

**USING TEAM TEACHING STRATEGY TO IMPROVE STUDENTS'  
READING COMPREHENSION OF RECOUNT TEXT**

(A Classroom Action Research at Eighth Grade Students of MTsN 5 Kaur in  
Academic Year 2018/2019)

**THESIS**

Submitted as a Partial Requirements for the Degree of Sarjana Pendidikan (S.Pd)  
in English Education Department of IAIN Bengkulu



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Yang membuat pernyataan

  
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## DEDICATION

The researcher would like to dedicate this thesis to:

I want to say thanks to Allaah SWT, alhamdulillahirobbilaamiin.. Because You always giving me mercy as long as I live. So, I can finished my thesis, it is all because of You Allah. Anything happens with Your blessing.

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## MOTTO

وَلِرَبِّكَ فَاصْبِرْ

**Dan karena Tuhanmu, Bersabarlah**

(QS. Al – Muddassir: 7)

Cannot  
Not mean you unable  
It is because you less in  
Effort, Prayer, Patient, Alms, and Trusting to ALLAH SWT

(Rafiq Atma)

The real motivations to come from yourself and for yourself because you will  
'harvest' all of your 'seed'

Motivasi yang sesungguhnya berasal dari dirimu sendiri dan untukmu sendiri  
karena kamu akan 'memetik' apa yang kamu  
'semai'

(Rafiq Atma)

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Bengkulu, August 2018

The researcher,

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## **ABSTRACT**

**RAFIQA ATMA, August 2018**

**Using Team Teaching Strategy to Improve Students' Reading Comprehension Ability of Recount Text (A Classroom Action Research of Eighth Grade Students of Mtsn 5 Kaur in Academic Year 2017/2018)**

**Advisors : 1. Dr. Ali Akbarjono, M.Pd 2. Detti Lismayanti, M.Hum**

**Key words : Reading Comprehension, Team Teaching, Recount Text**

The facts show that in eighth class of MTsN 5 Kaur most of their students have difficulty in reading. The purpose of this study was to find out whether team teaching strategy can improve the reading ability of eighth grades. In this study, the researcher used classroom action research as a step to implement this team teaching strategy. This study uses two phases. However, before doing the cycle I and cycle II, researchers conducted a pre-assessment first. Finally, after going through these two phases, the researcher conducted a post-test. Data collections carried out in this study are by interview, observation, reading test, and documentation. After going through a series of phases, the results of data analysis showed the difference in pre-assessment, the cycle I, cycle II and post-test. Here the comparison of the average value of 53.6 increased to 71.7, towards the students' reading comprehension ability. Therefore, from the results of the implementation of team teaching, it can be concluded that the eighth grades of MTsN 5 Kaur experienced an increase in reading.

## **ABSTRAK**

**RAFIQA ATMA, Agustus 2018.**

**Menggunakan Strategi Team Teaching Untuk Meningkatkan Kemampuan Pemahaman Membaca pada Teks Recount (Penelitian Tindak Kelas pada Siswa Kelas VIII MTsN 5 Kaur Tahun Ajaran 2017/2018)**

**Pembimbing : 1. Dr. Ali Akbarjono, M.Pd      2. Detti Lismayanti, M.Hum**

**Kata kunci : Pemahaman Membaca, Team Teaching, Teks Recount**

Fakta menunjukkan bahwa dikelas delapan MTsN 5 Kaur sebagian besar dari siswanya mengalami kesulitan didalam membaca. Tujuan dari penelitian ini adalah untuk menemukan apakah team teaching strategy dapat meningkatkan kemampuan membaca siswa kelas delapan. Didalam study ini peneliti menggunakan classroom action research sebagai langkah untuk mengimplementasikan strategy team teaching ini. Penelitian ini menggunakan dua fase. Tapi sebelum memasuki fase I dan fase II, peneliti melakukan pre-assessment terlebih dahulu. Terakhir setelah melewati dua fase ini peneliti melakukan post-test. Pengumpulan data yang dilakukan pada study ini adalah dengan wawancara, observation, reading test, dan dokumentasi. Setelah melalui serangkaian fase barulah didapatkan hasil dari analisis data yang menunjukkan perbedaan pada pre-assessment, cycle I, cycle II, dan post-test. Sehingga didapatlah perbandingan nilai rata-rata 53.6 meningkat menjadi 71.7, terhadap kemampuan membaca siswa. Jadi dari hasil penerapan team teaching ini dapat disimpulkan jika siswa kelas delapan MTsN 5 Kaur mengalami peningkatan membaca.

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## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Study**

Reading is an important part of learning English, in your own language reading skill can be improved your reading. Reading is one of the basic tools in language learning, reading, skill in teaching English for junior high school students has a great role in supporting other skills in the English language so that reading becomes a crucial language skill. Then, that way, when people talk about reading it might be automatically related to comprehension or understanding. For example, the goal of reading is about you can understand about text that you read so you can answer the questions.

Reading skill is not the only ability to pronounce words but also comprehending the meaning and getting information in the text. Reading comprehension is the process where the readers understand the contents of the text or the meaning of the context of the text. The students can get the message by reading a text if they comprehend the text.

Furthermore, Reading is one of the most important aspects of education in the world, especially for educated people in learning the language. According to Nuttall reading is an activity to understand the message from a text and reader read a text, in order to read the information

that is sent by the writer.<sup>1</sup> In addition, Patricia stated that the process of combining textual information with the information readers bring to a text.<sup>2</sup> Krashen and Terrel state that reading makes contributes to overall competence, to all four skill. Therefore, reading is very necessary for students to learn, because it can increase the quality of students to get knowledge in teaching and learning process.

Reading is an important part of learning English, how to improve your reading skills will help you improve reading by using skills you use in your own language. Reading is one of the basic tools in language learning, reading, skill in teaching English for junior high school students has a great role in supporting other skills in the English language so that reading becomes a crucial language skill. Then, that way, when people talk about reading it might be automatically related to comprehension or understanding. For instance, a reader who understands what he has read can answer questions about it. It means that understanding something is the main goal of reading.

Based on the classroom observation in MTsN 5 Kaur on November 16<sup>th</sup>, 2017.<sup>3</sup> The researcher have seen, only a few students that have an interest in the lesson and other students does not have an interest in the study (see appendix 1 ). Besides that, when the teacher gives instruction to students to learn and reading text students get bored and did not pay

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<sup>1</sup> MacLean, M,S., and Miller, H. "Strategies for Success for Online Co-Teaching". *Merlot Journal of Online Learning and Teaching* Vol. 7, No. 3. 2011. Page 2

<sup>2</sup> MacLean, MS. Ibid. Page 2

<sup>3</sup> Observation teaching process on Thursday 16<sup>th</sup> November 2017 at MTsN 5 Kaur.

attention to the teacher. The students just talking with friends, and busy with their activities, and ponder at the same time. They are not motivated in learning English. Moreover, when a teacher doing the learning process only in the front of the class and did not have control and interaction with a class. When the teacher asks question after an explanation of the lesson students keep quiet and make sight move from the teacher because they did not know what the answers. In addition, it can be caused by the strategy that the teacher used when learning the process. The teacher is monotone does not strategy or method to make the students active and interest in the lesson.

Based on an interview (see appendix 2 ) with an English teacher in preliminary observation on November 16<sup>th</sup>, 2017 in MTsN 5 Kaur. The researcher found problems about students were difficult to understand a reading text, especially in recount text. We can conclude it because students' have the low comprehension of reading during the learning process, so impact on students' reading comprehension ability. The problems caused by the students it is self, such as they are lazy in reading a study. Not just it the students have a low motivation to learn English because the language is not our native language. Moreover, the minimum standard (KKM) of this course in MTsN 5 Kaur is 75.<sup>4</sup>

From the preliminary observation above, it means that teachers must consider a strategy that suitable for teaching reading in order to make

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<sup>4</sup> Elmita Lisnawati, S.Pd. English teacher of MTsN 5 Kaur. Interviewed on Thursday, 16<sup>th</sup> November 2017.

the learning process becomes effective and so the students enjoy to learning English especially in reading. The strategy it is self should be adjusting with the condition of the class and the ability of the students. Because every class has a condition it is self, it also will determine the suitable strategy it is self. In addition, the strategy used by English teachers in teaching reading must adjust to the kinds of reading text. There are some teaching strategies that can use by teachers to improve reading comprehension such as Suggestopedia, Pre-questioning, SQ3R, Team-teaching and so on.

In these problems, the researcher has focused on using a team teaching strategy to improve reading comprehension ability. Team teaching or usually said as collaborative teaching it is mean are two teachers who teach in a class, this strategy is believed to make the conductivity class. Thus, the teachers can split up the function when teaching. Based on Yellowley and Farmer also found that team-teaching strategy can improve students' ability to solve a problem.<sup>5</sup> However, several researchers found no gains in student learning or attitude in their study of team teaching. Our findings suggest that team teaching is worthwhile in courses of reading to increase the reading comprehension ability. The researcher has interesting of the team teaching strategy because of it so unique strategy. It is mean if the strategy has some characteristic that did not have with the strategy usually. For me as the

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<sup>5</sup> Little, A and Hoel, A. "Interdisciplinary Team Teaching: An Effective Method to Transform Student Attitudes". *The Journal of Effective Teaching*, Vol. 11, No. 1. 2011. Page 42.

researcher, the unique of this strategy is the collaboration of two teachers to teach a class. So the class can be control with more efficient, and the students more focused to pay attention to the material that serves by the teacher.

Regarding the explanation above, the writer is using CAR (Classroom Action Research) to apply the team-teaching strategy in teaching reading. Kemmis and Mc Taggart using CAR (classroom action research) in their study, it consists of four phase planning, acting, observing, and reflecting. Therefore, this hopefully to helping to solve the student' problems and improve the reading comprehension. Reading has some texts that learn in junior high school that is the procedure, short message, descriptive, report, narrative, and recount text.

From the explanation above, it can be concluding if reading comprehension is one of the important skills in teaching and learning English. Furthermore, it is important to apply an effective strategy in enhancing students reading comprehension ability. In this research, Team-teaching strategy is applying to improve the reading comprehension ability. Because the strategy is easy to apply and can be controlled by the students and makes the efficient class. That is why the researcher interested to research entitles "USING TEAM TEACHING STRATEGY TO IMPROVE STUDENTS' READING COMPREHENSION ABILITY OF RECOUNT TEXT (Classroom Action Research Eight Grade Students of MTsN 5 Kaur Academic Years 2017/2018)"

## **B. Identification of Problem**

Based on the background above, the researcher found out some problems at the second year of MTsN 5 Kaur there: a) The students are having low ability in reading, b) The students were difficult to go to study the English lesson, c) The students does not have the big motivation to learn English, d) The teacher does not have an interesting strategy in learning process, e) The teacher does not have control and interaction with students, f) Lack of media that using by teacher.

