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THE IMPACT OF TEAM TEACHING ACTIVITIES ON THE STUDENTS' READING COMPREHENSION DEVELOPMENT

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ABSTRACT

This paper presents the result of experimental research on reading comprehension development, conducted to students at state vocational high school in Central Java. Around seventy-one students participating in this research was categorized into two classes named Control and Experiment. To make it easier to understand, the result was presented in the form of statistical data. Referring to the analysis result of posttest, it shows that the Experimental class has higher learning progress than that of control class, which is 78.61 for experimental class and 66.62 for control class. Further, sig (2-tailed) which is 0.00 explains that there is a significant difference between the class of Control and Experiment in term of learning achievement in the end of the program.

Key-words: Team Teaching, Reading Comprehension, State Vocational School

INTRODUCTION

This study was conducted to investigate the use of team teaching activities as an effort to increase the quality of students' reading comprehension. As most Indonesian teachers realize, that teaching reading is not that simple, even to adult learners such as those already in the university levels. Strong effort and energy are essentially needed for this. What is wrong then? What drives this kind of problem? Overseeing the background, many have triggered the issues. First, this maybe from their cultural background, most Indonesian are not well educated to like reading since childhood, therefore it is no wonder that when they grow up their interest in this subject is not that high. Second, at school, the curriculum is suspected not to provide them with enough space to intensively develop their reading ability what makes it hard to achieve their learning target. Third, it is rare for schools to have teaching forum to discuss the strength and weaknesses of the practitioners to which this is realized to be so important that teachers can always have control upon themselves and are continuously motivated to keep improving their quality of teaching. Fourth, some teachers do not have clear picture how to teach and to sequence reading materials where this is worsened by the fact that some were unable to define the principles for teaching reading.

Before dealing with the definition of reading comprehension, it is necessary to define the word of reading and comprehension. Reading is a process of decoding symbols, signs or pictures in order to grasp the information being conveyed.

Looking at the nature of this skill, reading belongs to receptive skill where readers, in this case, do not produce language, instead, they just read and comprehend it (British Council, 2015). Reading is a decoding process that is simultaneously performed to which it needs various mental operations (Haki and Razi, 2009). Further, Anderson (1999) in Haki and Razi (2009) explained that while reading, reader will actively and fluently construct meaning through interaction between the reader and the text being read. Reading is an interaction between writer and reader manifested through meaningful manuscript. In order to build communication, either writer or reader must have skills required including knowledge of the world and topic as well as the language required. Reading is a complex process of transmitting information, in order to become a good reader, one has to experience from long process of learning which requires a careful and systematic instructional approach. While comprehension, in this case it is reading comprehension, is the act of understanding that involves cognitive process which operates on many different kinds of knowledge to achieve different kinds of reading purposes. Comprehension occurs as the reader builds one or more mental representations of a text message. Comprehension is a process of understanding and reconstructing meaning in a text through interaction and involvement with written language that needs capacities, abilities, knowledge and experience (Snow, 2002). Further, she states that the word of comprehension should have comprised three elements such as the reader doing the comprehending, the text being comprehended and the activity where the comprehension is the part. Stahl (n.d.) in her report to National Reading Panel suggests that reading comprehension can be further understood as a process of encoding meaningful symbols involving cognitive aspects operating knowledge to grasp information being conveyed. When we are talking this skill in general, the ability of reading is perceived to become one of the most critical aspects of future success in school as well as throughout life.

In teaching reading, ones are essentially required that they be able to answer the very basic question of why learners need to learn how to read, and how to address proper teaching methodologies expected to help teachers maintain students' willingness to participate in the lessons. In principle, teaching reading requires a dynamic process of giving experience to the learners. Reading is an active skill in the context of learning. Students should have learned how to demonstrate the ability to understand reading passage includes the ability to understand meanings, words and sentences. Supplying reading materials, which are linear to learners' ability and engaging them with joyful learning strategies is important to raise their interest in reading. Teaching reading is not just a matter of supplying students with learning materials to read, in a context of teaching and learning, paying attention to organization of learning materials is a thing that every teacher must do. In a particular learning levels, reading is not just enough only to understand words, meaning and sentences, instead, accurately responding to content of a reading passage as well as sensing what is going on are also essential. The more practice the students do, the better they will become. When learners have gained their reading expertise, reading

will be such a joyful learning activity to do, even when they have been at a particular reading level. Before they actually read they usually have got the idea of what will be in the passage in case they face problems teachers, in this case, can just provide them with clues to help them predict the content of the text (Harmer, 2007).

