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

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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.

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CHAPTER I

INTRODUCTION

A. Background of the study

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.

H. Douglas Brown explains language is a complex, specialized skill, which develops in the child spontaneously, without conscious effort of formal instruction, is deployed without awareness of its underlying logic, is qualitatively the same in every individual, and is distinct from more general abilities to process information or behave intelligently.[1]

Brown further explains that language is a system of arbitrary conventionalized vocal, written, or gestural symbols that enable members of a given community to communicate intelligibly with one another.[2]

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.

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[1] H. Douglas Brown, *Principles of Language Learning and Teaching 4th ed*, (San Francisco : San Francisco State University, 2000), page 5
[2] Ibid, page 6

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The quality of learning is determined by several factors; they are the students, the curriculum, the facility, the teachers, administrators, parent and people. But the teacher is the person who holds the most important position which determines the quality of learning. Good curriculum and facility of learning don't have meaning if it is handled by bad teacher.

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. 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.[3]

The role of teacher is more complex when we see in the curriculum which is used in Indonesia right now. That's called KTSP (Kurikulum Tingkat Satuan Pendidikan). In this curriculum, the teacher is demanded to fulfill all the principals of learning. The teacher has to 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 English teaching and learning process. In Indonesian word we call PAKEM (Pembelajaran Aktif, Kreatif, Efektif, dan Menyenangkan), also evaluates the process and result of learning with accuracy, balancing, and continuing.

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[3] Nancy Bacharach and Teresa Washut Heck, *Reforming Student Teaching : The Impact of a Co-Teaching Model*, (Ninth Annual IBER & TLC Conference Procedings. USA, 2009)

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Another problem, the ratio between the teacher and students is not balance, but actually in this case the teacher is demanded to handle and well know each of students. When we see the ratio, it is difficult to make those become reality.

One thing which has to be remembered, the teacher is not one person who knows everything. Every single person absolutely has the lack of knowledge, the teacher with his or her heavy roles needs another person who can work together to face all the problems when conduct the teaching and learning process.

When we see those problems which are happened in education field, all staffs in school and the teacher are demanded to select the appropriate learning practice and strategy to solve those problems.

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.[4]

The use of team teaching practice in teaching and learning process can help the teachers face those problems by working together. They can complete each other and also can support the other team weakness. Two brains, Socratia Socratous claims, can lead to better ideas than one brain. Furthermore, one

[4] Karin Goetz, *Perspectives on Team Teaching*, (A Peer Reviewed Journal, volume I, number 4, 2000)

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teacher's ideas can be built on by the other teacher, and in this way students are taught in a richer learning environment.[5]

The students and their parents are teacher's clients. Team teaching offers them the best instruction which teacher can present. It also offers the student teacher extensive opportunities to find his or her own teaching style. Highly effective teachers in today's classroom recognize collaboration and communication as imperative to student academic success.[6]

The other reason, why do the schools use team teaching practice? Because of UU RI No. 14 Tahun 2005 and Peraturan Menteri Pendidikan Nasional RI No.18 Tahun 2007 states "The minimum of teacher's working load is 24 hours meeting in a week". [7] Several schools which have a lot of teachers in certain lessons, while the available class cannot fulfill the quota of teacher itself, take one alternative, is that team teaching.

Based on the writer's experience when conduct PPL (Praktek Pengalaman Lapangan) at SMAN I Gedangan Sidoarjo year 2008. The writer intends to conduct a research at SMAN I Gedangan Sidoarjo which has practiced and applied team teaching practice in English teaching and learning process.

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[5] Socratia Socratous, *Implementing a Co-Teaching Model for Improving Schools*, (Panayiotis Angelides, School of Education, Intercollege Cyprus, 2006)
[6] Marc Gamble, Jenny Risk, Linda Mc Calister, *Co-Teaching, An Emerge Model for Successful Student Teaching*, (Ashe High School, West Jefferson, NC)
[7] Ulin Yudhawati. *Team Teaching, Alternatif Berdayakan Guru-Siswa*, (http://www.klubguru.com/2-view.php?subaction=showfull&id=1233352608&archive=&start_from=&ucat=2&do=artikel)

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In this study, the writer would like to conduct a research by the title "Team Teaching Practice in English Teaching and Learning Process At SMA Negeri I Gedangan Sidoarjo" she focuses on how the team teaching practice is being implemented in English teaching and learning process, what are the problems by using team teaching practice and what are the solutions, the last, what are the advantages and disadvantages of team teaching practice for the teachers and the students.

B. Problems of study

From the background above, the writer can find 3 problems, are:

1. How is the team teaching practice at SMAN I Gedangan being implemented in an English teaching and learning process?
2. What are the problems by using team teaching practice and how to solve those problems?
3. What are the advantages and disadvantages of team teaching for the teachers and the students?

C. Objectives of study

Derived from the above questions, the purposes of the study are:

1. To know how the team teaching practice at SMAN I Gedangan is being implemented in English teaching and learning process.

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2. To know the problems faced by the using team teaching practice in English teaching and learning process and how to solve those problems.
3. To know what are the advantages and disadvantages of team teaching for the teachers and the students.

D. Significance of the study

The writer really hopes that this study will be useful

1. For the writer herself

The writer conducts this research to deepen her knowledge about team teaching practice issues, how it's applied in school, what are the problems and the solutions, and the advantages and disadvantages of team teaching practice.

2. For the teacher

This research is conducted to help the teachers in several points. They are:

a. To help the English teachers to apply the best and the right of team teaching practice in school.
b. To help the English teacher to solve their problems when use team teaching practice.
c. To encourage the English teacher to improve their professional skill by use team teaching practice.

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3. For the Theory

This research is conducted to give a contribution in teaching English practice theory and to give a contribution as a reference of team teaching theory.

E. Scope and limitation of the study

The research will be conducted at the third grade of students in SMA Negeri I Gedangan Sidoarjo. Especially is for XII IPA 5. There are 38 students and 2 teachers who teach English lesson in this class. The writer will do the research at the first semester, 2009-2010 academic years.

The limitation of this study is focused on the implementation of team teaching practice, the advantages and disadvantages of team teaching for teachers and students, and the problems of team teaching practice.

F. Definition of key terms

To understand more about the technical term definition of this title on this study in order have no misunderstanding, so that it is needed the explanation of the technical terms on title "Team Teaching Practice in English Teaching and Learning Process at SMA Negeri I Gedangan Sidoarjo". The terms are:

1. Team teaching refers to a group of teachers, working together, to plan, conduct, and evaluate the learning activities for the same group of students.

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Team teaching is an approach which involves true team work between two qualified instructors who, together, make presentation to an audience.[8]

2. Learning refers to acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction.[9]
3. Teaching refers to showing or helping someone to learn how to do something, giving instruction, guiding in the study of something providing with knowledge, causing to know or understand.[10]
4. English teaching and learning process refers to the process when the teachers teach English and students learn English.
5. SMAN I Gedangan Sidoarjo refers to the State Senior High School I that placed in Gedangan Sidoarjo.

G. Systematic of the study

This study consists of six chapters, and every chapter has sub-chapter, they are:

1. Chapter I Introduction consists of : background of the study, problems of the study, objectives of the study, significance of the study, scope and limitation of the study, definition of key terms and systematic of the study.
2. Chapter II Review of related to literature consists of : the history of team teaching, the definition of team teaching, glossary of related terms, the types

[8] Karin Goetz, *Perspectives on Team Teaching*, (A Peer Reviewed Journal, volume I, number 4, 2000)
[9] H. Douglas Brown, op. cit. page 7
[10] Ibid, loc. cit

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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.

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CHAPTER II

REVIEW OF RELATED LITERÀTURE

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]

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[11] Francis J. Buckly, *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

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Julie Aubrey states that team teaching is when two or more teachers collaborate to teach a group of students together. This can be done on every level of education from kindergarten all the way through university level courses.[14]

Roland W. Scholz gives the definition of team teaching as a plan whereby two or more teachers are jointly responsible for the instruction of the same group of pupils.[15]

Karen Goetz explains that 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.[16]

Based on the definitions above, the writer concludes that team teaching is composed of four key components: 1) who are involved (two or more teachers), 2) what action is expected (together to plan, conduct, and evaluate teaching and learning process), 3) to whom the instruction is delivered (a same group of students), 4) where team teaching occurs (in a single classroom).

B. Glossary of related terms

The terms of team teaching, co-teaching, and collaborative teaching are often interchangeable or synonymously used.

