

**THE ANALYSIS OF THE IMPLEMENTATION OF COLLABORATIVE
TEACHING (CO-TEACHING) IN ENGLISH LANGUAGE LEARNING
AT SMA NEGERI 5 MALUKU TENGAH**



A THESIS

**Submitted to Faculty of Cultural Science in Partial Fulfillment of the
Requirements to Obtain a Bachelor's Degree in
English Literature Study Program**

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MAKASSAR
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LEGITIMATION

THESIS

**THE ANALYSIS OF THE IMPLEMENTATION OF COLLABORATIVE
TEACHING (CO-TEACHING) IN ENGLISH LANGUAGE LEARNING
AT SMA NEGERI 5 MALUKU TENGAH**

BY

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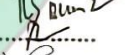
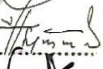



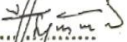
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AGREEMENT

On 18th August 2022, the Board of Thesis Examination has kindly approved a thesis by Rauda Tuljannah Lestaluhu (F041181349) entitled **“The Analysis Of The Implementation Of Collaborative Teaching (Co-Teaching) In English Language Learning At SMA Negeri 5 Maluku Tengah”** submitted in fulfillment one of the requirements to obtain Bachelor Degree in English Literature Study Program, Faculty of Cultural Sciences, Hasanuddin University.

Makassar, 18th August 2022

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The thesis by Rauda Tuljannah Lestaluha (F041181349) entitled **The Analysis Of The Implementation Of Collaborative Teaching (Co-Teaching) In English Language Learning At SMA Negeri 5 Maluku Tengah** has been revised as advised during the examination on 11th August 2022 and is approved by the Board of Undergraduate Thesis Examiners:

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Hereby, the writer declares that this thesis is written by herself. This thesis does not contain any materials which have been published by other people, and it does not cite other people's ideas except the quotations and references.

Makassar, 18 Agustus 2022

Yang membuat pernyataan,

A handwritten signature in black ink is written over a yellow 10,000 Rupiah stamp. The stamp features the Garuda Pancasila emblem and the text 'REPUBLIK INDONESIA', '10000', and 'METIKAI TEMPEL'. The serial number 'A4004AJX968483387' is visible at the bottom of the stamp.

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ACKNOWLEDGEMENT

First of all, thanks to Allah SWT who has given the writer His blessing and a chance to complete this thesis. Also, praise and blessing to the Prophet Muhammad SAW who has been my figure to serve Allah SWT.

Foremost, I would like to express my sincere gratitude for everyone who always support me during the process of completing this thesis. The writer has received so many blessing and help from many people. Therefore, the writer would like to thanks for :

1. Prof.Dr. Akin Duli, MA. as The Dean of The Faculty of Cultural Science Hasanuddin University.
2. The Head of English Literature Study Program, Dra. Nasmilah, M.Hum., Ph.D and The Secretary of English Literature Study Program, Sitti Sahraeny, S.S., M. AppLing.
3. Dra. Nasmilah, M.Hum. Ph.D as the writer's first consultant and Drs. Husain Hasyim, S.S., M.Hum as the second consultant, for their patience in guiding and directing the writer complete this thesis.
4. Dr. Sukmawaty, M.Hum as the first examiner and Dra. Marleiny Radjuni, M.Ed as the second examiner for their suggestion and correction for this thesis.
5. Prof. Dr., Abdul Hakim., M.A as my academic Advisor for his guidance and encouragement from the early on until the end of the writer's study.
6. All the lecturers in English Literature Study Program, Faculty of Cultural Science, Hasanuddin University, for all knowledge, motivation, and guidance during the writer's studying in college. Also for the staffs in English Literature Study Program who helped the writer in the process of graduating paper administration.
7. The Headmaster, Teachers, and All Students of SMA Negeri 5 Maluku Tengah especially in grade XII.MIA-1 for their cooperates so the writer can finish the research well in their school.