## **C. Limitation of the Research**

This research only limitation focuses on the students' to reading comprehension ability in MTsN 5 Kaur by using team teaching strategy. Then, to make the efficiencies research the strategy of this research are a focus of eighth grade students in MTsN 5 Kaur in academic year 2017/2018.

## **D. Research Question**

Based on the explanation above the problem of the research as follow, "How can Team Teaching strategy improve the students' reading comprehension ability of recount text of the 8<sup>th</sup> Grade Students of MTsN 5 Kaur in academic year 2017/2018?"



**E. Research Objective**

The objectives of this research are to investigate how students' reading comprehension ability of English text, especially in recounts text in eighth grade students in MTsN 5 Kaur.

**F. Significances of the Research**

The significance of this research is hoped as follows; First, to give contribution for the teachers as one of their teaching technique in teaching reading in the classroom, because this technique is one of an interesting to be applied in the class, especially in the reading class. Second, to help students in learning reading comprehension by using team teaching strategy. Then, this strategy can make effective and efficiencies of the class in eighth grade MTsN 5 Kaur. Third, to be able to give the information to the researcher about team teaching strategy, in the classroom and increase the students reading comprehension ability.

**G. Definition of the Key Term**

Some of the key term, that defined operationally to avoid misunderstanding on the part of the readers:

1. Reading comprehension is the process to get more understanding from the text.
2. Team Teaching strategy can be described as a situation where two teachers work together to teach a lesson. Team teaching represented

two or more teachers, (more often in primary schools) planning, teaching and working together in the same space with the equivalent of two or more classrooms of children.

3. Recount text is a piece of text that retells past events, usually in the order in which they happened.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. The Concept of Reading Comprehension**

Reading is one of the most important skills especially in education because it is impossible for the students to understand the subject if they cannot read. For example, the teacher gives students education book to understand, but then they are cannot reading so how the students can know about the books and do the exercise the students have to know what the question meaning. If they cannot read, automatic the student cannot do the exercise. A constructive process can help students to acquire new knowledge of a language, experience about life and so on. Simply, reading defined as "the active process of understanding print and graphic texts". In this chapter, we will introduce both terms reading and reading comprehension by stating different definitions by different researchers. There are three models, which are the bottom-up model, top-down model, and interactive model. Finally, we conclude our chapter by speaking about the types of reading followed by a conclusion.

##### **1. Definition of Reading**

Reading is a complex cognitive ability that is considered one of the basic language skills which can help students in learning a foreign language; however, it used more by most of EFL learners who need some references to reads such as Books, stories, articles, poems and so on. Reading is defining as “the meaningful interpretation of written or

printed verbal symbols and a result of interaction between the perception of graphic symbols that represent language and the reader's language skills, cognitive skill, and knowledge of the world.”<sup>6</sup> Moreover, Rumptz explains this in his words “Reading is a complex process. It enclose of visual action, and then identifying in analyzing printed letters it all the components of words in reaching the interpretation of the meaning.”

Reading is one of the English skills that must master by students. It steps to be a success in studies. According to Wineburgh reading is not merely the way to learn new information but becomes a way to engage in new kinds of thinking. Mikulecky and Jeffries explain, "there are some reasons for the importance of reading in language learning such as reading helps us learn to think in the new language, helps us build a better vocabulary, and makes us more comfortable with written English.”<sup>7</sup> It means that by reading more, the reader can increase his or her acquisition in the new language as he or she can get new vocabulary, knowledge, idea, and information from the reading text. In addition, reading is also a medium for the writer to communicate with the reader. Thus, the writer can share his or her idea, opinion, and think

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<sup>6</sup> Mohammad, A and Baniabdelrahman, A. “The Effect of Using Team Teaching on Jordanian EFL Eleventh Grade Students' Reading Comprehension and Their Attitudes Towards This Strategy”. *Journal of Education and e-Learning Research*, Vol. 3, No. 2. 2016. Page 39

<sup>7</sup> Mikulecky, B. S and Jeffries L. *Advanced Reading Power*. Pearson: Longman. 2007.

into writing which read by the reader, so that the reader can catch the information.

In same aspect, Goodman said that an effective and efficient reading is when we can understand the characteristics of a text is not only to recognize a word.<sup>8</sup> In this sense, reading is as a cognitive process which could help readers to create meaning from text.

## 2. Reading Comprehension

It is the ability of the readers to understand written materials. Based on Online practice e-book “Reading comprehension is a skill to build throughout your whole lifetime.”<sup>9</sup> Furthermore, Rahmani & Sadeghi “Reading comprehension is also known as interactive mental or better known as linguistics related to knowledge as knowledge about an object that is of the earth, the universe or a particular topic.” English as a Foreign Language (EFL), understanding is a basis in reading this explains how skilled students are in proving their success in learning a new information.<sup>10</sup>

Besides that, Reading comprehension is the process to pull out the meaning of text. The goal, therefore, is to gain an overall understanding of what described in the text rather than to obtain

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<sup>8</sup> Goodman, K.S and Iventosch, W. *Reading in Asian Languages Making Sense of Written Texts in Chinese, Japanese, and Korean-Routledge*. UK: Routledge. 2011. Page 145

<sup>9</sup> Online practice. *Reading Comprehension Success in 20 minutes a day third edition*. New York: Learning Express. 2005. Page 175

<sup>10</sup> Zainal A, Dr. Mohamad Jafre. 2012. “Test-taking Strategies, Schema Theory and Reading Comprehension Test Performance”. *International Journal of Humanities and Social Science, Vol. 1*. 2012. Page 238

meaning from isolated words or sentences. A similar view was given by Maria she says “reading comprehension as holistic process of constructing meaning from written text through the interaction of (a) the knowledge reader brings to the text i.e. word recognition ability, word knowledge, and knowledge of linguistic conventions; (b) readers interpretation of the language that the writer used in constructing the text; and (c) the situation in which the text is read.”

Comprehension is an active process. Active reading is composition of information or creating an internal dialogue with the material. The reader is expected to actively engage with the text to construct meaning. Kendei states that a general component in many definitions of comprehension is the interpretation of the information in the text. The use of prior knowledge to interpret this information and ultimately, the construction of a coherent representation or picture in the reader’s mind of what the text is about the important thing you can do to improve reading comprehension is to become an active reader.

According to Mislaini, Reading comprehension is the act of understanding a text. this is a deliberate, active, interactive process that happened before, as long as someone reads a particular piece of writing.<sup>11</sup>

Reading comprehension is a process that involves the orchestration of previous readers of knowledge about the world and about

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<sup>11</sup> Mislaini. *Improving students’s reading comprehension of narrative text by using fable at the grade SMAN 01 Bonai Darussalam*. University: Pasi Pengaraian. 2015

language.<sup>12</sup> Comprehension is achieved gradually, as the students move from a general feeling about what something means to the deeper level of understanding. Without comprehension, reading for pleasure or knowledge since the purpose of reading is to grasp the meaning of the text. In addition, Snow defines the process of simultaneously extracting and constructing of reading comprehension is relevant with written language.

By reading, students will get a lot of useful information for their learning. The information can enrich their knowledge. They also can share their information that they got from reading to others. In order to know the meaning of the text, students have to comprehend their reading text. Reading comprehension is the ability of someone to understand deeper what has been read. Based on Lems, “Reading comprehension is the ability to construct meaning from a given written text.

Moreover, explain that reading comprehension is not a static competency; it varies according to the purposes for reading and the text that is involved. In short, if people comprehend their reading, they will understand deeply about the content and meaning of their reading material. In addition, the purpose and genre of the text also influence the competence of someone to understand the content of the reading

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<sup>12</sup> Mislaini. *Improving students's reading comprehension of narrative text by using fable at the grade SMAN 01 Bonai Darussalam*. University: Pasi Pengaraian. 2015

material. For example, students in Junior High School will feel difficult to understand the text genre that taught in Senior High School.

However, they will feel easy to understand the text genre, which is appropriate to their grade. Based on School-Based Curriculum, there are two types of text genre, which are taught in the first semester of the eighth-grade students of Junior High School. Those are descriptive and recount. In this study, the researcher chose recount text as a genre on reading comprehension researched. Based on Arif, "Recount text is one of the texts that should be mastered by the eighth-grade students of Junior High School."<sup>13</sup> Furthermore, According to Knapp, the recount of text is a type of report that is usually used to convey an event. recount text used in writing to tell a story in the past.<sup>14</sup>

Thus, recount text is a text, which is taught in the eighth grade students of Junior High School where it is content to inform the reader about something or sequence of events, which happened in the past time. The writer chose recount text because students felt more difficult to understand recount text than descriptive text. This information was gotten based on the explanation of the teacher when the writer conducted observation in MTsN 5 Kaur.

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<sup>13</sup> Yuliani. *Penerapan Team Teaching pada Pembelajaran Produktif pada Siswa Kelas XI Jurusan RAV DI SMKN 2 KLATEN*. Skripsi. Yogyakarta: UNY. 2014. Page 12

<sup>14</sup> Saragih N, Silalahi, and Pardede. 2014 "The Effectiveness of Using Recount Text to Improve Writing Skill for Grade III Students of Kalam Kudus Elementary School 2 Pematangsiantar". *IOSR Journal of Humanities and Social Science (IOSR-JHSS) Volume 19*. 2014. Page 57



There are some difficulties were faced by students in recount text. The first, students were difficult to identify the information in the generic structure of recount text like orientation, events, and re-orientation. The generic structures inform the readers about information when the event happened, where the event happened, who was involved in the event, what was the series of events that happened, how and why did the events happen, and how the ending of the event. The second difficulty was students did not really understand about language features in recount text, for example using of past verb form as well as the first and the third person pronoun on recount text. The third difficulty was students lack vocabulary.

On recount text, sometimes students did not know the meaning of past form and specific words which appear in the text. The last, students had difficulty in inferring significant information in the text, especially to infer the implicit meaning and conclusion of the text.