---

[14] Julie Aubrey, *Team Teaching*, (Educatinal Inquiry Project, 2004)
[15] Roland W. Scholz, *Team Teaching – A Way of Co-operating Which Has No Future?*, (IDM Materialien and Studien, Universitat Bielefeld, 1979), page 427
[16] Karin Goetz, op. cit. page 2

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Liwei Liu notes that team teaching, co-teaching, and collaborative teaching refer to similar instructional delivery system. In essence, these three terms all refer to two or more teachers contributing to the same group of assigned students through collaboration. Yet, each term has different implication on how this teaching practiceology is implemented. Team teaching values the contribution of every participant and all the participants enjoy the same status. Collaborative teaching emphasizes the process of collaboration, and the degree to which each participant's function may be different. Co-teaching is a general term with broader implications and has been adopted to name different approaches to improve teaching through collaboration[17]

While another author like Karen R. Anderson, is clear about the distinction between team teaching and co-teaching. She identifies team teaching as one of four approaches of co-teaching.[18]

For further explanation, the writer will give little explanation about collaborative teaching and co-teaching.

COLLABORATIVE TEACHING

Collaboration refers to the kind of interaction among professionals that encompasses a variety of behaviors, including "communication, information sharing, coordination, cooperation, problem solving and negotiation.[19]

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[17] Liwei liu, *Co-teaching Between Native and Non-native English Teachers : An Exploration of Co-teaching Models and Strategies In the Chinese Primary School Context*, (Reflections On English Language Teaching, volume 7, number 2), page 105

[18] Karen R. Anderson, *Co-teaching : A Literature Review*, (Ministry of Education, Saskatchewan, 2008), page 14

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In collaborative teaching two teachers work together to prepare for the same lesson but then deliver their material to the students in a two-way discussion forum.[20]

In this case, the writer gives conclusion that collaborative teaching has a lot of similarity with team teaching, but collaborative teaching emphasizes the process of collaboration; teach the material not by the usual monologue, but rather by exchanging and discussing ideas and theories in front of learners. A possible drawback of the collaborative teaching approach is that it has the potential to confuse students if two teachers present differing viewpoints on a particular subject. On the other hand, exposing students to a variety of viewpoints my help them analyze information and encourage them to make their own informed decisions.

CO-TEACHING

Co-teaching has many meanings and is implemented in numerous ways. Co-teaching is two or more professionals delivering substantive instruction to a diverse or blended group of students in a single physical space.[21]

Co-teaching combines the expertise of two professionals, typically a general educator and special educator, as they work together to meet the needs of a diverse students population within a general education setting.[22]

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[19] Ibid, page 12

[20] Lowell W. Berentsen, *Team Teaching With Academic Core Curricula Teachers : Using Aviation Concepts*, (Journal of Industrial Teacher Education, Volume 43, number 2, 2006), page 10

[21] Nancy Bacharach, Teresa Washut Heck, and Kathryn Dahlberg, *Co-teaching in Higher Education*, (Journal of College Teaching and Learning, volume 5, number 3, 2008), page 9

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There are five models in co-teaching, they are: *one-teaching-one assisting, station teaching, parallel teaching, alternative teaching,* and *team teaching.*

The first model, *One teaching-one assisting*, is characterized by one teacher taking the major responsibilities of the class and delivering instructional presentation while the other teacher monitors or assists students individually. In second model, *Station teaching*, each of the co-teachers repeats only a part of the instructional content to small groups of students who move among stations. With the third model, *Parallel teaching*, students are divided into two groups and instructed separately with different teaching content by two teachers. With the fourth model, *Alternative teaching*, one teacher instructs the larger group while the other teacher works with a smaller group of students to re-teach, pre-teach, or supplement the instructional content received by the larger group. Finally, the fifth model, *Team teaching* is achieved by both teachers sharing the responsibilities and instruction of all students at the same time. [23]

In this case, the writer can take differences between co-teaching and team teaching. First, team teaching is one of the five models of co-teaching. So, team teaching has shorter implication than co-teaching. Second, in co-teaching, the teachers have different status, one teacher as lead or main teacher and

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[22] Karen R. Anderson, op. cit. page 5
[23] Liwei Liu, op. cit. page 107

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another as co-teacher or support teacher. In the other hand, in team teaching all teachers have the same status.

C. The types of team teaching

Team teaching has different models or types. This information helps generate the many possibilities available when two or more educators work together.

Karin Goetz states six types of team teaching. They are: [24]

1. Traditional team teaching: in which both teachers actively share the instruction of content and skills to all student. A frequent application of this approach is when one teacher presents the new information to the class while the other teacher takes notes or completes the math problem on the blackboard or constructs a semantic map on overhead projector as the students listen and observe.
2. Collaborative teaching: this academic experience describes a traditional team teaching situation in which the team teachers work together in designing the course and teach the material not by use the usual monologue, but rather by exchanging and discussing ideas and theories in front of learners. Usually this approach uses group learning techniques for the learners, such as small-group work, student-led discussion and joint test-taking.

[24] Karin Goetz, op. cit. page 2-3

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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

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circulates the room and monitors student achievement, understanding, and behavior

Often teachers may chose to use more than one type of team teaching in same class period, as in this example, during the first 20 minutes of the class, one teacher presents a history lecture while the other completes a time line on the blackboard (Traditional team teaching). Then the students are divided in two groups. One group is given instruction on writing a composition related on the time line, while group is instructed on making an outline of time line information (Differentiated split class).

D. Implementation of team teaching

1. The previous step: Prepare team teaching

Before the teachers work together using team teaching practice, there are several points which must they do as preparation, they are :

a The teachers have to know each other. It is mean that the teachers have to know the characteristics of each other and how the teaching style of partner.

b The teachers have to make a lot of concerns. Early concerns usually appear to be procedural e.g., determining roles, setting agendas, keeping records, setting procedures for communicating with outside people, and scheduling teamwork, etc. Next to appear are student-related concerns such as meeting students; needs, planning to deal with individual

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students, etc. These are followed by concern among team members for their own professional growth and finally there is concern for the collective well being of the team. This last level is reached when teams are seen as (i) a means of professional self development, (ii) a forum at which ideas about instruction and coordinating curriculum can be shared, and (iii) when students are involved in decision making.[25]

2. The next step: The team teaching in action

After the team teachers is formed and they have finished the preparation of team teaching, the teachers can continue to the next step. This step is the main action in team teaching practice. They are: (a) Planning of teaching and learning, (b) Conducting of teaching and learning, (c) Evaluating the process and result of teaching and learning.

a Planning of teaching and learning

Planning is an integral part of any effective teachers' schedule and is a proactive way to determine what standards will be addressed.

The teachers in this step have to discuss all the preparation of teaching and learning activities. Many considerations must be reviewed during planning in an effort to maximize teachers' time. They are:[26]

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[25] Centre for the Enhancement of Learning and Teaching, City University of Hongkong, *Team Teaching*, (previously published online), (1998), retrieved from http: // teaching.polyu.edu.hk/datafiles/R27.html

[26] Wendi W. Murawski and Lisa A. Dieker, *Tips and Strategies for Co-teaching at the Secondary Level*, (Teaching Exceptional Children Journal, volume 36, number 5, 2004), page 55-56

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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.

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b Conducting of teaching and learning

The actual process of teaching in the same classroom to the same students at the same time is often the component that is most disconcerting. Giving up total control of the classroom can be daunting. If the teachers take the time to address the following areas, however, instruction is frequently reported to be the most rewarding part of team teaching.

