

**COLLABORATIVE TEACHING BETWEEN NATIVE AND
NONNATIVE ENGLISH TEACHERS AT SMA
MUHAMMADIYAH 1 TAMAN SIDOARJO**

THESIS

Submitted in partial fulfillment of the requirement for the degree of
Sarjana Pendidikan (S.Pd) in Teaching English



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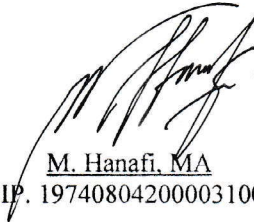
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ABSTRACT

Hermawati, R. (2018). *Collaborative Teaching between Native and Nonnative English Teachers at SMA Muhammadiyah 1 Taman Sidoarjo*. A thesis. English Teacher Education Department, Faculty of Tarbiyah and Teacher Training, Sunan Ampel State Islamic University, Surabaya. Advisors: Drs. Muhtarom, M.ed, Gred, Dip.Tesol and M. Hanafi, MA.

Key words: *Collaborative Teaching, Native and Nonnative English Teachers, Role of Teachers*

Collaborative teaching is referred to two or more teachers working in class activities together in a class to reach the same purpose. Native and nonnative English teachers are one of the appropriate teachers to apply this teaching innovation in the class. Therefore, the students will have more fun to learn English with different collaborative teaching models in each meeting. In collaborative teaching, native and nonnative English teachers need to be divided into some tasks to make each teacher easier to handle the class according to their responsibility. Thus, the aim of this research is to find out the collaborative teaching models that are applied by the teachers and to describe each role of native and nonnative English teachers. This study took place at SMA Muhammadiyah 1 Taman Sidoarjo and took 10th grade students. Then, by applying descriptive qualitative approach, this study used observation. Observation checklist is used to find out the collaborative teaching models that applied by native and nonnative English teachers in the class and to describe the role of native and nonnative English teachers. Based on the result of this research, from six models of collaborative teaching, there are two models that applied by native and nonnative English teachers in the class, they are *one teach, one observe* and *one teach, one assist*. The result of the research about the role of each teacher are native English teacher plays roles as controller, organizer, participant and resource, while nonnative English teacher plays roles as assessor, prompter, participant and observer in the class.

ABSTRAK

Hermawati, R. (2018). *Kolaborasi Mengajar antara Guru Bahasa Inggris Penutur Asli dan Non-pribumi di SMA Muhammadiyah 1 Taman Sidoarjo*. Skripsi. Prodi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Sunan Ampel, Surabaya. Pembimbing: Drs. Muhtarom, M.Ed, Gred, Dip.Tesol dan M. Hanafi, MA.

Kata kunci: *Kolaborasi Mengajar, Guru Bahasa Inggris Penutur Asli dan Non-pribumi, Peran Guru*

Kolaborasi mengajar diartikan sebagai dua guru atau lebih bekerja dalam kegiatan kelas bersama di dalam satu kelas untuk mencapai tujuan yang sama. Guru Bahasa Inggris penutur asli dan non-pribumi adalah salah satu guru yang cocok untuk menerapkan inovasi mengajar ini di dalam kelas. Mereka mempunyai latar budaya yang berbeda, tetapi mereka dapat bekerja bersama untuk membuat materi pembelajaran yang bagus untuk siswa. Kolaborasi mengajar menawarkan beberapa model untuk diaplikasikan. Sehingga, siswa akan merasa lebih senang untuk belajar Bahasa Inggris dengan model yang berbeda-beda dalam setiap pertemuan. Dalam kolaborasi mengajar, peran guru Bahasa Inggris penutur asli dan non-pribumi perlu dibagi menjadi beberapa tugas untuk membuat masing-masing guru lebih mudah dalam menangani kelas menurut tanggung jawabnya. Oleh karena itu, tujuan dari penelitian ini adalah untuk mencari tahu model pengajaran kolaboratif yang diterapkan oleh guru dan untuk mendeskripsikan masing-masing peran guru Bahasa Inggris penutur asli dan non-pribumi. Studi ini berlangsung di SMA Muhammadiyah 1 Taman Sidoarjo dan mengambil siswa kelas 10. Kemudian, dengan menerapkan pendekatan deskriptif kualitatif, studi ini menggunakan pengamatan dan wawancara. Daftar pengamatan digunakan untuk mencari tahu model pengajaran kolaboratif yang diterapkan oleh guru Bahasa Inggris penutur asli dan non-pribumi di dalam kelas dan wawancara digunakan untuk mendeskripsikan peran dari guru Bahasa Inggris penutur asli dan non-pribumi. Berdasarkan hasil dari penelitian, dari enam model pembelajaran kolaboratif, ada dua

model yang diterapkan oleh guru Bahasa Inggris penutur asli dan non-pribumi di kelas, mereka adalah *satu mengajar, satu mengamati* dan *satu mengajar, satu membantu*. Hasil dari penelitian tentang peran masing-masing guru dalam pengajaran Bahasa Inggris adalah guru Bahasa Inggris penutur asli sebagai pengontrol, pengorganisir, peserta dan sumber sedangkan guru Bahasa Inggris non-pribumi sebagai penilai, pembisik, peserta dan pengobservasi di dalam kelas.

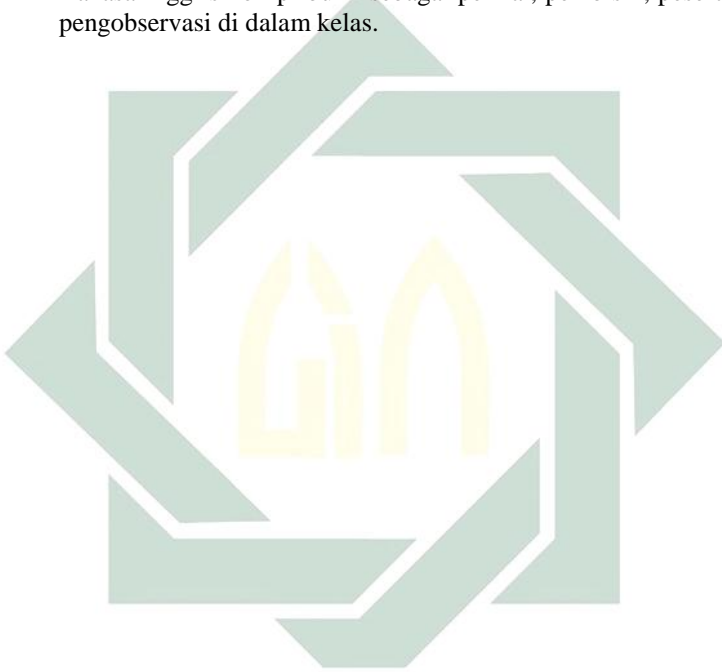


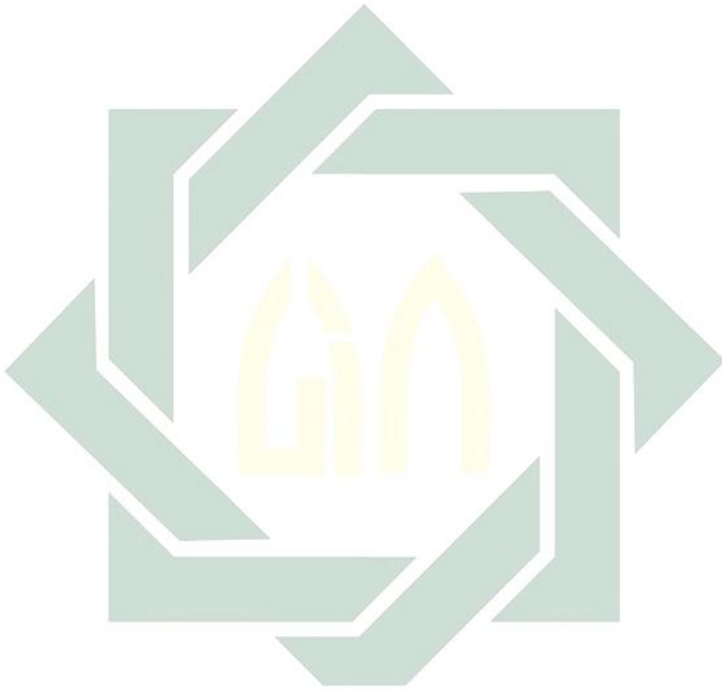
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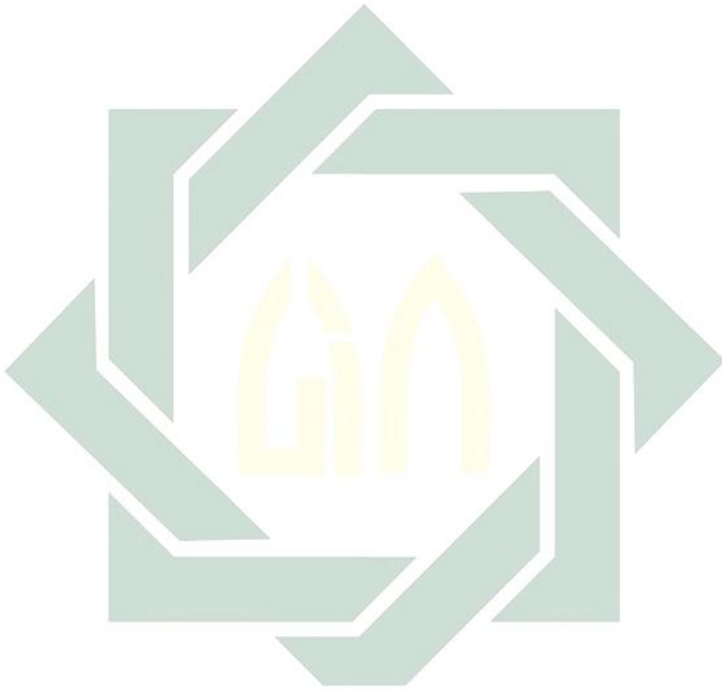
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CHAPTER I INTRODUCTION

