

## CHAPTER II

### REVIEW OF LITERATURE

This chapter is devoted to review some relevant theories underlying this study as the research reports that concern with interference. It consist of some items such as teaching learning process, the general principles of language teaching, and the background literature of team teaching.

#### A. The Teaching Learning Process

##### 1. The Teaching Process

Teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand.<sup>1</sup> The most implication for the lecture in order to be effective and appropriate training and support, it is sufficient simply to throw lectures without giving them opportunities for developing the skill they need for success. They also need adequate time to plan their programs as well as opportunities to review their teaching.<sup>2</sup>

In teaching process, teacher is the most important main factor in the implementations of the educational program. The qualification of the

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<sup>1</sup> Douglas Brown, *Principle*, 6

<sup>2</sup> Ibid

teacher can influence the success of the teaching and learning process since he/she carries out some roles in the classroom. There are some roles carried out by the foreign language teachers.<sup>3</sup>

a. *Teacher as controller*

The teacher plays the role of controller when he/she is totally in the charge of the class. The teacher can control the activities done and the language used in the classroom.

b. *Teacher as Assessor*

A major part of teacher's job is to assess the student's work to see how well they are performing or how they performed. The teacher should be able to correct the student's error and mistake and the student's feedback. In this case, his or her function is to show where incorrectness occur and help the students to realize what has gone wrong and to put it right.

c. *Teacher as Organizer*

The success of many activities in the classroom depends on good organization and on the students knowing exactly what to do. Lot of time can be wasted if the teacher omits to give students vital information or issues conflicting and confusing instruction. The main aim of the teacher as organizer is to tell the students what they are going to talk about (write or read). Give clear instruction about

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<sup>3</sup> Carolyn Kessler, *Cooperative Language Learning*. 163

what exactly there is, get the exactly going and then organize feedback when it is over.

d. *Teacher as Researcher*

Researcher perceive to some teachers lesson applying the classroom management like how to overcome the passive class, how to interrogate in doing test, how to create happy atmosphere in the classroom and so fort. Some English teachers who are not able to organize of class, it causes the students are not controlled and become noisy, so teaching and learning target is lack of success.

e. *Teacher as Prompter*

A teacher sometimes needs to encourage students to participate or needs to make suggestion about how students make preceding an activity when there is a silence or when they are confused about what to do next. The role of prompter has to be has to be formed with discretions for if the teacher is too aggressive, he/she starts to take over from the students, whereas the ideas is that he/she should be helping them only when it is necessary.

f. *Teacher as Participant*

A teacher should be afraid to participate since not only will it improve the atmosphere in the class, but it will also give the students a chance to practice English with someone who speaks it better than

they do. Yet, it is important to remember that the teacher should not tend to dominate in the classroom.

*g. Teacher as Resource*

A teacher is a kind of walking resource center. He/she has to always be ready to offer help if it is needed. However there are certain activities where the teacher is not available as a resource, such as the communication games. In other hand, there are many other activities where the teacher should make it clear than he/she is available as a source, as a source of information, if the students need such information.

*h. Teacher as Inquirer*

To plan the English teaching, teacher needs to know the learner. It includes about the students age, the language presidency level, the previous learning experience, interest, abilities and their needs. Besides, the teacher knows that the focus of language is communication of meaning and that activities involving real communication carry out meaningful tasks.<sup>4</sup>

*i. Teacher as Creator*

Teachers reflect on what they know about the students and would be appropriate in term of approach and resource. Also, before each learning experiences the teachers need to specify what language

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<sup>4</sup> Ibid, 164

objective will be emphasized in order to help the learners set goal. The teacher may make negotiation to the student about set of intention of the teachers. Thus, the students aware the intention and know what is expected.<sup>5</sup>

*j. Teacher as Facilitator*

The role facilitator means that the teacher is prepared to step aside to give the learner a more meaningful role. Effective facilitators are prepared to intervene and to assist in the problem solving process. Teacher support and encourage the learner's desire to learn. The teacher as facilitator can be seen moving about the room, helping student and group as needs arise. During this time, the teacher interacts, teaches, refocuses, question, clarifies, support, expands, celebrates and emphasizes. Facilitator are giving feedback, redirecting the group with question, encourage the group to solve its own problem extending activity. These will make sense to the learner that the teacher has faith in their ability to solve problem.

*k. Teacher as Agent of Change*

Only changes that make profound differences in schools are changes made in the social structure. The changes effect the way teachers and students perceive one the other and themselves ultimately affect the social climate for learning. It suggested that if

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<sup>5</sup> Ibid, 165

begin with collaborative inquiry become a natural agent of change. If the teacher takes this role, so the teacher has redefined roles as teacher-researcher. The teacher can take over control of the classroom and become experts themselves.

The behavior of the teacher is perhaps the single most important factor in classroom, and thus can have a major effect in discipline. We can see a list of things that teacher should probably not do if they want to avoid problems.<sup>6</sup>

- a. Don't go to class unprepared: students automatically identify teachers who are not sure what to do in the classroom. Particularly for those classes that might cause trouble, the teacher has to prepare and knowledgeable about the subject.
- b. Don't be inconsistent: if the teachers allow students to come to their class late without taking action one week they cannot be reproached for doing the same thing again the week after, teachers have to be consistent; in other words about what the code of conduct is otherwise the students will lose respect.
- c. Don't issue threats; teacher who threatens students with terrible punishment and then do not carry them out is doing both the class and themselves a disservice.

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<sup>6</sup> Jeremy Harmer, *The Practice of The English Language Teaching*, 249-250

- d. Don't raise your voice; one of the great mistakes of many teachers is to try and establish control by raising their voice and shouting, because very often a quite voice is more effective.
- e. Don't give boring classes; it is important that students found it that the classes should be interesting.
- f. Don't be unfair; teachers can not allow themselves to unfair, either to the class as a whole or to individuals. Teacher should always try to avoid having favorite of picking on the particular individuals.
- g. Don't have a negative attitude to learning; a teacher who does not really care and who is in sensitive to the students reaction to what is happening in the classroom will lose the respect of the students.
- h. Don't break the code; if part of the code is that the students should arrive on time then the teacher must too. If homework must be handed in on time then it must also be corrected promptly.

