

AN INVESTIGATION ON TEAM TEACHING IMPLEMENTED BY LOCAL AND FOREIGN TEACHERS IN TEACHING ENGLISH AT SMAN 1 KETAPANG – SAMPANG

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Abstract: Team teaching is one of teaching models to improve the quality of teaching which done by more than one teacher who cooperatively conduct all process of teaching including planning the teaching design, teaching process in classroom, and evaluating the students results. In this study, the researcher investigates the team teaching implementation which involves local and foreign teachers, focusing on the procedures of team teaching, the problems faced by both local and foreign teachers, and the ways the team teachers coped with the problems.

Qualitative research were applied in this study. The research instruments used in this study are observation field notes, interview guidelines, and document analysis to gather the data based on the statement of problems. Furthermore, the subjects of this study involves foreign and two local teachers who were from different cultures, nationality, and first languages. These differences considerably caused some occurring problems during team teaching implementation. However, the team teachers definitely had their own ways to overcome the problems to gain successful teaching and learning process. Therefore, this is an interesting topic for research and analysis.

The findings showed that the team teachers conducted team teaching based on the appropriate procedures and cooperatively worked together starting from the planning process (designing the lesson plan), teaching implementation in classroom, to evaluating both students' result and the teaching performance. The researcher also found some problems faced by the teachers during team teaching such as language problems, miscommunications, misunderstanding, and managing misbehaved students. Those problems were caused by the team teachers who came from significantly different culture and first language. However, the team teachers also had the solutions to cope with those problems such as adaptation, patience, flexibility, appreciation, understanding, intensive communication, regular evaluation, having good personality and being wise.

The result of the study showed that the procedures used by the team teacher consisted of three steps; they were planning, implementing, and evaluation steps. The team teacher also found some occurring problems during team teaching. Consequently, having regular and private evaluation after classroom teaching was significantly needed for improving and evaluating the implementation of team teaching.

Keyterms: Teaching, Team Teaching, Implementation, Problem, SMAN 1 Ketapang

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Introduction

In improving the effectiveness of teaching process, there is a teaching method which has been recently used in some educational environment commonly referred to as team teaching. According to Goetz (2000), "team teaching can be defined as a group of two or more teachers working together to plan, conduct and evaluate the learning activities for the same group of learners." Besides, Artiningsih (2008) stated that team teaching is the learning strategy which is done by more than one teacher by dividing role and responsibility for each. In other words, the implementation of team teaching can be done by two or more teachers in the same subject and the classrooms at the same time. The teachers cooperatively work in planning process such as designing the lesson plan and dividing the job descriptions before teaching, implementing the teaching activities, and evaluating the teaching and learning process.

SMAN 1 Ketapang is one of the high schools which has team teaching model in its teaching and learning process, especially in English subject. The team teaching implementation is done by local and foreign teachers who cooperatively teach the same students within the same classrooms. Therefore, this is interesting to research and analyze this topic further.

The purpose of this study is to describe:

1) team teaching implementation which involves local and foreign teachers,

focusing on the procedures of team teaching, 2) the problems faced by both local and foreign teachers, and 3) the ways how the team teachers coped with the problems.

Team Teaching

Villa, Thousand, and Ann (2010) state that team teaching is one of collaborative teaching approaches in which two or more people do what the traditional teacher has always done plan, teach, assess and assume responsibility for all of the students in the classroom.

Wardani (2001) also defines team teaching as a group of teachers who teach the same students within the same time.

According to Goetz (2000), team teaching has two broad categories:

1. *Category A*: two or more instructors are teaching the same students at the same time within the same classroom. Category A team teaching can be classified into several forms:
 - a. *Traditional team teaching*; in this case, the teachers actively share the instruction of content and skills to all students. For example, one teacher may present the new material to the students while the other teacher constructs a concept map on the overhead projector as the students listen to the presenting teacher.
 - b. *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 the usual monologue, but rather by exchanging and discussing ideas and theories in front of the learners.

c. *Complimentary/supportive team teaching*; this situation occurs when one teacher is responsible for teaching the content to the students, while the other teacher takes charge of providing follow-up activities on related topics or on study skills.

d. *Parallel instruction*; in this setting, the class is divided into two groups and each teacher is responsible for teaching the same material to her/his smaller group. This model is usually used in conjunction with other forms of team teaching, and is ideally suited to the situation when students are involved in projects or problem-solving activities, as the instructor can roam and give students individualized support.

e. *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.

f. *Monitoring teacher*; this situation occurs when one teacher assumes the responsibility for instructing

the entire class, while the other teacher circulates the room and monitors students' understanding and behavior.