A. Background of the Study

In Indonesia, collaborative teaching is one of the rare teaching innovations applied at school. Several articles stated that collaborative teaching usually applied in school with the disabilities students. Even though, some students, with or without disabilities, may need more support than what is typically addressed in any given class (e.g. study skills training, homework support, remediation).¹

Collaborative teaching itself have many benefits to be the one of teaching innovation to try. A study group conducted Action research in 2013-14 stated that collaborative teaching benefits student learning in many ways by allowing more differentiated, personalized approaches that range from individual, small and large group strategies.² A number of collaborative teachers, particularly those who worked with upper elementary and middle school students, reported that the increased attention to the development of study skills and cognitive strategies had helped improve many students' classroom performance.³

English is one of the subjects that can apply collaborative teaching, especially in Indonesia as a country who learn English as a second language. Nonnative English teachers in Indonesia need a partner who is more expert in English subject. Nonnative English teachers can be a good teacher after they pass learning process for a long time. Mastering English is not enough, because a teacher should has a proficiency, tools and information

¹ Jackqueline S. Thousand – Richard A. Villa, Ann I. Nevin, “The Many Faces of Collaborative Planning and Teaching”. *Theory Into Practice*. Vol.45 No.3, 241

² Michelle Walker, Patty Eliot. *Collaborative Teaching*. (Retrieved from <http://marinschools.org/SiteAssets/goldenbell/Pages/Student-Programs/Collaborative%20Teaching.pdf>, accessed on March 27, 2018)

³ Rabeeh Harati, “Collaboration teaching and its role on education performance and students achievement”. *European Journal of Experimental Biology*. Vol.2 No.6, 2012, 2182

necessary to edify young learners.⁴ However, they cannot be the model as authentic as native English teachers. Nonnative English teachers using language only when they teach, not for daily communication. Opposite with the native English teachers, they are not only used the language for daily communication, but they have learnt the language since they was born. Native English teachers and nonnative English teachers are appropriate to be a partner in collaborative teaching. Native English teachers can enrich the lesson by repeating, rephrasing, or recasting and a nonnative English teacher is able to clarify using L1, which reduces students' anxiety when not understanding.⁵ Native English teachers can be the authentic models that make the students more active and more often to speak English in the school. Because teaching a language is like having a bank account, if you don't deposit and draw money regularly, part of your sum will be useless (you need interaction) don't just keep it there.⁶

But then, it can be an issue about who is better in teaching English between native and nonnative teacher. Many experts doubt with both of these teachers. Some procons appear about these native and nonnative teachers. Such as these people who are in the pro side of nonnative teacher. Llorca stated that researchers and educators has proven the fact that English is more used by L2 people (nonnative), consequently, they are taking on board the notion that English is no longer exclusively owned by the native-speaking communities, but also shared by nonnative speakers, that also have a right to be heard in matters affecting the language.⁷ In other article by Liu mentioned,

⁴ S.Archana – K.Usha Rani, “Role of A Teacher in English Language Teaching (ELT)”. *International Journal of Educational Science and Research (IJESR)*. Vol.7 issue 1, Feb 2017, 1

⁵ Abbie Hibler, Master Dissertation: “*Effective Collaboration between Native and Nonnative Speakers in the Spanish CLIL Context: The case of the language Assistants in primary education*”. (Madrid:Universidad Complutense De Madrid, 2010), 25

⁶ Adrian Tennant – Nigussie Negash. *Language Improvement for English Teachers* (Senegal: British Council, 2009), 24

⁷ Enric Llorca, “Non-native-speaker teachers and English as an International Language”. *International Journal of Applied Linguistic*. Vol.14 No.3, 2004, 314

that native is preferred in conversation class, while nonnative would responsible for the scientific study of the language and its literature.⁸ This statement has proven that nonnative have more capable in scientific explanations for the constructions and use of the English language. On the contrary, other experts become the cons side of nonnative teacher. Like Matsuda looks nonnative as a negative if they are compared with native teacher, in his statement, he is argue that prefix non- cannot be combine with the human because it can bother them. He sees that nonnative is pejorative term. Nonnative is marginal, while native is dominant. Nonnative is negative and native is positive.⁹ While native speaker is not also the perfect people who can teach English, even they are the owner of the language. Some experts propose their opinions about native speaker. On the pro side, there is Gurkan argue that most of cases, students claim that they prefer to study with a native speaker because they want to enter to the target language and interact with the native speaker.¹⁰ In other article by Clouet also said, that native teacher knows the language very well because they use it entire their live. Native can give students the knowledge about their culture that non-native cannot provide.¹¹ On the cons side of native speaker there is Inayah stated that native speaker may not always conscious with their own language, more focused on verbal skills, less stringent of errors.¹²

⁸ Liwei Liu, "Co-teaching between native and non-native English teachers: An exploration of co-teaching models and strategies in the Chinese primary school context". *Reflections of English language Teaching*. Vol.7 No.2, 103

⁹ Nuria Villalobos Ulate. "Insights towards Native and Non-native ELT Educators". *Bellaterra Journal of Teaching and Learning Language & Literature*. Vol.4 No.1, Jan-Feb 2011, 57

¹⁰ Serkan Gurkan – Dogan Yuksel, "Evaluating the contributions of native and non-native teachers to an English Language Teaching Program". *Social and Behavioral Sciences*. 46, 2012, 2952

¹¹ Richard Clouet, "Native vs. Non-native Teachers: A Matter To Think Over". *Revista De Vilologia*. 24, April 2006, 73

¹² Nurul Inayah, Thesis: "Students' Perception toward a Conversational Class Taught By Foreigner Counterpart" (Salatiga: STAIN Salatiga, 2013), 54

Separately with the issues above, collaborative teaching also have some problems for the teachers to applied in the class.¹³ The first is personnel organization, it takes too much times outside the teaching process to prepare division of work for each teacher. The second is space and equipment, sometimes native English teachers want to have their own classroom with their country design to support the collaborative teaching process, but some schools in Indonesia do not have extra space. The third is lack of specialized skills required in the related fields, there are many nonnative English teachers in Indonesia but it is difficult to find native English teachers. In some schools, they only become a guest teacher for a few months. The fourth is collaborative teaching schedule arrangement, it is impossible to assign one native English teacher to teaching in many classrooms with a tight schedule in the school. The fifth is time pressure, to facilitate the students learn English more, the teachers also need more time to teach, but they only have limited time to deliver the lesson. The last is lack of support from school administration. This is the most important problem that faced by school in Indonesia. There is few schools which are providing facilities to apply collaborative teaching with the native English teachers. It is because to make cooperation with the native English teacher the school must spend a lot of money for pay the cost during living in Indonesia.

Based on some problems stated about collaborative teaching above, the researcher wants to conduct a research entitled “Collaborative Teaching between Native and Nonnative English Teachers at SMA Muhammadiyah 1 Taman Sidoarjo.”