According to Catherine a process of concurrent extraction in developing a meaning in language is called reading comprehension wherein the determination of understanding in reading requires deepening of meaning in the text. It consists of three elements: the reader, the text, and the activity or purpose for reading.<sup>15</sup>

a. The reader

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<sup>15</sup> Snow, C.E. *Reading for Understanding: Toward a Research and Development Program in Reading Comprehension*. Santa Monica: RAND education. 2002. Page 11

The reader brings to the act of reading his or her cognitive capabilities (attention, critical analytic ability, memory, inferencing, visualization); motivation (a purpose for reading, interest in the content, self-efficacy as a reader); knowledge (vocabulary and topic knowledge, linguistic and discourse knowledge, knowledge of comprehension strategies), and experiences.

b. The text

The features of any given text have a large impact on comprehension. While reading, the reader constructs various representations of the text that is important for comprehension. Those representations include the surface code (the exact wording of the text), the text base (idea units representing the meaning of the text), and the mental models (the way in which information is processed for meaning) that are embedded in the text.

c. The activity

The reading activity involves one or more purposes or tasks, some operations to process the text, and the outcomes of performing the activity, all of which occur within some specific context. The initial purpose for the activity can change as the reader reads. That is, a reader may encounter information that raises new questions and makes the original purpose insufficient or irrelevant.

Based on *Standard Kompetensi Lulusan (SKL)* of reading, there are five main aspects of reading comprehension, as in College (2003) states that the five aspects are:

1) Identifying the Main Idea

The main idea is the main idea of the essence of a discourse. Determining the main idea we usually start by reading the title, look the pictures in the text, and read sentences in the first paragraph which usually represent the whole idea.

2) Supporting Detail

Sejnost defines that the About-Point strategy is another strategy that fosters students' ability to identify the main idea and supporting details found in the texts they read. The writer assumes that About-point is a good way that can help to increase the students' ability to identify the main idea and supporting details found in the details found in the texts they read. The supporting details sentences should all refer back to the topic sentence.

3) Identifying Reference

Reference is a reference point where a reader should know who the owner of the pronoun that is in the text. Examples of reference can be founded in the phrase, "Fatan is a student of Junior High School, and he never comes late." The pronoun he

is using to replace Fatan. Thus, he refers to or having reference to Fatan.

#### 4) Making Inference

Making inference is making prejudged various things about the text. For examples about what happens in the next event, what is the purpose of the author make a text, and what if one of the text events changes.

#### 5) Understanding Vocabulary

We have to get vocabulary understanding. Understanding to making written the words, we had all better understand the intent of the text as a whole. Nevertheless, the problem is when we do not find the dictionary, and then had to understand a vocabulary, then that is a difficult situation. One way to do this is to read phrases or vocabulary that is around words you do not understand. You can say smoke could be an example here. When there is a sentence "where is the fire, there is smoke". Therefore, we can guess the meaning of the word "smoke" by reading the phrase before.

### **B. Reading Purpose**

The purpose of reading comprehension is to understand the text in order to get the information and knowledge. Those are the basic purpose of

doing the reading activity. Grabe and Stoller state the purpose of reading as follow:<sup>16</sup>

### **1. Reading to Search for Simple Information**

One of the purposes of reading is to get simple information such as reading an announcement in the school, market, on the road, in the airport and others. In reading to search, we typically scan the text for a specific piece of information or a specific word.

### **2. Reading to Skim Quickly**

This purpose is to know the main idea of the text or passage, the same as a combination of strategies for guessing where important information from the text or passage. For example in a reading newspaper, commonly some people just read a few pages to know the main ideas of the newspaper.

### **3. Reading to Learn from Texts**

Reading to learn typically occurs in academic and professional contexts in which a person need to learn a considerable amount of information from a text.

### **4. Reading to Integrate Information**

Reading is combine the information requires additional decisions, there are of complementary, mutually supporting, or conflicting information and the likely restructuring of a rhetorical frame. These

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<sup>16</sup> Grabe, W. Reassessing the Term —Interactive. In Carrell, P.L., Devine, J., & Eskey, D. E. *Interactive Approaches to Second Language Reading*. New York: Cambridge University Press, 1988.

skills unavoidably require to evaluation by reading the information.

The readers can decide the goals of information.

## **5. Reading for General Comprehension**

The reading for general comprehension is discussing for two reasons. In first is discussing about basic purpose of reading, underlying, and supporting most other purposes for reading. Second, general reading comprehension is actually more complex than commonly assumed.

According to Mc Neil in Safitri, that there are some reasons why people learn to read as follows: (a) To be accepted by parents, teacher, community, employers, religion, and other groups, and (b) To help others through reading. For example, reading to the blind.

### **C. Models of Reading**

Reading models will explain the problems in reading process. It describe about readers how they printed texts to construct meaning that means these models are concerned with how readers could be able to translate given printed words into meanings from the level of perception of the text by the eyes into the analysis by the brain. This led us to shed a light on three main theoretical models of the reading process that has been

researched by many cognitive and behavioral scientists: Bottom-up, top-down and interactive models.<sup>17</sup>

### **1. The Bottom-up Model**

The Bottom-up approach known as *phonics*, which requires the learner to match letters with sounds in a defined sequence i.e. reading in the linear process by which readers decode a text word by word, linking the words into phrases and then sentences. This model of reading is concerned primarily with the recognition of individual letters, phonemes, and words that mean the meaning of the whole text begins from the word level, then the sentential level, and finally the next level. Besides this, it emphasizes a single direction, part- to- the whole processing of text. In other words, it involves a series of steps that the reader has to go through i.e. moving from the smallest linguistics unit, there are sentences, phrase, and so on, until reaching the meaning of the text.

Therefore, this model allows students to start with the perceptual processing of text and move upward through word recognition to comprehension, in other words, it is the process in which the reader begins with the smallest unit is of text (letters) and then move to the higher unit is of text ( clusters) and finally get to words. So, readers

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<sup>17</sup> Davoudi, Mohammad. 2015. *Critical Review of the Models of Reading Comprehension with a Focus on Situation Models*. International Journal of Linguistics. Macrothink institute. Page 173-175

derive meaning in a linear manner, i.e. building letters into words, words into sentences, phrases and then proceeds to the overall meaning.

## **2. The Top-down Model**

Richards defined the top-down model referred to "the use of background knowledge in understanding the meaning of a given text that means readers make a connection between their previous knowledge about a topic, situational or contextual knowledge, or knowledge stored in long-term memory in the form of "schemata" and "scripts".

Grabe states also that reading in this model is not just extracting meaning from a text but a process of connecting information in the text with the background knowledge of the reader that is used in the act of reading. Reading can be defined by describing information that has been obtained from the results of reading a text or book, so that it can describe the situation.<sup>18</sup> In this sense, is "a dialogue between the reader and the text". The more readers know in advance about the topic and text to be read, the less they need to use graphics information on the page. So, this process is based on the interpretation of assumptions and drawing inferences.

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<sup>18</sup> Grabe, W and Stoller, F.L. *Teaching and Researching Reading* (2<sup>nd</sup>). London and NY: Routledge. 2013. Page 3



### **3. The Interactive Model**

It is the attempts to make a connection between both models of reading; the bottom up and tops down ones. In other words, it recognizes the interaction of both models simultaneously throughout the reading process. Similarly, Eskey sees that "the interactive model takes into account the continuous interaction between bottom-up and top-down processing in the construction of the meaning of a text."<sup>19</sup>

Rumelhart also views that it is "one in which data-driven, bottom-up processing combines with top-down, conceptually driven processing to cooperatively determine the most likely the interpretation of input."<sup>20</sup> Additionally, Carell puts in his words: "The interactive model suggests that the reader processes reading by starting with a linguistic surface representation encoded by a writer and ends with meaning which the reader construct."

## **D. Types of Reading**

### **1. Intensive Reading**

It refers to a high degree of comprehension and retention over a long period of time, in other words, it is reading in depth or carefully to comprehend a given text for example; studying it line by line, using

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<sup>19</sup> Ling, Sun. *Investigating Chinese English Majors' Use of Reading Strategies*. School of Teacher Education Kristianstad University. 2011.

<sup>20</sup> Davoudi, Mohammad. "Critical Review of the Models of Reading Comprehension with a Focus on Situation Models". *International Journal of Linguistics. Macrothink institute*. 2015. Page 175

the dictionary, comparing, analyzing, translating, and retaining every expression that it contains. Brown explains that intensive reading "calls attention to grammatical forms, discourse markers, and the surface structure details for the purpose of understanding literal meaning, implications, rhetorical relationships, and the like."<sup>21</sup>

Therefore, intensive reading is reading for a high degree of comprehension and retention over a long period of time (Texas Women's University counseling Centre, 2014).

## **2. Extensive Reading**

Bamford defined "Extensive reading is a language teaching procedures where learners are supposed to read large quantities of materials or long texts for global understanding, the principal goal being obtaining pleasure from the text."<sup>22</sup> According to Liana's Extensive Reading Journals, it is "reading as much as possible, for your own pleasure, at a difficulty level at which you can read smoothly and quickly without looking up words or translating to English as you go". Therefore, we can say that extensive reading is connected to student choice and pleasure in reading in order to reach enjoyment.

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<sup>21</sup> Brown, H. Douglas. *Language and Assessment Principles and Classroom Practices*. New York: Longman. 2004. Page 312

<sup>22</sup> Brown, H Douglas. Ibid page 313

## **E. Team Teaching Strategy**

Team teaching is the strategy with consists of two teachers in a classroom. Team teaching can be described as a situation where two teachers work together to teach a lesson. Goetz stated that team teaching was a group of at least two teachers. They work together in building a class by planning, implementing the plan and then evaluating the activities of shared learning.<sup>23</sup> Using a related term to describe the concept, Haynes states that co-teaching involves two credentialed professionals who are partners in the instruction of the lesson. One professional is usually a classroom or subject area teacher and the other is a certified ESL (English as a second language) teacher.<sup>24</sup>

One thing that comes out of the above definition is that both teachers are professionals who are in a collaboration to work together to bring about desired learning outcomes in the learners. Both teachers have similar and equal responsibilities for planning the lesson although their delivery may differ in many ways. Furthermore, because two teachers are involved, the teacher-student ratio in that learning environment is reduced and they are exposing students to different learning methods that could not have been achieved with only one teacher. The above teaching methodology obviously involves a lot of teamwork and the spirit of “team play”. It is only the teachers who have acquired the skill that can function

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<sup>23</sup> Goetz, Karin. “Perspectives on Team Teaching.” *A Peer Reviewed Journal*. 2000. Page 1

<sup>24</sup> Haynes, J. *Collaborative Teaching: Are Two Teachers Better than One? Essential Teachers*. Teachers of English to Speakers of other languages (TESL). Everything ESL.net. 2007.

effectively in the above teaching environment and so we need to briefly consider the concept of teamwork.

