CO-TEACHING METHOD TO IMPROVE STUDENTS' SPEAKING ABILITY IN LEARNING ENGLISH

(A Classroom Action Research to the seventh-grade students in Santu Petrus Junior High School)

THESIS

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TABLE OF CONTENTS

COVER
APPROVAL SHEET i
ORIGINALITY STATEMENT ii
ACKNOWLEDGEMENT iii
TABLE OF CONTENT v
ABSTRACT.....vii
CHAPTER I: INTRODUCTION.....1
1. 1 Background of the Study 1
1. 2 Research Questions 4
1. 3 Research Purpose 4
1. 4 Significances of the Study 5
1. 5 Research Terminology 5
CHAPTER II: LITERATURE REVIEW..... 7
2. 1 Speaking Ability 7
2. 2 Co-Teaching 15
2. 3 Teaching and Learning at Santu Petrus Junior High School 27
2.3.1 Merdeka Curriculum in Junior High School 27
2.3.2 Teaching English at Santu Petrus Junior High School . 29
CHAPTER III: RESEARCH METHOD 30
3.1 Research Design 30
3.2 Research Participant 33
3.3 Research Instrument..... 33
3.4 Technique of Data Analysis 34
3.4.1 Qualitative Data 34
3.4.2 Quantitative Data 35
CHAPTER IV: FINDINGS AND DISCUSSION..... 36
4.1 Research Findings 36
4.1.1 Description of Each Cycles 39
4.2 Discussion 54

4.2.1 Students' Pronunciation Improvement in Speaking English Using Co-teaching method 54
4.2.2 Students' Grammar Improvement in Speaking English Using Co-teaching Method..... 57
4.2.3 Co-Teaching Related to The Students' Behavior and Process of Teaching And Learning.....58
CHAPTER V: CONCLUSION AND SUGGESTION 63
5.1 Conclusion 63
5.2 Suggestion 64

BIBLIOGRAPHY

APPENDICES

Appendix 1: English Scoring Rubric for Speaking Ability
Appendix 2: Lesson Plan
Appendix 3: Observation Checklist
Appendix 4: Field Notes
Appendix 5: Pictures
Appendix 6: Diagnostic Assessment Score
Appendix 7: Students Grouping Distribution
Appendix 8: Students' Speaking Score Based on Pronunciation and Grammar Cycle I
Appendix 9: Students' Speaking Score Based on Pronunciation and Grammar Cycle II

LIST OF TABLES

3.1 Classroom Action Research Procedure
4.1 Group Distribution for Speaking Assessment

CO TEACHING METHOD TO IMPROVE STUDENTS' SPEAKING ABILITY IN LEARNING ENGLISH

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Abstract

Speaking ability is crucial in English language education, particularly for junior high school students, as it significantly impacts their future academic and professional success. This study focuses on seventh-grade students at SMP Santu Petrus Junior High School, who exhibit varied English proficiency levels due to diverse educational backgrounds and limited internet access in rural areas. These students often face challenges such as low engagement and confidence in speaking English, along with a lack of vocabulary and proper pronunciation. To address these issues, this research investigates the implementation of co-teaching, where two or more teachers collaboratively instruct in a single classroom. This approach aims to enhance language education by leveraging the unique skills and methods of multiple teachers. Conducted as a Classroom Action Research (CAR) project, the study involves pre-tests, post-tests, observations, and field notes to evaluate the effectiveness of the co-teaching method. Previous studies suggest that co-teaching improves student participation, engagement, and language proficiency through differentiated instruction and dynamic learning environments. This study aims to confirm these findings and provide practical insights into how co-teaching can boost the speaking abilities of seventh-grade students at SMP Santu Petrus. The results indicate that co-teaching effectively addresses the needs of the students by allowing personalized attention, helping low-proficiency students catch up without hindering the progress of advanced students. Additionally, co-teaching enables more efficient coverage of material, ensuring that all students meet the necessary educational standards without overwhelming a single teacher.