¹³ Ruilin Lin – Jingchen Xie, “A Study of the Effectiveness of Collaborative Teaching in the “Introduction to design Course””. *Asian Journal of Management and Humanity Sciences*. Vol.4 No.2-3, 2009, 127

B. Problem of The Study

Based on the background above, the research problem will be observed in this research are:

1. What type of collaborative teaching model applied by native and nonnative English teachers at SMA Muhammadiyah 1 Taman Sidoarjo?
2. What are the role of native and nonnative English teachers during collaborative teaching at SMA Muhammadiyah 1 Taman Sidoarjo?

C. Objectives of The Study

Based on problems of the study above, the researcher states the objectives of the study as follows:

1. To find out the model of collaborative teaching applied by native and nonnative English teachers at SMA Muhammadiyah 1 Taman Sidoarjo
2. To describe the role of native and nonnative English teachers during collaborative teaching at SMA Muhammadiyah 1 Taman Sidoarjo

D. Significance of The Study

The researcher expects that the result of this research can be shared as a contribution in education for these following people:

1. The English Teacher
The result of this research is expected to be able to help the teacher improve their teaching skill through new things that the native and nonnative English teachers share while doing collaborative teaching.
2. The Students
The result of this research is expected to be able to motivate the students to be brave and activeness to learn English with native or nonnative teacher.
3. The Reader
The result of this research is expected to be able to give information to the readers that collaborative teaching with native speaker may be one activity, which attempted some schools in Indonesia to improve students' English skills.

4. The Researcher

The result of this research is expected to be able to add new innovation and knowledge about teaching English by researcher's experience in direct English viewing and observing the native and nonnative English teachers in the class.

E. Scope and Limitation of The Study

The study is limited to the models of collaborative teaching that applied by native and nonnative English teachers used the theory of Liwei Liu which is contain six models, they are one teach, one observe, station teaching, parallel teaching, alternative teaching, team teaching, and one teach, one assist. The study also describes the role of native and nonnative English teachers during collaborative teaching in the class used the theory of Jeremy Harmer which is contain eight roles, they are teacher as a controller, teacher as an organizer, teacher as an assessor, teacher as a prompter, teacher as a participant, teacher as a resource, teacher as a tutor, and teacher as an observer.

The research was conducted at SMA Muhammadiyah 1 Taman Sidoarjo. The objects of this research are the native and nonnative English teachers. The reason the researcher choose this school is because this school always conduct the teacher exchange with native speaker every year. The native speaker comes from different country. Therefore, they have different personality, culture, and background.

F. Definitions of Key Terms

There are some key terms which often found in this study. To avoid misunderstanding, the researcher wants to clarify the meaning briefly. Some key terms such as:

1. Collaborative Teaching

According to Nurul Islam collaborative teaching refers to two teachers working together in designing and teaching a course that uses group learning

techniques.¹⁴ Collaborative teaching in this study means two teachers working together in whole activities in the class to reach the same purpose.

2. Native English Teacher

Native speaker is someone who born in that language country; learn it during childhood; and speaks it as a first language.¹⁵ Then, native English teacher in this study is someone who is the owner of the language and have a teaching skill to deliver the target language.

3. Nonnative English Teacher

Llurda states that non-native teacher are endowed with the privilege of bilingualism, as their experience of switching back and forth from their own language to the target one enhances their understanding of the demands of the learning situation.¹⁶ Therefore, nonnative English teacher in this study is someone who is not the owner of the language but have an interest to learn the target language then share the knowledge to the students.

4. Role of Teachers

Role of teachers is important, teachers are not only monitoring what are the students doing during learning process to observe their performance, but also teach them to mastering the target language. According to Harmer, there are eight roles of teacher, they are teacher as a controller, teacher as an organizer, teacher as an assessor, teacher as a prompter, and teacher as a participant, teacher as a resource, teacher as a tutor and teacher as an observer.¹⁷

¹⁴ Mohammad Nurul Islam, "Collaboration between Native and Non-native English-speaking Teachers". *Studies in Literature and Language*. Vol.2 No.1, 2011, 34

¹⁵ Andisheh Saniei, "Who Is An Ideal Native Speaker?!". *International Conference and Languages, Literature and Linguistics*. Vol.26, 2011, 74

¹⁶ Eric Llurda, "Non-native-speaker teachers and English as an International Language". *International Journal of Applied Linguistics*. Vol.14 No.3, 2004, 318

¹⁷ Jeremy Harmer, *The Practice of English Language Teaching* (New York: Longman, 2003), 57

CHAPTER II REVIEW OF RELATED LITERATURE

A. Literature Review

In this chapter, the researcher explains several theories through reviewing some literatures related to this study. This theoretical construct deals with:

1. Collaborative Teaching

Collaboration is the mutual engagement of participants in a coordinated effort to solve a problem and reach a purpose together. According to Nurul Islam, collaborative teaching refers to two teachers working together in designing and teaching a course that uses group-learning techniques.¹⁸ In other article by Supahar stated that team teaching or collaborative teaching is a learning strategy whose learning process activities are conducted by more than one teacher with the division of roles and each responsibility.¹⁹ Then, collaborative teaching in this study is two teachers working together in whole teaching activities in the class to reach the same purpose.

Sigrun described four types of collaborative activities that appear crucial for continuous professional development²⁰: 1) teachers engage in frequent, continuous, and increasingly concrete and precise talk about teaching practice, 2) teachers are frequently observed and provided with useful critiques of their teaching, 3) teachers plan, design, research, evaluate, and prepare teaching materials together, 4) teachers teach each others the practice of teaching.

In collaborative teaching environments, teachers have the potential to create the collective capacity for initiating

¹⁸ Mohammad Nurul Islam, "Collaboration between Native and Non-native English-speaking Teachers". *Studies in Literature and Language*. Vol.2 No.1, 2011, 34

¹⁹ Supahar, "Team Teaching: Sebuah Strategi Untuk Membangun Learning Community". *Prosiding Seminar Nasional Penelitian, Pendidikan dan Penerapan MIPA*. 16 Mei 2009, 10

²⁰ Dr. Sigrun K. Ertesvåg, *Improving teacher collaboration – The role of classroom characteristics and individual factors on teachers' collaboration: A latent Growth Curve Approach*, (Retrieved from <http://www.icsei.net/icsei2011/Full%20Papers/0090.pdf>, accessed on July 4, 2017)

and sustaining ongoing improvement in their professional practice so each student they serve can receive the highest quality of education possible.²¹ Collaborative teaching or mentioned as team teaching has many benefits, not only for both of the teachers but also for the students. Boecher mentioned in her article that Luciana and Sally has share the benefits of collaborative teaching according to their own experience at California State University, such as²²: 1) improved vocabulary and pronunciation and a better understanding of sociolinguistic implications in the target language, 2) led to more self-confidence and a wider range of teaching techniques, 3) add a practical understanding of the students' learning processes and strategy, 4) internalized knowledge and sensitivity toward other cultures, 5) enhance modification skills to adjust English to the specific level of the students and so forth. While the benefits for the students are²³: 1) it can focus students' attention 2) develop their motivation, 3) enhance their understanding.

2. Collaborative Teaching Models

There are six models of collaborative teaching that identified by Liu.²⁴ They are one teach one observe, station teaching, parallel teaching, alternative teaching, team teaching, and one teach one assist.

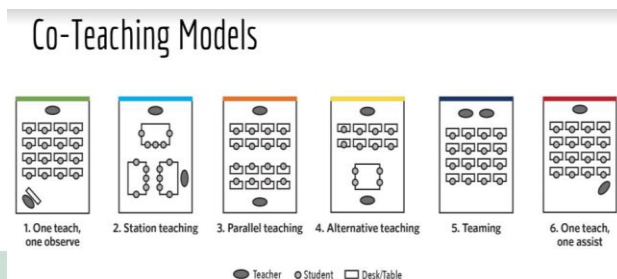
²¹ Mary T. Brownell – Alyson Adams – Paul Sindelar – Nancy Waldron – Stephanie Vanhover, “Learning from Collaboration”. *Exceptional Children*. Vol.72 No.2, 2006, 169

²² Yumiko Boecher, “Native and Nonnative English Speaking Teacher Distinctions: From Dichotomy to Collaboration”. *The CATESOL Journal*. Vol. 17 No.1, 2005, 73

²³ Robyn Moloney, *Teaching and Learning Languages with a Native Speaker Assistant: A teacher's Guide*(Sidney: The Association of independent Schools of NSW, 2011), 18

²⁴ Liwei Liu, “Co-teaching between native and non-native English teachers: An exploration of co-teaching models and strategies in the Chinese primary school-text”. *Reflections of English Language Teaching (ELT)*. Vol. 7 No.2, 107

Figure 2.1 Collaborative Teaching Models



a. **One Teach, One Observe**

In this model, one teacher handles all instructions during the lesson, while the other teacher observes to collect data on students' academic, behavioral or social skills. This model allows teachers to have valuable data to analyze in determining future lessons and teaching strategies.²⁵

b. **Station Teaching**

Students are divided into two groups and work at classroom stations with each teacher. Then, in the middle of the period or the next day, the students switch to the other station. In this model, both teachers individually develop the content of their stations. The roles of the teachers in this model are:

1. Teachers divide instructional content into several segments and present the content in separate stations around the room. The delivery may vary depending on student needs.
2. While working with two stations, each teacher will deliver their portion of the content to a group, and then the groups will switch. To have smaller groups, teachers could split the class into groups of three with the third group working independently.

