school times, or some schools have either a school-wide late start or early release day to ensure school wide planning time.
- 3) The teachers have to provide an overview of content, curriculum, and standards to be addressed. After that the teachers provide a snapshot of any individualized education program goals, objectives, and possible modification for students in the class.
- 4) Begin planning sessions by discussing what will be taught (content objectives) and how it will be taught (team teaching approaches or adaptations / modifications)
- 5) Use a primade team teaching plan book. One plan book for all teachers to use to assist in role delegation and to ensure that they made accommodations for students' learning and behavioral needs.
- 6) The teachers must arrange the tools of teaching and learning, they are syllabus and lesson plan.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This study was principally a case study, so that this study used Descriptive-Research because this research observes how team teaching practice is applied in English teaching and learning process. The researcher observed the team teaching practice activities, including planning of teaching and learning, conducting of teaching and learning, and evaluating the process and result of teaching and learning. She also focused the advantages and disadvantages of team teaching for teachers and students and the problems faced during applying team teaching practice

B. Subject of the Study

This study was done in SMAN I Gedangan Sidoarjo. The subjects of this study were English teachers or team teachers and students of the third grade of SMAN I Gedangan Sidoarjo especially XII IPA 5 class. Because this study was a case study, so it did not need to study the sample.

The English teachers or team teachers were Mr. Muhammad Mujiono. Spd and Mrs. Anies Widya Kristantie, Spd. The students of XII IPA 5 class were 38 students.

According to the data from the table XII above, the researcher can take the conclusion that the students' appreciation to team teaching is very high, the students like team teaching practice. It can be proven by the most of students' answer. The most of students answer point b. like (57, 90 %). If they have to choose teaching and learning with team teaching practice or not, they prefer to choose team teaching practice. It can be seen at the most of students' answer. They answer point a. yes (92, 10 %). Their opinion about the applying team teaching practice in SMA Negeri I Gedangan is good, it can be proven by most of the students' answer. They choose point b (good), (84, 20 %).

In my opinion, team teaching practice in SMA Negeri I Gedangan has to continue to the next year, because most of students like this practice, they prefer to choose team teaching practice. The successful of teaching and learning can be reached if the students enjoy the teaching and learning itself. The students give the opinion that team teaching practice in SMA Negeri I Gedangan is good. In the next year the quality of team teaching practice has to be increased more.

According to the data in table VIII, the researcher can take the conclusion that the types of team teaching which usually use in SMA Negeri I Gedangan are the first teacher explains the material and the second teachers monitors the students by circulates the classroom and the other type is the first teachers explains the material and the other writes the notes in the black board. It can be proven by the most of students' answer. The most of students answer point a. (first teacher explains the material, the second teacher monitors one by one of

CHAPTER V

DISCUSSION

A. Implementation of team teaching

1. Planning of Teaching and Learning

The teachers in team teaching worked together in three main steps, in planning, conducting, and evaluating process. In the planning of teaching and learning stage, they prepared all preparation together. They prepared sets of learning, such as: syllabus and lesson plan. They also prepared the media and material together.

The example of syllabus and lesson plan which were arranged by the teacher could be seen in chapter IV, in my opinion, the syllabus and lesson plan which were arranged by the teachers didn't show that they applied team teaching practice. I suggest to the teachers to add the explanation about team teaching action or teacher's job divisions in lesson plan especially in "langkah-langkah pembelajaran" section. Because the clear explanation in lesson plan could be guide for the teacher to apply team teaching practice in English teaching and learning process.

In this stage, the teachers also discussed about their job divisions, about the material of lesson, how they taught and what were the medias.

make some notes to evaluate team teaching practice and discussed it with the partner. It could be used as revision to next year.

I also suggest to the headmaster and his staffs not only evaluated the individual work of teachers, but also evaluated the practicing of team teaching practice too. The headmaster and his staff could discuss this result of evaluation with the teachers to repair the weakness of team teaching. They could make this evaluation as be guide to apply the better team teaching in next year.

In this stage, each of teachers also evaluated the result of teaching and learning. They evaluated students' attitude and students' understanding about material. They evaluated about students' attitude in the class by looking at daily activities at the classroom and evaluated the students' understanding about material by giving the assignment, daily test, the activity follow the lesson like ; active to speak and answered the questions during the lesson was held, and the last giving the mid examination and final examination.