Keyword: Co-teaching, Speaking Skill, Listening Skill, Classroom Action Research

CHAPTER I

INTRODUCTION

1.1 Background

The development of speaking ability is crucial in English language education, particularly for junior high school students. Mastering this skill significantly impacts their future academic and professional performance. Speaking, however, tends to be the most challenging language learning ability to master, requiring different training approaches due to the complexity of spoken language, including pronunciation, intonation, and comprehension.

Junior high school is a critical period for students' language development, as they transition from basic language skills to more advanced communication abilities. Fluency and confidence in speaking English not only enhance academic success but also prepare students for future higher education and career opportunities. At SMP Santu Petrus Junior High School, seventh-grade students display a wide range of English proficiency levels, primarily due to diverse educational backgrounds and limited internet access in rural areas. Students with poor English proficiency often show low engagement, lack of confidence, limited vocabulary, and incorrect pronunciation, leading to minimal participation in English lessons. They frequently resort to speaking Indonesian or Malay, remaining inactive if the teacher does not engage them directly. These students' diverse backgrounds include those from both urban and rural areas, with some having never learned English before. The limited internet access in

rural areas further restricts their exposure to English language resources, hindering their language acquisition. This digital divide contributes to disparities in language proficiency compared to students with better access to online resources, posing challenges for meeting higher educational standards.

Teachers play a pivotal role in the teaching and learning process, but they often face barriers such as covering extensive material within a limited timeframe. In classrooms with 36 students, it becomes challenging to address the individual needs of low-proficiency students while ensuring that all students meet educational goals. The use of co-teaching, where two or more teachers collaborate in a single classroom, offers a promising solution to these challenges. Co-teaching brings together teachers' unique skills and methods, creating a more dynamic and engaging learning environment.

Co-teaching is particularly effective for enhancing speaking proficiency in English language classes. A language specialist and a content-area teacher can combine their strengths to deliver a comprehensive language education experience. The language specialist focuses on language acquisition, phonetics, and communication strategies, while the content-area teacher provides real-world context and subject matter relevance. This collaborative approach facilitates differentiated instruction, catering to the diverse learning styles and abilities in junior high school classrooms. It encourages active student participation through engaging activities, dialogues, and authentic language use. The interpersonal dynamic between co-teachers serves as a model for

effective communication, inspiring students to become proficient and confident speakers of English.

Previous studies have highlighted the positive impact of co-teaching on both ESL students and teachers. Naegele et al. (2016) found that co-teaching enhances equity and learning opportunities for both EL and non-EL students. Liu (2008) emphasized the importance of effective collaboration between co-teachers and support from school administration for successful implementation. Brendle et al. (2017) demonstrated that co-teaching plays a crucial role in developing effective co-planning, co-instruction, and co-assessment methods.

Building on these findings, this research investigates the use of co-teaching to improve the speaking ability of seventh-grade students at SMP Santu Petrus. Conducted as a Classroom Action Research (CAR) project, the study involves pre-tests, post-tests, observations, and field notes. The teaching and learning process occurs both indoors and outdoors, with students participating in activities such as group presentations and dialogues. The aim is to create engaging instructional materials that make learning enjoyable and meaningful. The study seeks to confirm the effectiveness of co-teaching in enhancing students' speaking skills, particularly in pronunciation and fluency, and to provide practical insights for implementing this method to meet the diverse needs of junior high school students.

1.2 Research Question

This study concentrated on a single research question, such as how the co-teaching approach enhances students' speaking abilities in areas such as:

1. How does the Co-teaching method improve students' pronunciation in speaking?
2. How does the Co-teaching method improve students' grammar accuracy in speaking?
3. How does Co-teaching related to students' behavior and process of teaching and learning?

1.3 Research Purpose

The main research purpose of this study is to know how co-teaching improves students' speaking ability in areas such as:

1. To know how does the Co-teaching method improve students' pronunciation in speaking
2. To know how does the Co-teaching method improve students grammar in speaking.
3. To know how does the Co-teaching related to students' behavior and process of teaching and learning.

1.4 Significance of the Study

This research study is important to evaluate the usage of the co-teaching