Teamwork is the ability of people to work together to achieve a common purpose and team players are the high achievers in the team whose main preoccupation is to see that teams achieve their stated objectives and it is a wonder to consider the progress made when people work in agreement not minding who gets the credit.

Tompkins discusses team teaching especially as it relates to the core curriculum. His broad definition of team teaching claims that it:<sup>25</sup>

*"... means giving two or more teachers joint responsibility for the education of a group of pupils larger than what is generally considered a normal class size. Inherent in this concept is the idea that there will be some type of differentiation in the functions of the various teachers, either as to subject matter specialization or methodology (p.73)."*

Tompkins goes on to say that team teaching allows for new opportunities for teacher participation in cooperative planning, pupil placement, and instructional methodology. He emphasizes that the students' group size and time arrangements may fluctuate according to the learning task, while at the same time not neglecting the importance of recognizing different competencies possessed by teachers on a team.

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<sup>25</sup> Meehan, Merrill. *What about team teaching?*. Page 717

In the realizing team teaching strategy, "collaboration is a team" is an important part. As like Dean Prebble and Prof. Howard Frederick said in his work title "*Moulding Your People into a Pro-Active and Productive Team*" it is backed with Kruse (in Rodhiyah), there are ten things that must observe to builds a team, (a) Understanding, (b) Ownership, (c) Creativity and contribution, (d) Trust, (e) Common understanding, (f) Personal understanding, (g) Conflict resolution, (h) Participate decision making (i) Clear leadership, and (j) Commitment.<sup>26</sup>

There the some applications of team teaching:

#### **1. Points to Note for Successful Team Teaching**

- a) Communication: teachers who teach together need to be in constant communication with each other. They should meet either daily, weekly or before class to plan, exchange ideas, develop and maintain a healthy relationship,
- b) Goal-oriented activities: goals and expectation for each lesson must be discussed,
- c) Appropriate teaching methodologies: teaching methodologies must be discussed so that each teacher understands the other's experiences and methods. This is to avoid confusion and clashes during the lesson,
- d) Mutual trust: display trust of each other's skill and abilities, and
- e) Cooperation: Team teachers need to cooperate with each other. They must be aware that each person has a responsibility to fulfill. One teacher must not undermine

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<sup>26</sup> Yuliani. 2014. *Penerapan Team Teaching pada Pembelajaran Produktif pada Siswa Kelas XI Jurusan RAV DI SMKN 2 KLATEN*. Skripsi. Yogyakarta: UNY

the authority of the other teacher. They must meet to decide roles and responsibilities before the class.

## **2. Characteristics of Team Teaching**

a) Globally, teamwork has become the culture of most international organizations and institutions that today, employers search for people with effective teamwork skills for employment, b) Teams provide opportunities for the exhibition of multiple skills from teammates, c) Teamwork is more result oriented and goals better achieved when a team strategy is employed rather than when individual skills are manifested, d) Students also need to learn to function in a team environment to enable them develop teamwork skills for their adult life, e) Research has shown that students learn when tasks are given require social interaction and group work.

## **3. Strategies in Team Teaching**

### **a. Specification of roles**

When adopting team teaching in the classroom, roles should be specified as indicated earlier to know who is doing what in a specific lesson. Teachers may decide that one person takes the prominent role of teaching the lesson while the other acts as an assistant. For example, in teaching letter sounds, the lead teacher for the day stands in front of the class holding the flash card and models the sound, while the assistant moves around ensuring learners are repeating the sound and responding appropriately.

b. Collaborative/alternative teaching strategy

The teachers may collaboratively teach the lesson in a balanced way. While one models the sound, the other teaches learners how to write the sound. Here responsibilities are balanced between the teachers. Alternatively, one teacher teaches the lesson while the other brings in contributions occasionally when necessary.

c. Teach and write strategy

The lead teacher teaches the lesson while the other writes down notes, important points, and instructions on the board. Example from an English lesson: Nouns. While the teacher introduces the topic and tells learners to provide examples, the other write down on the board the examples produced by learners along with any important point or definition is given by the lead teacher.

#### 4. Advantages of Team Teaching

In a bid to serve the needs of language learners, team teaching has been introduced in many schools especially in Europe, while in Nigeria; we may find the strategy trickling into a few private schools. The concept seems to have gained some degree of popularity today because of some of its good points.

Below, we present some of the advantages of team teaching<sup>27</sup> in a language lesson (a) Because two professional teachers are involved,

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<sup>27</sup> Goetz, Karin. "Perspectives on Team Teaching." *A Peer Reviewed Journal*. 2000.

the method draws on the complementary skills and abilities of both teachers, (b) It presents opportunities for the two teachers to provide student-support, (c) More practical group work is sustained, (d) Better and effective supervision, (e) Better teacher/student ratio, (f) Large classes are better managed, (g) Exhibition of varieties of skills in class, and (g) Efforts, talents, and skills are combined to enhance learners outcome.

## 5. Steps of Team Teaching

### a. Steps of team teaching

According to K. Goetz these key elements appear to be necessary for a successful team teaching program are: a) compatibility of team members, b) shared commitment to team teaching and ongoing communication, c) keen interest in connecting the content or curriculum to real life, and d) strong desire to ignite students' thirst for knowledge.

### b. The teaching of team teaching

The following two teaching methods were used in this study:

In the traditional teaching strategy, the teacher introduces to the reading comprehension lesson by asking some simple questions about the pictures and the title. He asks pre-reading questions to make sure that students have an idea about what they are going to read about. The teacher gives students proper time to read the reading text silently. While students are reading the text, the



teacher writes some simple questions on the board. Students are allowed to ask about the meaning of the difficult words. Students can be divided into pairs to ask and answer the questions. Students are expected to correct each other mistakes. The teacher is expected to introduce the proper feedback whenever there is a need.

The teacher asks students to identify all the difficult words. Before writing the words on board he should desire pronounces words correctly. He explains in a simple way the meaning of new vocabularies and asks his students to guess the correct meaning. In the end, the teacher introduces comprehension questions. Students are expected to answer the reading comprehension questions correctly in proper periods. Students' correct each other mistakes.

1) The team teaching strategy is using in this study where two teachers teach the same class. There are two qualified teachers in the team-teaching classroom. Both teachers planned the lesson together and in advance to divide their work. They share responsibilities and create an appropriate team teaching environment.

The team teachers introduce cooperative and organized work, provide motivation, interacted, and collaborated in team teaching. Teachers deal with the same topic from different view which provides a sense of camaraderie and reduce the gap between learners. The team-teachers benefit from the division

of work and responsibility. They blend their experience and work in a cooperatives way, by introducing the material content and developing the structural goals.

## **F. Recount Text**

Often we will want to tell other people about something that has happened in our life. We might want to tell about what we did at the weekend. It might be about exciting things that happened when we were on holidays. Speaking or writing about past events is called a recount.

According to Knapp, the recount of text is a type of report that is usually used to convey an event. recount text used in writing to tell a story in the past.<sup>28</sup> Recount text has a generic structure. The generic structure of recount text is orientation, events, and reorientation. Orientation provides the setting and introduces participants. A series of events tells us what happened, in what sequence. Reorientation is an optional closure of events. Recount usually include the following grammatical features :

a) Proper nouns to identify those involved in the text, b) Descriptive words to give details about who, what, when, where, and how, c) The use of the past tense to retell the events, and d) Words that show the order of the events (for example, first, next, then).

The Generic structure of a recount text consists of:

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<sup>28</sup> Saragih N, Silalahi, and Pardede. 2014 “The Effectiveness of Using Recount Text to Improve Writing Skill for Grade III Students of Kalam Kudus Elementary School 2 Pematangsiantar”. *IOSR Journal of Humanities and Social Science (IOSR-JHSS) Volume 19*. 2014. Page 57

1. Orientation

This part presents the background information on who, when and where of the event.

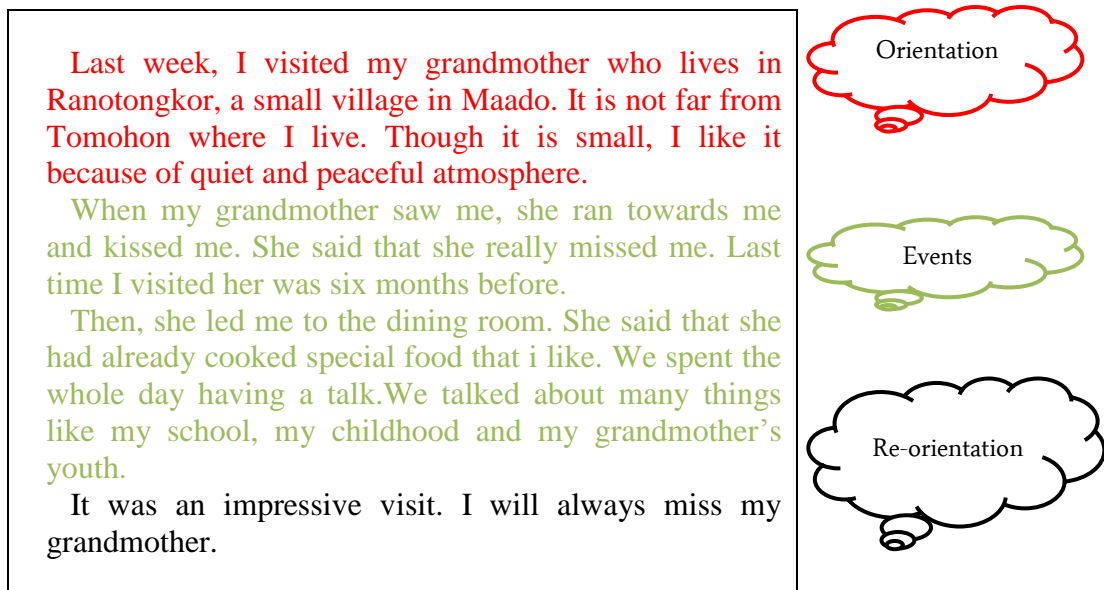
2. Events or sequence of events

The events are presented in chronological order.

3. Re-orientation

The event starts to end and the writer may provide an optional of what has happened.