8. My Beloved Parents, Mr.Ahmad Lestaluhu and Mrs. Eva Rahma Ohorella who always give pray, support, motivation and love for me. So that I can finish my S1 Degree on time. I dedicate this thesis to you.
9. My beloved sister Ade Damayanti Lestaluhu, and my brothers Ghiad Suddin Lestaluhu and Rahmat Hidayatullah Lestaluhu, also Nurmizwari Lestaluhu who always being my motivation to complete this thesis quickly.
10. All of my supportive friends in English Literature Study Program Hasanuddin University Batch 2018. Especially for my best friends ; Wa Napra, Syamsiah Amang Yusuf and Anisa Fahira for always support each other during our time together in this lovely campus.
11. Unlimited thankfulness are dedicated to the members of Calon Surga Keluarga Amadale group ; Nurul Dinda, N F Millenia, Asni Nurhany, Annisa Rohila, Verawati and Indar Parwa, for our supportive friendship.
12. To my biggest motivation, BTS ; Kim Namjoon, Kim Seokjin, Min Yoongi, Jung Hoseok, Park Jimin, Kim Taehyung, Jeon Jungkook, who always spread positivity everytime i feel down with this thesis.
13. Last but not least, I wanna thank Me. I wanna thank me for believing in me, I wanna thank me for doing all this hard work, i wanna thank me for having no days off, I wanna thank me for never quitting, for just being me at all times.

Lastly, the writer believe that every bit of improvements still needed to make this thesis preferable. Therefore, any suggestion, criticism and supports would be very much appreciated.

Makassar, 22 Juni 2022

The Writer

ABSTRACT

RAUDA TULJANNAH LESTALUHU. The Analysis Of The Implementation Of Collaborative Teaching (Co-Teaching) In English Language Learning At SMA Negeri 5 Maluku Tengah. (Supervised by **Nasmilah** and **Husain Hasyim**)

This study aims to analyze the implementation of collaborative teaching methods in learning English in class XII.MIA-1 at SMA Negeri 5 Maluku Tengah, and to find out how do students perceive about the implementation of this co-teaching.

This study used qualitative research method. The writer collected the data by field-notes, interview, and giving questionnaire regarding student perceive about this co-teaching method. In analyzing the data, the writer transcribed the interview and field notes first, then concluded it. Questionnaire was classified based on the students responds, then put it in the table of data with the explanation. This research was conducted in one class with 31 students or participant which is grade XII.MIA-1 at SMA Negeri 5 Maluku Tengah in the first semester of 2021/2022 academic year. The total duration of the research was 10 meetings, which were divided into 2 meetings at the pre-action stage, 6 meetings at the core stage, and 2 meetings at the reflection stage. The ratio between teachers and students in the class highly affected student learning outcomes, because it affected the teacher's supervision of each student in the class. Collaborative Teaching was a method that pairing 2 or more teachers to collaborate in planning, teaching, and assessing students. This method helped teachers to maximize supervision of students in order to achieve maximum learning goals, especially in learning English.

The result of the study shows that there are significant changes in students behaviour during the implement of the collaborative-teaching (co-teaching) method. The increased supervision of teacher to students encourages student participation in English class. Students' perception of the co-teaching method is also good, the students agree that the role of a co-teacher really helps them learning English in classroom.

Keywords : Co-teaching, Teacher Supervision, English Learning.

ABSTRAK

RAUDA TULJANNAH LESTALUHU. Analisis Implementasi Pembelajaran Kolaboratif (Co-Teaching) Dalam Pembelajaran Bahasa Inggris Pada SMA Negeri 5 Maluku Tengah. (Dibimbing oleh **Nasmilah** dan **Husain Hasyim**)

Tujuan penelitian ini ialah untuk menganalisis penerapan metode pengajaran kolaboratif dalam pembelajaran bahasa inggris pada kelas XII.MIA-1 di SMA Negeri 5 Maluku Tengah, dan bagaimana persepsi siswa terkait penerapan metode co-teaching ini.

Penelitian ini menggunakan metode penelitian kualitatif. Peneliti mengumpulkan data menggunakan catatan lapangan, wawancara, dan memberikan kuisisioner terkait persepsi siswa tentang penerapan metode co-teaching ini. Dalam menganalisis data, peneliti mengtranskrip hasil wawancara dan catatan lapangan terlebih dahulu, kemudian menyimpulkannya. Kuisisioner diklasifikasikan berdasarkan respon para siswa, kemudian diuraikan dalam tabel data dengan penjelasan. Total durasi penelitian adalah 10 pertemuan, yang terbagi atas 2 pertemuan pada tahap pra-tindakan, 6 pertemuan pada tahap inti, dan 2 pertemuan pada tahap refleksi. Perbandingan antara jumlah guru dan murid di kelas sangat mempengaruhi capaian belajar siswa, karena hal itu berpengaruh pada pengawasan guru terhadap tiap murid di kelas. Pengajaran Kolaboratif adalah metode pembelajaran yang menggabungkan 2 atau lebih guru untuk berkolaborasi dalam merencanakan, mengajar, dan menilai siswa. Metode ini akan membantu guru untuk memaksimalkan pengawasan terhadap siswa demi mencapai tujuan pembelajaran yang maksimal, terutama dalam pembelajaran bahasa inggris.