²⁵ Elizabeth Góngora, "Models of Co-Teaching". (Retrieved from https://www.sharylandisd.org/UserFiles/Servers/Server_416150/File/Models%20of%20Co-Teaching.pdf, accessed on March 30, 2018)

c. Parallel Teaching

In this model, students are divided into two groups. Flexible groups may be formulated from mixed to same ability, depending on students' needs and the goal of the lesson. Teachers teach the same lesson together at the same time. Teachers deliver the same content, but may use different learning styles and levels of understanding. Parallel teaching includes at least the following five variations:²⁶

1. Split class. Each co-teacher is responsible for a particular group of students, monitoring understanding of a lesson, providing guided instruction, or reteaching the group.
2. Station teaching or learning centers. Each co-teacher is responsible for guide and monitors one or more center or group.
3. Co-teachers rotate. The co-teachers rotate between two groups of students.
4. Cooperative group monitoring. Each co-teacher is responsible for monitor, provide feedback and give help to the group of students.
5. Learning style focus. One co-teacher works with a group of students using visual strategies, another works with a group using auditory strategies.

d. Alternative Teaching

One teacher works with a small group of students to pre-teach, re-teach, supplement, or enrich instruction, while the other teacher instructs the large group. In this type of co-teaching, more planning time is needed to ensure that the logistics of pre-teaching or re-teaching can be completed; also, the teachers must have similar content knowledge for one teacher to take a group and re-teach or pre-teach.

e. Team Teaching

Team Teaching is achieved by two teachers share in the process of instructing all students at the same

²⁶ Jacqueline S. Thousand – Richard A. Villa, Ann I. Nevin, "The Many Faces of Collaborative Planning and Teaching". *Theory Into Practice*. Vol.45 No.3, 243

time. Each teacher speaks and moves freely during large group instruction.

This is the most complex approach and requires the highest degree of collaboration and trust between the co-teachers. It also requires that the two teachers are able to blend their teaching styles. This approach can be the most rewarding for both students and teachers.

f. **One Teach, One Assist**

In this model, one teacher delivering instructional presentation while the other work as supportive teacher to monitors or assists the students as needed. This model helps students get used to being taught by two teachers in a class and respond to instructions from them.

3. Native English Teacher

Gurkan describes that native speaker is someone who acquires his/her first language in their childhood.²⁷ Saniei argues that an ideal native speaker is a person with subconscious knowledge of rules, creativity of language use, a range of language skills, the ability to take hold of meaning intuitively and to communicate within various social setting, and is able to tell whether a structure produced is acceptable or not.²⁸ Therefore, native speaker is someone who gets the language as a first mother tongue and uses it in daily communicates. While, native English teacher is someone who is the origin people of the target language as his/her mother tongue and have knowledge about teaching skill.

As a people who get English as a first mother tongue, native speaker can be good in language ability. Nevertheless, it still considers to be an ideal English teacher. To illustrate, Çöksun emphasize that Native English Speaker Teachers (NESTs) with less teaching

²⁷ Serkan Gurkan – Dogan Yuksel, “Evaluating the contributions of native and non-native teachers to an English Language Teaching (ELT) Program”. *Procedia – Social and Behavioral Sciences*. 2012, 2951

²⁸ Andisheh Saniei, “Who Is An Ideal Native Speaker?!”. *International Conference on Languages, Literature and Linguistics*. Vol. 26, 2011, 75

experience and fewer qualifications are more often employed especially by schools in order to attract students and parents' attention and to raise their enrollment rates.²⁹

4. Nonnative English Teacher

These are some definitions of nonnative speaker according to some experts. Nonnative speaker is someone who learned a language other than English as a first language, and is learning English as an additional language (L2).³⁰ English-speakers who acquired the English language after their mother tongue are considered as non-native.³¹ Nonnative speakers are generally conceived as speakers of a language that is not their L1.³² While, nonnative English teacher is someone who is learnt the target language as a his/her second language and learnt the teaching skill to teach the target language.

Although nonnative speaker is not the owner of the target language, but it cannot be avoid that nowadays more nonnative speakers is more interest to learnt foreign language. This fact stated by Clouet that the number of people worldwide learning English is steadily increasing with comparison four nonnative English speaker for each native English speaker.³³

5. Roles of Teacher

Arafat believed that the role of teacher usually seen as controllers of the activities, presenters of interaction, and

²⁹ Abdullah Cöksun, "Native Speakers as Teachers in Turkey: Non-native Pre-service English Teachers' Reactions to a Nation-wide Project". *The Qualitative Report*. Vol. 18 articles 57, 3

³⁰ Eric Brown, "C" Essay: "Native and Non-native English Speaking ESL/EFL Teachers in Sweden: A Study on Students' Attitudes and Perceptions towards the Teaching Behaviour of Native and Non-native English Speaking Teachers" (Akademien För Utbildning Och Ekonomi, 2013), 8-9.

³¹ Solange Vidal, Research Report: "Perceptions of university students towards native and non-native English speaking teachers at the School of Languages" (Universidad Veracruzana), 19.

³² Yumiko Boecher, "Native and Nonnative English-Speaking Teacher Distinctions: From Dichotomy to Collaboration". *The CATESOL Journal*. Vol.17 No.1, 2005, 68

³³ Richard Clouet, "Native vs. Nonnative Teachers: A Matter To Think Over". *Revista De Filologia*. No.24, 2006, 72

assessors of correctness and errors.³⁴ She also emphasized that the role of language teachers are not limited to the classroom, it should not be separated from real life. They can try to be in contact with current affairs, global issues, social concerns, local businesses, economic issues, and the target culture. In addition, teachers play a very crucial role in developing students' interest towards a subject or the language.³⁵ To conclude, teachers role is very important because teachers not only required to control the teaching learning process, but also should motivate students to interest with the language and learn the things that relate with the language.

According to Harmer there are eight different roles of teacher.³⁶ They are teacher as a controller, teacher as an organizer, teacher as an assessor, teacher as a prompter, and teacher as a participant, teacher as a resource, teacher as a tutor and teacher as an observer.

a. Teacher as a Controller

Teacher as a controller is in complete charge of the class and all activities that take place in the classroom. As a controller, teacher takes the roll, tell students things, organize drills, read aloud, and other ways to give the example as a center of the class. Beside become the center of the class, teacher as a controller also become the source of knowledge. In the common activities to control the class, teacher usually gives announcements, instructions, explanation, and lead a question and answer session.

b. Teacher as an Organizer

Teacher plays important role as an organizer. Teacher has to perform to organize the students to do

³⁴ Susanne Arafat, "The Roles of English Language Teachers as Perceived by Learners of English as a Foreign Language at An-Najah National University". *An-Najah Univ. J. Res. (H.Sc.)*. vol.19 No.2, 2005, 687

³⁵ S.Archana – K.Usha Rani, "Role of A Teacher in English Language Teaching (ELT)". *International Journal of Educational Science and Research (IJESR)*. Vol.7 issue 1, Feb 2017, 1

³⁶ Jeremy Harmer, *The Practice of English Language Teaching* (New York: Longman, 2003), 57

various activities. The roles of organizer are start from engage, and then instruct, next initiate, and last organize feedback. Teacher start an activity by engage the students, teacher invites the students to do an activity and tells why they should do that, therefore the students can be more enthusiasm to prepare anything. Then the teacher explains what they should do during the activity. Next, the teacher give the students times and tell to them when the activity must stop. At last, the teacher give feedback and sum up of the activity before the class end.

c. Teacher as an Assessor

Teacher's role is not complete just by teaching a lesson. Teacher offering feedback and correction and grading the students. Assessing is one of important tool to give an indication to the students whether or not they are getting their English right. Hence, students need to know how and for what they are being assessed. Teacher should tell what he/she is looking for and what success looks like so the students can measure themselves. Besides that, when assessing teacher should be fair. Teacher should check the script anonymously, should give equal marks in the same quality of writing or answers.³⁷

d. Teacher as a Prompter

Teacher as a prompter usually become a supportive teacher. When the students have to perform a speaking activity and they suddenly 'lost for words', here the prompter should help the students by offering the word partially not for correct the fully, teacher can also encourages the students to think creatively and gives some suggestions.