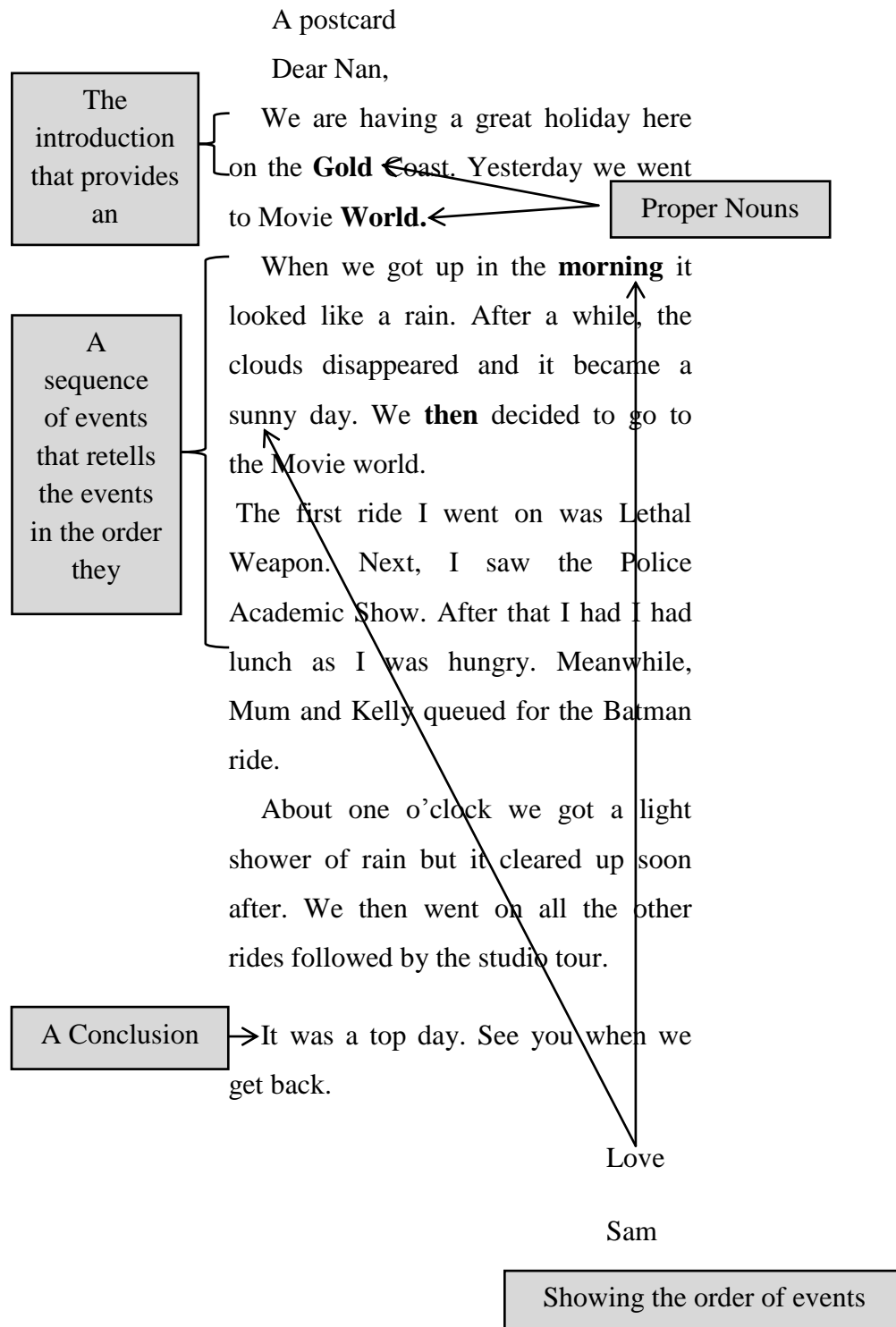
**Figure 2.1**  
**Generic Structure of Recount Text**



*resource: Mandiri, english on Target 1, page 98, by sarwoko, Penerbit Erlangga*

Example of recount text,

**Figure 2.2**  
**Generic Structure of Recount Text**



Andersons claimed that the purpose of a recount is to give the audience, a description of what occurred and when it occurred. The common examples of recount text type are newspaper reports, conversation, speeches, television interviews, eyewitness accounts, and letters.

Recount is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. There is no complication among the participants and that differentiates it from a narrative. Something that happened in the past is the main resource to compose both recount and narrative text. In the writer's point of view, the thing is an experience. It can be what the writer has done, heard, read, or felt. Composing recount and narrative is retelling the experiences of the past event to be a present event. The easiest way to catch the difference in analyzing the generic structure. Recount text presents the past experiences in the order of time or place; what happened on Sunday, then on Monday, then on Tuesday. In a simple way, recount describes a series of events in detail. It does not expose the struggle on how to make them happen. The event happened smoothly.

On the other hand, the narrative gives to solving the problems. Narrative text always appears as a hard portrait of a participant's experience. It reveals the conflict among the participants. Cinderella's conflicts with her stepmother and sisters are the example. The conflict is

the most important element in a recount text. Narrative without conflicts is not narrative anymore.

Based on the Competency-Based Curriculum, the term 'recount' has a purpose to describe an event which happened in the past time, for example, an accident, report of an event, etc. Recount is similar to anecdote if it is seen from its purpose that is to explain a past event through the main difference which is that anecdote has a funny and pleasuring aspect. Because of this difference, recount and anecdote use the different generic structure and lexical.

#### **G. Teaching Reading Comprehension**

Teaching is a process carried out by the teacher in the classroom, which is intended to transfer the knowledge and skills to the students. Brown stated that teaching is guiding and facilitating learning, enabling the learners to learn and setting the condition for learning.<sup>29</sup> The teaching process should be useful and effective to teach students about a type of knowledge. In teaching learning process, the teacher interacts, creates a good atmosphere among them, so that they feel interested in the lesson.

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<sup>29</sup> Brown, H. Douglas. *Language and Assessment Principles and Classroom Practices*. New York: Longman. 2004. P. 249

## H. Previous Study

This study has related by some studies before, the first journal of Mohammad Migdadi and Abdallah Baniabdelrahman, titled “*The effect of using team teaching on Jordanian EFL eleventh grade students’ reading comprehension and their attitudes towards this strategy.*” This study aimed to investigate the effectiveness of using team-teaching strategy on EFL students’ reading comprehension. It also aimed to find out whether the Team-Teaching strategy can improve EFL students’ English language reading comprehension. The researcher used the quasi-experimental design and it used to describe the students’ attitudes. The results showed statistically significant between the two groups (control and experimental) in the post-test in favor of the experimental group. The result of the study also showed that there were statistically significant differences at ( $\alpha=0.05$ ). In the view of what had been reached from the results and conclusions of this study, the researchers recommended adopting good teacher training programs on team teaching English language skills for all secondary schools in Jordan.

Second, a journal of Khaled Haghighi and Khadijeh Abdollahi, titled “*On the Efficacy of Team Teaching and Station Teaching in the Enhancement of Students’ Reading Comprehension in an EAP Situation*”. The participants in the study were 52 sophomore students from Ilam University, Iran, majoring in business management aged from 20 to 28 years old. There were 17 students in the control group including 7 male

and 10 female learners. The study employed a quasi-experimental, pretest-posttest, design comparing students' achievement in two experimental and one control group over 15 weeks period. Regarding the average score of the students in the control group,  $M=37.59$ , and the mean score of the team-taught group,  $M= 41.12$ , it is crystallized that the latter outran in the posttest. The results of the post-hoc analysis,  $\text{sig}=.008$ , also showed that there was the statistically significant difference between the final achieved scores of the control and the station teaching group.



## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

The design of this research is classroom action research. According to Carr and Kemmis in Nunan, an action researcher is a form of self-reflective inquiry undertaken by participants in social situations in order to improve the rationality and justice of their own practices, and the situation in which these practices are carried out. Then Kemis and Mc Taggart states that action researcher is the way group of people can organize the condition under which they can learn from their own experiences and make their experience accessible to others. There are four important steps in this research, which consist of Planning, Action, Observation, and Reflection.

Based on Burns, classroom action research is an action that is implemented within a period of time. This CAR itself includes taking a self-reflective, critical, and systematic approach in the process.<sup>30</sup> The research design in this study is the classroom action research (CAR). According to Gwynn, "classroom action research is a method of finding out what works best in your own classroom so that you can improve

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<sup>30</sup> Burns, A. *Doing Action Research in English Language Teaching*. London and NY: Routledge. 2010. Page 2

students learning”.<sup>31</sup> This classroom action research is the way for instructors to discover what works best in their own classroom situation, thus allowing an informed decision about teaching. In an addition, Cohen states that action research establishes self-critical communities of people participating and collaborating on all phases of the research proses: planning, action, observation, and reflection. It means that if the first cycle fails to meet the criteria of success, the researcher should continue to next cycles until the objectives of the research are reached.

Kunandar states the action researcher that was done aimed to improve the quality of learning practice in the class. The researcher used a classroom action research as an attempt to improve reading comprehension especially understanding in recount text and to solve the problems that have a relation in reading skills. The researcher of this classroom action research:

- a. The focus of students can be seen from students activity in team teaching strategy process that involves student’s activities doing learning process and student’s understanding on reading comprehension.
- b. This researcher is focusing on reading skill of students eight grade, especially in reading comprehension.

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<sup>31</sup>Rayanto, Yudi Hari. 2017. *Using Numbered Head Together to Improve The Student’s Reading Comprehension in Narrative Text*. IOSR Journal of Research & Method in Education Volume 7, Issue 2 Ver. II (Mar. - Apr. 2017), PP 107-114

In this research, the researcher chose the eight grade of MTsN 5 Kaur in academic 2017/2018 as the place to collect the information and the data in order to help for improving reading skill with using team teaching strategies.

## **B. The Subject of the Study**

The subject of this study is at eight grade of MTsN 5 Kaur in academic year 2017/2018. The chosen subject is focused on 8<sup>th</sup> grade consisting of 25 students, 12 males, and 13 females. Based on the preliminary observation, those students had a problem with English reading comprehension ability. Their reading comprehension is still low. Based on the problem, the researcher tried to applying team teaching with team teaching strategy.