Hasil penelitian ini menunjukkan bahwa terdapat perubahan signifikan pada siswa selama pengimplementasian metode pengajaran kolaboratif (co-teaching). Peningkatan pengawasan guru terhadap siswa mendorong keaktifan siswa di kelas bahasa inggris. Persepsi siswa terhadap metode co-teaching juga baik, para siswa merasa peran co-teacher sangat membantu mereka selama pembelajaran kelas bahasa inggris.

Kata Kunci : Co-teaching, Pengawasan Guru, Pembelajaran Bahasa Inggris.

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CHAPTER I

INTRODUCTION

This chapter discusses the background of the research. It describes the reason why the researcher conducting the implementation of collaborative teaching (Co-teaching) in English language learning. This research also has the significances of the study to inform how the result of the research would be very beneficial. The researcher also explained the scope and limit of the study.

1.1 Background of the study

Nowadays, English is one of the most important part in education to develop human source. It is related to communication skill that is additionally connected to language ability. Since English becoming one of international language, each countries all over the world starts concern about this language. Some countries formally created English as their second language as an example like Asian nations, namely India, Singapore, Malaysia, Pakistan, and etc. Crystal (in McKey.2000:7) says that English is rapidly assuming the role of a world language, and no other language has spread around the globe so extensively, making English a truly international language. In terms of developing human resources particularly in their language ability, a really dependable field is education. Education helps produce higher quality human resources. However, there are several things that support the educational system need to be considered, for example student, teacher factor, curriculum, and etc. According to Suparlan (2008 : 71) “An education has three main components, namely teachers, students, and curriculum. The three components can not be separated and these elements are in the school environment so that the teaching and learning process can run as desired”.

Education is an interaction between educators and students to attain educational goals, which take place in educational surrounding. Students are going to be a determinative issues so that they can influence everything needed to

attain their learning goals. Thus, the quality of education is improved in keeping with the days. All the potential of the learners as the nation's successor will advance and develop in accordance with their respective potentials through learning activities at school, so that the learning objective can be achieved in a learning outcomes. Meanwhile, the role of a teacher in the learning process is not only as an educator. According to Sardiman (2002), the roles of teacher also as an informant, organizer, motivator, director and mentor, idea generator, facilitator and evaluator. In the teaching and learning process as a whole process, the role of the teacher can not be ruled out. Because learning is an interaction between educators, in this case the teacher with students which results in changes in behavior. At school, teachers are one of the main determining factors in improving the quality of education. Therefore, the process must be designed in such a way that it can produce the desired learning achievement. In line with this statement, Rustaman (2001:461) state that the learning process is a process in which there are interaction activities between teachers-students and reciprocal communication that take place in educational situations to achieve learning goals.

The planning of the learning process in the classroom has been arranged by the teacher when developing learning methods. But the problem that often occurs nowadays is the ratio between the number of students and teacher in class. Which is very influential on the final outcome of the learning goals. Based on the data from the Analytical and Capacity Development Partnership (ACDP), the ratio between teacher and student in Indonesia is the lowest in the world. According to the member of ACDP, Sari Soegondo, this comparison has resulted in a student-teacher ratio of 20:1, however in the last 10 years it has increased to 51% , so that the ratio became 15:1 but it still the lowest teacher ratio in the world. Meanwhile, based on the data from UNESCO at 2014 set a ratio of 26:1 for Asian countries, and 24:1 for middle-income countries. Surely, the ratio of the teachers to students in classroom very influential on the teaching and learning process. A ratio that is too low can lead to a lack of maximum supervision for each student in the class. Low supervision from the teacher also affects the

effectiveness of learning process. The arrangement of the number of students in the class is intended to achieve the quality of the educational process. Quality in the context of education refers to the educational process and educational outcomes to ensure the quality of inputs, processes, products/outputs and school outcomes so as to increase school accountability. (Perdana : 2019).