Instruction between team teaching practice and solitaire practice can be described by this figure:

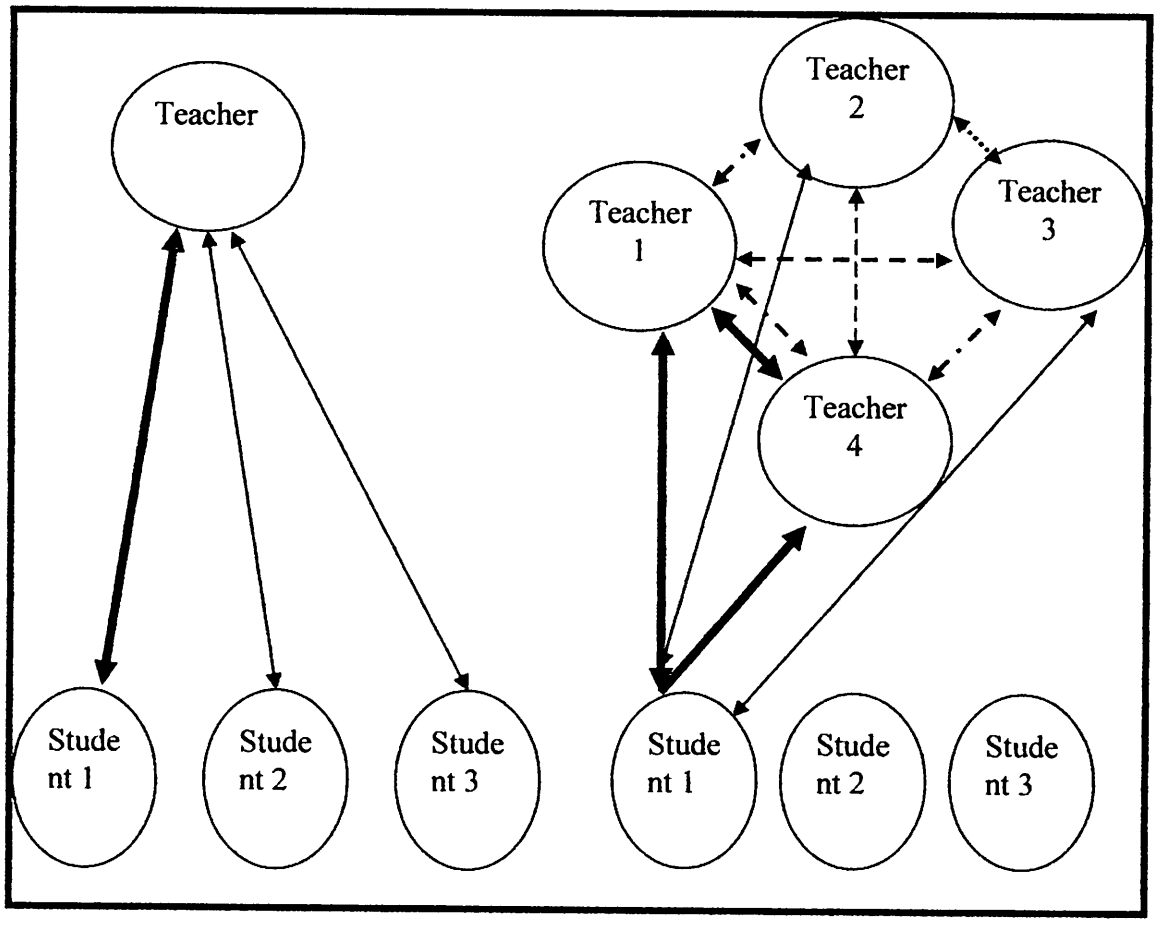

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Figure I: Teacher-student interaction in solitaire practice (a) and team teaching instruction (b) adapted from Roland W. Scholz, *Team Teaching – A Way of Co-Teaching Which Has No Future?*, Bielefeld University, 1979

What should the teachers do during conducting of teaching and learning?. They should:[27]

1) Come up with unobtrusive signals for one another to communicate when it is time to move on, when take a turn, change position, extra time needs to be given, one teacher needs to leave for an emergency, or a teacher sidebar is required.
2) Give students short "brain breaks" to process information and to clear their head. Recent brain research indicates that students need a "brain break" about every 10 to 15 minutes to summarize what they are learning.
3) Create signals with students that are consistent and can be used by either teacher to aid in transitions, to gain attention, or to make an announcement consistency and structure are important to classroom management at any level.
4) Make vary instructional practices. (See table 1) for a variety of complimentary teacher actions during team teaching at the class. One of the key benefits of team teaching is that having two instructors allows flexibility and creativity during lessons.

[27] Wendi W. Murawski and Lisa A. Dieker, op. cit. page 56

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TABLE I :

TEACHERS' ACTION DURING TEAM TEACHING[28]

If one teacher is doing this…	The other can be doing this ….
Lecturing	Modeling note taking on the board/overhead; ensuring "brain breaks" to help students process lecture information
Taking roll	Collecting and reviewing last night's homework; introducing a social or study skill
Passing out papers	Reviewing directions; modeling first problem on the assignment
Giving instructions orally	Writing down instructions on board; repeating or clarifying any difficult concept
Checking for understanding with large heterogeneous group of students	Checking for understanding with small heterogeneous group of students
Circulating, providing one-on-one support as needed	Providing direct instruction to whole class
Prepping half of the class for one side of a debate	Prepping the other half of the class for the opposing side of the debate
Facilitating a silent activity	Circulating, checking for comprehension

[28] Wendi W. Murawski and Lisa A. Dieker, op. cit. page 57

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Providing large group instruction	Circulating, using proximity control for behavior management
Running last minute copies or errands	Reviewing homework; providing a study or test-taking strategy
Re-teaching or preteaching with a small group	Monitoring large group as they work on practice materials
Facilitating sustained silent reading	Reading aloud quetly with a small group; previewing upcoming information
Reading test aloud to a group of students	Proctoring a test silently with a group of students
Creating basic lesson plans for standards, objectives, and content curriculum	Providing suggestions for modifications, accommodations, and activities for diverse learners
Facilitating stations or group	Also facilitating students or groups
Explaining new concept	Conducting role play or modeling concept; asking clarifying questions
Considering modification needs	Considering enrichment opportunities

5) Use discussions about content for modeling appropriate communication techniques among teachers. Avoid second-guessing

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or disagreeing with one another about assignments, however, in front of students. Obviously, heated arguments among teachers do not model effective collaboration or communication techniques.

Strategies used in team teaching model include role playing, modeling, cooperative learning, and think alouds. They can define as :[29]

1) Role playing: teachers prepare in advance to assume roles that will enrich instruction such as story telling, historical characterizations, debates, and problem-solving scenarios.
2) Modeling: while one teacher provides instruction in the lead voice, the other/s demonstrate/s skill and procedures to the learners.
3) Cooperative learning: during a cooperative learning activity, the teachers are involved in the planning, preparation, and monitoring aspects increasing the effectiveness and manageability of the activity.
4) Think alouds: teachers contribute alternative solutions and approaches during instruction offering students different ways to solve the problems by "thinking out loud"

[29] Laurie A. Palmer, *Effectively using the Co-teaching Model in the PDS*, (University of Delaware, 2009), page 5

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c Evaluating the process and result of teaching and learning

Naturally, like all aspects of education, team teaching process needs to be evaluated. This evaluation relates with the level of student's activity and creativity.

Not only that, the relationship between teachers in team teaching during the process of teaching and learning also needs to be evaluated for the next better of teaching and learning process.

The teachers also evaluate the result of teaching and learning by weekly exam, mid-exam, and final exam.

E. Advantages and disadvantages of team teaching

Team teaching has myriad of benefits and drawbacks from both the teacher's and student's perspective. The following section highlights the major advantages and disadvantages of team teaching from the teachers and students points of view.

1. Advantages of team teaching

a Advantages for teachers

Francis J. Buckley states the advantages of team teaching for teachers in his book, they are:[30]

1) Team work improves the quality of scholarship and teaching as various experts in same field or different fields approach, the same

[30] Francis J. Buckley, op. cit. page 11-12

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topic from different angles and areas of expertise. Teacher strengths are combined. Teacher weaknesses are remedied. Teachers complement one another expertise.

2) Increased planning keeps the syllabus current, clarifies the goals of each lesson and improves the quality of teaching. Teachers on a team rethink what they teach, why they teach it, and how to do it better.
3) For teachers can be observed, critiqued, and improved by the other team members.
4) Team teaching provides opportunities to form and deepen friendships with peers, and also with students too.

Other author like Karin Goetz states that working as part of a team has a multitude of advantages: it gives the participating team teacher a supportive environment, allows for development of new teaching approaches, aids in overcoming academic isolation, increases the likelihood of sounder solutions regarding the discipline of problematic students and augments the opportunity for intellectual growth. Another benefit of team teaching is that working closely with one or more colleagues enables teachers to overcome the isolation inherent in teaching.[31]

Karen R. Anderson also adds the benefits of team teaching for teachers, she comments that team teaching can reduce disciple problems,

[31] Karin Goetz, op. cit. page 8

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reduce student-teacher ratio, increase job satisfaction, increase feelings of worth, increase ability to intensify instruction and also the teachers can share each other of knowledge, skills, and resources.[32]

b Advantages for students

Team teaching also gives the advantages for students. Many authors give the explanation about that. First of all, Francis J. Buckley gives explanation about the benefits of team teaching for the students in his book, they are:[33]

1) The clash of teacher viewpoints, changes of voice and rhythm, and alternation of different styles and personalities are stimulating and exciting. This gets and keeps attention and prevents boredom.
2) Team teaching enables all students to learn from the best teachers and to enter into conversations between them.
3) The teachers model critical thinking for students: they debate, disagree with premises or conclusions, raise new questions and point out consequences. The contrast of viewpoints encourages more active class participation and independent thinking from students.