## 2. The Learning Process

Learning is acquiring or getting of knowledge of a subject or a skill by study, experience or instruction. Learning is a relatively permanent change in a behavioral tendency and is the result of reinforced practice.<sup>7</sup>

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<sup>7</sup> Ibid

There are some of the principles of learning, most learning psychologists agree with the following principles:<sup>8</sup>

*a. Pre-learning preparation*

Students should have satisfactorily achieved the learning that is prerequisite to the lesson.

*b. Motivation*

When a student perceives some personal value in a topic or learning task, or if a desire to learn about the topic can be encouraged, the student's attention will be captured and held student's interest can be maintained by providing a variety of learning experiences.

*c. Individual differences*

Students learn at various rates and within a class or group the variations can be considerable. Therefore, learning experiences should be designed so that students may proceed at their own paces and possibly on their own level of ability, using the materials that are most appropriate for them.

*d. Instructional condition*

Successful learning is more likely when objectives are clearly stated for students and when learning activities are carefully sequenced in relation for those objectives.

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<sup>8</sup> Jerold E. Kemp. *Instructional Design (second edition)*. (California: Fearon-Pitman Publisher, inc, 1997), 58-60



e. *Active participation*

For successful learning, a student should be directed systematically to participant activities, and the teacher's main function is to organize and make materials available to students in the best possible form.

f. *Successful achievement*

Learning must be structured in such way that the student is mentally challenged and frequently successful.

g. *Knowledge of results*

Motivation for learning can be increased when students are informed of how well they are doing during the course of a lesson.

h. *Practice*

Closely associated with success the knowledge of results is the need to provide opportunities for students to use their newly acquired knowledge and skill in many situations.

i. *Rate of presenting material*

The rate and amount of material to be learned at any one time or in any one lesson, must be related to the complexity and difficulty of the material in terms of the abilities of the students.

j. *Instructor's attitude*

A positive attitude on the parts of the teacher and any assistant can influenced the attitudes of students toward the acceptance of new instructional procedures.

Anita Wenden and Joan Rubin in their book entitle *Learner Strategies in Language Learning* stated that good language learners are:<sup>9</sup>

- a. Actively involved themselves in the language learning process of by identifying and seeking preferred learning environments and exploring them.
- b. Develop an awareness of language as a system.
- c. Develop an awareness of language as a means of communication and interaction.
- d. Accept and cope with the affective demands of second language.
- e. Extend revise the second language system by inferencing and monitoring.

One of the factors which is influence the students learning language is motivation. Motivation is one of the most important components of learning and one of the most difficult to measure.<sup>10</sup> Motivation is some kind of *internal drive* that encourage body to pursue a

<sup>9</sup> Anita Wenden and Joan Rubin, *Learner Strategies in Language Learning*, (New Jersey: Prentice-hall International, 1987), 20

<sup>10</sup> Robert E. Slavin, *Educational Psychology Theory and Practice (Fourth Edition)*, (London: John Hopkins University, 1994), 347

course of action.<sup>11</sup> Students who are motivated to learn something use higher cognitive process in learning about it and absorb and retain more from it. Motivation is commonly thought of as an inner drive, impulse, emotion, or desire that moves one to a particular action. More specifically, human beings universally have needs or drives that are more or less innate, yet their intensity is environmental conditioned.<sup>12</sup>

The motivation can be separated into two main categories those are: *extrinsic motivation* which is concerned with factors outside the classroom, and *intrinsic motivation* which is concerned with what takes place inside the classroom.<sup>13</sup>

a. *Extrinsic Motivation*

Some students study a language because they have an idea of something which they wish to achieve.

b. *Intrinsic Motivation*

Intrinsic motivation plays a vital part in most students' success or failure as language learners. Many students bring no extrinsic motivation to the classroom. They may even have negative feeling about language learning, what happen in the classroom will be of vital importance in determining their attitude to the language, and

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<sup>11</sup> Jeremy Harmer, *The Practice of English Language Teaching (New Edition)*, (London-Longman, 1995), 3

<sup>12</sup> Douglas Brown, *Principles of Language*, 114

<sup>13</sup> Jeremy Harmer, *The Practice of English Language Teaching (New Edition)*, 3

supplying motivation, which are have suggested is a vital component in successful language learning. Some factors affecting the intrinsic motivation are:

1. *Physical Conditions*

Classroom that are badly lit and overcrowded can be excessively de-motivating, but unfortunately many of them exist in the school. Teacher should try to make their classroom as pleasant as possible. Even where conditions are bad it may be possible to improve the atmosphere with posters, students' work and so on.

2. *Method*

The method by which students are taught must have some effect on their motivation. If they find it deadly boring they will probably become de-motivated, whereas if they have confidence in the method they will find it motivating. We said that a really motivated student will probably succeed whatever method is used.

3. *The Teacher*

Students wanted a teacher who was "fun" or one who "understands" students, but many students also mentioned the need for teachers to motivate students through enjoyable and interesting classes and quite a few wanted their teachers to be

“well prepared” and to be teachers they could have confidence in.<sup>14</sup>

### 3. The Teaching Strategy

#### a. Definition of strategy

In the literature, strategies have been referred to as “techniques, tactics, potentially conscious plans, consciously employed operations, learning skills, basic skills, functional skills, cognitive abilities, language processing strategies, problem solving procedure”.<sup>15</sup>

According to oxford learner’s pocket dictionary, strategy is defined as general plan of action.<sup>16</sup>

According to Ahmad Sabri, teaching strategy is teacher’s action in doing lesson plans or tactics that used by the teacher in learning process in the classroom.<sup>17</sup>

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<sup>14</sup> Ibid, 5-6

<sup>15</sup> Anita Wenden and Joan Rubin, *Learner Strategies in Language Learning*, (New Jersey: Prentice-hall International, 1987), 7

<sup>16</sup> Martin H. Manser, *Oxford Learner’s Pocket Dictionary*, (New York: Oxford University Press, 1991), 401

<sup>17</sup> Ahmad Sabri, *Strategi Belajar Mengajar*, (Jakarta: Quantum Teaching, 2005), 2

b. *Kind of Strategies*<sup>18</sup>

There are some strategies that can be used in teaching English. Those are chalkboard, debate, dialog journal, free writing, group read, and modeling.

