CHAPTER I

INTRODUCTION

This chapter presents the background to the study dealing with classroom interaction patterns in team teaching model in an EFL classroom. Following the background's section is the statements of the problem addressed in this study to define the purpose of the study. The next section is the objectives of the study followed by the scope of the study, significance of the study and ended by clarification of terms.

1.1. Background

English has been included in Indonesian's school curriculum for so many years. The practice of English language teaching in this country has also experienced continuous developments in terms of teaching methods and evaluation. The development can be seen from the fact that today English is taught as a compulsory subject at secondary school and as local content subject (optional) at kindergarten and primary school.

On the contrary, though the government and other related educational stakeholders have claimed that development of English teaching and learning offer all the language learners a better language achievement, year by year, formal school graduates gain quite poor English (Listia and Kamal, 2009:1). Worst, in the national final examination which considered as the national standard of evaluation, it has been found that English score has been manipulated in any ways (Driana, 2007 cited in Suherdi, 2009:2).

Indeed, language teaching cannot be separated from its curriculum development. As Richard (2002:2) has stated, the focus of curriculum development is estimating the cognitive value, competence and also norms that will be experienced by students at school, determining the atmosphere that is needed in creating good output and preparing the teaching and learning methods. Language curriculum, which has been developed since 1960s (Richard, 2002:2), has proven its engagement in series of revolution, most of which were in the effort to reveal the best way to teach English (Hadley, 2001:86).

In order to support the language curriculum development in which it is to guarantee the quality of language teaching and learning process, the process of language teaching and learning should be well prepared and well planned. The process of language curriculum development is not focusing on one element of language teaching only. Richard (2002:2) stated that in the development of language curriculum, it consists of determining the learner needs, developing the course's goals, determining a suitable syllabus, designing course model, teaching methods and material and evaluating the language program.

The goal of English curriculum in Indonesia is to success in the international communication which also could be means to success in achieving the goals of trading, world-wide relationship, education and carrier development (Suprijadi, 2007:1). Many strategies could be designed to cope with the goal, for example by preparing professional human resources for teachers' position and probably by designing the best teaching methods to be implemented in the classroom.

However, teaching methods can't be claimed as the only factors that influence the success of language teaching. Tudor (1996b:276-7 cited in Tanaka) stated that:

> … teaching method, although important, is just one aspect of language teaching. Every teaching situation involves the interaction between a given teaching method, the students, and the wider socio-cultural context of learning. If this interaction is not a happy one, learning is unlikely to be effective, no matter how good the credentials of the teaching method may be in theoretical terms. Teaching method needs therefore to be chosen not only on the basis of what seems theoretically plausible, but also in the light of the experience, personality, and expectations of the students involved. (Tudor, 1996b, p. 276-7).

It is obvious that in order to be successful in achieving the goal of English curriculum in Indonesia, all elements of language teaching and learning should be involved. Thus, better connection among teaching method, students, teachers and socio cultural context will be emerging better language teaching and learning.

In relation with achieving the goal of language curriculum in Indonesia and also to avoid more cheating chances in the evaluation process, learners should have self confident in the language learnt. Lubis (2009) stated that English mastery in every school level from play group to university level is a need that will provide students the necessary tools to cope with the goal of the language curriculum and the demand of the real world. Thus, English mastery might be one of many ways in achieving the goal of English curriculum.

"Teaching is a process, learning is its goal. When teaching is most successful, both students and teachers learn." (Buckley, 1999:3). Teachers facilitate and guide learners to learn. The design of innovative and planned

language teaching programs should enable students to learn a language in a way which they fond of it, they motivated in it and they interact with it.

However, language teaching and learning problems are felt and experienced by both sides; teachers and students. For teachers, most of the problems in teaching English come from the lack of students' motivation. While for students, English learning problems caused by several factors, namely; (a) rarely, English teachers speak English in front of the class so students aren't getting used to in listening English, (b) to much focus on teaching grammar without explaining on when the students use it in daily communication, (c), the vocabulary given is too technical, not much for daily communication, (d) the substances of the English material is not simultaneously continued from junior to senior high school but what is taught in junior high school is being repeatedly taught in senior high school which make student easily get bored (Putri, 2002).

The notion of teaching and learning problems mentioned in the previous paragraph demand further research in finding the best strategies or the best language teaching method. In relation to that, recent studies of classroom interaction had shown enormous result in maximizing the learning process especially in stimulating teachers to improve their teaching behavior in order to optimize their student learning (Inamullah, 2005). Another study reported that classroom interaction encouraged student's motivation in the classroom (Chiang, 2001). One's research stated that through classroom interaction which consistently occurred whether among teacher and students or among students themselves, the learning condition become more conducive (Rahayu, 2007)

Other issue of study that assumed to cope with the above-mentioned problems is through team teaching. Team teaching assumes that "by working together, it will make a greater contribution than working alone" (Davis, 1996:2 cited in Buckley, 1999:4). Thus, it will be emerging higher quantity of classroom interaction. The recent study on team teaching revealed that "it is a good way to keep the children's attention and interest level up" (Goetz, 2000). Other study has revealed the benefits of team teaching were with regard to teacher professionalism, student attitudes and discipline, instructional creativity, teacher satisfaction and role. (Northern Nevada Writing Project Teacher-Researcher groups, 1996).

Both of the previous researches on EFL classroom interaction and team teaching have provided lots of data on how if the design of teaching method intertwined them. Moreover those data will be prominent data in studying the patterns of classroom interaction in team teaching model in an EFL classroom. The study will reveal the patterns of classroom interaction in team teaching model in an EFL classroom of elementary level. Elementary is chosen for the limited of schools amount in the region that has implemented team teaching.

Thus, it becomes the researcher's concern to fill in the gap that there is a chance of making EFL classroom interaction better by implementing team teaching model and designing classroom interaction patterns. For that reason present study will conduct a research on "Classroom Interaction Patterns in Team Teaching Model in an EFL Classroom" a qualitative study at a private elementary school in Bandung region.

1.2. The objectives of the Study

The study explores classroom interaction patterns in team teaching model in an EFL classroom, in line with that the study objectives are:

1. to find out the patterns of classroom interaction that appear in team teaching model in an EFL classroom.

2. to find out the model of team teaching in which the interaction patterns appear.

1.3. The Scope of the Study

The study dealt with classroom interaction patterns in an EFL classroom that has adopted team teaching model. It is much more concerning with observing and finding out the interaction patterns that occur in an EFL classroom that has adopted a team teaching model. The analysis used in finding out the patterns is pedagogical microscope study.

1.4. Significances of the Study

The result of the study is expected to give a valuable contribution for English teacher in designing any teaching strategy which is based on team teaching. It also expected that this study to be one of the inspirations especially for English teachers who teach in big classes (more than 40 students in each class) to conduct a team teaching model in improving classroom interaction, and the last but not least, it is expected to give English teachers a practical and theoretical competence in the process on teaching English

1.5. Clarification of terms

In making the terms used in the study clearer, the following is the clarification of the terms:

- classroom interaction patterns are patterns of interaction occur in the classroom.

- team teaching is 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 (Quinn and Kanter, 1984 cited in Goetz, 2000, p.2)

- EFL classroom is a class that specifically used for English learning.