CHAPTER I

INTRODUCTION

This chapter describes the background of the study. The problems of research, objectives of research, significance of research, scope of the research and the definitions of key terms.

A. Background of the Research

Second and foreign language teaching provides a career for hundreds of thousands of teachers worldwide, and the vast educational enterprise of English language teaching could not operate effectively without the dedication and effort of such teachers day by day and year by year throughout their careers. Maintaining the interest, creativity, and enthusiasm of experienced language teachers in their profession is one of the challenges faced by school principals and teachers or educators. Teachers need to expand their roles and responsibilities over time if they are to continue to find language teaching rewarding, and it is the responsibility of schools and other educational institutions to provide opportunities for teachers to develop longer-term career goals and opportunities over time.[1]

The field of language teaching is subject to rapid changes, both as the

---

[1] Jack C.Richard and Thomas S. C Farrell, *Professional Development for Language Teachers*. (Cambridge: Cambridge University Press, 2005). 1

profession responding to new educational paradigms and trends and as educational institutional facing new challenges as a result of changes in curriculum, national tests, and student needs. As a result, teachers need regular opportunities to update their professional knowledge and skills.[2]

In most schools today, language teachers are expected to keep up to date with developments in their field, to regularly review and evaluate their teaching skills, and to take on new teaching assignments according to the changing needs of the institution.

Talking about education at schools, it is closely related to the teachers' role in doing students' learning process which has been formed in teaching learning interactions among teachers, between teachers and students, or students with other students and their environment. And in doing formal teaching learning, the teachers teach their students based on the curriculum.[3]

The effort to optimalize the learning process, is the main duty and responsibility of the teachers. The demand for teacher professionalism improvements, not only fulfills a legislation mandate but also the important part in idealism and professionalism developments. Because there are no specific laws which manage teachers' work, it is better for teachers to effort in improving their work as moral responsibility, not only in front of the God, but also the responsibility in front of human being or parent who put their hopes in

---

[2] Ibid
[3] Taufik Sabirin. "Team teaching Meningkatkan Kualitas Proses Pembelajarann di Kelas". http://taufiksabiri.wordpress.com. Retrieved 15, May 2009

the teacher's shoulder.[4]

In Kurikulum Tingkat Satuan Pendidikan (KTSP) context, which is being developed in Indonesia, the teacher's roles to be able to implement and develop the curriculum are not a simple way. Teachers are demanded to be able to fulfill certain learning principles, such as teacher must give attentions on the necessity and differences of individuality, develop learning strategies which is able to make the students as active, creative and enjoyable as possible and evaluate the process and result of students learning accurately and comprehensively.[5]

Commonly, learning strategy which is developed in schools are done solitary. It means that learning management becomes teacher's responsibility individually, that is the teacher plan, implement and evaluate students learning individually. When the teacher faces complex curriculum demand and real condition which less support for the students to study, teacher often feels powerless and has limitation to implement the curriculum appropriately.[6]

Recently, team teaching strategy can be an alternative to solve the existing problems. Team teaching is one of learning strategies which is involving two teachers or more in students learning process, with clear roles and responsibility division. Through team teaching strategy, it is hoped that the team

---

[4] "Team Teaching sebagai Implementasi Penerapan Lesson Study".
http://muhammadirfani.wordpress.com. Retrieved 15, May 2009
[5] Ibid
[6] Ibid

can work cooperatively and completely each other. Every problem which appears in teaching learning process can be solved together.[7]

Students who learn English at Junior High School should be given an appropriate method that develop their interest to study. English approaches, methods and techniques of teaching are flexible depending on teachers' capacity and the learning sources. The development of communication technology can be used to learn English such as newspaper, magazines, books, brochures, computer, TV, radio, internet, or VCD.[8]

Language teaching has been obsessed with a search for the right method. It was felt that somewhere of other there was a method which would work for all learners in all contexts, and that once such a method has been found the language teaching problem could be solved once and for all.[9]

To make teaching learning process successful, of course, the teacher must solve the problems. The problems from the students such as they are lazy to study, they get difficulties to understand the materials and they are bored with the method or the way their teacher teach them. Here, teacher must be creative to manage classroom in order to be nice, comfortable and not boring. One of the ways can be used by the teachers is using the "Team Teaching" method in English language teaching.