To achieve optimal learning goals, it is necessary to observing the whole process of the learning method, especially the method that is used during the learning process. A method that has proven and capable to optimizing learning outcomes is using Collaborative Teaching or Co-Teaching (McDuffie : 2009). Collaborative Teaching or Co-Teaching is the practice of pairing teachers together in a classroom to share the responsibility of planning, instructing, and assessing student. (Stein, 2016 : 8).

Co-Teaching is often implemented with general and special education teachers paired together as a part of an initiative to create a more inclusive classroom. This collaboration aims to improve the effectiveness of teacher supervision. In this case, the teacher who pays a lot of attention to student who are stupid or clever, it can be said as a mistake. Paying attention to only one group of students can lead to an inequality. Whereas, the main role of the teacher is to motivate all students and create a conducive classroom to learning, until there is a dynamic teaching and learning interaction and all students learn well and seriously.

Based on the literature studies that the author conducted in library and other media, usually schools in Indonesia rarely use the Co-Teaching method especially in teaching English. From observations conducted by the researcher at SMA Negeri 5 Maluku Tengah, especially in English class, The teacher tend to regard to students who already understand the material presented, or in other word, students who are quite proficient in English compared to students who do not really understand the material. Besides, each student's language ability are different. So that some students need specific attention or help in learning.

However the matter is the comparison between the number of teacher and students in the classroom, usually a class handled by 1 teacher for concerning 25-30 students.

These factors encourage the researcher to conduct a research on the implementation of Collaborative Teaching (Co-teaching) in English language learning. The result of this study is expected to become evidence that the co-teaching method can be one proper method in teaching English at school.

1.2 Identification of Problem

According to the background of the research, the researcher identifies several problems involve :

1. The ratio between teacher and students in the classroom is not balance.
2. Teacher's supervision is not balance, the teacher only focused on some active student.
3. Decreased learning motivation in students who are not too concerned by the teacher.
4. The lesson plan strategy uses collaborative teaching (co-teaching) in grade XII.MIA-1 at SMA Negeri 5 Maluku Tengah.
5. The implementation of Co-teaching in grade XII.MIA-1 at SMA Negeri 5 Maluku Tengah.
6. The evaluation of Co-teaching in grade XII.MIA-1 at SMA Negeri 5 Maluku Tengah.
7. The obstacles and solutions of using Co-teaching method in grade XII.MIA-1 at SMA Negeri 5 Maluku Tengah.
8. The students perception toward the implementation of collaborative teacing (Co-Teaching) in grade XII.MIA-1 at SMA Negeri 5 Maluku Tengah.

Based on some of the problems above, then the author will focus on the research problem. The problems mentioned above will be probe or focused properly in order to remain in accordance with the specific theme and direction of the research.

1.3 Scope Of the Study

In this research, the researcher focuses in grade XII.MIA-1 at SMA Negeri 5 Maluku Tengah. Based on the identification problem above, the researcher decided to limits the scope of problems on using collaborative teaching (co-teaching) in English language learning. The researcher discusses two main aspects ; these are the implementation of Co-Teaching in English Language learning and the students' perceive toward using Co-teaching in learning English.

1.4 Research Question

Based on the scope of problem , the researcher conducted some of research question involve :

1. How is collaborative teaching (Co-teaching) implemented in English language learning at SMA Negeri 5 Maluku Tengah?
2. How do students perceive about the implementation of this co-teaching?

1.5 Objective of The Study

The writer sets the objectives of the study based on a number of questions that have been raised previously, namely :

1. To describe how is collaborative teaching (Co-teaching) implemented in English language learning at SMA Negeri 5 Maluku Tengah.
2. To find out how the students perceive about the implementation of co-teaching.

1.6 Significant of The Study

1. Theoretical

The researcher really hopes that this research could contribute and provide information for other comprehensive research, especially in education field.

2. Practical

- a. The researcher hopes that this study will become a reference for future literature study, especially for English education.
- b. For the teachers, this research is used to improve teaching method in English language learning.

CHAPTER II

LITERATURE REVIEW

The second chapter is the literature review. It consist of previous study that similar with this research. There are some of explanation in this research about the problem that the author's thorough. The author's describe the definition about collaborative teaching (Co-Teaching), the model of co-teaching method in class, and also the conceptual framework of this research.