## **C. Data Collection Technique**

### **1. Reading Test**

The test is number measuring a person's ability, knowledge, or performance in a given domain. This research use reading test. The reading test aimed at measuring the extent of the student is reading comprehension ability. In Elementary curriculum, English lesson is categorized as the local content and the kinds of reading item test are usually informed to find the main idea, topic, meaning of the reading text especially in recount text. In the context of the present research, the

reading test consists to find the main idea, topic, meaning, and 5W+1H of the reading text, especially in recount text. This test consist of 10 questions that must to answers based on the recount text in reading comprehension, in the question will define the reading abilities of the students. In this research, the reading test will be administered in a pre-assessment test and in post-test. Pre-assessment will be conducted at the initial starting, it will be conducted before the cyclical process. Post-test will be conducted after the activity of the cyclical process.

Moreover, the test is taken by kinds of medium frequency words. Because medium frequency words are more commonly used in making, items because it is easy reading that exact to eight grades. Then, there until also reading, test after implementing cycles of this Classroom Action Research. Continue tests in the cycle I, cycle II etcetera. This test is used to measure the students' reading comprehension abilities; it showed how well they answer the question. Then, the test in success categorized if got the criteria of minimum scores (KKM) is 70.

## 2. Observation Sheet

Observation is a method of way of collecting data with systematic supervision against researched indication. There are two kinds of observation sheet; for the teacher's activity and student's activity. In this research, the researcher used both observation sheet for teacher activity and student activity during teaching and learning process. This observation has some criteria that should to fulfill, it should

accomplish the requirement of observation sheet (see the appendix 1 ).  
When the observation is taking place, the researcher will collect the data of the teaching and learning process.

### 3. Field Notes

Field notes will also be used in this research. This is aimed at taking note of the important things during the teaching and learning process in every cycle that has not included an observation sheet. It was written by the teacher during the teaching and learning process in the classroom. Field notes not only written about what researcher hears, see, do, and think. But the researcher also written a note about the student enjoy following learning process, what the students enjoy following study or no and what are making the students enthusiasm following the study, it was conducted to collect the data and to make the reflection of the data in qualitative research.

The indicator of the field notes are if the students and teacher get feedback in learning process. When the teacher explain about material the students pay attention and asking the question when the students get some problems in learning process. (See Appendix 2)

### 4. Interview

One of the ways to get deep information in the classroom is by interviewing the English teacher and the students. In this research, the researcher uses the structured interview is conducted by the researcher for this research. The structured interview conducted by using an

interview guide and it was conducted before and after implementing the classroom action research. The interview was about the English teaching-learning process. Primarily, teaching English learning process especially in reading comprehension ability.

Interview is one of the important instruments because with doing the interview we can know with direct asking to students and teacher what the problems of students in reading skills. The students can explain based and said direct where the obstruction in reading comprehension ability.

#### 5. Documentation

The documentation of this research is using the camera to take a picture of students' activities when applying team teaching strategy, to get notes and support the observation in teaching and learning process. The documentation of their notes will help the researcher get additional data because it is possible to know the strategies that may be unconsciously used. In this research, the researcher does documentation the exercise is done by the students to an improvement of being competence in team teaching

#### **D. The Technique of Analyzing the Data**

After collecting the data, the next step is analyzing the data. The data is the result of the test performed by the students, first performed

diagnostic, then cycle I and cycle II. There are several ways to analyze data:

### **1. Analysis Technique For Qualitative Data**

I miles and Huberman (in Sugiyono, 2014:430) describe the interactive model of data analysis, they are:

#### **a. Data collection**

Data collection is all the data that collected during the research, such as the data about the school situation, the data about the student's ability, the data about the teacher, especially the English teacher.

#### **b. Data Reduction**

Data reduction is the process of selecting, focusing, amplifying, abstracting, and transforming the data that appear in written field notes. Data reduction process continues after field work until a final report is complete.

#### **c. Data Display**

The display is an organized assembly of information that permits is conclusion drawing and action taking. Looking at display help us to understand, what is happening and to do further analysis or action based on the understanding.

#### **d. Conclusion drawing/verification**

The activity is the third element of qualitative analysis. Conclusion drawing involves stepping back to consider what the

analysis data mean and to assess their implication for the question at hand. Verification integrally linked conclusion drawing entails revision the data is necessary to cross-check or verifies these emergent conclusions. In this step, the data which have been displayed and linked is checked again to see systematic pattern and interrelationship between the data. The data analyzed to make a conclusion.

## 2. Analysis Technique For Quantitative Data

### a. Reading test

Data analyzed in order to measure students' reading comprehension ability. The researcher analyzed the data from reading test that measured from the design of analytical scale.

The writer took the average of students' reading score to analysis the quantitative data in one cycle. It is used to measure how well students' ability on reading.

The mean score of the class will be searched by using this following formula:<sup>32</sup>

$$M = \frac{\sum X}{N}$$

Where:

M: The average of student score

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<sup>32</sup> Arikunto. *Procedure penelitian suatu pendekatan praktik*. 2006. Jakarta: PT Rineka Cipta. P.264



$\Sigma X$ : Total score

n: The number of students

Next, the writer tried to get the class percentage which passes the minimal ability level criterion (KKM) considering English subject gains score 70. The formula is:

P: the class percentage

f: total percentage score

$$P = \frac{F}{N} \times 100\%$$

N: number of students

After computing all of the data and found the result of it, the researcher compares the Mean of pre-cycle, first cycle, and second cycle by tabulating the result of data to know the significant improvement of teaching reading.

The percentage of the student's score from the calculation was consulted to an interval of five scale percentages as below:

**Table 3.1**  
**Score Calculation**

<b>Interval</b>	<b>Qualification</b>
80 – 100	Excellent
66 – 79	Good
56 – 65	Moderate
46– 55	Low
0 – 45	Fail

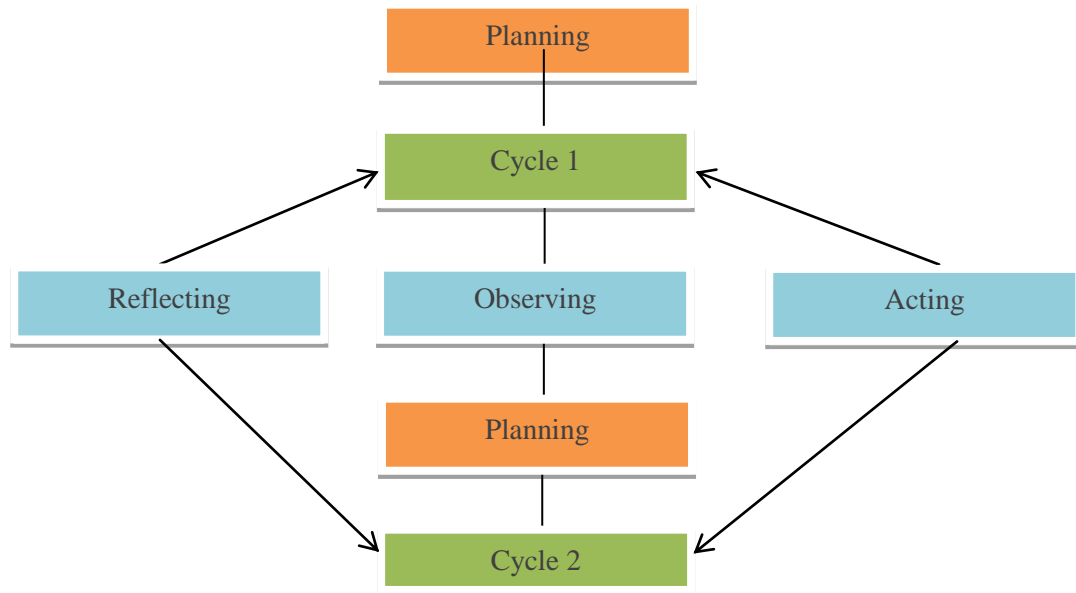
**E. Indicator of Success**

The indicators of reading comprehension ability in this research are as follow:

1. The teaching and learning process improve student's reading comprehension ability more effective with the students reach the minimum standard score and 70 % students actively participate in asking and answering a question during the lesson.
2. The result of student's reading comprehension ability scores reaches the minimum standard of the score (KKM)  $\geq 75$ .

## F. The procedure of The Research

**Figure 3.1**  
**Action Research Model by Kemmis and McTaggart**



### 1. Planning

- a. Preparing materials, making lesson, plan and designing the steps in doing the action.
- b. Preparing list students name and scoring
- c. Preparing teaching material or media (e.g. recount text, picture)
- d. Preparing sheets for classroom observation (to know the situation of the teaching-learning process when the method or technique or mode is applied)
- e. Preparing a test (to know whether a student's reading comprehension and vocabulary improves or not).

## **2. Acting**

### **a. Pre-activity**

In pre-activity the researcher act the action before teaching reading, they are:

- 1) Give a greeting to students
- 2) Checking the attendance of students
- 3) Give knowledge related to the topics from the recount text that was to be discussed.

### **b. Whilst-activity**

- 1) Teacher gives a recount text.
- 2) Teacher gives the explanation about the topic that will be to study.
- 3) Each student practice with reading and should understand about the recount text.
- 4) The teachers have distributions in the study activity. One teacher monitoring the students that reading a recount text and one teacher ask about the students understanding about the text.
- 5) Teachers gave a challenge to students to answer the question about the topic.
- 6) Teachers gave a challenge to students to answer the question about the theme.
- 7) Teacher gives the question about the text with what, who, when, where, why, and how questions.
- 8) Students looked for the vocabulary from the recount text.

9) The teacher gave a conclusion about the lesson.

c. Post-activity

a) The researcher gives the test to the students to know the student's improvement of their ability on reading after given the treatment.

After the students completing their test, the teacher asks them to collect their result.

**3. Observing**

Observing the effectiveness or not of team teaching strategy that used to teach the students. The observation was conducted both during and after the process, as follows:

- a. Observing the students attitudes toward the teaching-learning process.
- b. Observing the students' problem.

Analyzing and interpreting the result of the score of the test.

**4. Reflecting**

Researcher evaluates the steps in a teaching-learning process and the result of observation for the improvement of student's reading comprehension ability. The reflection was done in order to gain the best solution to every problem that might occur in the action and it would be implemented in the next action. For the reflection, the researcher set some activities:

- a. Finding some problems, which occur during the first action.
- b. Finding out the alternative solution to the problem found.

Based on the result that the researcher found out in the first cycle, the researcher conducted the second cycle in this study in order to solve the students' problem in learning recount text of reading comprehension. The way which conducted in this cycle is similar to the one which has conducted in the previous cycle.