e. Teacher as a Participant

Teacher can be a participant of activities in the class such as in group discussion, role-play, or decision-making activities rather than stay to monitor

³⁷ Ummay Sabi Tultul, A Thesis: "*An Analysis of Teachers' Role: A Case Study*". (Bangladesh: BRAC University, 2010), 6

the class. Students can feel more comfortable if the teacher become the part of participant because they can share their knowledge each other.

f. Teacher as a Resource

Teacher as a resource should give information or answer about what the students ask. Sometimes in the middle of the lesson, there are some students do not understand with a word/phrase, this is the time for the teacher as a resource to explain what are the teacher know as much as possible according to the knowledge they have about it. Teacher can also guide the students to use available resources such as internet, journal, book etc, this is to avoid the students reliant on the teacher.³⁸

g. Teacher as a Tutor

In some situations when the students are working in individuals or small groups for pieces of writing or preparations for a debate, here the teacher plays a role as tutor. In a small groups, the tutor is easier to go around the class, give some briefly explanation and offer guidance to each group.

h. Teacher as an Observer

Teacher should observe the students activities during learning process about what the students do and whether the teacher's feedback affect them in the future. It is important to create the best rapport between the teacher and the students. the teacher should do the observation secretly without distract the students from the task they are involved in.

B. Previous Study

A research related to this study already done by Tami Burton, entitled *Exploring the Impact of Teacher Collaboration on Teacher Learning and Development*. This previous study

³⁸ Nola Adams. *The 7 Roles of a Trainer in the 21st Century*. (Retrieved from https://cdns3.trainingindustry.com/media/16697970/the_7_roles_of_a_trainer_in_the_21st_century.pdf, accessed on May 1, 2018)

was discussed the impact of collaboration for the teacher itself. The method used in this study was qualitative. The researcher collected the data by questionnaire, observation and interview. Through read the finding, the researcher can conclude that collaboration is professional learning that can encourage the need of professional development opportunities for teachers on effective teacher collaboration practices.³⁹ It is different with this study that is not discuss the impact, but the teaching model and role of the teacher. The similarities with this study are the scope of both of the studies that focus on teachers collaboration and the method use that is qualitative method.

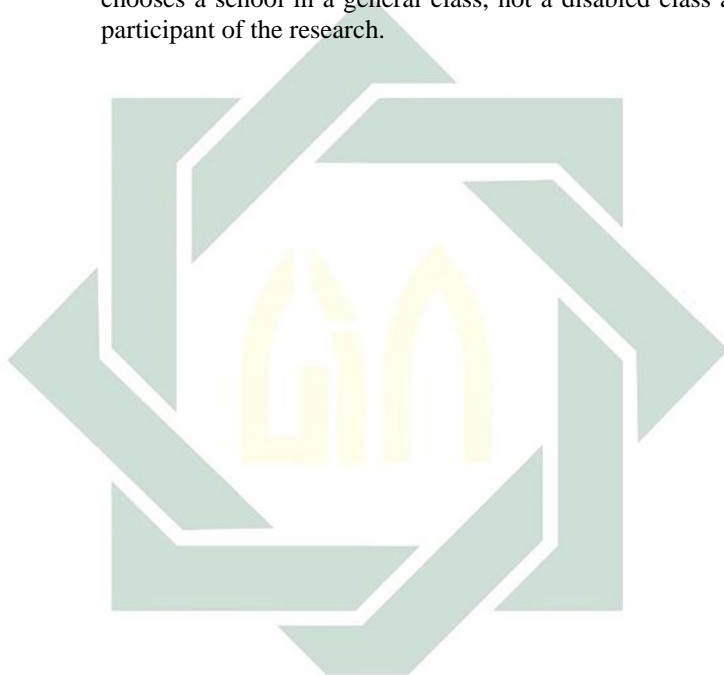
The next research is from Jennifer L. Roe entitled *Teacher Collaboration: The Key to Students Success?* The study was about the impact of teacher collaboration for the students' academic achievement. The methods used in this study were qualitative and quantitative. This study show that there has been a differentiation between the students specific groupings where talented students are supported at a higher level, and students at lower ability levels are kept together and brought up to higher ability levels together. The findings of the research show that collaboration had a great impact on the success of students not only because students are getting the benefits of collaborative team, but now their individual needs are more fulfilled.⁴⁰ As same as the first previous study, it is different with this study because this study discusses the teaching models that apply in the class and the role of the teachers during collaboration not the impact. The similarity with this study is the both of the study focus on teachers collaboration that apply in the school.

Another research conducted by Kregg Cuellar entitled *The Effect of Collaborative Teaching on the General Education Student Population: A Case Study*. This previous study was discussed whether collaborative teaching affects non-disabled students or not. The method used in this study was quantitative. The findings of the research are showed that collaborative

³⁹ Tami Burton, Doctoral Dissertation: "*Exploring the Impact of Teacher Collaboration on Teacher Learning and Development*". (Columbia: University of South Carolina, 2015), 73

⁴⁰ Jennifer L Roe, Master Dissertation: "*Teacher Collaboration: The Key to Student Success?*". (New York: State University of New York College, 2007), 19

teaching environment had a positive effect on the general education student population in the areas of academics, discipline, and attendance.⁴¹ This is different with this study, this study is only limited in the collaborative teaching models that apply in the class, not the effectiveness of collaborative teaching itself. The similarity with this study is the researcher chooses a school in a general class, not a disabled class as the participant of the research.



⁴¹ Kregg Cuellar, Doctoral Dissertation: *“The Effect of Collaborative Teaching on the General Education Students Population: A Case Study”*. (US: University of Houston, 2011), 80

CHAPTER III RESEARCH METHOD

This chapter deals with research methodology which is designed as technique to collect and analyze the data:

A. Research Design

The research method which is used in this research is descriptive qualitative. Qualitative research referred to research studies that investigate the quality of relationship, activities, situations, or materials.⁴² The description was about the theory that guides the research to reach the fact in the field. This research design is focused on the teachers when doing collaborative teaching.

B. Research Setting

The setting or location of this research was SMA Muhammadiyah 1 Taman Sidoarjo which is located on Jalan Raya Ketegan No. 35, Sepanjang, Taman, Sidoarjo. The reason why the researcher chooses this school is because the researcher believes that the teacher cooperation program with the native speaker is suitable class to do this research. The researcher believes that the native speaker can make a good relationship with the teacher and the students in that school. Therefore, the researcher can get the factual data to conduct this research.

C. Data and Source of Data

1. Data

The researcher used primary data to answer the research problems. The primary data of this study were the data from the result of observation. The data of observation checklist used to find out the first and second research questions.

2. Source of Data

The source of the data was from the native and nonnative English teachers who teach the students at SMA

⁴² Jack R. Fraenkel – Norman E. Wallen, *How to Design and Evaluate Research in Education Seventh Edition* (New York: McGraw-Hill, 2009), 422

Muhammadiyah 1 Taman Sidoarjo. The data was collected by observing the native and nonnative English teachers while doing collaborative teaching in the class.

D. Data Collection Technique

Data collection technique used to help the researcher collected the data clearly. The data collection technique of this research was observation. First, the researcher involved in classroom observation. Then, the researcher observed the native and nonnative English teachers.

1. Observation

In this study, the researcher did the direct observation. Direct observation is when you watch interactions, processes, or behaviors as they occur.⁴³ One of the advantages of direct observation is that the objects can be observed in the environment where the system is normally used. This is why direct observation was said to have high validity.⁴⁴ Therefore, the researcher would get the factual data with the real situation of the research object.

The researcher was being the non-participant observer. During the observation, the observer sat passively and recorded the activities in the class use video recorder as accurately as possible what is going on. The researcher used this observation to answer the first and second research problems which are to get the data about collaborative teaching models that applied by native and nonnative English teachers and the role of native and nonnative English teachers during collaborative teaching.

The types of observations used by the researcher were field note, observation checklist and documentation.