2.1 Theoretical Background

2.1.1 The Definition of Learning

Learning is an activity or process which a very fundamental element in the implementation of education. It means that the success in achieving educational goals is highly depend on the learning process experienced by students both when they are at school or in their own home. Some people think that learning is merely collecting or memorizing facts that are presented in the form of information / subject matter.

Learning is modifying or reinforcing behavior through experience. It means learning is a process, an activity, not an outcome or goal. Learning is not just remembering, but it is broader than that, namely experiencing. Learning outcomes are not a mastery of training results but a change in behavior.

According to Rombepajung (2011), learning is the acquisition of a subject or the acquisition of a skill through lessons, experience or teaching.

Learning has the following characteristics :

- a) It is a conscious and deliberate effort
- b) Learning must make students learn

- c) Goals must be set in advance before the process is carried out
- d) The implementation is controlled, whether in content, time, process or result.

Based on the characteristics above, it can be concluded that learning is a two-way interaction between teachers and students, also theory and practice.

2.1.2 Teaching and learning process

The teaching and learning process is a process that contains some actions by teachers and students on the basis of reciprocal relationship that take place in educational field to achieve certain goals. The interaction or reciprocal relationship between teachers and students is the main requirement for the teaching and learning process to take place. Interaction in teaching and learning process has a broader meaning, not just a relationship between teachers and students, but in the form of educational interactions. In this case, it is not only to deliver the material in the form of subject matter, but the inculcation of attitudes and values in students who are learning.

2.1.3 Collaborative Teaching (Co-Teaching)

a. The Definition of Collaborative Teaching (Co-Teaching)

Collaborative teaching (Co-teaching) means two or more professionals delivering substantive instruction for various or mixed in one room, where special education and general education teachers are in the classroom during the same lesson and both participate in instruction in accordance with learning objectives and student needs. It is in line with Martiningsih, which is state that Collaborative Teaching

learning method is a teaching method with more than one teacher, and each teacher has their respective roles.

According to McDuffie, he said that one such strategy that has been shown to impact student achievement is co-teaching (McDuffie, Mastropiere, & Scruggs : 2009). Learning to co-teach is a developmental process. When two instructors are in a new-co-teaching partnership, the easiest model of co-teaching is when one teaches and one assists (Cook & Friends, 1995). Meanwhile, the implementation of collaborative teaching is to streamline the teaching and learning process. It is based on the concept and assumption that if the learning process is guided by a team, not only one teacher, then supervision for student’s learning will be maximized. One teacher provides technical guidance, while the other teacher provides other aspects. In addition, teachers can complement the weaknesses and abilities of each others. According to some international articles, the learning process of collaborative teaching (co-teaching) affects teacher professionals in teaching, where teachers work together in delivering material, so that the learning goals can be achieved well and also have significant impact in student learning outcomes

b. The Types of Collaborative Teaching

According to Cook and Friends (2004), there are 6 types of collaborative teaching or co-teaching, those are :

Table 2.1 : Types of Co-Teaching

Types of Co-Teaching	Application
One Teach, One Deserve	Teachers decide in advance what types of specific observational information

	<p>to gather during instruction and agree on a system for gathering the data.</p> <p>Afterward, the teachers analyze the information together</p>
One teach, One Assist	<p>One teacher keeps primary responsibility for teaching while the other teacher circulates through the room providing unobtrusive assistance to students as needed.</p>
Parallel Teaching	<p>Teachers are both teaching the same information but they divide the class and do so simultaneously.</p>
Station Teaching	<p>Teachers divide content and students. Each teacher then teaches the content to one group and subsequently repeats the instruction for the other group. If appropriate, a third “station” could require that students work independently</p>
Alternative Teaching	<p>One teacher takes responsibility for the large group while the other teacher works with smaller group.</p>
Team Teaching	<p>Both teachers deliver the same</p>

	<p>instruction at the same time. One may model while the other speaks. One may demonstrate while the other explains. The teachers may role play or they may take turns delivering instruction.</p>
--	--

c. The Benefits of Collaborative Teaching

According to Villa (2006 : 17), the following are some benefits of collaborative teaching or co-teaching method, involve :