Second of all, Karen R. Anderson comments that team teaching has several advantages for students, they are: students receive more teacher, learning problems can be identified earlier, effective for

[32] Karen R. Anderson, op. cit. page 17-18
[33] Francis J. Buckley, op. cit. page 13

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students with learning disabilities, increase literacy achievement, positive effects on self esteem, improve social skills, increase students enthusiasm and involvement, and increase to individualize time with students.[34]

Third of all, Venkata Yanamandram and Gary Noble in their writing in Journal of University Teaching and Learning Practice state that for students, team teaching has the educational advantage of combining the strengths of teachers, students can develop critical-thinking skills by synthesizing multiple perspectives and relating the information to a large conceptual framework, in addition, team teaching provides an opportunity for students to witness the functionality of a collaborative team. The opportunity to observe how well teachers interact in a team situation may provide students with a model for their own team endeavors.[35]

2. Disadvantages of team teaching

Every practice which is applied always has disadvantages beside advantages. Team teaching practice is also like that. Team teaching has disadvantages for teachers and students.

a Disadvantages for teachers

[34] Karen R. Anderson, op. cit. page 17
[35] Venkata Yanamandram and Gary Noble, op. cit. page 52

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Francis J. Buckley states that disadvantages of team teaching for teachers are:[36]

1) Probably the biggest problem is incompatible teammates. Some teachers are rigid personality types. Others are wedded to a single practice. Some simply dislike the other teacher. Others are unwilling to share the spotlight or their pet ideas or to lose total control.
2) Team teaching makes more demands on time and energy.

b Disadvantages for students

While team teaching may prove advantageous for many students, some students may feel frustration and discontentment about having more than one teacher. The potential for diversity and ambiguity within team teaching may prove disconcerting for some students who might be become confused by more than one way of looking at issues or grading assignments.

When team teaching involves two instructors teaching the same class at the same time, the inevitability of larger class sizes may be a detriment for some students, particularly students with attention deficit disorders, or students who feel uncomfortable or anonymous in large group settings. Also, a clever student may attempt to play one teacher against the other in order to improve his/her grades. This is one of the many reasons that tem teachers have to maintain a common and united

[36] Francis J. Buckley, op. cit. page 13

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front, and continually discuss the numerous team teaching issues and concerns in ongoing communication.[37]

F. Problems in team teaching practice

Seung Jin and Abu Nasara point out several common problems in team teaching. One of major problems is that teachers may feel insecure and tense while doing team teaching. Due in part to different levels of expertise in relation to the course and or different statuses. The second major problem with collaborative team teaching is its lack of institutional support.[38]

Karin Goetz states that the primary problem of team teaching appears to be the element of time: the time required prior to the implementation of the team teaching partnership for professional development, the many meetings needed during the running of the program as well as the numerous impromptu chats that are bound to arise from such an endeavor. Ironically, the time factor that is so necessary to team teaching can also be divisive as it may lead to conflict.[39]

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[37] Karin Goetz, op. cit. page 9
[38] Seung Jin and Abu Nasara, *Collaborative Team Teching Approach in a technology courses*, (Society for Information Technology and Teacher Education International Conference: Proceedings of SITE, Volume 1-3, 2000), page 333
[39] Karin Goetz, op, cit, page 8

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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.

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C. Sources of the Data

There are two sources of the data which are used in this study. They are primary and secondary data.

a Primary data is the data gotten from the research subjects. In this case, it is about how the team teaching practice activities were applied in English teaching and learning process, included planning, conducting and evaluating teaching and learning, what were the advantages and disadvantages of team teaching for teachers and students, and what the problems which were faced by teachers and students when applied team teaching practice.

b Secondary data is the data gotten from the books related to the problems which are going to be explained in this study, the documentation, the questionnaire and the interview result.

D. Instruments of the Study

1 Documentation

Documentations were used by the researcher to know the profile of SMAN I Gedangan Sidoarjo, to know the preparation of the teachers during planning team teaching practice by look at syllabus and lesson plan, and to know the result of team teaching evaluation.

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2 Observation form

The observation form was used by the writer to observe the teachers activities during conducting teaching and learning English lesson by using team teaching practice. She noted teacher's interaction and activities which done by the teacher and students in the classroom. And she did not forget to note the team teaching practice and media used while teaching English. Observation form contained the first teacher's activity, the second teacher's activity, students' activity, media used, and comment from the researcher. (See Appendix I).

In teacher's activity, the researcher noted about the role of the first teacher and second teacher in the classroom. How they manage English classroom and handle the class together, how they shared the responsibility when conducted teaching and learning English lesson in the classroom. How they gave instruction to the students, and how they gave the assignment to the students.

3 Interview guide

The interview guide was a guideline to interview the teacher. It was used to get the data about the research result.[40] She did it to know how teachers' activities during planning, conducting, and evaluating English teaching and learning process by used team teaching practice, what were the

[40] Sanapiah Faisal, *Format-Format Penelitian Sosial*, (Jakarta: P.T. Raja Grafindo Persada, 2007), page 135

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advantages and disadvantages of team teaching for the teachers and students, and also to know what the problems that were faced when used team teaching practice.

In this guideline, the researcher made 10 questions to the each teacher in team teachers and 8 questions to the students who were represented by 5 students of XII IPA 5 class. (See Appendix 2 and 3)

4 Questionnaire guide

The researcher made questionnaire guideline for all the students in XII IPA 5 class. They were 38 students, so the researcher gave 38 Questionnaire guide for them.

The questionnaire guide consisted of 10 questions. The questions were made multiple choices, in order for the students did not lose a lot of time to answer it and it could become easier job for researcher to analyze the data. (See Appendix 4)

E. Data Collection Technique

From the problems above, the researcher used the following data collection techniques to answer those problems. Data collections techniques used are:

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1 Documentation

Documentation is a practice to look for the data about everything or variables such as notes, transcript, books, lager, magazine, meeting note, etc.[41]

From documentation, the researcher got the data about the profile of SMAN I Gedangan Sidoarjo, she got the data about how the teachers prepare teaching and learning English lesson in planning time by looked at syllabus and lesson plan, and also she knew the data about the evaluation result of team teaching practice which was conducted by school.

2 Observation

Sanapiah Faisal argues that observation used to gather the data. Observation can be used to thing, condition, situation, ceremony, process, or characteristics of something. [42]

The researcher will observe the English teaching and learning process in the classroom. It means that the researcher will be a participative observer. Participative observer is if the researcher be a genuine participant in the activity being studied as reported by Mills. There are several kinds of Participative observer. They are an active participant observer; a privileged, active observer; or a passive observer.[43]

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[41] Suharsimi Arikunto, *Prosedur Penelitian*, (Jakarta: Rineka Cipta, 2002), page 206
[42] Sanapiah Faisal, op. cit. page 130
[43] Geoffrey E. Mills, *Action Research, A guide for The Teacher Researcher*, (New Jersey: Upper Saddle River, 2000), page 50-51

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The researcher chooses to be passive observer. It means that the researcher just observe how team teaching practice might be held in the class. When the researcher takes on the role of passive observers in classroom and school, he or she doesn't have any responsibilities of teaching, he or she just focuses only in his or her data collection.

During the observation the researcher observed how the teachers taught English lesson by using team teaching practice. She noted what were the techniques and media used by the teacher and what were the activities of each teacher from team teachers by using observation form. She did it three times; on Wednesday, December 9th, 2009, Wednesday, December 16th, 2009, and on Tuesday, December 17th, 2009. She observed the teaching and learning English lesson in XII IPA 5 Class only, because this class applied team teaching practice in English lesson.

The researcher also observed the students, it was to know how was the students' response to the teachers' instructions and the technique by used team teaching practice interested them or not.

3 Interview

The researcher will use this practice to collect more data. The objects of the interview are the teachers and the students. Especially for the students, the researcher will take five students as the representatives of the whole students in the class. The researcher has to be ready with setting of questions. The questions that be used are "5 Ws and H" question. They are:

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who, what, where, when, why, and how. All the questions are the questions which have relation with the problem.

The researcher will use both "open-ended" and 'closed" question. A closed (convergent) question allows brief responses such as "Yes/No". An "open –ended" (divergent) question can conclude with an "Other comments" section, or request for the interviewee to "add anything else" they would like to. As reported by Geoffrey E. Mills in his book.[44]

During interview the researcher has already had questions planned before, however she also added another questions beside questions planned. The freedom will reach maximum and deeper result. Thus, the researcher has already prepared some questions to be asked to the teacher about how they shared the activities during planning, conducting, and evaluating the teaching and learning English lesson, what were the advantages and disadvantages of team teaching practice for the teacher and also what were the problems faced by used team teaching practice.

