

**Applying Team Teaching in Teaching Writing a Descriptive Text
to Junior High School Students**

Paper

*Submitted as a Partial Fulfillment of the Requirements to Obtain
Strata One (S1) Degree*



**Written by:
LIZA ANDRAWIDA
77093/2006**

Advisor:

Prof. Drs. RUSDI, Grad., Dipl., M.A., Ph.D

**ENGLISH DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
STATE UNIVERSITY OF PADANG**

2011

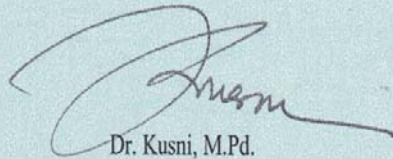
HALAMAN PERSETUJUAN

Applying Team Teaching in Teaching Writing a Descriptive Text
to Junior High School Students

Nama : Liza Andrawida
NIM/BP : 77093/2006
Jurusan : Bahasa dan Sastra Inggris
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Bahasa Sastra dan Seni Universitas Negeri Padang

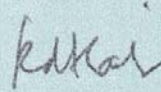
Padang, Desember 2010

Mengetahui,
Ketua Jurusan
Bahasa dan Sastra Inggris



Dr. Kusni, M.Pd.
NIP. 196209091988031004

Disetujui oleh,
Dosen Pembimbing



Prof. Drs. Rusdi, Grad., Dipl., M.A., Ph.D.
NIP.196407021989031002

HALAMAN PENGESAHAN

Dinyatakan lulus setelah dipertahankan di depan tim penguji
Makalah Jurusan Bahasa Inggris
Fakultas Bahasa Sastra dan Seni
Universitas Negeri Padang

Applying Team Teaching in Teaching Writing a Descriptive Text to Junior High School Students

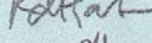
Nama : Liza Andrawida
NIM/BP : 77093 / 2006
Jurusan : Bahasa dan Sastra Inggris
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Bahasa dan Seni Universitas Negeri Padang

Padang, Desember 2010

Nama

Tanda Tangan

1. Prof. Drs. Rusdi, Grad., Dipl., M.A., Ph.D.

()

2. Rusdi Noor Rosa, S.S, M.Hum

()

3. Sitti Fatimah, S.S, M.Ed

()

ABSTRAK

Andrawida, Liza. 2011. Applying Team Teaching in Teaching Writing a Descriptive Text to Junior High School Students. *Makalah*. Padang: FBS UNP

Seiring dengan berkembangnya sistem pendidikan dan besarnya tuntutan terhadap peningkatan mutu pembelajaran, banyak guru yang masih menggunakan strategi konvensional dalam melaksanakan proses pembelajaran. Hal ini bisa dilihat ketika proses pembelajaran masih dilakukan secara soliter (individual). Dimulai dari perencanaan, pelaksanaan bahkan sampai kepada evaluasi, hanya dilakukan oleh dirinya sendiri. Dalam hal ini *Team Teaching* dapat dijadikan alternatif untuk mengatasi permasalahan yang ada. *Team Teaching* merupakan salah satu bentuk strategi pembelajaran yang melibatkan dua orang guru atau lebih dalam proses pembelajaran siswa dengan pembagian peran dan tanggung jawab secara jelas dan seimbang. Para guru tersebut bersama-sama merencanakan, melakukan proses pembelajaran dan mengevaluasi kegiatan pembelajaran. Melalui proses ini diharapkan guru dapat mengembangkan kolaborasi dan saling melengkapi dalam proses pembelajaran.

Metode *Team Teaching* bisa diterapkan dalam pengajaran *writing* ditingkat sekolah menengah pertama. Dengan adanya *team teaching* ini diharapkan mampu meningkatkan kemampuan menulis teks *descriptive* siswa dan menjadi lebih termotivasi dalam belajar melalui bimbingan dari dua orang guru. Selain itu proses pembelajaran lebih bervariasi sehingga siswa tidak jenuh dalam belajar.

ACKNOWLEDGMENTS

“Alhamdulillah Rabbil’ Aalamin”, the praise is only for Allah SWT for the blessing to give the writer opportunity, clear thought and good health to accomplish this paper. The writer also thanks the beloved Rasulullah Muhammad SAW. She also sends “Shalawat” along with greeting to the prophet Muhammad SAW the last prophet and greatest leader for human beings.