1. *Chalkboard*

Chalkboard/ whiteboard, poster board, and projector are a strategy to provide visual structure during a lecture or discussion. The teacher can write some explanation on the whiteboard in order to the students more understand about the materials. Usually we write the important thing that should be understood by the students.

2. *Debate*

Debate is a cooperative learning strategy in which students organize planned presentations for various viewpoints. The teacher makes some group, then, the students are given a topic that must be discussed with their group. Then, each group presents their topic in front of class. If during the discussion there are some students who disagree or agree with their opinion, they can debate it. This is will help the students in speaking.

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<sup>18</sup> "Method, Approach and Strategy", <http://www.wikigogy.org>, retrieved on 2 of June 2009

3. *Dialog journal*

Dialog journal is a strategy that uses journals as a way for students and their teachers to communicate regularly and carry on a private conversation.

4. *free Writing*

Free writing is a strategy for encouraging students to express ideas in writing. This strategy uses if the students are demanded to master the way of writing something. It is the appropriate strategy for writing skill.

5. *Group read*

Group read is sharing a reading to promote better understanding. In group read, we make some group. Then each group are given some text, it might be different or same text. Then they read the text which given by the teacher. After that each group asked to share the content of the text to another group. It can be modified not group read but individual read. This strategy can be used in reading skill that is needed reading skill, not only to read the text but also answer the questions based on the text.

#### 6. *Modelling*

Modeling is a presentation of a concept may be concrete such as a ball and stick model of weather system. Then they present their presentation in front of the class. It can be done in group or individually.

#### 4. **Learning Strategy**

According to Anita Wenden and Joan Rubin in their book entitle *Learner Strategies in Language Learning*, there are some importance ways to be a successful language learner. The ways to use language, it is especially for speaking and listening those are:<sup>19</sup>

1. *Learn the natural way*, its mean that it is not necessary to be in a classroom to learn a second language. One simply utilizes it in the social contexts in which one finds oneself to fulfill the functions necessary to communication in the contexts. Moreover, while opportunities to use the language should not be avoided, this does not mean that learners should force themselves to use it.
2. *Practice*, this second theme stresses the *necessity* of using the language *as often as possible*. Learners varied on what the result of intensive practice would be. For some practice was necessary or one would forget or lose one's sense of English. Others felt that with

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<sup>19</sup> Anita Wenden and Joan Rubin, *Learner Strategies in Language Learning*, 104-106.



practice one would learn "automatically", "get accustomed to speaking", "understand better", and/or "learn to think in English".

3. *Think in your second language*, this third theme emphasizes the need to focus directly on the meaning of the communication when using the language. One should not first plan the utterance in one's native language and then translate. Generally, it was felt that thinking in the second language would enable one to learn better. And, more specifically, it was felt there was a kind of reciprocal relationship between using the language and thinking the language: "You hear it, you speak it, you learn to think in the language... if you have to think in English, you speak better".
4. *Live and study in an environment where the target language is spoken*. For most learners this guideline meant that one should be in the country where the target language was the main or official language of communication.
5. *Don't worry about mistakes*. Of course most learners wanted to learn speak accurately, but learners who made this statement believed that excessive concern about accuracy would get in the way of using the language. "Speak as much as you can... don't care about mistakes", "Just say it. Never be concerned about English structure".

Meanwhile, according to Anita Wenden and Joan Rubin, the ways to learn about the language, it is especially for grammar and vocabulary, those are:<sup>20</sup>

1. *Learn grammar and vocabulary.* Learners who made this statement considered grammar and vocabulary fundamental to successful learning for they are the building blocks of English: "I'm watching my English by learning more vocabulary... because without words... English consists of words and I think I should learn more vocabulary". Or "Grammar background is important to learn. Without grammar background you can't improve".
2. *Take a formal course.* Learners had different reasons for recommending the taking of a formal course. For some it is the "best way" because "it's systematic". One proceeds "step by step from easy to hard" and in that way does not "miss some basic material", (which was usually grammar, vocabulary and in some cases the "right pronunciation").
3. *Learn from mistakes.* It emphasizes the importance of feedback as a way to learn. Mistakes brought to one's attention should be reflected on so that they may be avoided in the future. In some cases feedback comes from friends or a teacher.

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<sup>20</sup> Ibid, 106-107.

4. *Be mentally active.* It is stressed the need for deliberate, conscious effort on the part of the learner. Its means paying a lot of attention, without attention, the learner could not understand. Moreover, when one does not understand, it is important to ask. The best way to learn is ask always.

## **B. The Aspects of Teaching Learning Process**

In the teaching and learning process, the teachers have to known well about four aspects of teaching learning process. These aspects are very important to make the teaching learning process run well. They are the objective, the teaching material, the technique and the evaluation. One element is related to the others.

### **1. The Objective**

The specification of particular learning objective, however, is a product of design, not approach.<sup>21</sup> Deciding objectives in teaching of language is important one. The teacher needs to formulate the objective of the language teaching, because it can help the teachers to make their teaching learning process run effectively. If the objective has been formulated, the teacher will know what they will do to make the goal of teaching can be achieved.

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<sup>21</sup> Jack C. Richards and Theodore S. Rodgers. *Approaches and Methods in Language Teaching*. (New York: Cambridge University Press, 198), 20.

To state the objective is not easy. The teacher should know the abilities or the skills that are needed by the students. Different theories of language learning will much influence the focus of a method.<sup>22</sup> For example, some method focus primarily on the oral skills so that the focus is in oral skills and reading and writing skills are secondary and derive from transfer of oral skills.<sup>23</sup>

According to Robert M. Gagne as quoted by Hasibuan, there are five kinds of human abilities that should be stated in the objectives of teaching learning process. Five kinds of abilities of learning language process are as follow.<sup>24</sup>

- a. Intellectual skill. that is the important learning result of the scholastic environment system.
- b. Cognitive strategy. It organize the learning strategy including the ability to solve the problem.
- c. Verbal information, an informal and fact information.
- d. Motorist skill, for instance writing.
- e. Attitude and value, related with emotional intensities, which is, has by someone. It can be concluded from the tendency of attitude with another or something.