- 1) Increased options for flexible grouping of students
- 2) Shared accountability for outcomes and resources
- 3) Another set of eyes to watch and help problem solve
- 4) Flexibility to try things you wouldn't be as willing to do alone
- 5) Help in classroom and lesson preparation
- 6) Help with classroom management
- 7) Reduce student/teacher ratio
- 8) Increase instructional options for all students
- 9) Diversity of instructional styles
- 10) Greater student engaged time
- 11) Greater student participation levels

Co-teaching provides a vehicle for teachers and students to move from feelings of isolation and alination to feelings of community and collaboration. In the language class, teacher collaboration is needed in supervision of students, especially for students who have low language ability. Collaborative teaching (co-teaching) is effective for students with a variety of instructional needs, including English language learners (Mahoney : 1997).

d. Collaborative Teaching Pattern

Each learning method has its patterns, starting from the planning step, implementation to the evaluation step. The following are the steps how collaborative teaching implemented in class :

a. The Planning Step

1) Learning plan is compiled together

The Lesson Plan (RPP), must be compiled together by every teacher who is a part of the teaching team. The purpose is teachers understand all the contents listed in the lesson plan components.

2) Learning methods are arranged together

The purpose of this step is each teachers knows the flow and process of learning, and does not lose the direction of learning.

3) Team partners understand the learning material and content

The teacher as a partner not only knows the material to be conveyed to students. They also must understand the contents of the learning material. So that both of them can complement each other's deficiencies.

4) Division of roles and responsibilities together

In collaborative teaching, the division of roles and responsibilities of each teacher must be discussed clearly when planning the learning process to be carried out. So that during the learning process, they know their respective roles and responsibilities.

b. The Core Step

- 1) One teacher acts as a speaker for two full lesson hours, while the other teacher acts as a supervisor and team assistant.
- 2) Two teachers alternatively as presenters in two lesson hours. In this case, the task as a presenter is divided into two existing lesson hours.
- 3) It can also be varied alternately according to the agreement of the lesson plan. When one teacher acts as a presenter, the other teacher or the other acts as a supervisor or helps students who are having difficulty in learning.

c. The Evaluation Step

1) Teacher evaluation

Teachers evaluation during the learning process are carried out together after the class ended. Evaluation is carried out with teacher by providing constructive criticism and suggestions for further improvement of the learning process.

2) Student evaluation

Evaluation of students includes making evaluation questions and planning evaluation methods. Everything is done together by the teacher in co-teaching. By mutual agreement, the teacher must make evaluation questions that will be given to students.

2.2 Previous Related Studies

In this section the researcher presents the differences and similarities between this research and previous related studies. This is intended to avoid repetition of studies on the same matters. Thus, it will be known what

distinguishes this research from previous studies. The researcher found some previous studies from different researcher who conducted a similar study about social problems in education field. The following are some previous study related to this research.

Liuhin Nuha (2016) in her Thesis of *Implementasi Pembelajaran Team Teaching Di Kelas Satu Sekolah Dasar Islam Terpadu Ahmad Yani Malang*. This research has discussed about the implementation of Team Teaching in grade 1 at SDIT Ahmad Yani Malang. She limited the problem by focusing on 4 aspects, namely : The team teaching planning, the implementation of team teaching, the evaluation of team teaching, also the obstacles and solutions during the implementation of team teaching in grade 1 at SDIT Ahmad Yani Malang. The results of this study indicate that learning in grade 1 at SDIT Ahmad Yani Malang has been carried out according to the team-teaching model. The obstacle that experienced by teachers are differences of opinion between teachers in determining learning methods, the solution is to ask for the opinion of a third teacher. While another obstacles is the enviousness between students because the teacher only pays attention to a few students, the solution is to divide the class into two so that the teacher will find it easier to supervise students.

Yuli (2016) has discussed "*Fieldwork, Co-Teaching and Co-Generative Dialogue in Lower Secondary School Environmental Science*". This research aimed to change classroom practice and stimulate students' awareness of ecosystems and biodiversity. This study uses a mixed methods research design by combining qualitative and quantitative methods. The conclusion of this research about the co-teaching and dialogue co-generative research applied in science classrooms have implications for student engagement, especially in student negotiation, critical voice and students' awareness of their place in their environment.