Friend and Cook (2010) in Conderman (2011) defined team teaching as particular acts addressed to a group of learners. Team teaching involves at least two teachers working collaboratively to teach their students. Closely similar definition suggest by Literature Review (n.d.) to which it says that "team teaching is a mode of instruction where two or more practitioners share responsibility for a group of students in a single classroom". Davis (1995) in Carpenter, Lindy & Ron (2007) defines that team teaching is a collaborative works between educators or certified staff members to produce a course. Gurman (1989) suggests that team teaching consists of educators assigned to conduct cooperative teaching to a group of students in a general classroom setting. Referring to the nature of team teaching, "it is strongly possible to boast pedagogical and intellectual advantages that it can help create a dynamic and interactive learning environment, provide instructors with a useful way of modeling thinking within or across disciplines and also inspire new research ideas and intellectual partnerships" (Anderson, 2006). Of the definition this can be understood that team teaching is a collaborative work set in a team participated by two or more teachers working together to achieve the same goal of teaching. This collaboration involves planning, conducting and evaluating the learning activities of the targeted groups. Further, this is also part of teachers' quality development where teachers can observe their strength, weaknesses, opportunity, as well as threat and bring them to discussion in order to find out solution. Result of discussion will then be implemented in the classroom and evaluated after.

METHODOLOGY
This research was set to determine whether or not training learners in the use of team teaching activities would have any noticeable impact on learners' reading comprehension. This is a six months program conducted at state vocational school around Central Java Indonesia. Sixty-seven students out of three hundred fifty students enrolled in the program of multimedia were used as sample. The sample was selected based on the testing result conducted to all classes in the eleventh grade prior the program. As the sample needed would have been determined they were divided in two different classes named multimedia 1 and multimedia 2. During the program, each of which would be treated differently using different teaching activities. For the class of multimedia 2, they would be taught by two teachers collaborating with each other as a team held along one semester, while the class of multimedia 1, in this case, would still apply the commonly used teaching models organized by single teacher. The purpose for assigning those teachers as a partner in the class of multimedia 2 was to provide them with possibility for discussion upon the teaching issues encountered during the training and for designing possible program as a response to the issues. The training was initiated by investigating the need for

learning of the learners through conducting comprehensive test prior to the treatment. This test was addressed to get to know learners' learning needs as well as their initial achievement in reading. This is important as a starting point for teaching and selecting the sample.

The primary research data were collected through tests conducted prior to and at the end of the program and some were from the training activities. As this research would focus more on the result of the program, the testing results would be used as the basis for further statistical calculation by using SPSS version 16.0 in order to gain the conclusion of the training.

FINDINGS AND DISCUSSION
The application of team teaching activities in the classroom

This program was a collaboration work among teachers and researcher conducted to develop students' reading comprehension, and as a part of quality development. There were two teachers with the same background collaborating each other to succeed the process of learning. In order to maximize

this program, researcher as an outsider was involved to observe, evaluate as well as to provide objective comments based on the data during the discussion. Implementation of this program was conducted by sharing tasks among the involved teachers. This duty sharing was dynamically performed based on the result of discussion. With respect to the time constraint, this training was focused more on improving the quality of the learners in the aspect of reading comprehension. This training session was initiated by selecting participants of the research. These participants were selected by conducting comprehensive test prior the start of the program. There were around three hundred fifty students in this level which were divided into ten groups, each contained around thirty-four to thirty-six students. Of the ten groups, three were used as the object for testing validity of the instruments before it was being administered to the participants. On the other hands, the rests of seven classes were then used as the object for conducting the comprehensive test prior to the program. Below are the results of the test:

Table 1. Result of First Comprehensive Test

No.	Name of the class	Mean Score
1	Multimedia 1	62,22
2	Multimedia 2	60,58
3	Multimedia 3	61,11
4	Multimedia 4	42,14
5	Multimedia 5	59,55
6	Multimedia 6	57,76
7	Multimedia 7	60,69
8	Multimedia 8	42,03
9	Multimedia 9	63,82
10	Multimedia 10	58,97

By referring to the result of the test this was understood that the class of multimedia 4 and multimedia 8 would be best used for this research with respect to the lower scores they had compared to other classes. For the benefit of this research, this multimedia 4 was renamed "*Experimental class*" and multimedia 8 became "*Control class*". Those new names were consistently used along the training period.

As the process of getting samples for the study was completely done, another phase was conducted prior to the start of the program. It was a comprehensive test, aimed at recognizing initial achievement of the students, mapping their strengths and weaknesses in reading as well as making decision towards teaching materials prioritized to teach. Once the required data were available, it was used as reference for arranging the teaching material. The program was implemented in one semester and persistently evaluated for the sake of development. By referring to the output of the test, it was decided that the program would place more attention to the students in the aspects of; *topic of the passages; detailed information; reference; synonym & antonym; supporting ideas; and making summary of the text.* The training was organized as usual in term of schedule and classroom organization. What made it different from the previous learning activities was that there would be two teachers participating collaboratively in one class in order to achieve the goal of the program. This collaboration would not just end up at the teaching process, in fact that they were endorsed to collaborate in the process of making learning materials, designing and evaluating the teaching process, planning what to do and conducting

discussion as part of quality development as well. The ability to optimize teaching performance in the classroom would certainly be important to provide positive impact to the learning process, particularly in term of maximizing the teachers' performance in giving learners experience in learning. Evaluation was consistently held once a week by referring to the result of observation, tasks, small quizzes, and interview as well as recording. Evaluation was essential in this step. This was aimed at fixing the weaknesses appearing during the training and to contribute to the development of the training model for the students. Within the program application, the teachers conducted the teaching in rotation using flexible scheduling and grouping strategies to meet particular learning needs of the learners. Supposed that one was teaching, another one was expected to observe and record the performance of the working partner and this would repeatedly happen along the training period. Of the data gained from the overall training program, it was found that the primary teaching problems encountered by the teachers were first, the ability to manage the peers in class was still relatively low, second, it was still very difficult for the teachers to properly set up goal per meeting, design the teaching plan, managing learning materials as well as time allocation. All these problems were treated specifically based on the result of discussion and mentoring that in the end of the program it showed progress in term of teaching process. Due to the careful teaching performances held during the program it is indicated that the students had experienced progress during this training period. In order to analyze the impact of team teaching activities and the existing learning activities

on the students' reading development and achievement, the first reading comprehension test was carried out in both, Experimental and Control groups.

Reading Comprehension Achievement Score Comparison between Experimental and Control Class

Table 1: A comparison of Reading Comprehension Achievement Pre-Tests Scores of experimental and control class

Class	N	Mean	Std. Deviation	Std. Error Mean	Levene's Test for Equality of Variances		t-test for Equality of Means	
					F	Sig.	Sig. (2-tailed)	Mean Difference
Control	33	66.39	14.390	2.505	1.817	.182	.119	9.365
Experiment	34	57.03	17.360	2.977				

In Table 1, N reflects the number of students in those two classes, control 33 and experiment 34. When the mean score of experimental class and control class were compared, the result shows that the scores are very close each other, 66.39 for control class and 57.03 for experimental class. The standard deviation of the two classes was different, control class 14.390 and experimental class 17.360. Sig.(2-tailed) was found to be .119 and the mean difference was 9.365. Sig was .182. From the Leven's Test for Equality of Variances indicates homogeneity F=1.817. Overseeing the table above, it is understood that those two selected classes departed at closely similar level of proficiency.