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<sup>22</sup> Ibid.

<sup>23</sup> Ibid.

<sup>24</sup> Hasibuan, Moedjiono. *Proses Belajar Mengajar*. (Bandung: Remaja Rosdakarya, 1995), 5.

According to Hans-Eberhard Piepo, objectives of English Teaching can be established on a number of levels.<sup>25</sup>

- a. An interrogative and content level (Language as a means and expression)
- b. A linguistic and instrumental level (Language as a semiotic system and an object of learning)
- c. An effective level of interpersonal relationship and conduct (language is a means of expressing values and judgments about one self and others).
- d. A level of individual learning needs (Remedial learning based on error analysis)
- e. A general educational level of extra linguistic goals (Language learning within the school curriculum).

## 2. The Material

Materials are an important component within the curriculum and are often the most tangible and visible component of pedagogy.<sup>26</sup>

Selecting the material is not easy. It needs to match the material with the goal as the objective of the language teaching and the learner's characteristics. Like the learners attitude, beliefs, preference, personally,

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<sup>25</sup> Hans-Eberhard Piepo, *The Communicative Teaching of English*. (Principles and an Exercise Typhology), (Singapore: Huntsmen Offset Printing Pte Ltd, 1981), 8

<sup>26</sup> David Nunan, *Language Teaching Methodology*, (USA: Prentice Hall International, 1991), 227



age and intelligence. This term is supported by Nunan. According to him, it is important for the teacher to match the material with the goal and objectives of program and to ensure that they are consistent with one's belief about the nature of language and learning as well as with one's learner's attitudes beliefs and preferences.<sup>27</sup>

According to Krashen, there are four characteristics effective materials should have. In this case, Krashen uses "input" which refers to material. The characteristics of optimal input are:<sup>28</sup>

a. *Optimal input is comprehensible*

It is clearly the most important input characteristic. When the student doesn't understand the message, then, will be no acquisition. In other word, incomprehensible input will no give advantages.

b. *Optimal input is interesting and relevant*

In reality, creating and providing input that have this characteristic is not easy. It is very difficult to present an interesting material to the class of the people whose goals, interest and backgrounds that differ from the teacher's and from each other's.

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<sup>27</sup> Ibid, 209

<sup>28</sup> Stephen D. Krashen, *Principle and Practice in Second Language Acquisition*. (England: Pergamon Press, 1982), 62-73

c. *Optimal input is not grammatically sequenced*

In one class, there are individual differences in the rate of knowledge. It is extremely unlikely that all students in the class are at the same stage. Unconsequenced but natural input it will rich the variety of structure.

d. *Optimal input must be in sufficient quantity*

In this case, the input should be not too much and too little also. It is based on the capability of the student to absorb the material.

### 3. The Technique

As a teacher, he/she must take decisions which language teaching method will be the most effective. In this case, there are seven methods of foreign language teaching. These seven methods were chosen because they are all currently practices today. They are Grammar-Translation Method, Direct method, Audio-Lingual method, Cognitive Code, Natural Approach, Communicative Approach and Suggestopedia.

a. *Grammar-Translated Method*

According to Larsen-Freeman, the goal of the Grammar-Translation Method is to able to read literature written in target language.<sup>29</sup> To do this, student need to learn about the grammar rule

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<sup>29</sup> Diane Larsen-Freeman, *Techniques and Principles in Language Teaching*. (England: Oxford University Press, 1986) 4

and vocabulary of the target language. It is believed that studying a foreign language provides student with good mental exercise which helps to develop their mind.

According to Richards and Rodgers, the principal characteristic of the Grammar-Translation method were:<sup>30</sup>

1. The goal of foreign language study is to learn a language in order to read its literature or in order to benefit from mental discipline and intellectual development that the result from foreign language studies.
2. Reading and writing are the major focus; little or no systematic attention is paid to speaking or listening.
3. Vocabulary selection is based on the reading text used and words are taught through bilingual word lists, dictionary study and memorization.
4. The sentence is the basic unit of teaching and language practice must of the lesson is devoted to translating sentences that is a distinctive feature of the method.
5. Accuracy is emphasized. Students are expected to attain high standards of accuracy.

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<sup>30</sup> Jack C. Richard and Theodore S. Rodgers, *Approaches and Method in language teaching*, 3-4



6. Grammar is taught deductively, that is by presentation and study of grammar rule which are then practiced through translation exercise.
7. The student's native language is the medium of instruction. It is used to explain new items and enable comparisons to be made between the foreign language and the student's native language.

b. *Direct Method*

In direct method, no translation is allowed. According to Krashen, the direct method focuses on inductive teaching of grammar.<sup>31</sup> The goal of the instruction is for the student to guess, or work out the rules of the language.

The direct method receives its name from the fact that meaning is to be connected directly with the target language, without through the process of translating into the student's native language.<sup>32</sup> The teacher ask question that are hopefully interesting and meaningful, and the student's response is then used to provide an example of the target structure. It can give direct method session of conversation class.

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<sup>31</sup> Krashen, *Principles and Practice*, 18

<sup>32</sup> Larsen-freeman, *Techniques ad Principles*. 18

c. *Audio-Lingual Method*

The Audio-Lingual method has a goal which is very different from the Grammar-Translation Method. While communication in the target language is the goal of the direct method, there were at the time exciting new ideas about language and learning emanating from the disciplines of descriptive linguistics and behavioral psychology. These ideas led to the development of the Audio-Lingual method. Some of the principles are similar to those of the direct method, but many are different, having been based upon conceptions of language and learning these two disciplines.

d. *Cognitive Code*

Cognitive code bears some similarity to Grammar-Translation method, but also differs in some ways, while the goal of Grammar-Translation method is to help the students to read literature in target language, cognitive code attempt to help the student in all four skills, listening, speaking, reading and writing. The assumptions are similar, however, in so far as cognitive code posits that "competence precedes performance", in this case,

“competence” is not the tacit knowledge of the native speaker, but is conscious knowledge.<sup>33</sup>

Cognitive code assume, that once the student has a proper degree of cognitive control over the structures of language, facility will develop automatically with the use of language in meaningful situation.<sup>34</sup> So, in this case the students always use their brain optimally to use the target language.

e. *Natural Approach*

According to Krashen, the natural approach can be described by the following principles:<sup>35</sup>

1. Class time is devoted to providing input for acquisition.
2. The teacher speaks only in the target language in the classroom. Student may use either the first or the second language. If they choose to respond in the second language, their errors are not corrected unless communication is seriously impaired.
3. Homework may include formal grammar work. Error correction is employed in correcting homework.

