CHAPTER I

INTRODUCTION

A. Background of The Study

Classrooms are extremely complex places where moment by moment teachers have to make, transform, and translate plans into action (Tsui: 1995). Here, we have to understand that teacher action and teacher-learner interaction are important aspects of a classroom life, and there are many facets to structuring and managing learning. As with other aspects of teaching, it is extremely valuable for us as teachers to monitor and experiment with different aspects of classroom management.

Nunan (1998: 189) explains that the interaction of teacher and students is integrated in classroom management which focuses on a teacher. The focus can be on the teacher’s talk, questions, feedback, instruction, and explanation. In all types of classrooms, teacher’s talk is important, and has been extensively researched and documented. In language classrooms it is particularly important because the medium is the message. The modifications which teachers make to their language, the question they ask, the feedback they provide and the types of instructions and explanations they provide can all have an important bearing, not only on the effective management of the classroom, but also on the acquisition by learners of the target language.
Interaction in the classroom can be used as the parameter of effective teaching, but encouraging students to interact and get involved in the teaching learning process actively is not an easy thing. Each teacher has to face and solve this problem in his or her own classroom. Activating the students’ participation in the classroom is one of the great jobs of a teacher besides transferring the knowledge and developing students’ abilities or talents. Teaching itself can be defined as the action of a person imparting skill, knowledge, or giving instruction, or the job of a person who teaches. Clark and Starr (1986) define teaching as an attempt to assist students in acquiring or changing some skill, knowledge, ideal, attitude or appreciation. Teaching is a challenge that requires long hours of work and preparation. It is a continuous, cyclic process involving three phases:

1. Pre-teaching, during which the teacher plans what to teach and prepares or collects the materials to be used for teaching;

2. Classroom interaction, during which there is purposeful interaction between the materials, the subject–matter, the learner and the teacher; and

3. Post-teaching, during which the teacher reflects on the task just completed and feeds back his observation into planning the next lesson. This process continues ad infinitum (Banyan, 1980 in Quinn, S. and Kanter, S., 1984).

All teaching is carried out for a purpose to generate learning in students in order to produce educated persons. According to Oyedeji (1998), the two basic types of instructional methodology are the teacher-centered, and student-centered. Teacher-centered instructional approaches are more traditional and didactic.
Students acquire knowledge by listening to the teacher, by reading a textbook, or both. In such an approach, the student is a passive recipient of information. In contrast, student-centered approaches to instruction provide a learning environment that invites students to actively participate in, and help to shape, their own learning experiences. Either of the two instructional approaches can be used effectively to bring about learning. This thought depends on the ingenuity of the teachers. Examples of teacher-centered approaches include lecture, team-teaching, and demonstration; while examples of student-centered approaches are discussion, debate, project, role-playing, discovery, inquiry, simulations, individualized and independent study. Ndagana and Onifade (2000) considered no method as being the best for every teaching situation. However, they added that a carefully designed teaching method can make wonders in making learning effective. Ndagana et al (2000) state that the success in the use of the method depends on an intelligent analysis of the educational purpose, the pupils in the class, the curriculum content of the moment or the type of subject matter being taught.

Teaching methods, therefore, can be defined as the method in which a teacher delivers his/her subject matter to students, based on pre-determined instructional objectives, in order to promote learning in the students. There have been vigorous searches for strategies to improve the quality of instruction in schools and subsequent student learning in place of the traditional one (conventional method).

Conventional method is a traditional method of teaching where the teacher transmits information or subject matter content verbally to his/her students,
sometimes writing on the blackboard or using instructional materials. The students listen and take notes of facts and ideas that are considered important and also sometimes ask the teacher questions for clarification. While using this method, students’ response to their teacher is very limited because they prefer to keep silent and most of them pretend to do other activities in order the teacher does not ask them to give any question. Most of active students finally imitate their friend’s behavior and only some of them decide to join actively. In this case, there is no a good communication between teacher and students, so that the classroom interaction tends to be passive.

Problems described above are found in the second grade of SMA Negeri 7 Surakarta when the researcher was conducting her pre-research. She found that the students were good in understanding the materials given by the teacher, but they were not giving enough contribution in the classroom. The students were taking a part since their teacher gave a question to them. It seemed the students does not have high motivation in responding because they think that being calm in the classroom means the teacher will never ask them to do something, especially to come before the class. The lack of interaction is caused by the teacher technique in teaching. It was emphasized by one of the students’ statements to the researcher when she was conducting her interview. “Bu S itu ngajarnya terlalu cepat. Nggak pernah becanda juga, jadinya bosan terus ngantuk. Seringnya nulis di papan tulis, kalau ada yang ramai ya cuma diedem aja.” It means that the way of teaching used by the teacher has a great influence in creating an active
class. The teacher should be able to motivate and change the atmosphere of the class in order the students feel more comfortable and can interact freely.