⁴³ *Data Collection Methods for Program Evaluation: Observation*, (retrieved from <https://www.cdc.gov/healthyouth/evaluation/pdf/brief16.pdf>, accessed on October 10, 2017)

⁴⁴ *Direct Observation* (retrieved from <http://www.idemployee.id.tue.nl/g.w.m.rauterberg/lecturenotes/uftdirectobservation.pdf>, accessed on November 29, 2017)

Table 3.1 Data Collection Technique

Research Question	Data collection	Instruments
RQ 1	Observation	Observation Checklist
RQ 2	Observation	Observation Checklist

E. Research Instrument

Instrument is a tool for data collection. The researcher designed the instrument for answer the research questions. The instruments of this study was observation checklist.

a. Observation Checklist

The researcher adapted “Collaborative Teaching Arrangements Observation Checklist” from Kathy Kilgore to answer the first research question. The researcher chooses the observation checklist from Kathy Kilgore because she has explained clearly the criteria of each collaborative teaching model in her table. Therefore, the researcher believes that she got the factual data from the field. The observation checklists consist of the indicators of collaborative teaching models.

For the second research question, the researcher made the observation checklist by herself by break down the theory of Harmer become several indicators of teacher roles. This observation checklist used as a guide to gain the data in doing the observation.

F. Research Procedures

The researcher did the research at SMA Muhammadiyah 1 Taman Sidoarjo use the instrument above with some procedures. First, the researcher met the headmaster of the school to asked permission for conduct the research. Because the participants who were involved in this research are the native and nonnative English teachers, so the researcher also met the teachers to asked permission and explain the research about. After get permission and make everything clear, the researcher was conducted the research at the class which were taught by native and nonnative English teachers. The researcher observed three times at the class. The researcher gained the

data by observed the collaborative teaching process. The researcher invited a friend while doing research, so that the researcher can helped to take video recorder at the class when the researcher did the observation checklist.

G. Data Analysis Technique

The data from observation analyzed descriptively based on Liu and Harmer's theory. The procedures are:⁴⁵

1. Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes and transcriptions. The researcher gained the data from observation and documentation to answer the first and second research problems. Then, reduce the useless data by selecting, simplifying, and focusing on the important thing based on the main topic of the research. To reduce the data, the researcher coded the data as follows:

- a. Categorizing the collaborative teaching models that apply in the classroom.
- b. Categorizing the data of the teachers' role during collaborative teaching in the classroom.

2. Data Display

The second major flow of analysis activity was data display. Generally, a display is an organized, compressed assembly of information that permits conclusion drawing and action. There are two analyses in displaying data:

- a. The first analysis was the researcher check the form of classroom observation. The researcher displayed the data of collaborative teaching activity which apply the models of collaborative teaching in the classroom and the role of the teachers during collaborative teaching.
- b. The second analysis was the researcher analyzes the data from observing the native and nonnative

⁴⁵ Mathew B. Miles – A. Michael Huberman, *Qualitative Data Analysis Second Edition* (California: SAGE Publications, 1994), 10-12

English teachers used the theory which have displayed in the literature review of this study.

3. Conclusion Drawing

After the whole activities of analysis process, the researcher would describe the collaborative teaching models that apply in the classroom and the role of native and nonnative English teachers in the classroom as the results of the research. Then, the researcher made a conclusion about collaborative teaching between native and nonnative English teachers at SMA Muhammadiyah 1 Taman Sidoarjo.

H. Research Stages

1. Preliminary Research

The researcher visited SMA Muhammadiyah 1 Taman Sidoarjo and met the nonnative English teacher to ask information about native English teacher. Then, she told that the researcher must submitted a research proposal to the headmaster as a requirement to conduct the research at that school.

2. Research Planning

The researcher made a plan to conduct the research. As the first step of the research, the researcher organized the proposal paper that consist of research problem, finding and analyzed the related theory to the research, looked for the previous study related to the topic, designed the research method, and found the instrument of the research.

3. Implementing the Research

The researcher did the research procedure. The researcher collected the data from observation to find out the collaborative teaching model that apply in the classroom and the role of native and nonnative English teachers during collaborative teaching.

4. Writing the Report

The writing report design in descriptive qualitative. The researcher wrote the research by reporting the finding data from the field and concluding the result of the research.

I. Checking Validity of Finding

A validity finding means that the researcher determines the accuracy or credibility of the findings through strategies such as member checking or triangulation.⁴⁶ In this study, the researcher used triangulation to validity the finding. Triangulation is the process of supporting evidence from different individuals (e.g., a principal and a student), types of data (e.g., observational field notes and interviews), or methods of data collection (e.g., documents and interviews) in descriptions and themes in qualitative research.⁴⁷

In this research, triangulation was done by comparing the observe data and theory in literature review. To find out the collaborative teaching models and the role of native and nonnative English teachers, the researcher did observation used observation checklist. Observation checklist had checked and validated by competent lecture. In addition, to check the validity finding, the researcher confirmed the findings with the subject of research and the theory which used in the literature review.

⁴⁶ John W. Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research* (New York: Pearson Education, 2012), 259

⁴⁷ Ibid 259

CHAPTER IV FINDINGS AND DISCUSSION

This chapter presents the result of observation checklist. There are findings and explanation or discussion of the result. The result of this research answered the research problems, they are collaborative teaching model that applied by the teachers in the classroom and teachers' role.

A. Research Findings

The researcher and co observer has done the observation three times. We did the observation in one class and that was X-IPS 1. The co observer recorded the teaching process while the researcher observed the teachers activity. The researcher did observation by using observation checklist when all the record of teaching process were collected. To show the result of this study, those findings were categorized based on the research questions of the study:

1. Collaborative Teaching Models

In this study, the researcher determines the collaborative teaching model during teaching process. To find out the collaborative teaching model that applied by native and nonnative English teachers in the classroom, the researcher is using observation checklist which is developed from Kathy Kilgore. There are six models of collaborative teaching with each criteria in every model to find out collaborative teaching model that applied in the classroom. To find out collaborative teaching models the researcher used the following categorization by Liu's theory which has been explained in chapter 2:

a. In this point, the researcher explains the result of collaborative teaching model in teaching process. Then, the result of analyzing the data was presented as the detail below:

1. First meeting

In this meeting the native English teacher was began to taught for the first time in this class, so this meeting was spent for introduce herself by using PowerPoint slide as the media (*See Appendix A*). When the class started, the nonnative English teacher was told the students that the native English teacher would introduce herself, so they must paid attention

to her. Then, the native English teacher was stand up in front of the class and talk about herself to the students, while the nonnative English teacher was sit at the teacher desk and just accompanied the native English teacher.

Nonnative English teacher was helped if the students ask translation they did not know such as when the native English teacher asked to the students what traditions that exist in Indonesia and what is breakfast menu of Indonesian people.

In the first meeting the class was conducive enough, the students looked interest with the native English teacher, so they paid attention to her, eventhough they did not all really know with the language.

From the first meeting, it can be concluded that there were two collaborative teaching models applied by the teachers in the class, that were one teach, one observe and one teach, one assist.

2. Second meeting

Some of students of the class did not sit on their own desk and had a chat with other friends when the English teachers came to the class. Nonnative English teacher helped to discipline the students, she went around the class and ask the students to get back to their desk and paid attention to the native English teacher. Then, native English teacher started the class with greeting and the students greeted back. In the second meeting, native English teacher was gave a lesson about AIESEC by using PowerPoint as a media (*See Appendix B*). After the class looked conducive, nonnative English teacher came back to the front corner and sit on the teacher desk.

The second meeting was not interest as the first meeting, in the first meeting the students paid attention when the native English teacher explained the lesson, while in this second meeting some students did not really paid attention to her, it seems from the student on the back desk had a chat with her

friend. However, the native English teacher realized that. Therefore, in the middle of the lesson, she asked students to sing together as the way to eliminate bored before she continued the next slide. Nonnative English teachers helped to point a student to come forward in front of the class and lead the entire student and the teachers to sing together. After the students felt enjoy to continue the lesson, native English teacher was explained the next slide.

In this second meeting, it can be conclude that collaborative teaching model applied by teachers were one teach, one observe and one teach, one assist as same as the first meeting.

3. Third meeting

In the third meeting students got familiar with the native teacher, it seems when the native teacher entered to the classroom the students was brave to say hallo first at her and native English teacher was happy to know it. As same as the previous meetings, native English teacher become the main teacher to deliver the lesson. She explained about her experience around the world by using PowerPoint as the media (*See Appendix C*). The nonnative English teacher sit at her teacher desks and helped to made the classroom conducive, sometimes she helped the students or native English teacher to be the translator if they had misunderstanding in language.

The students seem start adapting with two teachers at the class, even though only one teacher explained the lesson and the other just accompanied her.

There was not any changed of the collaborative teaching models, the third meeting also applied two models which were one teach, one observe and one teach, one assist.