Kevin J. Graziano and Lori A. Navarrete (2012), in their journal of *Co-Teaching in a Teacher Education Classroom : Collaboration, Compromise and*

Creativity. This research is aimed to know how to apply the Collaborative Teaching or Co-Teaching method in the classroom. They found that collaborative teaching is one of the best method to increased students learning motivation and teacher's supervision in the class.

Juliani (2018), in her paper of *Model Pembelajaran Kolaboratif Guru (Co-Teaching) Terhadap Hasil Belajar dan Kemampuannya Dalam Mengajar*. The focus of this study is to analyze co-teaching learning applied to teachers of different professions who teach one classroom or teachers who teach in groups to make learning more effective and teachers to work together in delivering learning. She found that co-teaching provides an opportunity for teachers to collectively share responsibility for learning. Through co-teaching with student teachers, teachers broaden their teaching practice and develop new insights about their teaching.

The similarities between the previous research mention above and this research is that all of the research above and this research explains about social problems in particular education field, and two of the research above and this research are using Collaborative Teaching or Co-Teaching as the subject of the study.

Because of the similarities mention above, the researcher is decided to providing a research that using collaborative teaching or co-teaching for teaching English as the object of this study. Where both teachers have good quality in English skills. So that it can encourage the effectiveness of language learning.

Also the main point of this research, the researcher believe that supervision in the language class is really need to engage student learning motivation and their language ability. In Indonesia we often encounter this kind of learning model in the lower classes of school such as grade 1 or 2. It because the school think at that ages (grade 1 or 2), the students is too young to understand the material, so maybe they need supervisor in the class alongside with the main teacher. Furthermore, the researcher truly believe that supervision in school

especially in language class is needed at all ages or grades, because every students language ability is different. So that supervisor or in this research we called teacher assistant or collaborator teacher (co-teacher) is really need to engage student insight and participation during the language class.

Then, the two aspects mention above would be the main difference between this study and previous studies above. Then, the previous related studies above would be used as a reference to support this research.

2.3 Conceptual Framework

The purpose of language teaching is to help students develop communications skills. To reach the learning purpose, all parties must carry out their roles properly, as well as teachers. The teacher is a person who plays an important role in teaching and learning activities, because the teacher has the duty to organize and manage classroom life. In carrying out these tasks, the teacher must do everything so that class life runs well, students can learn without any obstacles, also can rule the material optimally. In addition, the number of students in the class affect the effectiveness of teaching-learning process. But in fact, we often find a class that teach by only 1 teacher with about 35 students. Then the teacher is also responsible for the success and failure of each students.

Collaborative teaching or co-teaching is a way of learning that involves two or more teachers in the student learning process. Distribution of roles and responsibilities in a clear and balanced. With co-teaching, it is hoped that there will be complementary cooperation between teachers in managing learning. In this case to balance the supervision of teachers to students in the class.

The students are expected to get more attention from teachers, especially students who are slow or weak in catching the lessons. The students are invited to be more active, creative and brave in the learning process. The use of collaborative teaching or co-teaching method is intended to teachers understand their students better.

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents research design, subject of the study, the data collection technique, technique of analyzing data, and then the research procedure.

3.1 Research Design

In this research, the researcher used qualitative method. According to Moleong (2005:6), Qualitative research is research that intends to understand the phenomenon of what is experienced by the subject of research, such as behavior, perceptions, motivations, actions, and so forth. Qualitative research moves from issues, does not test theory, but finds theory using site data, the presence of key informants, the respondent may be one person, using narratives, charts and matrices to present data, using the terms credibility and dependability and are cyclical or repetitive in nature.

The data to be collected is about the implementation of collaborative teaching in grade XII.MIA-1 at SMA Negeri 5 Maluku Tengah. From the expression of the concept, it is clear that what is desired is information in the form of a description, namely describing something according to what it is, about the real object regarding the process of implementing collaborative teaching learning in SMA Negeri 5 Maluku Tengah. In addition, the expression of the concept prefers the meaning behind the description of the data, therefore this study is more appropriate if it use a qualitative method.

In this study, the teacher will work with the researcher to apply the collaborative teaching (co-teaching) where the English teacher act as a main teacher and the researcher as the co-teacher. The main teacher keeps primary responsibility for teaching, while the researcher as the co-teacher circulates through the room providing unobtrusive assistance to student as needed. Meanwhile, students will be the target or object of research.