She did interview in three times that were on Wednesday, December 9th, 2009, she interviewed 5 students of XII IPA 5 class. They were Charina, Nur Farikha, Fatih S., Said Ali Chair, Rizky Diah. On Wednesday, December 9th, 2009, she interviewed Mr. Huhammad Mujiono, S.Pd on Wednesday, December 16th, 2009. The last interview, she interviewed Mrs. Anies Widya Kristantie, S. Pd on Saturday, December 19th, 2009.

[44] Ibid, page 55-56

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In addition to that, interview to the students was done to know whether students were interested in the team teaching practice, what were the advantages and disadvantages of team teaching for the students.

4 Questionnaire

Bob Walker suggests that the questionnaire may be considered as a formalized and stylized interview or interview by proxy. Questionnaires are often thought of as mainly applicable to large samples and as demanding rather superficial levels of questioning, or least questions that are carefully honed give preordinately determined answers.[45]

The researcher did it for the whole students in XII IPA 5 class. There are 40 students in the class. The researcher did it one time, on Tuesday, December 17th, 2009.

The reason why the researcher used this practice was to find out more data to answer the problems of the study. After that the data will be analyzed in chapter IV Data Analysis.

F. Data Analysis Technique

Sanapiah Faisal in his book explains that data analysis descriptive qualitative research focuses on meaning.[46] So, the researcher analyze the data from documentation, observation, and interview by arranges the data to certain

[45] Bob Walker, *Doing Research*, (London: The university Press Cambridge, 1993), page 91
[46] Sanapiah Faisal, op. cit., page 256

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theme and certain focus, after that she reduces the data and enters the data to suitable theme and focus, finally she takes the conclusion and describes the data in chapter IV Research Result by using her own language and style

The data which are gotten from questionnaire need to be explained by calculating the frequency. To make easier qualification, the researcher uses the technique percentage by this pattern form:

$$P = \frac{f}{N} \times 100\,\%$$

Note:

P = Percentage

F = Frequency

N = Number of respondents[47]

In descriptive qualitative analysis, the highest frequency will be used as conclusion.

[47] Nunik Luthfiyah, "*Peranan Pondok Pesantren Miftahul Ulum dalam Kehidupan Keagamaan Masyarakat di Desa Jetis Kecamatan Dau Kabupaten Malang*", Thesis, (Malang: IAIN "Sunan Ampel" library, 1996), page 14. t.d.

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CHAPTER IV

RESEARCH RESULT

A. Profile SMA Negeri I Gedangan Sidoarjo

SMA Negeri I Gedangan is the name of State Senior High School. It is located in Jalan Raya Sedati Km. 2 Gedangan. It was built in Desa Wedi Kecamatan Gedangan Kabupaten Sidoarjo Propinsi Jawa Timur at 1995. This school has score of accreditation A. it means that this school has good criteria in education field.

SMA Negeri I Gedangan has 63 teachers and 8 administrative staffs, in 2009/2010 academic years, the students in this school reach 844 students; class X is 286 students, class XI is 282 students, and class XII is 276 students. This school has 23 classes; class X is 8 classes, class XI is 8 classes, and class XII is 7 classes.

This school has applied team teaching practice since 2 years ago in 2008/2009 academic years. This school uses team teaching practice because of UU RI No. 14 Tahun 2005 and Peraturan Menteri Pendidikan Nasional RI No.18 Tahun 2007 states "The minimum of teacher's working load is 24 hours meeting in a week". Because of this school has many teachers in the same subject and all the teachers have to work 24 hours meeting in a week. So, this school applies team teaching practice to solve that problem.

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B. Implementations of Team Teaching

The implementations of team teaching in SMA Negeri I Gedangan Sidoarjo can be looked in how the teachers as a team do all their job as teachers by working together. They collaborate in 3 main job of teacher; they are preparing, conducting, and evaluating the English teaching and learning process. The researcher will describe them separately:

1. Planning of Teaching and Learning

The teachers collaborate to prepare all the preparation before conducting teaching and learning. The different between solitaire and team teaching practice in planning time is in solitaire practice, the single teacher prepare all preparation by themselves, in contras, in team teaching practice, teachers do all preparation by working together and collaborate each other.

The English teachers in SMA Negeri I Gedangan which are working as a team are Mrs. Anies Widia Kristantie, SPd and Mr. Muhammad Mujiono, SPd. They teach XII IPA 5 class.

The researcher knew about their preparation by interviewed them. They stated that they prepared all the preparation by working together, there were a lot of preparation, they were:

a. They prepared sets of learning, such as: syllabus and lesson plan.

The example of syllabus in SMA Negeri I Gedangan was gotten from documentation in that school by researcher. (See Appendix 5)

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After they prepared syllabus together, they also prepare lesson plan. The researcher also took the example of lesson plan from documentation in SMA Negeri I Gedangan. (See Appendix 6)

The teachers made syllabus and lesson plan together. They made syllabus for each semester and lesson plan for each meetings. Syllabus and lesson plan were a guideline for the teachers before conducting English teaching and learning process at the class.

b. They discussed about their job divisions, about the material of lesson, how they taught and what were the medias. They had to have much times to meet and discuss several agreements and considerations about teaching and learning

c. After they discussed about the materials, medias, and practices. They could discuss how to make students' motivation and attention and how to create good management of class. After all preparations were done, they could continue to conduct teaching and learning English lesson.

2. Conducting of Teaching and Learning

In this section, the real team teaching can be seen. The researcher had observed the teachers' work in the class and also observed the students' response.

During the researcher observed the English teaching and learning process at SMA Negeri I Gedangan by used team teaching practice for three

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meetings, she knew how they shared their job as a team, how they managed English classroom and how the students' response.

Here are what the teachers did during teaching English Lesson in the classroom by using team teaching practice in the first observation.

TABLE II

TEACHERS' ACTION IN THE CLASSROOM BY USING TEAM TEACHING PRACTICE IN THE FIRST OBSERVATION

No.	Teachers' Action	
	Teacher 1	Teacher 2
1.	The teacher made students' attendance	Sat
2.	Teacher opened the class	Teacher opened the class after teacher 1
3.	Teacher discussed students' home work	Teacher collaborated with teacher 1 by turns
4.	After they discussed students' home work, teacher started new material about reading	Teacher instructed the students to read the material
5.	Teacher explained the material	Teacher wrote the important notes in the black board
6.	Teacher instructed the students to answer the questions which related with the reading text	Teachers surrounded the class to check students assignment
7.	Bell rang, teacher closed the class	Teacher closed the class by turns

Source: Observation result

According to the explanation in table II from the first observation, the researcher knew that the teachers worked together as a team. When the researcher compared the teachers' action in the classroom with the theory of team teaching practice, the researcher knew that the teachers applied

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"Traditional team teaching" we can see from point 5 "The first teacher explained the material and the second teacher wrote the important notes in the black board" and the teachers also applied "Monitoring teacher" we can see from point 6 "The first teacher instructed the students to answer the question and the second teacher monitored the students assignment by circulated the class".

The researcher will show teachers' action during they taught English lesson by used team teaching practice in the second observation. Here the table:

TABLE III

TEACHERS' ACTION IN THE CLASSROOM BY USING TEAM TEACHING PRACTICE IN THE SECOND OBSERVATION

No.	Teachers' Action	
	Teacher 1	Teacher 2
1.	Teacher opened the class and made students' attendance.	Sat
2.	Teacher explained the material about discussion text	Teacher gave and demonstrated the example from the material
3.	Teacher shared the students became 3 groups	Teacher 2 helped teacher 1
4.	Teacher instructed the students to take lottery of discussion theme	Teacher made the lottery of discussion theme
5.	Teacher instructed the students to discuss the theme with them group self by the time 15 minutes	Teacher selected the leader of the each group
6.	Teacher controlled the group's work	Teacher controlled the group's work too
7.	Teacher instructed the students to end the discussion of the group and instructed three students of	Teacher handled the other students and helped the students to decide who will be

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	each group to presented their discussion result in front of class	representative of their group to present their work
8.	Teacher lead the discussion as moderator	Teacher handled the students in the back and helped teacher 1 as co-moderator
9.	Bell rang, teacher closed the discussion session	Teacher closed the class

Source: Observation result

According to the explanation in table III from the second observation, the researcher knew that the teachers used strategy in team teaching practice which is called "Modeling" we can see from point 2 " The first teacher explained the material and the second teacher gave and demonstrated the example"

How about the result of the third observation, the researcher will show the result in the following table:

TABLE IV

TEACHERS' ACTION IN THE CLASSROOM BY USING TEAM TEACHING PRACTICE IN THE THIRD OBSERVATION

No.	Teacher Action	
	Teacher 2	Teacher 2
1.	Teacher opened the class and made students' attendance	Sat
2.	Teacher instructed the students to come back to their group like before to continue the discussion session in the last meeting	Teacher did the same thing by turns
3.	Teacher instructed the second and third group to present their result in front of class in turns	Teacher handled the other students
4.	Teacher lead the discussion as moderator	Teacher did the same thing as co-moderator

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5.	Discussion was finish, teacher reviewed the material from the first chapter	Teacher did the same thing by turns and he also answered the questions from students
6.	Teacher closed the class	Same

Source: Observation result

According the explanation in table IV from the third observation, the researcher knew how they lead discussion session and how they shared their job when taught speaking skill.