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<sup>33</sup> Krashen, *Principles and Practice*, 132-133

<sup>34</sup> *Ibid*

<sup>35</sup> Krashen, *Principles and Practice*, 138

4. The goals of the course are "semantic". Activities may involve the use of a certain structure, but the goals are to enable students to talk about ideas.

f. *Communicative Approach*

The most obvious characteristics of the communicative approach is that almost everything that is done with communicates intent.<sup>36</sup> Another characteristic of it is the use of authentic materials. It is considered desirable to give students an opportunity to develop strategies for understanding language as it is actually used by native speaker.<sup>37</sup>

g. *Suggestopedia*

The most conspicuous characteristics of suggestopedia are the decoration, furniture and arrangement of the classroom, the use of music and the authoritative behavior of the teacher. The method has a somewhat mystical air about it, partially because it has few direct links with established learning or education theory in the west, and partially because of its terminology and neologisms, which one

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<sup>36</sup> Larsen-Freeman, *Techniques and Principles*. 131

<sup>37</sup> Ibid

critic has unkindly called "package or pseudo-scientific gobble by gook".<sup>38</sup>

Suggestopedia aims to deliver advanced conversational proficiency quickly. It apparently bases its learning claims on student mastery of prodigious list of vocabulary pairs and indeed, suggests to the students that it is appropriate that they set such goals for themselves. Lazanov emphasizes, however, that increased memory power is not an isolated skill but is a result of "positive comprehensive stimulation of personality". Lazanov states categorically, "the main aim of teaching is not memorization, but the understanding and creative solution of problem". As learner goals he cities increased access to understanding and creative solution of problems. However, because students and teacher place a high value on vocabulary recall, memorization of vocabulary pairs continues to be seen as important goal of the suggestopedia.<sup>39</sup>

#### 4. The Evaluation

Evaluation is important because we must periodically check the students' learning. Slavin stated that evaluation as decision-making about students' performance and about appropriate teaching strategies.

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<sup>38</sup> Richards and Rodgers, *Approaches and Methods*, 142

<sup>39</sup> Ibid

Evaluation refers to all the means used in school to formally measure students' performance.<sup>40</sup>

According to Robert E. Slavin in *Education Psychology Theory and Practice*, student's evaluation serves six primary purposes as follow:<sup>41</sup>

a. *Feedback to students*

Students need know result of their efforts the evaluation gives them feedback of their strength weakness.

b. *Feedback to teacher*

One of the most important functions of evaluating students' learning is to provide feedback to teacher on the effectiveness of their instructions. Teacher can not expect to be optimally effective if they do not know whether students have grasped the main point of their lesson. Asking question in class gives the teacher some idea of how well students have learned, some quizzes are necessary to provide more detailed indication of students' progress.

c. *Information to parents*

To result of the evaluation can be the information on the students' progress to the parent. Parent will be able to know whether their children's achievement bad or good from the result of the evaluation.

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<sup>40</sup> Robert, A Slavin, *Educational Psychology: Theory into Practice*, (Massachusetts, Allyn and Bacon, 1994), 428

<sup>41</sup> Robert E. Slavin. *Education Psychology Theory and Practice* (fourth edition). 449.

*d. Information for selection and certification*

The use of test is to qualify students for promotion or for access to various occupations.

*e. Information for accountability*

The test score are often used in making decisions about hiring and firing of principals and sometimes even superintendents. Consequently, these tests are taken very seriously.

*f. Incentives to increase students effort*

One important use of evaluations is to motivate students to give their best effort to get a good achievement.

## **C. The Background Literature of Team Teaching**

### **1. The Definition of Team Teaching**

There are many definitions about Team Teaching experts that are based on Education Encyclopedia, Peter Sturman, Kathleen M. Bailey, Ted Dale and Benjamin Squire, Karin Goetz and Jack C. Richards.

The definition of Team Teaching according to Education Encyclopedia, Team Teaching involves a group of instructors working purposefully, regularly, and cooperatively to help a group of students of any age learn. Teachers together set goals for a course, design a syllabus, prepare individual lesson plans, teach students, and evaluate the result.

The share insights, argue with one another, and perhaps even challenge students to decide with approach is better.<sup>42</sup>

According to Peter Sturman, Team Teaching is two teachers are obviously comfortable working together and students respond extremely well.<sup>43</sup> The teachers collaborate to teach in a class with some approaches that can be applied in Team Teaching and show the material. Based on the statement of Peter Sturman about the successful of Team Teaching, "...I believe to be essential components of Team Teaching: Mutual personal, professional respect, adaptability and good humor".<sup>44</sup>

*a. Mutual Personal*

Mutual personal in Team Teaching is showed by collaboration between two teachers who have different personalities but they can work together in class. The teacher in Team Teaching can divide equal duty without there is a minorities or majorities power between two teachers, so that the teaching learning process can be comfortable.