## **CHAPTER IV**

### **RESULT AND DISCUSSION**

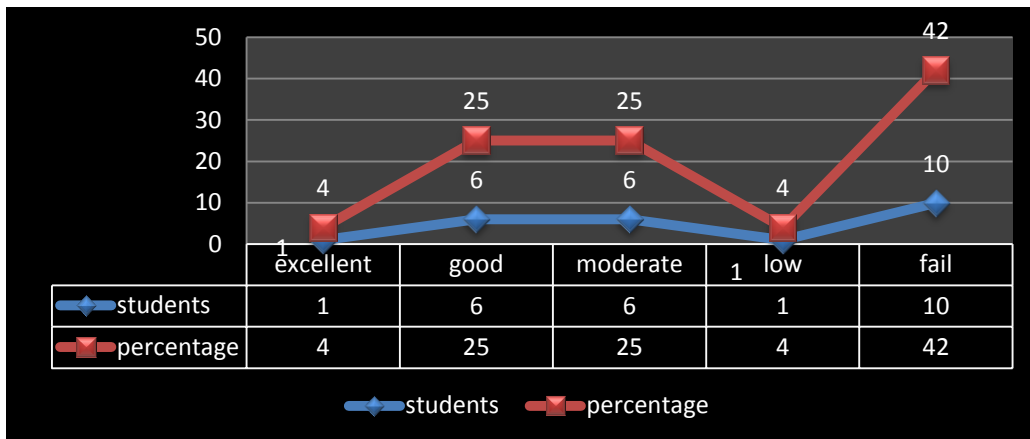
This chapter presents the result from all the research based on the data collection and data analysis. The result shows that reading comprehension of recount text at eighth-grade students of MTsN 5 Kaur in the academic year 2017/2018 was improved significantly. It is can be proved from the comparison of the results of a pre-assessment score and the score in the cycle 2. The details description can be explained in the following.

#### **A. Result**

##### **1. Pre-assessment test**

The pre-assessment was given on Wednesday, 17<sup>th</sup> July 2018. At the beginning of the research, the students were given a pre-assessment test. The test was given 24 students at eighth-grade students of MTsN 5 Kaur. After conducting the pre-assessment, the researcher concluded that students reading comprehension were low. It was done to get the score of reading comprehension before giving the action. The test consists of 20 questions of multiple choice items. (See appendix 5 )

The test was scored based on five interval categories. The result of the pre-assessment test score could be seen in the following chart:



**Chart 4.1**  
**Percentage of Students' Reading Score in Pre-Assessment**

Based on chart 4.1 students' abilities in reading comprehension were low and the table describes if students were in the poor category. From the table above, it showed the students' scores of reading comprehension of recount text consisted of excellent 4.1%, 25 % good, 25 % moderate, 4.1% low, and 41.6% fail. The calculation showed the average score of the students before doing a learning process by team teaching strategy to improve reading comprehension is 53.58, and the average score is the low categorized. Then, from the result of pre-assessment scores, the researcher states to using team teaching strategy to improve the students reading comprehension. (See appendix 7)

## 2. Description of Cycle I

In this cycle, the researcher applied the teaching reading comprehension by using team teaching strategy. The researcher was a collaborator with the English teacher. Here both the researcher and collaborator classroom teaching and learning applied team teaching



strategy, where the collaborator as the main teacher and the researcher as the teacher assistant when the learning process.

At the first meeting, the teacher introduced the team teaching strategy, and in the next meeting students immediately learned by applying team teaching followed by reading material on the recount text. After teacher I and teacher II compile a joint lesson plan, and achieve the same vision and mission in a class they will apply it directly to the class. In cycle I, the results of the agreement between teacher I and teacher II will be applied.

The planning that was made was that one teacher I stood in front of the class to deliver the material and teacher II stood behind the class to observe and monitor the class. Teacher I is in charge of delivering the material to be discussed during class hours and teacher II is in charge of delivering assignments or questions to be discussed by students. As long as teacher II submits the assignment, the teacher I take the role of teacher II before. This is intended to control the orderly students. During work assignments, so students can ask questions that have not been understood by the teacher I and teacher II. So the class atmosphere is more efficient and conducive. In this cycle was consisting of four steps:

**a. Planning**

Planning is a step to prepare the classroom instructional strategy to be developed in the research to solve the students'

problems. The first cycle was held on 19<sup>th</sup> July 2018. From the pre-assessment test, the result was very low. The reading comprehension aspect tested in the test was categorical low. Before doing the learning process, in this research had been completed in the planning stage. They were scheduled, lesson plan, learning material, reading test, and observation checklist. First, in the cycle, I, have focused to introduce the students with a new strategy that can help them in learning. This strategy purpose to improve their reading comprehension ability of recount text. Before the learning processes were beginning the teacher and researcher have prepared the components that would go used, these are:

- 1) Preparing the materials, making the lesson plan, and designing the steps in doing the action.
- 2) Preparing a list of the students, name, and scoring.
- 3) Preparing teaching purpose.
- 4) Preparing the materials (recount text, the questions, picture) for learning activities.
- 5) Preparing sheets for classroom observation (to know the condition of teaching-learning processes when the strategy applied).
- 6) Preparing test for the cycle I in every meetings and post-test in the last meeting of the cycle I.

## **b. Action**

The action is the next phase of planning. The action of the cycle I was begun on July 19<sup>th</sup>, 2018 July 21<sup>st</sup>, 2018, July 23<sup>rd</sup>, 2018 and finished on July 25<sup>th</sup>, 2018. The teacher implemented the teaching-learning process based on the lesson plan had been made. The implementations of this phase have four meetings one of them is post-test. In this step, the researcher applied the lesson plan. The following procedure of action I. Before begun the learning process, first the teacher greets the students and pray together, then checking the attendance of students.

After that, the teacher started the lesson by giving brainstorming to the students about recount text and telling about the learning objective. For you know, this strategy is using team teaching strategy so one of the teachers is teaching in front of a class and one monitoring the class from behind suitable with the lesson plan have makes. Next, a teacher asked firstly to students about the reading of recount text, several of the students just kept silent, and several of them answered with hesitantly. Then, the students said if they still confused about the material. After, asking the students about the reading of recount text next is the teacher parts to explain about the definition, the purpose, generic structure, and language features of recount text.

Next, the teacher gives the explained about reading comprehension of recount text, the teacher gives some recount text to give students practice of reading. The students are given sometimes to understand about the text, the students can ask of both teachers about vocabularies and the ambiguities sentences that hard to study.

#### 1. Pre-activity

1.1. Teacher greets the students.

1.2. Checks the attendance of students.

1.3. The teacher gave knowledge related the topics of recount text which were to be discussed.

#### 2. Whilst-activity

1.1. A teacher as a speaker and leading in a class, while a teacher as a controller and assistant team.

1.2. The teacher prepares materials.

1.3. The teacher gave an explanation about recount text.

1.4. Teacher gives knowledge related to the topics from the recount text that will discuss.

1.5. The teachers have distributions in the study activity. One teacher monitoring the students that reading a recount text and one teacher ask about the students understanding about the text.

1.6. Teachers gave a challenge to students to answer a question about the topic.

1.7. Teachers gave a challenge to students to answer a question about the theme.

1.8. Teacher gives the question about the text with what, who, when, where, why, and how questions.

1.9. Students looked for the vocabulary from the recount text.

1.10. The teacher gave a conclusion about the lesson.

### 3. Post-activity

1.1. The teacher helped students to conclude the material they had learned.

1.2. The teacher asked students to please study at home and had more practice.

1.3. Teacher closed the lesson.

1.4. Students pray before comeback home.

After implementing reading of recount text with team-teaching strategy in cycle I, test for the cycle I was administrated. The test was actually aimed at knowing the students reading comprehension after implementing reading with team teaching strategy. This cycle was done on 25<sup>th</sup> July 2018.

### c. Observing

#### 1) *The results from observation sheet*

The implementation of the action in the first cycle was done in four meetings. The meetings were conducted on July 19<sup>th</sup>, July 21<sup>st</sup>, July 23<sup>rd</sup>, 2018 and finished on July 25<sup>th</sup>, 2018. The topics of the first cycle were applying of team teaching strategy and identifying about recount text.

The observation was done in order to know teaching learning activity, students' activeness, learning supplies, students' responses and students' participation in a learning activity. The result from observation revealed as follow; First, from the aspects of students preparation and readiness, most students still not ready to learn. It seen from 8 students came late from a canteen, 7 students chatting, and 9 students just silent did not prepare the learning supplies. It did not show the improvement in three meeting. Some students did not bring a dictionary and books. Moreover, 45.6 % of students did some activities that would interrupt the learning process.

Then, the students always chatting and joke in the classroom so they were not focused on the lesson. They were busy with themselves. Next, the student still hesitant about asking some questions because they do not have a brave.

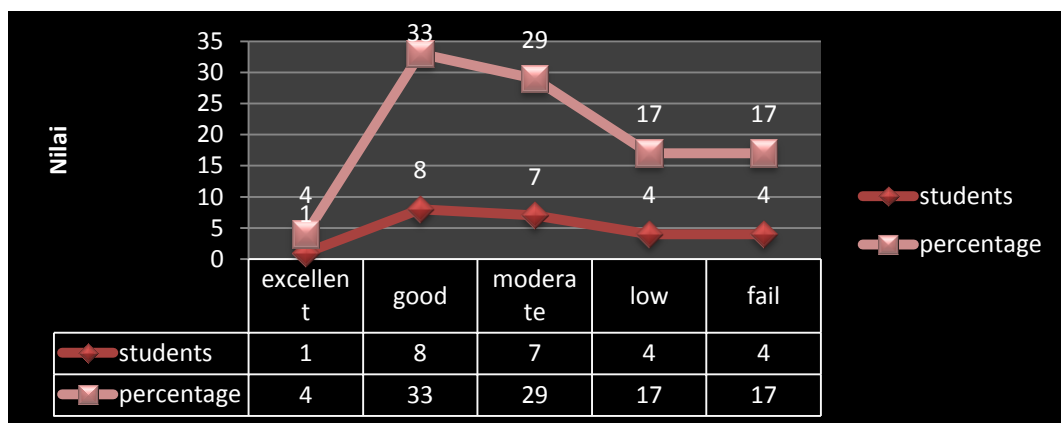
## **2) *The results of an interview***

Based on the interview that was done to some students, the researcher concluded; from all of the students around 33%,

students understood what being taught. In addition, other students said they have some difficulties when learning a process because they were not know how to reads, how to pronounce, and then they were low in vocabularies. However, between of that there few of students that enjoying to reading and understands. But, from the result of an interview, they have an interest with team teaching and the strategy could help them to braver when asking the questions, the students so addition they were enthusiasm learn with the strategy continuously.