---

[7] Ingrid Shafer "Team Teaching: Education for the Future".
http://www.usao.edu/%7Efacshaferi/teamteaching.htm. Retrieved 15, May 2009
[8] Interview with Mrs. Aida at 16 of June 2009
[9] David Nunan, *Language Teaching Methodology (Singapore: Mc Grawhill. 1994)*

Team teaching is a process in which two or more teachers share the responsibility for teaching a class. The teachers share responsibility for planning the class or course, for teaching it, and for any follow up work associated with the class such as evaluation and assessment.[10]

The development of school models that offered international standard concept opens our eyes about the reality of education world in this country. Education model based on IT and Bilingual environment in language study is fascination aloof for society to put the children into the school. Innovation in teaching and learning methodology is done to improve the student's achievement so that later the output of education can compete with another institution in this country. Selection programs of filtering student also made in such a way to have screening the students that have the talent and high intelligence to obtain input genuinely both from intellectuality and economic aspects.[11]

One of the Education Institutions that tries to develop itself and grow to be better is Madrasah Tsanawiyah Negeri Bandarkidul Kediri 1. This school tries to undergo innovation by establishing "Super Class" that offers assorted facilities and modern teaching methodology by using "Team Teaching" method that is interesting to be researched.

---

[10] Jack C.Richard and Thomas S. C Farrell, *Professional Development for Language Teachers.* (Cambridge: Cambridge University Press, 2005). 159
[11] interview with Mr. Sja'roni at 16 of June 2009

According to Mr. Sja'roni, the headmaster of MTsN Bandarkidul Kediri 1, the name of "Super Class", it means that the students who were chosen in super class are super students, facilitated with super class instruments and technology and also hoped that these students will be super generations.[12]

"Super Class" is an innovation class which is supposed to have the education output which is better than before, and as the best class in this institution which is not only providing complete facilities but also applying modern English teaching method using "Team Teaching" method and also supported by modern media.

Based on the fact above, the researcher is interested in conducting this research entitled "The Implementation of "Team Teaching" method in teaching English in The Super Class of MTsN Bandarkidul Kediri 1".

B. The Problem of Research

Based on the background of the study above, the writer formulates some problems as follow:

1. How is The Implementation of "Team Teaching" method in teaching English in The Super Class of MTsN Bandarkidul Kediri 1?

2. What are the advantages of using "Team Teaching" method in teaching English in the Super Class of MTsN Bandarkidul Kediri 1?

---

[12] Ibid

C. The Objective of the Research

Consciously, The Researcher studies these problems in order to reach the purpose determined. It aims to get answer from the organized problems. From the problem of study above, researcher has goals as follows:

This study is to know deeply the implementation of "Team Teaching" method in Teaching English in the Super Class Students of MTsN Bandarkidul Kediri 1, and the advantages of using "Team Teaching" method in teaching English in the Super Class of MTsN Bandarkidul Kediri 1.

D. The Significance of the Research

By this research, result of this study is supposed to know how good the implementation of team teaching be used in education, either theoretically or practically as follows:

1. For the researcher, this study is supposed to develop and to enrich the knowledge deeply about teaching English by using "Team Teaching" method.

2. For the teacher, it is hoped they will get descriptive information about their way in using "Team Teaching" method. It can be a reference for the teachers if they think it is necessary to improve their skills in teaching English by using "Team Teaching" method.

3. For English students, particularly at University, it can give knowledge and information about the new method of teaching English by using "Team Teaching" method.

E. The Scope and limitation of the Study

To make the research reliable and can achieve certain goals expected by the writer, the researcher only focused the implementation of "Team Teaching" method which is used in teaching English in the Super Class of MTsN Bandarkidul Kediri 1 which contains the objective of using "Team Teaching" method, the distribution of the materials in "Team Teaching" method, the teaching strategies used by the teachers in "Team Teaching" method, the procedures of using "Team Teaching" method and the evaluation of using "Team Teaching" method in teaching English. And the advantages of using "Team Teaching" method in the Super Class of MTsN Bandarkidul Kediri 1.

F. The Definition of the Key Terms

To make it clear for the readers to comprehend the topic discussed in this study and avoid the confusion on the similar terms, it is needed to define key terms used in this study, they are:

1. The implementation

   The implementation is carry and undertaking.[13] The implementation is the implementation which actually take place in the classroom, it is particular trick, strategy or contrivance used to accomplish an immediate of objective.

2. Team Teaching

   Team teaching is a process in which two or more teachers share the responsibility for teaching a class. The teachers share responsibility for planning the class or course, for teaching it, and for any follow up work associated with the class such as evaluation and assessment.[14]

3. Teaching

   Teaching is giving lesson[15] and the process of interaction between the teacher and students. The teachers give instruction to the students about the material and the students receive the material.

4. "Super Class"

   "Super Class" is the best class of MTsN Bandarkidul Kediri 1, that have complete facilities, and the best selection for the students, so, this is the class for the higher intellectual students and higher economic rank, because this class is good and expensive.

---

[13] Ibid, 426.
[14] Jack C.Richard and Thomas S. C Farrell, *Professional Development for Language Teachers.* (Cambridge: Cambridge University Press, 2005). 159
[15] As. Hornby. *Oxford Learner's Dictionary of Current English.* (Oxford: Oxford University Press, 1974), 886.