The writer would like to express her special thanks to her advisor, Prof. Drs. Rusdi, Grad., Dipl., M.A., Ph.D who has given her time, valuable advice and guidance during the writing of this paper. Her thanks also go to Dr. Kusni M.Pd, the chair person of English Department, and Dra. An Fauzia Rozani Syafei, M.A the secretary of English Department and also to all of the lectures and staffs in English Department of State University of Padang.

Above all, the writer gives her special gratitude to her beloved parents, Papanda Syamsidir and Ibunda Yusna Syam who keep praying for her success, facilitate and support her during her life. Thank you for love, care, patience and everything that you have given to her. She also thanks to her lovely brothers Yodi Hendro, S.T, Fachrul Rozi, S.E, and Ade Kurniawan for their prays, motivation, support, care and love.

Special thanks are also delivered to her special best friends – Dewi Natasani, Ade Farma Sari, Patrika Manggar Sari, Devia Lavega, Dian Purnama Ilahi, Wenni Andresta, Mairatih, and all member of Kost Cantique. Futhermore, her special thanks goes to all classmates at English Department of State

University of Padang registered in 2006 for their support and friendship during her study.

The writer wants to say thanks very much for all of advices and positive support. Also, a deepest gratitude is addressed to every person who has helped the writer in finishing this paper that cannot be mentioned one by one. The writer wants to thanks for the spirit, advices and inspiration that have been given.

Finally, the writer would like to apologize, for any mistakes found in this paper. Therefore, any comment and contributions to the improvement of her paper are really appreciated. Hopefully, this paper will be useful for everyone. May Allah SWT always bless us. Amin.

Padang, December 2010

The writer

TABLE OF CONTENTS

ABSTRAK	i
ACKNOWLEDGMENTS	ii
TABLE OF CONTENTS	iv
CHAPTER I INTRODUCTION	
A. Background of the problem	1
B. Formulation of the Problem	5
C. The Purpose of the Paper	5
D. Significance of the Paper	5
CHAPTER II REVIEW OF RELATED LITERATURE	
A. The Nature of Writing	7
B. Teaching Writing at Junior High School	8
C. The Nature of Descriptive Text.....	11
D. The Nature of Team Teaching	12
1. Models of Team Teaching	14
2. Tips for Successful in Team Teaching	17
E. Advantages of team teaching.	20
CHAPTER III DISCUSSION	
A. Preparation for Team Teaching in Action.....	23
B. Procedure of Teaching a Descriptive Texts through Team Teaching..	28

CHAPTER IV CONCLUSION AND SUGESSTION

A. Conclusion.....	31
B. Suggestions.....	32
BIBLIOGRAPHY	33
APPWNDIX	35

CHAPTER I

INTRODUCTION

A. Background of the Problem

The main goal of teaching English is to make students able to speak and write. Based on the *Kurikulum Tingkat Satuan Pendidikan*, the goal of teaching English is to develop the student's abilities in communication or discourse competence. The abilities are to comprehend and produce or create a text whether in spoken or written forms. In teaching English, there are four skills that the teacher has to teach and practice: listening, speaking, reading, and writing. Those skills have a process and different way in teaching.

Writing is one of the four language skills that should be mastered by English students, because it is one of the main goals of learning English. By mastering this skill, the students will be able to develop their ideas, thought and feelings in written form.

Writing is the most difficult skill to be acquired by the students (Richards and Renandya: 2005). The students found some problems dealing with many structural issues including selecting appropriate words, using correct grammar, generating ideas, and developing ideas. And the students' still lack of vocabulary. It is very impossible to write with the poor vocabulary in continuing the writing.

Furthermore, the students do not understand how to arrange the sentences into a good paragraph. In general, teaching writing only focuses on how to write the correct sentence in grammatically. The students also get little practice in writing because of limited time for English subject. In English curriculum, the time for English subject is just five hours in a week for all skills. So, teaching writing is sometimes ignored.