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<sup>42</sup> "Educational Encyclopedia: Team Teaching", <http://www.answers.com/topic/teamteaching>, retrieved on 5 of June

<sup>43</sup> Nunan, 144

<sup>44</sup> Ibid, 145



b. *Professional Respect*

The responsibilities of the English teachers for equipping their pupils with the skill that they need to pursue their study in all other subjects either immediately or in the future.<sup>45</sup>

Professional respect is shown by preparation of lesson plan, syllabus and design teacher material before the teachers teach the students. In Team Teaching the teachers meet as a group once every two weeks to discuss the material and many problems that have come up.<sup>46</sup>

According to J. A. Bright and G. P. McGregor said in their book with title *Teaching English as a Second Language* about preparation of lessons in Team Teaching, the teacher, "we are often told, must be an artist, for teaching is an art. The English teacher must also be a scientist, conversant with the linguistics sciences".<sup>47</sup> This is necessary at the proposal level; the teacher must plan their team work so that materials they need, it can be ready when are needed. They must plan this year's work and next year's work in the same way.

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<sup>45</sup> J. A. Bright and G.P McGregor, *Teaching English as a Second Language*, (Singapore: Longman Group Limited, 1970), 5

<sup>46</sup> Nunan, 144

<sup>47</sup> Bright, 8

c. *Adaptability*

Learners in a class, of course, vary in their abilities.<sup>48</sup> So the teachers collaborate to adapt the material to students of different ability the teacher decide method that to match with to choose condition of their students. According to Paul Nation,...the teacher aware of the possible approaches to dealing with the group between the learner's knowledge and the knowledge required to do the task, and to make them aware of the vary large number activities that can be made to help learners. When teachers are able to think of variety of ways of dealing with a problem, they can choose the ones that will work best in their class.<sup>49</sup> For instance, for the purpose of getting the meaning across adequately for the class to make a relevant respond the teachers adopted such strategies as repeating or rephrasing the statement, breaking it down into smaller prepositions, employing a non-verbal providing a gloss in the learners' mother-tongue.<sup>50</sup>

d. *Good Humor*

According to Prabhu about how to make students can mastery language skills, said that the teachers have to stay behind

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<sup>48</sup> N. S. Prabhu, *Second Language Pedagogy*, (Singapore: Oxford University Press, 1987), 56

<sup>49</sup> Sarinee Anivan, *Language Teaching Methodology for Nineties*, (Singapore: Seameo Regional Language Centre, 1990), 61

<sup>50</sup> Prabhu, 26

the students in order the students can mastery language skill through language activities enjoyable, which will make teaching more enjoyable too, and for less exhausting.<sup>51</sup>

The definition of Team Teaching according to Kathleen M. Bailey, Red Dale and Benjamin Squire, Team Teaching is a group of two or more persons assigned to the same students at the same time for instructional purpose in a particular subject or combination of subject.<sup>52</sup> This activities teaching learning process needs collaboration two or more teachers in a class, but there is a division task before they teach in a class.

According to Karin Goetz 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.<sup>53</sup>

Meanwhile, the definition of team teaching according to Jack C. Richards, 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.<sup>54</sup>

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<sup>51</sup> Ibid, 5

<sup>52</sup> Nunan, 162

<sup>53</sup> <http://www.ucalgary.ca/-egallery/goetz.html>, Retrieved on 16 of June 2009.

<sup>54</sup> Jack C. Richard and Thomas S. C Farrell, *Professional Development for Language Teachers*. 159



## 2. The Kind of Team Teaching

According to Cunningham, has identified four general organizational patterns found in Team Teaching arrangement. Those are:<sup>55</sup>

### a. *Team Leader Type*

In this arrangement, one team member has a higher status than the others. He/ she may well have a special title such as "Team Leader" or "Chief Instructor".

### b. *Associated Type*

In this arrangement, there is no designated leader. Leadership emerges as a result of interactions among the members of the team in a given situation and decision-making power may be shared equally.

### c. *Master Teaching/ Beginning Teacher*

In this arrangement, Team Teaching is used to foster the acculturation of the teachers into the school or the profession. The beginning teacher may have much less decision-making power than the more experienced teacher.

Types 1-3 refer to the extent to which responsibility and power are shared across the teaching team, or localized in one member of the team.

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<sup>55</sup> Ibid, 163

d. *Coordinate Team Type*

In this arrangement, there is no joint responsibility for a common group of learners, but there is joint planning by two or more are teaching the same curriculum to separate group of learners.

The fourth type (the coordinate team) is languished not so much by the distribution of power and responsibility as by what specific group of learners is being served, since in coordinate Team Teaching, teachers have responsibility for different sub-sets of a learner population.<sup>56</sup>

According to Karin Goetz, There are two categories of team teaching.<sup>57</sup>

- a. **Category A:** Two or more instructors are teaching the same students at the same time within the same classroom.

When instructors team teach the same group of students at the same time, there are a number of different role that these team teachers might perform. For monetary and spatial reasons, this type of team teaching usually involves two partners. Those are six models of team teaching including in category A:

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<sup>56</sup> Ibid

<sup>57</sup> <http://www.ucalgary.ca/-egallery/goetz.html>, Retrieved on 16 of June 2009

1. **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.
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 the usual monologue, but rather by exchanging and discussing ideas and theories in front of the learners. Not only do the team teachers work together, but the course itself uses group learning techniques for the learners, such as small-group work, student-led discussion and joint test-taking.
3. **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.
4. **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.

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.
  6. **Monitoring Teacher:** This situation occurs when one teacher assumes the responsibility for instructing the entire class, while the other circulates the room and monitors student understanding and behavior.
- b. **Category B:** The instructors work together but do not necessarily teach the same groups of students nor necessarily teach at the same time.

In this category, team teaching consists of a variety of team teaching models, in which the instructors work together but do not necessarily teach the same groups of students, or if they do, they do not teach these students at the same time. This category of team teaching can take many forms:

1. **Team members meet to share ideas and resources but function independently.** In this form the teachers were not teaching in the same class, they participated in daily meeting, ongoing discussions and planned their curriculum together. This version of cooperative teaching entails weekly meetings and a teaching-resource notebook. The goals of the weekly meetings are to discuss the concepts, and to share new ideas among teachers. The resource notebook is a comprehensive collection of teachers' best ideas that ready to implement and use.
2. **Teams of Teachers sharing a common resource center.** In this form, teachers instruct classes independently, but share resource materials such as lesson plans, supplementary textbooks and exercise problems.
3. **A team in which members share a common group of students, share the planning for instruction but teach different sub-groups within the whole group.** This appears similar to the way in which the Master of teaching program is operated. The various professors share a common group, or cadre, but teach separate sub-groups of this cadre.