3. Evaluating the Process and Result of Teaching and Learning

When the researcher interviewed the teachers, she knew how they evaluated the process and result of teaching and learning.

a. Evaluating The Process of Teaching and Learning

Evaluate the process of teaching and learning had the same meaning evaluate how team teaching was applied at the class.

The researcher interviewed Mr. Mujiono as the member of team teaching, he told that there were supervision class which was done by the headmaster and staff of curriculum, and they observed and also evaluated the process of teaching and learning by attendance the class directly.

Here the result of supervision class for English lesson class which were taught by Mr. Muhammad Mujiono, Spd and Mrs. Anies Widya Kristantie, Spd.

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TABLE V

THE RESULT OF SUPERVISION CLASS FOR Mr. MUHAMMAD MUJIONO, Spd

No.	INDIKATOR / ASPEK YANG DIAMATI	SKOR	KETERANGAN
A	ADMINISTRASI PEMBELAJARAN		
1.	SK pembagian tugas	1 2 3 4 5*	Sangat baik
2.	Kalender pendidikan	1 2 3 4 5*	Sangat baik
3.	Jadwal pelajaran	1 2 3 4 5*	Sangat baik
4.	Rincian pecan / hari efektif	1 2 3 4 5*	Sangat baik
5.	Program tahunan	1 2 3 4* 5	Baik
6.	Program semester	1 2 3 4* 5	Baik
7.	Pemetaan materi / SK, KD, Indikator	1 2 3 4* 5	Baik
8.	Silabus	1 2 3 4* 5	Baik
9.	Rencana pelaksanaan pembelajaran	1 2 3 4* 5	Baik
10.	Daftar nilai	1 2 3 4* 5	Baik
11.	Analisis hasil ulangan harian	1 2 3 4* 5	Baik
12.	Program perbaikan / remedial teaching	1 2 3 4* 5	Baik
13.	Program pengayaan	1 2 3 4* 5	Baik
14.	Penetapan / analisis KKM	1 2 3 4* 5	Baik
15.	Jurnal mengajar	1 2 3* 4 5	Kurang baik
B	KEGIATAN PEMBELAJARAN		

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I	PENDAHULUAN		
1.	Memeriksa kesiapan peserta didik	1 2 3 4* 5	Baik
2.	Mengatur tempat dan media pembelajaran	1 2 3 4* 5	Baik
3.	Melakukan kegiatan apersepsi	1 2 3 4* 5	Baik
4	Menyampaikan SK, KD, dan tujuan	1 2 3 4* 5	Baik
II	KEGIATAN INTI		
1.	Eksplorasi	1 2 3 4* 5	Baik
2.	Elaborasi	1 2 3 4* 5	Baik
3.	Konformasi	1 2 3 4* 5	Baik
III	PENGUASAAN MATERI PELAJARAN		
1.	Menunjukkan penguasaan materi pembelajaran	1 2 3 4 5*	Sangat baik
2.	Mengaitkan materi dengan pengetahuan lain	1 2 3 4* 5	Baik
3.	Menyampaikan materi dengan jelas dan sesuai dengan hierarki belajar	1 2 3 4 5*	Sangat baik
4.	Mengaitkan materi dengan realitas kehidupan	1 2 3 4* 5	Baik
IV	PENDEKATAN / STRATEGI PEMBELAJARAN		
1	Melaksanakan pembelajaran sesuai dengan kompetensi (tujuan) yang akan dicapai	1 2 3 4* 5	Baik

Source: Documentation in SMA Negeri I Gedangan

Catatan: 1 = sangat tidak baik, 2 = tidak baik, 3 = kurang baik, 4 = baik, 5 = sangat baik

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TABLE VI

THE RESULT OF SUPERVISION CLASS FOR Mrs. ANIES WIDYA KRISTANTIE, Spd

No.	INDIKATOR / ASPEK YANG DIAMATI	SKOR	KETERANGAN
A	ADMINISTRASI PEMBELAJARAN		
1.	SK pembagian tugas	1 2 3 4 5*	Sangat baik
2.	Kalender pendidikan	1 2 3 4 5*	Sangat baik
3.	Jadwal pelajaran	1 2 3 4 5*	Sangat baik
4.	Rincian pecan / hari efektif	1 2 3 4 5*	Sangat baik
5.	Program tahunan	1 2 3 4 5*	Sangat baik
6.	Program semester	1 2 3 4 5*	Sangat baik
7.	Pemetaan materi / SK, KD, Indikator	1 2 3 4 5*	Sangat baik
8.	Silabus	1 2 3 4 5*	Sangat baik
9.	Rencana pelaksanaan pembelajaran	1 2 3 4 5*	Sangat baik
10.	Daftar nilai	1 2 3 4 5*	Sangat baik
11.	Analisis hasil ulangan harian	1 2 3 4 5*	Sangat baik
12.	Program perbaikan / remedial teaching	1 2 3 4 5*	Sangat baik
13.	Program pengayaan	1 2 3 4 5*	Sangat baik
14.	Penetapan / analisis KKM	1 2 3 4 5*	Sangat baik
15.	Jurnal mengajar	1 2 3 4 5*	Sangat baik
B	KEGIATAN PEMBELAJARAN		

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I	PENDAHULUAN		
1.	Memeriksa kesiapan peserta didik	1 2 3 4 5*	Sangat baik
2.	Mengatur tempat dan media pembelajaran	1 2 3 4* 5	Baik
3.	Melakukan kegiatan apersepsi	1 2 3 4 5*	Sangat baik
4	Menyampaikan SK, KD, dan tujuan	1 2 3 4 5*	Sangat baik
II	KEGIATAN INTI		
1.	Eksplorasi	1 2 3 4 5*	Sangat baik
2.	Elaborasi	1 2 3 4 5*	Sangat baik
3.	Konformasi	1 2 3 4 5*	Sangat baik
III	PENGUASAAN MATERI PELAJARAN		
1.	Menunjukkan penguasaan materi pembelajaran	1 2 3 4 5*	Sangat baik
2.	Mengaitkan materi dengan pengetahuan lain	1 2 3 4 5*	Sangat baik
3.	Menyampaikan materi dengan jelas dan sesuai dengan hierarki belajar	1 2 3 4 5*	Sangat baik
4.	Mengaitkan materi dengan realitas kehidupan	1 2 3 4 5*	Sangat baik
IV	PENDEKATAN / STRATEGI PEMBELAJARAN		
	Melaksanakan pembelajaran sesuai dengan kompetensi (tujuan) yang akan dicapai	1 2 3 4 5*	Sangat baik

Source: Documentation in SMA Negeri I Gedangan

Catatan: 1 = sangat tidak baik, 2 = tidak baik, 3 = kurang baik, 4 = baik, 5 = sangat baik

According the explanation in table V and VI, the researcher knew that the scores which were gotten for Mr. Mujiono and Mrs. Anies

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were very good and good, so, the researcher took the conclusion that they did their job as a teacher well done.

b. Evaluating The Result of Teaching and Learning

The researcher interviewed Mr. Mujiono and Mrs. Anies about how they evaluated the result of teaching and learning

They evaluated two criteria, first of all, they evaluated students' attitude and secondly they evaluated students' understanding of the material. How they decided the score of students?, each of teacher evaluated about students' attitude in the class by looking at daily activities at the classroom

Each of teachers also evaluated 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 the 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.

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C. Advantages and Disadvantages of Team Teaching

The researcher knew about advantages and disadvantages of team teaching by interviewed the teachers and the students and also observed the class during English teaching and learning process was held.