In Genre Based Approach (GBA), junior high school students learn three kinds of text, they are: transactional and interpersonal, monologue and functional text. For monologue text there are six kinds of text: descriptive, recount, narrative, procedure and anecdote. Each text has a different purpose, but it has same functions that are to make students able to write and speak. The students will learn English skills through those texts. The students can communicate effectively in oral and written form (listening, speaking, reading and writing).

One of the monologue texts that is taught to them is descriptive text. Descriptive text is always used in daily life for example, to describe places, people or things. It is clear that every student has to master how to describe something. In fact, many students do not know the way to describe. As a result, the students become lazy and confused to write.

In learning a descriptive text, the students face some problems. First, the students are not interested to topic. According to Lever (2009) writing is serious matter, however, no matter how simple or funs the topic is. Second, the students do not have clear understanding about grammatical and generic

structure in a descriptive text. Pardiyono (2007) says that the understanding of rhetorical structure is important in writing a descriptive text. It will help the students in making sure the clarity of their writing a descriptive text.

The problem above is not only caused by the students but also from the teacher itself. Based on the writer's experience in the field, when the students are asked to write and produce a text, the teacher cannot give motivation and improvement during the learning process. The teacher usually gives a writing task to the students and does not give a feedback. They tend to give mark to the students. So, these conditions make the students uninterested in writing.

Moreover, the technique or strategies used by the teacher in teaching is still monotonous and does not attract students' to express their attention and their idea. In general, the teachers give the topic to the students. Then ask them to make an essay based on the topic given. The teachers do not guide their students how to make it right such as: how to find the ideas, and how to improve the ideas, how to process the information; and the most important things, some teachers did not know how to make writing as a fun activity in the classroom. It makes the students have wrong perceptions in expressing their ideas in writing form and how to write well.

Beside that, most of the teachers in teaching still use conventional strategy and the teaching learning process is conducted in solitary. It means that the learning process starts from the planning, implementing, until the evaluation of student's learning conducted by one teacher. It makes the teacher become fatigue and difficult to handle the classroom. Moreover, the

teachers who get certification must teach twenty four hours in a week. If they cannot fulfill the time, they cannot get the certification salary.

Nowadays, the education system in Indonesia has become more developed. There have been many demands addressed to the teacher. The teachers are required to be more innovative and creative in determining, selecting learning methods that are going to use, and adjusting the methods to the subject matter that will be delivered to the students. Recently, the teachers are also required to be able to do a proper approach to their students. So they know their students' characteristics and competence. Besides, the ratio between the number of teachers and students are not balanced. Of course, a teacher can not possibly handle the number of students.

Related with the problem above, the teachers should try to discover and apply a more effective technique in designing writing activities. So, one of the possible solution in this case is team teaching. Team teaching technique appears to be used as an alternative to overcome the problems. Team teaching is one form of learning technique that involves two or more teachers who work together with the division of roles and responsibilities that are clear and balanced, for preparing, implementing and evaluating the students learning process. It is expected that between the partners of team teachers can work together and complement each other in managing the learning process.

Furthermore, team teaching can also be a solution to the teachers who get certification to fulfill their time in teaching. This is suitable with *Peraturan Menteri Pendidikan Nasional Nomor 39 Tahun 2009*, for the

teacher who can not fill the time in teaching according to minimum standard of 24 hours per week can apply and fill with team teaching.

B. Formulation of the Problem

Based on phenomenon above, the discussion will be formulated by “How is team teaching applied in teaching writing a descriptive text to junior high school students to improve the students’ ability in writing descriptive text”.

C. Purpose of the Paper

The purposes of this paper are:

1. To discuss the procedure of team teaching in order to help the students able to write a descriptive text.
2. To give information to the English teacher that team teaching is a good technique to apply in teaching writing a descriptive text.
3. It is also expected that team teaching can be a solution to help the English teacher who gets certification to fill the time teaching.

D. Significance of the Paper

The significances of the paper are:

1. To help junior high school students to be able to write and be more motivated in learning by teaching of two teachers in classroom.

2. Through applying team teaching, the teachers will have variation in teaching learning process. So, the students does not bored and more attarct in learning.
3. To show another technique in teaching learning process that can be used in teaching writing can help the teachers who get certification to fill the time teaching.