4. **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.
5. **The team members share planning, but each instructor teaches his/her own specialized skills area to the whole group of students.** An example would be seen instructors teaching the seven different topics in Mathematics 30 to seven different classes and rotating throughout the duration of the course.

### 3. The Role of Teacher in Team Teaching

A crucial factor in team teaching is determining the responsibilities of each teacher during the lesson. Responsibilities will also change depending on if it is to be a one-shot lesson or a series of lessons. Depending on which type of collaboration both teachers have agreed upon, the lessons need to be jointly planned in advance and responsibilities assigned.<sup>58</sup>

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<sup>58</sup> Ibid, 163

The success of any Team Teaching situation depends on the skills of the two teachers and how clearly they have understood their roles within the team.<sup>59</sup>

The teachers in Team Teaching have some roles. According to Rebecca Benoit, the teacher's role in class is best to avoid having one teacher addressing the class, while the other stands idly by. The roles are:<sup>60</sup>

**TABLE 4.1**  
**THE TEACHERS' ROLE IN TEAM TEACHING**

<b>Teacher A (Leader)</b>	<b>Teacher B (Supporter)</b>
Explaining an activity  (make eye contact with Teacher B, ask Teacher B if they have anything to add to the instructions)	Circulates amongst students keeping them 'on-task', answers student queries.  (Maintain eye contact with Teacher A while evaluating their instructions and thinking of something they may have unclear or omitted that can be restated or added).
Giving students instructions.	Writes the instructions given by Teacher A on board for visual

<sup>59</sup> Jack C. Richards and Thomas S. C. Farrel, *Professional Development for Language Teachers*. (USA: Cambridge University Press, 2005), 161

<sup>60</sup> <http://iteslj.org/Techniques/Benoit-TeamTeaching.html> Teaching Tips for Foreign Language Teachers. Retrieved on 15 of April 2009

	reinforcement, or, circulates amongst students to evaluate understanding of instructions.
Leading choral pronunciation while circulating in the class.	Echoes Teacher A while circulating which gives students in all areas of the class a chance to "hear" the teacher well
Evaluating student presentations  (While making note of grades, signaling Teacher B when you've completed your evaluation so they can cue the next students).	Administers the activity (calling students, ensuring that students are listening attentively).

Team teaching should therefore be well coordinated so that students don't feel that the lesson is disjointed. It is also important for team members to be aware of each other's teaching style and try to establish transitions between different styles. Team teaching with a colleague thus demonstrates the old saying "Two heads are better than one" if the teams are set up properly and each member knows and follows agreed-upon roles within the team.<sup>61</sup>

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<sup>61</sup> Jack C. Richards and Thomas S. C. Farrel, *Professional Development for Language Teachers*. (USA:Cambridge University Press, 2005), 161

#### 4. The Procedure Used for Team Teaching

In implementation team teaching, it is needed to follow the procedure in order the teaching learning can run well. According to Jack C. Richard and Thomas S. C. Farrel, the procedure in using team teaching those are:<sup>62</sup>

a. *Decide on the goals of the program*

When setting up a team-teaching program it is important to decide what the purpose of team teaching is going to be. Is it to help new teachers with their teaching assignments to help novice teachers develop their teaching skills, to establish a greater sense of collegiality within the institution, to create the role of mentors for senior teachers, or to simply give teachers a break from their usual teaching routines.

b. *Prepare for Team teaching*

As with any innovation in teaching, team teaching will work best if teachers understand what it is, what its goals are, how it works, and what problems to anticipate. This can be achieved through planning and discussion among teachers, during which decisions can be made about the frequency of team teaching and the logistics of implementation it. Decisions can also be made about who will participate and the kind of support and preparation they

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<sup>62</sup> Ibid, 164-167

need. this preparation include the planning should include what activities and materials will be used in the lessons and who will take responsibility for the different stags in the lessons.

c. *Address teachers' concerns*

As the teacher in a team work, it is important that each team know what the overall aims of the team-teaching program are and what the relationship of these aims to their own professional developments. Team teaching may not be for everyone and normally is more effective when teachers participate on a voluntary basis. The following teachers' concerns need to be anticipated:

- a. How much time will it take?
- b. Is this extra work on part of my normal schedule?
- c. Do I get o choose whom I will teach with?
- d. What happens if the teacher has a different teaching style from mine?
- e. What happens if we disagree over how a lesson should be taught?
- f. What happens if I end up taking all the responsibility and doing all work?
- g. What do we do if the students like one teacher more than the other?
- h. Is evaluation involved?

- d. *Decide model(s) of team teaching to be used and identify participants*

The next step is to decide on a suitable approach to team teaching and the roles the participants will be expected to play. If teachers participate on a voluntary basis, the choice of partners will be important.

- e. *Monitor progress*

After each class, teachers will want to discuss the success of the lesson, how the students reacted, and ways the lesson could be improved in the future. In order to ensure a positive team-teaching to meet regularly to discuss any problems they are experiencing and to discuss ways of resolving them. The teachers can use these forums to discuss progress, suggest adjustments or changes, and voice any other concerns that have come up during the team-teaching sessions.

- f. *Evaluate what was learned*

After trying out team teaching, it is important to find out what was learned from it and whether it is worth continuing. Views of students and participating teachers need to be sought.

1. *Students*

Students in team-taught classes can be asked to comment on how they viewed the lessons in terms of their perceived interest, enjoyment, and what they thought they had

learned. The impact of the students' motivation to learn English is important in judging the effectiveness of a team-teaching program. Questions such as the following could be asked:

- a. Do you think your English has improved through team teaching? And in what ways?
- b. Are you more interested in learning English when your classes are taught this way?
- c. How do these classes differ from other classes you have?
- d. Would you like to continue studying English this way?

## 2. Teachers

Teachers can be surveyed about their perceptions of the team-teaching process and what they liked or disliked about it.

Questions such as the following could be asked:

- a. What are the advantages of team teaching?
- b. What are the disadvantages of team teaching?
- c. How do you think it affects the students' language learning?
- d. Do you think your students enjoyed this mode of teaching?
- e. What suggestions would you like to make to improve the existing team teaching program?