To sum up, from six collaborative teaching models, there were two models applied by native and nonnative English teachers in SMA Muhammadiyah 1 Taman Sidoarjo, that were one teach, one observe

and one teach, one assist. It was appropriate with the checklist that only one teacher had responsibility to teaching in the class, while other teacher sat passively on teacher desk while monitored the behavior issue and helped to answered the students' questions.

- b. In this point, the researcher explains the result of each model of collaborative teaching.

The collaborative teaching models are one teach, one observe, station teaching, parallel teaching, alternative teaching, teaming, and one teach, one assist. For each model there will be explanation based on the result of observation checklist (*See Appendix D*).

The explanations of each model of collaborative teaching are presented below:

1. One Teach, One Observe

The result of observation checklist on this model shows that only one teacher who is native English teacher handles all instructions, even though she presents other lesson outside students' book, but she is the only one teacher giving the lesson from begin until the end of the learning process. While nonnative English teacher sits on the teacher desk but she also observes the attitude also students' participation during the learning process.

The researcher concludes that the native and nonnative English teachers are apply one teach, one observe in the class during collaborative teaching in the class.

2. Station Teaching

The result of observation checklist on this model shows that students are not divided into three stations and there are no students works independently, teachers are teaching the students in a large group. Teachers also do not deliver the content in a separate part because the teachers deliver a lesson in a unity. However, the teachers are not delivered the lesson based on students need because during the learning process, the native English

teacher makes the lesson by herself, not from the students' book.

The researcher concluded that native and nonnative English teachers did not apply station teaching as the model of collaborative teaching because all criteria in the observation checklist are not proven.

3. Parallel Teaching

The result of observation checklist on this model shows that students did not divide into any group. Both teachers did not deliver the same content, because only one teacher have responsibility to teach while the other just accompanied during teaching process. Teachers were not deliver the lesson with various style, nonnative English teacher just teach in front of the class using PowerPoint as the media. As same as station teaching criteria, teachers did not deliver the lesson based on students' need, the native English teacher made the teaching materials by herself not by the students' book.

The researcher concluded that the teachers did not use this model of collaborative teaching in the class, all criteria in the observation checklist were not proven.

4. Alternative Teaching

The result of observation checklist on this model shows that there is no criteria were proven in the teaching process. Other teacher did not pre-teaching, re-teaching, reviewing and extending, because nonnative English teacher did not deliver any lesson during collaborative teaching. Both teachers did not deliver the same content of the lesson, only one teacher delivered the lesson, not both of teachers.

The researcher concluded that alternative teaching did not applied during collaborative teaching, because there were no criteria was proven in the class.

5. Teaming/Team Teaching

In team teaching, two teachers are needed to be active in the class to reach the same objective, but on the result of observation checklist on this model shows that only one teacher is engage the students in lesson delivery, there is no reciprocal manner between the native and nonnative teacher to deliver the lesson during collaborative teaching process. The teachers are not move around the class, native English teacher delivers the lesson in front of the class, and nonnative English teacher sits on the teacher desks.

The researcher concludes the teachers are not apply teaming during collaborative teaching, there is none criteria in the observation checklist are proven.

6. On Teach, One Assist

The result of observation checklist shows that only one teacher have the responsibility to teaching from begin until end of the lesson. While other teacher just accompanied to monitors the students and help the main teacher to answer the questions from the students.

The researcher concludes native and nonnative English teachers are applied this model during collaborative teaching process in the class because all the criteria in observation checklist is proven.

2. The Role of Native and Nonnative English Teachers

The role of native and nonnative teachers also important to divide each responsibility during collaborative teaching. The teachers' role collected from observe the native and nonnative English teachers who teach English at SMA Muhammadiyah 1 Taman Sidoarjo. The observation checklist was created by the researcher by break down the theory of Harmer (*See Appendix E*). The observation results were described as follows:

a. Teacher as a Controller

In this role, teacher is in charge of the class and the whole class activities. Based on the observation, the teacher who played as a controller was native English teacher. It was also proven during the teaching process in the class. As

a controller, native English teacher was handle the whole activities, when she presented the lesson, she gave knowledge to the students about her culture and told her experience when study abroad.

b. Teacher as an Organizer

As an organizer, teacher organizes an activity in the classroom. Native English teacher here also played a role as an organizer. It was proven when she asked the students to sing together to break the bored. She asked nonnative English teacher to point one of the student to lead all his friends to sing together. They sang together, then the native English teacher stop the students when they were ready to continue the lesson.

c. Teacher as an Assessor

As an assessor, teacher offering feedback, correction and grading the students. Based on the observation result, the nonnative English teacher was played a role as an assessor. It was proven during the teaching process, she helped to give the correct pronounce of pronunciation error that made by the students. She also gave some score to the students who are active and brave to communication with the native English teacher.

d. Teacher as a Prompter

Teacher as a prompter plays a role as a supportive teacher when the students 'lost for words'. The teacher who played a role as a prompter here was nonnative English teacher, it was proven when the students speak to answered the native English teacher's question, the students did not know the translate of the word, then the nonnative English teacher help to translate the word. Sometimes nonnative English teacher also translate the presentation of native English teacher.

e. Teacher as a Participant

In this role, both native and nonnative English teacher was played a role as a participant. It was proven when they asked the students to sing together, the teachers also follow the students to sing and move. Even though the song is used Bahasa, the native English teacher enthusiasm to learn and follow to sing.

f. Teacher as a Resource

In this role, teacher gives the information about what the students do not know. Native English teacher has played a role as a resource. It was proven from the second meeting, the native English teacher give the students some sources from the internet how to find scholarship to study abroad as what she was done.

g. Teacher as a Tutor

Based on the observation result, no one from both teachers played a role as a tutor. It was because during the lesson in three meetings, the students learn together in a large group. They did not divided into small group and did not work a writing or debate task.

h. Teacher as an Observer

Teacher as an observer check the students' progress to create the best rapport. As the main teacher at the school, the nonnative English teacher was played a role as an observer. This was proven during the teaching process, she was observe the students who are active and brave to communicate with the native English teacher, she also encourage the passive students by point them to do some activities. Sometimes she checked the feedback that she ever give to the students.

B. Discussion

To have the same interpretation between the readers and the researcher toward the findings above, this part discusses those findings by reflecting on some theories related for each following problems:

1. Collaborative Teaching Model

From the findings, the researcher finds two from six models of collaborative teaching that applied in the class. There are one teach, one observe and one teach, one assist. These two models are sometimes grouped together.⁴⁸ Because

⁴⁸ *One Teach, One Assist and One Teach, One Observe*. (retrieved from <http://servicesupportnorth.ncdpi.wikispaces.net/file/view/Handout+13+-+One+Teach,+One+Observe+and+One+Teach,+One+Assist.pdf>, accessed on March 20, 2018)

these two models have similarity that is only one teacher have responsibility to lead the teaching process in the class.

It is appropriate to apply one teach, one observe and one teach, one assist on the first meeting when the native English teacher taught for the first time in this class and introduced herself, because these models are actually used in new collaborative teaching situation to get to know each other.⁴⁹ However, these two models are should not use in the next meeting. Harati said that collaborative teaching is not occurring when one teacher conducts a lesson and others stand or sit by and watch.⁵⁰ During three meetings, the teachers apply the same model, one teacher lead all instructions, and other sit by and watch. Even though, Supahar stated in his article that collaborative teaching is a learning strategy whose learning process activities are conducted by more than one teacher with the division of roles and each responsibility.⁵¹ It means, it is not false if only one teacher teach the lesson while other sit and watch because the teachers still have their own roles and responsibility. In this case, the native English teacher has responsibility to deliver the lesson and nonnative English teacher has responsibility to monitor the students during the collaborative teaching process.