1. Advantages of Team Teaching

Team teaching practice has a lot of advantages for the teachers and the students, the researcher will try to find out the advantages of this practice for the teachers and the students point of view.

a. Advantages for Teachers

Based on the experience of Mr. Mujiono and Mrs. Anies, they told that team teaching had a lot of advantages for the teachers

First of all, the teachers could take and give suggestions about the material, teacher 1 could support the partner about the material. They completed each other.

Second of all, teachers did not find difficulties to manage and handle the class, because they could work together to face uncontrolled situation in the class. So, they could create and develop the material as good as possible

Third of all, teachers could share their individual knowledge and experience. So, they could increase their knowledge and experience.

Fourth of all, when one teacher absented, the other teacher can fill the class. So, English teaching and learning process still run well

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b. Advantages for Students

Based on the experience and their acknowledgment, the researcher knew about the advantages of team teaching for students.

First of all, the students told that they got more knowledge, because the teachers were not one. So, they got knowledge from the other teacher too.

Second of all, they told that they did not fell bored, because team teaching practice served variations and model in teaching and learning English lesson.

Third of all, they told that when they did not understand the explanation of the first teacher, they could try to understand the explanation of the second teacher. So, they had second opportunity to understand the material.

Fourth of all, they stated that they had more attention from the teacher, because there were two or more teacher in the class. So, they could ask to the both of teachers when they felt difficulties to understand the material.

Fifth of all, they sated that 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.

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2. Disadvantages of Team Teaching

Team teaching as a practice of teaching and learning also has disadvantages like the other practice, because there is perfectly practice in the world of education. But, however, we can pressure the weakness of this practice as little as possible.

The researcher had interviewed the teachers and the students and also observed them to know the disadvantages of team teaching practice for the teachers and the students.

a. Disadvantages for Teachers

According their statement, the teachers told that they felt difficult when they evaluate the students, they had to compare their data about the students' activity, students' attitude and students' assignments. It took much time.

They also told that in the class, the temptation to gossip about something with the partner arose when they did not do anything, e.g. when the students did the assignment, they sat together in front of class and they could gossip about something.

The other disadvantage of team teaching for the teacher was about managed and matched the time with the partner. They felt difficult to take free time for the both of them to discuss about preparation, how to teach and students' problem.

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b. Disadvantages for Students

How about disadvantages of team teaching for the students, they told that sometimes they felt confuse when the teachers had different perception or agreement when they explained the material in the classroom. They also felt confuse when they gave different assignment to the students

When the teachers had different perception, they had to think stronger and harder to understand what they meant.

D. Problems of Team teaching

The teachers faced the problems when they applied team teaching practice, the problems arose when they could not match the time with the partner. So, they could not discuss about the preparation or the material with the partner.

Another problem arose when they evaluate the students; they felt difficult to compare the data from the both of them.

The other problem, sometime they liked to gossip about something with their partner in free time in the classroom. E.g. when the students did the assignment.

The students also faced the problem when the teachers had different perception and agreement when they explained the material in the classroom or when they gave the assignment to the students.

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E. Presentation of the data and the analysis

The researcher had given the questionnaire to the students in XII IPA 5 class. There were 38 students in the class. These data from the questionnaire can support the other data from observation, interview, and documentation.

The researcher will present the data from the questionnaire in the table form. These data have analyzed by the technique in data analyze technique in chapter III. The highest frequency will be taken as conclusion

Here the data from questionnaire in table form.

TABLE VII

RESPONDENTS' APPRECIATION FOR TEAM TEACHING PRACTICE

No.	Questions and Answers	N	f	P (%)
1.	Do you like team teaching practice in SMA Negeri I Gedangan?	38		
	a. Very like		2	5,26
	b. Like		22	57,90
	c. Quite like		11	28,94
	d. Dislike		3	7,90
	Total	38	38	100 %
2.	If you have to choose, do you prefer English teaching uses team teaching practice or not?	38		
	a. Yes		35	92,10
	b. No		3	7,90
	Total	38	38	100 %
3.	According to your opinion, how is the applying of team teaching practice in SMA Negeri I Gedangan?	38		
	a. Very Good		3	7,90
	b. Good		32	84,20
	c. Bad		3	7,90
	Total	38	38	100 %

Source: Questionnaire

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TABLE VIII

RESPONDENTS' OPINION ABOUT TEACHERS' WORK DURING APPLY TEAM TEACHING PRACTICE

No.	Questions and Answers	N	f	P
4.	What kinds of team teaching model which are used by the teachers in the class?	38		
	a. First teacher explains the material, the second teacher monitors one by one students.		24	63,15
	b. First teacher explains the material, the second teacher writes the notes in the black board		11	28,95
	c. The teachers share the students become two groups and one teacher teach one group.		2	5,26
	d. The first teacher explains, the second teacher sits		1	2,64
	Total	38	38	100 %
5.	How about their sharing of job when they teach English, good or not?	38		
	a. Very good		1	2,64
	b. Good		12	31.58
	c. Quite good		18	47,36
	d. Bad		7	18,42
	Total	38	38	100 %
6.	How the teachers' way when they handle the class?	38		
	a. Very good		1	2,64
	b. Good		18	47,36
	c. Quite good		17	44,74
	d. Bad		2	5,26
	Total	38	38	100 %
7.	How the teachers' attention to the each of students in and out of class?	38		
	a. Very attention		1	2,64
	b. Attention		12	31,58
	c. Quite attention		25	65,78
	d. Not attention		0	0

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	Total	38	38	100 %
8.	How the teachers' cohesiveness when they works together as a team?	38		
	a. Very compact		1	2,64
	b. Compact		18	47,36
	c. Quite compact		18	47,36
	d. Not compact		1	2,64
	Total	38	38	100 %

Source: Questionnaire

TABLE IX

RESPONSEENTS' OPINION ABOUT ADVANTAGES AND DISADVANTAGES OF TEAM TEACHING PRACTICE FOR THE STUDENTS

No.	Questions and Answer	N	f	P
9.	What are the advantages of team teaching for the students?	38		
	a. They more understand to the material because there are two teachers explain the material in class		8	21,05
	b. They get more attention from the teachers		8	21,05
	c. They don't feel bored because there are many variations of teaching style		22	57,90
	Total	38	38	100 %
10.	What are disadvantages of team teaching for the students?	38		
	a. They feel confuse if the teachers have different opinion when they explain the material		18	47,36
	b. They feel stress because they get many assignment from the teachers		3	7,90
	c. They don't feel any disadvantage		17	44,74
	Total	38	38	100 %

Source: Questionnaire

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According 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 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 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

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students), (63, 15 %). b. (first teacher explains the material, the second teacher writes the notes in the black board), (28, 94 %)

How about the teachers' work when they applying team teaching practice?, the teachers share their job as a team in quite good ways, it can be proven by the most of students' answer. The most of students answer point c. (quite good), (47, 36 %). Teachers handle the class in a good ways. It can be proven by the most of students' answer. They answer point b. (good), (47, 36 %). Who about teachers' attention to the each of students in and out of class? The teachers' attention to the each of students in and out of class is quite good. It can be proven by the most of students' answer; they answer point c. (quite attention), (65, 78 %). The last question in Table IX is about the teachers' cohesiveness when they work together as a team. The teachers' cohesiveness when they work together as a team is good. It can be seen in the most of students' answer. They answer point b. (compact), (47, 36 %) and point c. (quite compact), (47, 36 %).

In my opinion the teachers applies team teaching model "Monitoring teacher". Monitoring teacher is the first teacher explains the material and the second teacher monitors the students by circulates the classroom. The other type of team teaching which usually used is "Traditional team teaching". Traditional team teaching is the first teacher explains the material and the second teacher writes the notes in the black board.

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In my opinion about how the teachers handle the class, they are good. The teachers' cohesiveness when they work together as a team, the teachers' attention to the each of students, and the teachers' sharing job are quite good. They need to be increased more.

What are the advantages and disadvantages of team teaching practice for the students? According the data from table IX, the researcher can take the conclusion that the advantages of team teaching practice for the students in the first ranking are point c. (They don't feel bored because there are many variations of teaching style), (57, 90 %), the second and the third ranking are point a. (They more understand to the material because there are two teachers explain the material in class), (21, 05 %) and point b. (They get more attention from the teachers), (21, 05 %).

According the data in table IX, the researcher take the conclusion that the disadvantages of team teaching practice for the students in the first ranking are a. (They feel confuse if the teachers have different opinion when they explain the material), (47, 36 %) the second and the third ranking are c. (They don't feel any disadvantage) (44, 73 %). b. (They feel stress because they get many assignments from the teachers), (7, 90 %).