According to Kathleen M. Bailey, Ted Dale and Benjamin Squire, told about the procedure of Team Teaching, they divided into three parts, pre-teaching collaboration, in-class collaboration, and post-lesson collaboration.<sup>63</sup>

*a. Pre-teaching collaboration*

In each course, team teaching experience begins with syllabus planning. In the advanced oral communication course, the students are asked to complete a brief needs assessment form in which they rate the importance and the difficulty of several oral English tasks. Then, the teachers plan the syllabus for the first half of the semesters, utilizing the students' responses in the process. Then, make suggestions for topics and skills to cover during the last part of semester.

In the content of course on learning styles and strategies, the teachers first decided upon the goals for the class and then selected a textbook. The teachers used the progression of the chapters in the book as a point of departure on which to base the syllabus. Later they agreed that there was a need to help the students learn to use the word processor, in order to help them with their assignments, so the topic was added to the syllabus.

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<sup>63</sup> Nunan. 166



b. *In-class collaboration*

Collaboration in the classroom can be either planned or unplanned. Team member may plan to interact in a particular way during a given lesson in order to demonstrate a point to the students. One team member may also spontaneously interject a comment during an activity that the other teacher is leading, in order to offer a salient example or to clarify a point.

Within any given class session, there are a variety of things that two teachers can do better than any one of them alone. The purpose of the activity was to give students a situation in which to practice clarification requests, confirmation checks and comprehension checks.

c. *Post-lesson collaboration*

Team teaching also provides two perspectives on evaluation. There are benefits in this respect for the evaluation of both the learners' performance, and of the teacher's performance. Because, evaluation describe result of achievement students and it evaluate the teacher performance in teaching learning process. The teachers give explanations about a material after that they give their students test as evaluation. It is used to measure strength, weakness, improvement before assigning a final grade.

In terms of teachers evaluations, working collaboratively give perspectives for self-evaluation of the teacher in team teaching because the evaluation also measures the capability teachers for teaching their students. So that this aspect of team teaching demands mutual trust and respect and it makes valuable professional development for teachers.

## 5. The Effects of team Teaching

According to Longman dictionary, the meaning of effect is a result or condition produced by a cause; something that happen when one thing acts on another.<sup>64</sup> There are many effects which can be gotten in the implementation of Team Teaching. The effect can be better or bad.

### A. Good Effects of Team Teaching

According to Jack C. Richard and Thomas S. C. Farrel, the benefits of Team Teaching those are:<sup>65</sup>

#### 1. Collegiality

It is an important benefit of team teaching is that it promotes collegiality among teachers in a school. An unfortunate fact of school life is that teachers are often unaware of the strengths and expertise of their colleagues.

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<sup>64</sup> Longman, 326

<sup>65</sup> Ibid, 160-161

Teachers have often reported that team teaching enables them to learn a great deal about each other and develop a closer professional and personal relationship.

2. *Different roles*

When colleagues share a class, each has an opportunity to move between teaching and observing or assisting, providing a change from the pace and demands of a solo-taught class. The second teacher can also help out in ways that would be impossible for a single teacher to manage (e.g., monitoring pair or group work).

3. *Combined expertise*

When two teachers teach a class, they can learn from each other's strengths when planning and teaching lessons. Each teacher will have different ideas on how to deal with any difficulties in the lesson, as well as a different body of experience to draw on. Their combined degrees knowledge and expertise are bound to lead to a stronger lesson plan. This gives each team member a new perspective on teaching and learning

4. *Teacher-Development opportunities*

Team teaching is an effective means of teacher development. It provides a ready-made classroom observation situation, but without any evaluative component. As two

constructive comments and feedback. Team teaching also helps to develop creativity because when team teaching, both teachers know they are teaching for their colleague as well as for their learners.

5. *Learner benefits*

Learners also benefit from having two teachers present in the class. They hear two different models of language, depending on where the teachers are from. They experience two different styles of teaching. There also more opportunity for individual interaction with a teacher. Team teaching thus facilitates individualized instruction because it creates learning environments involving closer personal contact between teacher and learner.

According to Amstrong and W.L Rutherford that has been quoted by David Nunan, there are five good effects of team teaching:

1. Team teaching permits team members to take advantages of individual teacher strengths in planning for instruction and in working with learners.
2. Team teaching spurs creativity because teacher know they must teach for their colleagues as well as for their learners.

3. Team teaching provides facilities individualized instruction because it is possible to provide learning environments involving close personal contact between teacher and learner.
4. Team teaching provides for better sequencing and pacing of increments of instructions because perceptions of an individuals teacher must be verified by at least one other team member.
5. Team teaching builds program continuity over time, team teaching programs abide specific teachers within a team.

Meanwhile, the good effects of team teaching based on the article in <http://www.teachingexpertise.com/articles/team-teaching-467>, there are some good effects of team teaching.<sup>66</sup>

1. There are lots of expertise to learn from
2. Teacher can help each other.
3. It's good when one teacher in teaching, the other can be helping students.
4. The lessons are more fun

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<sup>66</sup> <http://www.teachingexpertise.com/articles/team-teaching-467>. Retrieved on 5 of May 2009.

## B. Bad Effects of Team Teaching

According to Kathleen M. Bailey, the bad effects of team teaching causes classroom can be uncomfortable experience because may the teachers give up total decision-making and implementation power.<sup>67</sup> Therefore, the students will be difficult to focus in teaching learning process.

The bad effects of team teaching according to <http://www.teachingexpertise.com/articles/team-teaching-467> those are:<sup>68</sup>

1. There are too many people from the space so that the teaching learning process is not comfortable because it is hard to see the board, because of there are two or more teachers in front of the class.
2. It is noisier because there are twice or many people and there are more distractions, as there are more students in the class.
3. When one teacher is away, supply teachers struggle, so less learning is achieved.

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<sup>67</sup> Nunan, 172.

<sup>68</sup> <http://www.teachingexpertise.com/articles/team-teaching-467>. Retrieved on 5 of May 2009.