The researcher can conclude it is allowed that in the finding the native and nonnative English teachers apply one teach, one observe and one teach, one assist as the model of collaborative teaching in the class. It is because this is the first teaching experience for the native English teacher, so she needs to accompany by nonnative English teacher during teaching process. As Liu's said that native English teacher are often unqualified as teachers, therefore collaborative teaching

⁴⁹ Lynne Cook, *Co-Teaching: Principles, Practices, and Pragmatics*. Northridge: New Mexico Public Education Department, 2004, 15

⁵⁰ Rabeeh Harati, "Collaboration teaching and its role on education performance and students achievement". *European Journal of Experimental Biology*. Vol. 2 No. 6, 2012, 2183

⁵¹ Supahar, "Team Teaching: Sebuah Strategi Untuk Membangun Learning Community". *Prosiding Seminar Nasional Penelitian, Pendidikan dan Penerapan MIPA*. 16 Mei 2009, 10

for them is initially a strategic approach to help them gain some teaching experience and a better understanding of teaching methodologies.⁵² In addition, among these six models, no one approach is best or worst, each has a place in co-teaching class because not all the teachers and students are the same.⁵³

2. The Role of Native and Nonnative English Teachers

From the findings of teachers' role, the native and nonnative English teachers have different role. Supahar stated that collaborative teaching is a teaching method which has more than one teacher in the class with their own role.⁵⁴

The first discussed here is native English teacher's role. She said that teachers' role is important to her, by a teacher she can speak English well and go abroad around the world. Although she learns English as her second language, and has no educational background in teaching. Arafat looked this role as a lecturer, lecturer here is a teacher in any educational context (primary secondary/public/private/etc) who has knowledge of topic taught, but no social skill or interest in the techniques and methodology of teaching.⁵⁵ Here native English teacher was played roles as a controller, organizer, participant, and resource during the collaborative teaching. According to Ummay, teacher as a controller was become the center of all the power in the class.⁵⁶ It is appropriate with the fact in the finding that the native English teacher has responsibility to handle all the instruction during the teaching process. She was presented the lesson, shared her culture and told her experienced when study abroad. The next role of native English teacher was an organizer. This role is

⁵² Liwei Liu, "Co-Teaching between native and non-native English teachers: An exploration of co-teaching models and strategies in the Chinese primary school context". *Reflections on English Language Teaching (ELT)*. Vol. 7 No. 2, 108

⁵³ Ibid 107

⁵⁴ Supahar, "Team Teaching: Sebuah Strategi untuk Membangun Learning Community". *Prosiding Seminar Nasional Penelitian*. 16 Mei 2009, 10

⁵⁵ Susanne Arafat, "The Roles of English Language Teachers as Perceived by Learners of English as a Foreign Language at An-Najah National University". *An-Najah Univ. J. Res. (H. Sc.)*. vol.19 No.2, 2005, 686

⁵⁶ Ummay Sabi Tultul, A Thesis: "An Analysis of Teachers' Role: A Case Study". (Bangladesh: BRAC University, 2010), 6

played when the teacher is organizing some communicative activities to get learners to have more chances to practice English.⁵⁷ When the nonnative English teacher asked the students to sing, she asked the students organizely and stop when it felt enough to break the bored. Another role by the native English teacher was a resource. In the second meeting, native English teacher was delivered the lesson about how to find scholarship to study abroad like what she did. In her slide, she submitted some sources from the internet that facilitate the students to study abroad, she also shared the tutorial to register to become the participant of students exchange. She was become a good teacher as a resource because based to Cindy and Joellen, teacher might also share such professional resources as articles, books, lesson or unit plans, and assessment tools.⁵⁸

The second was nonnative English teacher's role. During collaborative teaching, she felt helpful to have a partner in deliver the lesson to the students. Through collaborative teaching, the teachers were expected could work together and complement each other to solve any problems in learning process together.⁵⁹ During collaborative teaching process, nonnative English teacher played roles as an assessor, prompter, participant and observer. Teacher as an assessor should give continuous feedback and measure how helpful the feedback for the students.⁶⁰ In the finding, the nonnative English teacher helped to correct the pronunciation error by the students, she also give some scores to the students who were active and brave to communicate with the native English teacher. Next role was

⁵⁷ Rafael Ja, "English Teachers' Roles in Promoting Learners' Learning Autonomy in EFL Class of Public Senior High Schools of ENDE Regency in Academic Year 2016/2017". *Journal of Education and Human Development*. Vol.6 No.2, 2017, 106

⁵⁸ Cindy Harrison-Joellen Killion. *Ten Roles for Teacher Leaders*. (Retrieved from <https://wvde.state.wv.us/schoolimprovement/principaltoolkit/documents/TenRolesforTeacherLeaders.pdf>, accessed on May 2, 2018)

⁵⁹ Supahar, "Team Teaching: Sebuah Strategi untuk Membangun Learning Community". *Prosiding Seminar Nasional Penelitian*. 16 Mei 2009, 9

⁶⁰ S.Archana – K.Usha Rani, "Role of A Teacher in English Language Teaching (ELT)". *International Journal of Educational Science and Research (IJESR)*. Vol.7 issue 1, Feb 2017, 2

teacher as a prompter. Because of the lack of vocabulary, sometimes the learners do not find the words when they talk to each other or with the teacher whose role then is to encourage the learners to think creatively and use their own knowledge.⁶¹ The teacher should not help the students fully, but in the findings the teacher was always helped the students to translate the word that the students did not know to communicate with the native English teacher and she also helped to translate the presentation during the collaborative teaching process. Then, the nonnative English teacher played a role as an observer. During the teaching process, the nonnative English teacher sat and observed the students who are active and brave to communicate with the native English teacher, she also encourage the passive students by point them to do some activities. Sometimes she checked the feedback that she ever gave to the students. Observation is more important because it helps us to know the level of the learners, where they make mistakes and when they do well.⁶²

Besides all the role of native and nonnative English teachers above, the both of teachers also played a role as a participant. It was good when the teacher want to join become the participant because when it goes well, the students will feel enjoy with them and for the teacher, participating is often more instantly enjoyable than acting as a resource.⁶³ It was proven when the teachers and the students sing and move together, they was so fun, they were all laugh together and feel enjoy to follow the leader.

⁶¹ Fadila Rehaïem, Master Dissertation: “*The Teachers’ Role Enhancing EFL Learners’ Communicative Abilities*”. (Algeria: Mohamed Kheider University of Biskra, 2012), 19

⁶² Souad CHEMMAR, Master Dissertation: “*The Role of EFL Teachers in Enhancing Learners’ Achievements*”. (Algeria: University of Muhamed Kheider-Biskra, 2012), 13

⁶³ Jeremy Harmer, *The Practice of English Language Teaching* (New York: Longman, 2003), 61

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter contains of conclusion of the study and the recommendations for further studies. The first part of this chapter is aimed at giving concluding remark on the present study about collaborative teaching models and teachers' role at SMA Muhammadiyah 1 Taman Sidoarjo. Due to the limitations and the weaknesses of the present study, the second part of this chapter presents several recommendation for further studies.

A. Conclusion

Based on research findings and discussion to answer the research questions that have been described above, the writer concludes two points as follows:

1. From the result of collaborative teaching models can be found that there are two from six models that applied during collaborative teaching between native and nonnative English teachers in the class. The first model is one teach, one observe. It was indicate from there is only one teacher handle all the instruction in the class, who is native English teacher, and the other teacher, who is nonnative English teacher, was sit on the teacher desk, observe the students and give them some points. The second model is one teach, one assist. It was indicate from same as the previous model that only one teacher have responsibility to teaching, who are native English teacher, and the other, who is nonnative English teacher monitors to make the class to be conducive enough. She also becomes a helper if the students ask some word to translate in English.
2. From the result of the role of the teachers can be found that native English teacher's role is being a controller, organizer, participant and resource during collaborative teaching in the class. She was handle all the class activity, instructed what should students do, gave the students sources to find out any scholarship in the internet. While the nonnative English teacher's role is being an assessor, prompter, participant and observer during collaborative English teaching in the class. She gave the students

feedback by correct the pronunciation error, sometimes she helped to translate words what the students did not know, then she gave points to the students who are active and brave to communicate with the native English teacher. Besides that, native and nonnative English teachers followed to sing together with the students.

B. Suggestion

After conducting the research about collaborative teaching between native and nonnative English teachers at SMA Muhammadiyah 1 Taman Sidoarjo, the writer suggests some important thing for the next researcher and teacher.

1. For the next researcher, this topic is seldom discussed in English Education Department of Sunan Ampel State Islamic University. Knowing one of parts collaborative teaching is important. What is the perception of students about collaborative teaching is important to know by educator or teacher in order to create great class for the students. If, there are researchers who are very curious about this topic, the writer hopes that the next researchers can develop the information about collaborative teaching. For example, what challenge that faced by the teachers during collaborative teaching, what is the students' perception about collaborative teaching, how to increase students' achievement by apply collaborative teaching, and so on. There are many topics that can be used for the next researcher relate with collaborative teaching.
2. For the teacher, there are some models that can apply in the class during collaborative teaching. So, after reading this thesis, the researcher hopes that it can help the teachers to apply the appropriate model and create creative teaching activity to make the students interest in learning by two or more teachers in the class. Moreover, the teacher will consider what activity or teaching material will be used by the teacher to apply the appropriate collaborative teaching model in the class.

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