Table 2: A comparison of Reading Achievement Post-Tests Scores of Experimental and Control class

Class	N	Mean	Std. Deviation	Std. Error Mean	Levene's Test for Equality of Variances		t-test for Equality of Means	
					F	Sig.	Sig. (2-tailed)	Mean Difference
Control	32	66.62	9.928	1.755	2.040	.158	.000	-11.981
Experiment	33	78.61	11.291	1.966				

As Table 2 shows, N reflects the number of students in those two classes, control 32 and experiment 33. The mean score of post-test was 66.62 for control class, while the mean score in the experimental class was 78.61. The standard deviation of the two classes was different, control class 9.928 and experimental class 11.291. Sig. (2-tailed) was observed to be .000 and the mean difference was -11.981. Sig was .158. From the Leven's Test for Equality of Variances indicates homogeneity F= 2.040. From the table above, the results show that there is significance difference between the mean scores of experimental and control class and it is noticed that the training addressed to

experimental class has gained higher impact on the students' reading achievement when compared to that of control class.

Further to this, in order to check the progress before and after the training,

analysis was also performed by comparing pretest and posttest score either in the class of experiment or control. Below are details of the calculation results:

Table 3: A comparison of Pre and Post-test results in Reading Achievement Test Scores of Control class

Class	N	Mean	Std. Deviation	Std. Error Mean	Levene's Test for Equality of Variances		t-test for Equality of Means	
					F	Sig.	Sig. (2-tailed)	Mean Difference
Pretest	33	66.3939	14.38953	2.50490	4.145	.046	.940	-.23106
Posttest	33	66.6250	9.92797	1.75503				

The table 3 shows results of two different tests, pre-test and post-test. Each test was participated by 33 students. The mean of pre-test in control class was 66.3939 and post-test in control class was 66.6250. The standard deviation of pre-test was 14.38953 and standard deviation of pos-test was 9.92797. Sig. (2-tailed) was .940 and mean difference was -.23106. Sig was

.046. From the Leven's Test for Equality of Variances indicates homogeneity F=4.145. Of referring to the statistical calculation result, it is observed that there is no significant difference between the mean scores of pretest result of the control class when it is compared to their reading comprehension achievement posttest scores.

Table 4: A comparison of Pre and Posttest results in Reading Comprehension Achievement Test Scores of Experimental class

Class	N	Mean	Std. Deviation	Std. Error Mean	Levene's Test for Equality of Variances		t-test for Equality of Means	
					F	Sig.	Sig. (2-tailed)	Mean Difference
Pretest	34	57.0294	17.35980	2.97718	5.960	.017	.000	-21.57665
Posttest	33	78.6061	11.29142	1.96558				

Table 4 shows the statistical calculation results of two different kinds of tests, pre-test and post-test. Every test had 36 students. Referring to the table the mean of pre-test in experimental class was found to be 57.0294, while in the post-test, it was 78.6061. The standard deviation of pre-test was 17.35980 and standard deviation of pos-test was

11.29142. Sig. (2-tailed) was .000 and mean difference was -21.57665. Sig was .017. From the Leven's Test for Equality of Variances indicates homogeneity F=5.960. Of referring to the statistical calculation result, it is observed that there is significant difference between the mean scores of pretest result of the experimental class when

it is compared to their reading comprehension achievement posttest scores.

CONCLUSION

The finding of this study suggest that team teaching are useful for developing teaching quality of a teacher as this provides chance for the agents to observe and discuss strength and weakness of their teaching and implement the result of discussion to their future teaching processes. Bringing this teaching concept to the classroom would convey positive experience to the class. Little and Hoel (2011) suggest that well managed team teaching can also be useful to provide students with unique experience through collaborating two different disciplines aimed at expanding worldviews and diverse perspectives. Yanamandram and Noble (2006) state that from the research they did to 440 undergraduate students, it was observed that majority of the students liked the concept of team teaching, in addition to this, they perceived that team teaching that comprises good teachers was far more important rather than a team comprising of experts from different areas. Further, by referring to the result of this program, this research reported that the students have experienced progress in reading. This was indicated from the result presented above showing that the class of experiment (Class where team teaching was implemented) has gained better achievement when it is compared to reading comprehension achievement from another class (Control class).

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