2. *Category B*: the instructors work together but do not necessarily teach the same groups of students nor necessarily teach at the same time. This category of team teaching can take many forms:

a. *Team members meet to share ideas and resources but function independently*; this version of cooperative teaching entails weekly meetings and a teaching-resources notebook.

b. *Teams of teachers sharing a common resource center*; in this form, the teachers instruct classes independently, but share resource materials such as lesson plan, supplementary textbooks and exercise problems.

c. *One individual plans the instructional activities for the entire team*; this model does not take full advantage of the team concept as only one individual's ideas are incorporated. Sometimes, due to time or financial constraints, there may be no alternative to one person designing the entire program.

d. *Team member share planning but each instructor teaches his/her own specialized skill area to the whole group of students*. An example would be seven instructors teaching

the seven different topics of the subject to seven different classes and rotating throughout the duration of the course.

Steps of Team Teaching

Team teaching implementation must be done well by the teachers. According to Wardani (2001), there have been several activities that should be done by team teachers in implementing team teaching.

Planning steps; this step consists of a sequence of preparation before implementing teaching in classroom teaching, those are:

- a. Team teacher establishes the aim of team teaching including the design of learning based on the subject to be taught (semi team teaching/category B team teaching).
- b. Team teacher determines the variation of team teaching whether they use semi team teaching or full team teaching.
- c. Team teacher decides the agreement on the requirements of the subject.
- d. Team teacher decides the organized materials that will be taught, how to teach, and the evaluation form for the students.
- e. Conducting full team teaching, team teacher has to determine what kind of full team teaching will be used.
- f. Team teacher works together to implement lesson plan.

Implementing step; the step where the teachers face the students and conduct

the teaching plans that they have made before. In other words, team teachers directly teach students in the classroom based on the prepared plans in appropriate procedures.

Evaluating steps; this step is about how the team teachers evaluate the teaching and learning process. Team teachers evaluate both the students and the teachers themselves. There are several steps teachers should do in this stage:

- a. Team teachers allow the students to give the opinion and share their problems about the implementation of team teaching model by giving the questionnaire or by interviewing some students. Consequently, the result of the questionnaire and the interview can be used as the suggestion to design the improvement of teaching.
- b. The team teachers share about the problems faced during teaching process, the advantages and disadvantages of team teaching, and some improvements for the next teaching as the reflection for both teachers honestly and calmly.
- c. Team teachers work together in evaluating the result of students during learning process including the tasks, quiz, middle test, and final test.

Research Method

This study is a qualitative research because it tries to investigate a phenomenon involving human beings and it is observed as

it is in the field where they existed.

The subject of this study is two pairs of team teachers who are involving two local English teachers and one foreign English teacher. Moreover, the researchers ought information from the teachers about the procedures used in implementing the team teaching, the problems faced by the teachers, and the way teachers cope with the problems.

To obtain the data, the researcher used two instruments, namely: observation and interview

Findings and Discussion

Based on the data analysis, the results of the three methods conducted by the researcher in collecting the data, the researcher found that the results were matched with each other. The team teaching was well implemented based on the prepared lesson plan and the results of interview fully matched the results of the observations. It is clear that the procedures used by the team teachers were well implemented in three processes: the planning process, the teaching process, and the teaching process.

First, the planning process, where the local and foreign teachers designed the lesson plan together especially the materials and tasks that would be taught in the classes. The local teachers took more responsibility in writing the lesson plan. In this case, the foreign and local teachers usually shared ideas and resources before conducting the

teaching process and decided what teaching techniques to be used in the class.

Second, the teaching process was the moment when the local and foreign teachers taught together in the same classes within the same time. Both local and foreign teachers had equal status as teacher in the classroom. In other words, there is no assistant in the teaching process. It was stated clearly in the job descriptions detailed on the prepared lesson plan.

Third, the evaluation process was the last process of team teaching done by the local and foreign teachers in which they evaluated students' progress results. The team-teachers cooperatively worked together in evaluating and giving the scores for the students. However, for final score, the local teachers still took more authority to give the score for students. Besides, the evaluation process did not only evaluate the students' result but also both local and foreign teachers evaluated their performance during teaching process and usually shared the problems that were faced during team teaching implementation and searched for the solution together.

The following section presents the detailed findings about the problems faced by local and foreign teachers in implementing the team teaching method. The findings below are gathered based on the observations and interviews with the teachers.

The Problems Faced by the Foreign Teacher

Based on the observation and interview with the teachers, the researcher found some problems faced by the foreign teacher during team teaching implementation:

Language problem: This was the biggest problem faced by the foreign teacher during team teaching implementation. Having placed in the certain area with different language could be such a challenging for the foreign teacher. In this case, the foreign teacher still found it hard to communicate well either with the teachers or the students because almost all people there spoke Indonesian language combined with Maduranese accent. In the teaching process, the researcher found that the foreign teacher still explained using English and some students did not catch the meaning. Consequently, the foreign teacher could not explain clearly using Indonesian language when the students got confused and needed to get help from the partner to explain to the students.

Miscommunication: This was the moment when the foreign teacher had unclear communication with the partners of teaching and sometimes there was a change in teaching process which did not match the lesson plan. It happened because sometimes the local teacher changed the agreements which were stated in the lesson plan without

communicating it to the foreign teacher before the class.