Each of teacher had the score of students, after that they discuss to decide how much the score of students based on their notes. They compare their notes each other, if their notes had similarity, it was mean, they could decide the score suitable their notes, but if different, they had to discuss more detail.

CHAPTER VI

CONCLUSION

A. Conclusions

The conclusions of this study are:

1. The implementations of team teaching in SMA Negeri I Gedangan could be seen at three main stages, they were planning of teaching and learning, conducting of teaching and learning, and evaluating of teaching and learning. In the planning of teaching and learning stage, they prepared all preparation together. They prepared sets of learning, such as: syllabus and lesson plan. They also prepared the media and material together. The teachers also discussed about their job divisions, about the material of lesson, how they taught and what were the medias. After that they could discuss about how to make students' motivation and attention and how to create good management of class. In the conducting of teaching and learning stage, they applied three theories of team teaching, they were: traditional team teaching; first teacher explained the material in front of class and the second teachers wrote some note in the black board, monitoring teacher; first teacher instructed the students to answer the question and the second teacher monitored the students assignment by circulated the class, and modeling; The first teacher explained the material and the second teacher

gave and demonstrated the example. In evaluating the process and result of teaching and learning stage, the process of teaching and learning was evaluated by the headmaster of SMA Negeri I Gedangan and his staff of curriculum, they held supervision of class. While the result of teaching and learning was evaluated by the teachers as a team. They evaluated the students' attitude and students' understanding of material together.

2. The advantages of team teaching for the teachers were The teachers could take and give suggestions about the material, they completed each other, teachers did not find difficulties to manage and handle the class, because they could work together to face uncontrolled situation in the class, teachers could share their individual knowledge and experience, and when one teacher absented, the other teacher can fill the class. So, English teaching and learning process still run well. While the advantages of team teaching for the students were The students got more knowledge, because the teachers were two or more, they did not feel bored, because team teaching practice served variations and model in teaching and learning English lesson, when they did not understand the explanation of the first teacher, they could try to understand the explanation of the second teacher, they had more attention from the teachers, because there were two or more teacher in the class, and they could look how the teachers worked together, it was good for the students to imitate how to work together with other friends and how to create a good team work. The disadvantages of team

teaching for the teachers were they felt difficult when they evaluate the students because they had to compare their data about the students' activity, students' attitude and students' assignments, they felt difficult to manage and match their time, and there were the temptation to gossip about something when they sat together in front of class. While the disadvantages of team teaching for the students were they felt confuse when the teachers had different perception or agreement when they explained the material in the classroom and they also felt confuse when they accepted different assignment to the teacher.

3. The problems of team teaching and its solutions were: First, the teachers felt difficult to find discussion time with the partner. The solution was they had to explore other options, like, met during students' activities, had coverage during students' assemblies or field trips, and met during regular lunch or after school times. Second, when the teachers evaluate the students; they felt difficult to compare the data from the both of them. The solution was they have to make decisions about the evaluation before start to teach. E.g. they can make the questions of test together. Third, they liked to gossip about something with their partner in free time in the class. The solution was the teachers had to control this temptation by them self, or did not sit together, they could circulate the students to monitors the students' assignment. Fourth, the students felt confuse when the teachers had different explanation and assignment. The solution was the students had to understand the

For the teachers

- 1 The writer suggests to the teachers to practice the other types of team teaching. Not only traditional team teaching and monitoring teachers, but also collaborative teaching, complimentary or supportive instruction, parallel Instruction, and differentiated split class. They also can try the other strategies not only modeling, but also role playing, cooperative learning, and think aloud. In order for team teaching action in the class more variation.
- 2 The writer suggest to the teachers to be smart looking for the time to meet together. In order for they can discuss about the preparation of teaching, the material, the model of teaching, and students' problems. It is for the improvement of team teaching.

For the students

1. The writer recommends to the students to understand the material by read the book or other media, in order for they don't feel confuse when the teachers have different perception and explanation. So, they understand what the teachers mean.
2. The writer also recommends to the students to support team teaching practice by listen and do the teachers' instruction and assignment. They also monitor the applying of team teaching practice in their school and inform the problems of team teaching to the teachers and headmaster.