In my opinion, every single practice in education field has advantages and disadvantages, the advantages of team teaching practice have to be increased more and the disadvantages of team teaching practice have to be minimized and we have to try to find the solutions to solve that weakness.

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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.

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They had to have much times to meet and discuss several agreements and considerations about teaching and learning

After they discussed about the materials, medias, and practices. They could discuss about how to make students' motivation and attention and how to create good management of class. After all preparations were done, they could continue to conduct teaching and learning English lesson.

I agree about what the teachers did, they applied team teaching practice in this stage in a good ways by discussed the material, media used, job divisions, how they taught the students together, how to handle the class and create good situation, and how to increase students' motivation and attention. In solitaire practice, the single teacher has to prepare teaching and learning by his/ her self. In contras, in team teaching practice, the teachers have to work together and make a lot of decisions.

2. Conducting of teaching and learning

In this stage, the teachers taught the students together. In the first observation, we could look the teachers' job divisions, e.g. the first teacher explained the material in front of class and the second teachers wrote some note in the black board. The other example of the teachers' job division was the first teacher instructed the students to answer the question and the second teacher monitored the students assignment by circulated the class

When we compare the teachers' action in the classroom with the theory of team teaching practice, we know that the teachers applied

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"Traditional team teaching". Karin Goetz, in his journal with the title "Perspectives on Team Teaching" states that Traditional team teaching is in which both teachers actively share the instruction of content and skills to all student. A frequent application of this approach is when one teacher presents the new information to the class while the other teacher takes notes or completes the math problem on the blackboard[48]. The teachers also applied the other type of team teaching which called "Monitoring teacher". Karin Goetz states that Monitoring teacher is this situation occurs when one teacher assumes the responsibility for instructing the entire class, while the other teacher circulates the room and monitors student achievement, understanding, and behavior.[49]

In the second observation, we could look the other example of teachers' action during team teaching. The first teacher explained the material and the second teacher gave and demonstrated the example.

When we compare the teachers' action in the classroom with the theory of team teaching practice, we know that the teachers applied strategy which is used in team teaching practice. It is called "Modeling". Laurie A. Palmer, in her journal with the title "Effectively Using the Co-Teaching Model in PDS" states that Modeling is while one teacher provides

[48] Karin Goetz, op. cit. page 2
[49] Ibid, Page 3

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instruction in the lead voice, the other/s demonstrate/s skill and procedures to the learners.[50]

In the third observation, we could look how they lead discussion session. They became moderator of discussion session. The first teacher lead in front of class and the second teacher lead the audience and the students in the back of class. So, the class was controlled well.

I agree with what the teachers did. They applied team teaching practice in a good ways. I suggest to teachers, they have to share the job in the same proportion to both of teachers. They have to active together. They also have to try the other type of team teaching practice to make the teaching and learning practice more variations

3. Evaluating The Process and Result of Teaching and Learning

How to evaluate the process of teaching and learning in SMA Negeri I Gedangan? There were supervision class which was done by the headmaster and staff of curriculum, they observed and also evaluated the process of teaching and learning by attendance the class directly. The result of the supervision class for teachers can be seen at the chapter IV.

In my suggestion, evaluating the process of teaching and learning is not only by headmaster and staff of curriculum, but the teachers as a team have to evaluate team teaching practice which had applied. They could

[50] Laurie A. Palmer, op. cit, page 5

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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.

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Evaluating time was the hard time for them. They had to compare the data and decided the score of students. I suggest to the teachers to never give up.

I agree with the teachers did, the evaluation of teaching and learning had did by them together. They did real team teaching.

B. Advantages and Disadvantages of Team Teaching

1. Advantages of Team Teaching

a Advantages for The Teachers

There were a lot of advantages of team teaching for the teachers. 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

I agree with the teachers' statements about the advantages of team teaching for them, because there are similarities with the theory of team teaching practice in the literatures. We can see at the explanation of the advantages of team teaching for the teachers by Francis J. Buckley. He says that "teachers can be observed, critiqued, and

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improved by the other team members"[51] and Karen R. Anderson also explain that "team teaching can reduce disciple problems"[52]

It means that the theory of the advantages of team teaching and the application in the real case are same. I also prove it when observed team teaching practice in the class.

b Advantages for The Students

There were a lot of advantages of team teaching for the students. The students told that they 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 stated that they had more attention from the teachers, because there were two or more teachers in the class, and they sated that they could look how the teachers worked together, it was good for the students to imitat how to work together with other friends and how to create a good team work

I agree with the students' statements about the advantages of team teaching for them, because there are similarities with the theory of team teaching practice in the literatures. We can see at the explanation

[51] Francis J. Buckley, op. cit. page 12
[52] Karen R. Anderson, op. cit. page 17

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of the advantages of team teaching for the students by Francis J. Buckley. He says that "The clash of teacher viewpoints, changes of voice and rhythm, and alternation of different styles and personalities are stimulating and exciting. This gets and keeps attention and prevents boredom"[53], Karen R. Anderson also explain that "Students receive more teacher, so it can increase individualize time with students"[54], and the last Venkata Yanamandram and Gary Noble in their writing in Journal of University Teaching and Learning Practice state that "for students, team teaching provides an opportunity for students to witness the functionality of a collaborative team. The opportunity to observe how well teachers interact in a team situation may provide students with a model for their own team endeavors".[55]

It means that the theory of the advantages of team teaching and the application in the real case are same. I also prove it when observed team teaching practice in the class.

2. Disadvantages of Team Teaching

a Disadvantages for The Teachers

The teachers told that they felt difficult when they evaluate the students, they had to compare their data about the students' activity, students' attitude and students' assignments. It took much time. The

[53] Francis J. Buckley, op. cit. page 13
[54] Karen R. Anderson, op. cit. page 18
[55] Venkata Yanamandram and Gary Noble, op. cit. page 52

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other disadvantage of team teaching for the teacher was about managed and matched the time with the partner.

I suggest to the teachers to write the schedule when they have to meet and discuss about their job. They have to be smart to find the time together. When both of teachers are busy, they can meet in the rest time in the canteen. They have to accept the consequences of this practice.

b Disadvantages for The Students

How about disadvantages of team teaching for the students, they told that sometimes they felt confuse when the teachers had different perception or agreement when they explained the material in the classroom. They also felt confuse when they gave different assignment to the students

I suggest to the students to understand the material by read the explanation in the book or other source. So, when the teachers have different opinion or perception, they know the answer. When the students feel confuse about the assignments they can clarify what the right assignment to the teachers.

C. The problems in team teaching and the solutions

1. The teachers faced the problems when they applied team teaching practice, the problems arose when they could not match the time with the partner. So, they could not discuss about the preparation or the material with the partner. The solution is they have to explore other options, meet during students

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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.

2. Another problem arose when they evaluate the students; they felt difficult to compare the data from the both of them. The solution is they have to make decisions about the evaluation before start to teach. E.g. they can make the questions of test together
3. The other problem, sometime they liked to gossip about something with their partner in free time in the classroom. E.g. when the students did the assignment in the class, they sat together in front of class together. The solution is the teachers have to control this temptation by them self, or don't sit together, they can circulate the students to monitors the students' assignment.
4. The students also faced the problem when the teachers had different perception and agreement when they explained the material in the classroom or when they gave the assignment to the students. The solution is the students have to understand the material by read the explanation in the book or other source. So, when the teachers have different opinion or perception, they know the answer. When the students feel confuse about the assignments they can clarify what the right assignment to the teachers directly.

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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

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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

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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 tc 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

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material by read the explanation in the book or other source. So, when the teachers have different opinion and explanation, they knew the answer. When the students felt confuse about the assignments they could clarify what the right assignment to the teachers directly.

B. Suggestions

After the writer conducted the research in SMA Negeri I Gedangan, the writer knows how the implementation of team teaching, what are the advantages and disadvantages of team teaching for the teachers and the students, and what are the problems in applying team teaching practice. In this occasion, the writer would like to give some suggestions for the headmaster, the teachers and the students to improvement of team teaching in the next year.

For the headmaster

1. The writer recommends to the headmaster ~~to~~ control the applying of team teaching practice in this school. He and his staff have to evaluate team teaching practice every semester by observe the applying team teaching practice in the class directly.
2. The writers also recommends to the headmaster to discuss the problems and the weakness of team teaching with his staff and the teachers to find the solutions to solve those problems for the better team teaching in the next semester / year.

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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.

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