Misunderstanding: This problem happened when the foreign teacher expected one thing and another team member expected something else especially in discussing the preparation before teaching. As a result, sometimes it produced some obstacles during the teaching process.

Personality problem: Everyone definitely has her/his own personality or the way he/she behaves and thinks. Having different personality with the partner of teaching likely creates some difficulties in teaching process. In this case, the foreign teacher found some different behavior and way of thinking. Some people might like to work in a team and some others might not.

Misbehaved students: Controlling the students with disruptive behavior was such big challenge in the teaching process. Sometimes the students spoke and was treated in a way that the foreign teacher disagreed.

The Problems Faced by Local Teacher 1 (LT1)

Based on the interview on Thursday, February 13, 2014, the local teacher stated that there was no big problem during the team teaching implementation. In other words, there was no significant problem happened between local and foreign teacher. However, sometimes both the local and

foreign teacher found it hard to find the matched materials and some techniques that would be implemented in the classroom because each class has different needs. In other words, the prepared lesson plan sometimes was not successfully conducted as expected. Besides, realizing that the local teacher had to teach together with the foreign teacher with different culture, language and point of view, the local teacher sometimes faced some different behaviors and ideas that made it hard for the teachers to decide on the goals/agreement, for example when the teachers had to treat lazy students. The local teacher preferred giving punishment to forgiving them. Differently, the foreign teacher was more patient and gave the opportunity to the students to grow. It is clear that the process of making decisions and having different behavior or personal point of view with the partner were the common obstacles during team teaching implementation.

The Problems faced by Local Teacher 2 (LT2)

The problems also occurred in the team teaching done by foreign teacher and local teacher 2. The problems were:

M i s c o m m u n i c a t i o n :

Miscommunication could not be avoided by the team teacher and this situation made the teachers have different choice of instructions in classroom. As a consequence, it made

the students confused about the instructions given by both teachers.

Misunderstanding: This problem occurred when the local teacher sometimes did not understand what the foreigner was talking about especially in pronouncing the words. For instance, the LT2 got a unique experience when the FT would say “hot”; the LT2 heard that the FT pronounced “hot” into “hat”. Consequently, sometimes the FT and LT2 got some misunderstanding during the teaching process.

Having different culture and point of view: This was one of the aspects which made the local teacher find some difficulties such as the way the teacher behaved and thought. For instance, the foreign teacher disliked the way the LT2 kept the students silent by saying “Ssssst... jangan rame,” in Indonesian language, which means asking students not to be noisy. The foreign teacher thought that there was another way to attract the students' attention.

The Ways the Teachers Cope with the Problems

In order to gain the successful teaching and learning, the teacher must have certain ways to overcome the occurring problems during the team teaching implementation. The following section presents ways the local and foreign teachers overcome the problems:

The Ways the Foreign Teacher Cope with Problems

1. **Adaptation:** The foreign teacher tries to adapt herself well with any situation and changes during team teaching. An example, when the LT changed the material and some activities without any discussion before, the FT would adapt and just enjoy the class.
2. **Patience:** This was one way to not show anger expression while something did not run well especially when the foreign teacher faced the disruptive students.
3. **Flexibility:** Sometimes the foreign teacher had to face something which was different from the plan. For example, when suddenly the partner could not attend the classroom and so she had to teach individually.
4. **Keep appreciating and understanding each other:** The team teachers realized that occasionally they had their own teaching style and strategy and it might be different from each other. It means that appreciation and understanding must occur well among team members.
5. **Having private evaluation effectively:** The team teachers usually evaluated the teaching performance immediately after the teaching process
6. **Keep trying:** Sometimes the foreign teacher had to keep trying if something did not run well such as when the students did not understand the instruction given by the foreign teacher.

The Ways the Local Teacher 1 (LT1) and Local Teacher 2 (LT2) Cope with Problems

1. **Communication, talk, and evaluation:** Having intensive interaction between partner by exchanging the thoughts, messages, opinions, problems, etc. and sharing the solutions decreased any problems such as misunderstanding and miscommunication.
2. **Adaptation:** This was one way to adjust with team teaching method which was newly conducted in teaching English in SMAN 1 Ketapang, Sampang.
3. **Having good personality:** The team teachers considerably had different personalities. Therefore, trying to act good and creating nice relationship would make the collaboration run well.
4. **Being wise and understand each other:** Having the ability to discern when deciding the agreement could control the occurred problems. Being wise and understanding might be a good way to keep successful collaboration with the partner of teaching.

Conclusion

The team teaching implementation which was conducted by the local and foreign teachers significantly faced several problems such as language problems, miscommunications, misunderstanding, managing misbehaving students, and having different culture and point of view. Those

problems were caused by the team teachers who were from different cultures and first languages. However, the team teachers also had the solutions to cope with those problems such as adaptation, patience, flexibility, appreciation, understanding, intensive communication, regular evaluation, having good personality and being wise.

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Conclusions

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