Realizing these situations, the researcher uses team teaching to overcome the problems and works collaboratively in conducting the research with an English teacher, namely Mrs. S. Team teaching involves harnessing of benefits of co-operation efforts among teachers. Quinn and Kanter (1984) report that team teaching is simple team work between two or more qualified instructors who together make presentations to an audience. Welch, Brownell and Seridan (1999) in Quinn and Kanter (1984) describe team teaching as a restructuring of teaching procedures in which two or more educators who possess distinct sets of skills, work in a co-active and co-ordinate fashion to jointly teach academically and behaviorally heterogeneous groups of students in an educationally integrated classroom setting.

Ajayi, Ajibade and Aniemeka (2002) report that team-teaching involves a number of instructors who shares the same subject matter area, and teaching actively engaged in all aspects of course development from sequencing of topics in a unit plan or scheme of work and lesson plan, generation of learning activities and development of appropriate evaluation instrument. They also went further to explain that in team-teaching the topics or units and other expected activities are divided equitable so that when a member is not teaching, the time taken off teaching could be spent on evaluation, grading, production of instructional materials and assisting whoever is teaching by observing his presentation or supporting the practical exercises, as demonstrators in small group settings.
Team teaching is regarded as a strategy used at many grade levels in many schools, but how teams are structured and how well teaming actually works varies widely. Singer in Quinn, S. and Kanter, S. (1984) state that with the move toward more open classrooms and school-within-a school concepts, team teaching emerged as an innovative way to develop various staff utilization techniques. The English language instructor working with a co-teacher aim to enhance students’ speech, or technical skills. Further, Lawson recommends that a variety of teaching styles on a team includes different styles, such as an authoritarian, a caregiver, and a cheerleader will encourage students to respond differently to these different teachers and all will get their needs met.

The notion of teachers researching their own classrooms has been current for a number of years. Stenhouse in Quinn, S. and Kanter, S. (1984) argues that it was not enough for teacher’s work to be researched, that they need to research it themselves. More recently, Larsen-Freeman and Long in Quinn, S. and Kanter, S. (1984) have commented on the growing interest in teacher-initiated action research, and the value of such research in helping teachers gain understanding of and enhance their teaching.

Based on the phenomena found in teaching above, the researcher is eager to decide and conduct a research to solve those problems through this study. The research focuses on enhancing classroom interaction using team teaching through an action research in collaboration with an English teacher. The researcher wants to know how the improvement of classroom interaction after being taught by team teaching and the title of the research is “Enhancing Classroom Interaction through
Team Teaching (A Collaborative Action Research of the Eleventh Grade Students in SMA Negeri 7 Surakarta in 2008 / 2009 Academic Year).

B. Problem Statements

Related to the background of the study above, this research is focused on a certain problem dealt with the effort to enhance the classroom interaction. There are some problems that can be stated as follows:

1. Can Team Teaching enhance classroom interaction?
2. How does Team Teaching enhance classroom interaction?
3. To what extend can Team Teaching enhance the classroom interaction?
4. What kind of improvement will take place after implementing Team Teaching in the classroom atmosphere?

C. Objectives of The Study

The study aims at finding the answer to the questions stated in the problem statement. Therefore, the objectives of this study are:

1. To describe whether Team Teaching can enhance the classroom interaction or not.
2. To find out how Team Teaching enhance the classroom interaction.
3. To find out to what extent Team Teaching can enhance the classroom interaction.

4. To find out what kind of improvement will take place after implementing Team Teaching in the classroom atmosphere.

D. Limitation of The Study

In order to avoid biases, the researcher gives the following limitations to the topic discussed:

1. The study is focused on the classroom interaction of an English subject in the eleventh grade students of SMA Negeri 7 Surakarta in 2008 / 2009 academic year.

2. The major data are taken from the observations in the classroom.

3. The observations conducted in the eleventh grade students (XI IPA1) of SMA Negeri 7 Surakarta in 2008 / 2009 academic year.

E. Benefits of The Study

The result of this study is expected to give a contribution in English teaching and learning especially in describing the process of interaction has taken place in the classroom. The benefits that the writer expects from the result of the study are:
1. For the researcher, it will give valuable experiences about the implementation of team teaching as a technique to enhance the classroom interaction. It is very useful for her as a preparation to be an English teacher.

2. For the English teacher and students, this study can be used as a reference about their activities in the classroom so that they can make use of this study to create a better interaction in their English classes.

3. For Teacher Training and Education Faculty, the result of this study can be effective to enhance the quality of the language teaching and learning and provides contribution to explore the classroom interaction, especially in English class.