**d. The Result of Test in Cycle I**

The percentage of students' score in cycle I could be seen in the following chart:



**Chart 4.2**

**Percentage of Students' Reading Score in Cycle I**

Based on the chart above, it showed that students' reading comprehension ability consisted of 4.1% excellent, 33.3% good, 29.1% moderate, 16.7% low, and 16.7% fail. The calculation

showed that the average of the improved reading comprehension of students' was 57.4. It was still categorized as Moderate.

In addition, the chart showed that 33% of students got the score in categorized good. And most of the students got a score between 60-79 (29%) that showed the percentage of students readings' score in cycle I was categorized as moderate. So, can said in the cycle I the strategy can improve reading comprehension but it not yet fulfill the standard minimum score.

**e. Reflection**

In the implementation of team teaching in cycle I, there was some good things that had been achieved. Yet, there were some things that must be fixed and/or improved. First, from the result of the collection of data of qualitative data, it revealed as follows:

- From the cycle I, 33.4% of students came late and 79.2% students did not bring a dictionary and books, and 29.2% of students keep chatting. It seemed that there were no preparation and readiness to learn. They said if English time studies after the break time so they were late because the times they used went to a canteen. In addition, they always forgot to bring the dictionary because of it little heavy, there a student said if he forgot if today was an English subject. To overcome the problems, the teachers give students some attention and will give punishment when they repeat the same mistakes.



- The student's participation doing the lesson was still low in cycle I. When the teacher asks who wants to read the recount text they were just silent and bow their head.
- Students show if they have interest and enthusiasm in the learning process and there were 12.5% students who want ask about materials during the lesson. Sometimes when they are instructed to reading the text they have played with a reason they do not know how to spell and pronounce the words. In this opportunity, the researcher asks students who really want to read the text and will give them the reward.
- The student's capability in doing the tasks signed by the teacher was good enough but it still needs improvement in the next cycle. All of the students doing the tasks, but 25.4 % students did not complete their answer in tasks. To solve the problems researcher explain the question of the tasks and give feedbacks. Then, the researcher gave them additional score if they were active to answer the question on the board, and write difficulties vocabularies on the whiteboards.

From the results of the collection of quantitative data, it revealed as follows; Comparing to the pre-assessment test, the students' achievement in reading comprehension ability in cycle I increased, even though the average score was 53.6 %, while in cycle I was 57.4 %. However, though there was an improvement in the reading

comprehension ability of recount text, the target of this research was not succeeded yet.

### **3. Description of cycle II**

Cycle II was done as the follow up of cycle I. In cycle I, the researcher was not satisfied with the result of students' score. After seeing the results of the implementation of team teaching in cycle I, the teacher I and teacher II felt that if the application of the strategy was still uneven and students were not familiar with this strategy. So in this cycle II teacher I and teacher II focus on the comfort of students so that they are orderly, not noisy, and can concentrate more on the lesson. Like the previous cycle, the teacher I and teacher II share their respective tasks. In this cycle, the first meeting the teacher tries to give recount text that is more complex than the previous cycle and continues to a higher level in the second meeting then, ended with a test at the fourth meeting. In this cycle, the teachers try to make the active class compare in the meeting before. The procedures of cycle II were done as follow:

#### **a. Planning**

The plan of the action for cycle II was the continuation of the action that had been done in cycle I. However, in cycle II, there were some things recognized. There were:

- a) Preparing a set of classroom instruction to implement the action.

Such as;

- 1) Preparing the materials, making a lesson plan, and designing the steps in doing the action.
  - 2) Preparing a list of the students, name, and scoring.
  - 3) Preparing teaching purpose.
  - 4) Preparing recount text and the questions that have relation with the text.
  - 5) Preparing the observation sheet (to know the situation of the teaching-learning process when the strategy applied).
  - 6) Preparing test for cycle II (to know whether students' reading comprehension ability will increase or not).
- b) The finding in cycle I showed that some students were lazy to bring a dictionary. They preferred to share with others. The researcher planned to keep motivating them to bring a dictionary. At least there was a dictionary in one table.
- c) In this cycle II, the use team teaching strategies make the students more pleasant than the meeting in cycle I. Through team teaching strategy the students can ask more deeply about the reading comprehension of recount text. They can ask how to spell the words and asking how to answer the questions. Moreover, the students have the brave to reading the text in front of the class, and then check the answers students scrambles while raise their hands to read and answers the questions.

- d) During the learning process with team teaching strategy can be better to manage. Researcher and students can exhibition of varieties of skills in class, and Efforts, talents, and skills are combined to enhance learners' outcome.
- e) The pronunciation aimed to make the students have better pronunciation. In other words, it helped the students in improving their pronunciation to be more accurate. As found in cycle I, the student's pronunciation was still poor. Thus, research planned to keep giving feedback on the students' pronunciation to improve their ability to pronounce new words so that they did not make the same mistakes in the next activities.

**b. Implementation**

Cycle II was done on July 27<sup>th</sup>, July 28<sup>th</sup>, July 30<sup>th</sup>, and July 2, 2018. In this step, the researcher applied the lesson plan. The following procedure of action II:

- a) Pre-activity
  - a. Teacher greets the students.
  - b. Teachers and students have prayed.
  - c. Checks the attendance of students.
  - d. Teachers ask about topics before and related to topics that were to be discussed.

3) Whilst-activity

- a. The teacher gave some pictures.
- b. The teacher explains about related the pictures with the lesson.
- c. Students retell about their expediencies.
- d. Teacher gives some questions related to the materials.
- e. Teachers gave a challenge to students to answer a question about the topic.

4) Post-activity

- a. Teachers helped students to conclude the material they had learned.
- b. Teachers asked students to please study at home and had more practice.
- c. Teachers closed the lesson.

After implementing team teaching strategy in cycle II, the test for this cycle was administrated. The test was actually aimed at knowing the students reading comprehension of recount text with team teaching strategy. It was done in August 2018.

**c. Observation**

**a) *The results from observation sheet***

Cycle II consisted of three meetings. The actions were carried out on July 27<sup>th</sup>, July 28<sup>th</sup>, July 30<sup>th</sup>, and July 2, 2018, by applying with team teaching strategy. In this cycle, researchers tried to make a comfortable class with students so

they have enjoyed when enter class. It is aimed to make students happy and not felt bored when learning process. And then, the researcher gives some pictures to students to make them more understanding about recount text, and write the difficult words in the whiteboard and incite the students to finds the meaning of the words. The researcher also give some examples that will easy to reads and pronounce so it can make the students more easily understood and could be remembered vocabulary of the recount text. The result from the observation sheet revealed as follows;

First, from the aspect of students' learning preparation and readiness, there was a student come late because changes his uniform after sports class. Then, 75% students brought the dictionary, because in the previous meeting researcher gave attention to students they were must have dictionary one by one.

Next, from the aspects of student's enthusiasm in teaching learning process 66.6% students pay attention to teacher explanation about the material of team teaching strategy. The students had brave in reading the text in front of a class and not feel hesitant to ask and answers.

Last, the result when the researcher gave the task sheet the student's enthusiasm and they answer the question with seriously.

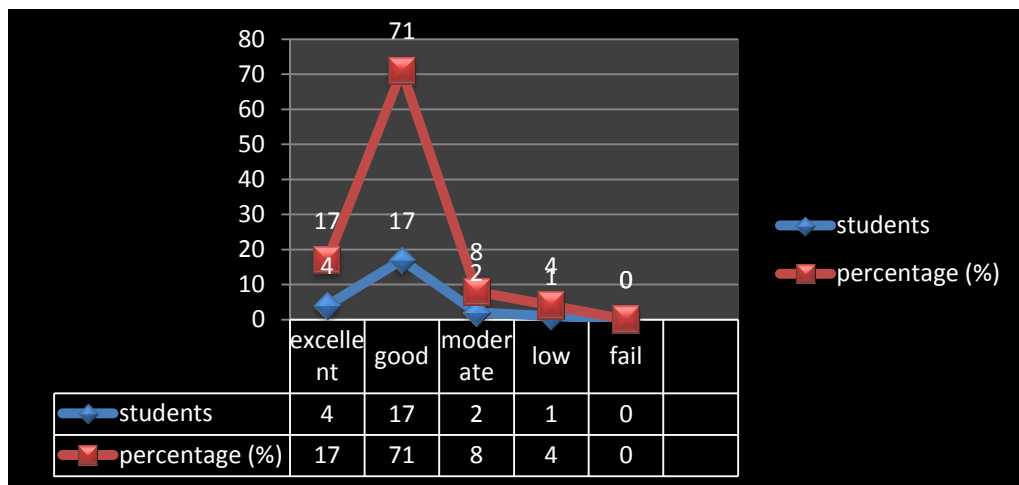
***b) The result from the interview***

Based on the interview that was done to some students, the researcher concluded; from all of the students 75% students understood what being taught. In addition, it is increased 41.7% from the cycle I. the students said if they enjoyed and like with team teaching strategy and it strategy helped them to improve reading comprehension and understood about meaning, vocabulary, and pronounce. The students also said if they could ask the question with two teachers so it gives them convenience. Other students said they have some difficulties when learning the process because they were not know how to reads, how to pronounce, and then they were low in vocabularies. However, between of that there few of students that enjoying to reading and understands.

In conclusion, from the result of the interview they have an interest with team teaching, the strategy could help them to be brave when asking the questions, the students so addition they were enthusiasm learn with the strategy continuously. It was a good improvement in cycle II. The researcher felt that there was an improvement in terms of motivation and activeness from the students.

**d. The Result of Test in Cycle II**

The result of students' reading comprehension in cycle II could be seen in the following chart:



**Chart 4.3**  
**Percentage of Students' Reading Score in Cycle II**

From the chart above, it showed that students' reading comprehension consisted of 17% excellent, 71% good, 8% moderate, and 4% low, while fail is 0%. From the data, it showed if team teaching strategy could improve the students' reading comprehensions.

And then, on the chart above showed that 71% of students got a score in categorized good. And most of the students got an increased score to compare the cycle I. So, the percentage of students reading the score in cycle II was categorized as good.

**e. Reflection**

In the implementation of team teaching strategy of reading comprehension in cycle II, there was some improvement that had been achieved. First, from the results of the collection of qualitative data revealed as follows:



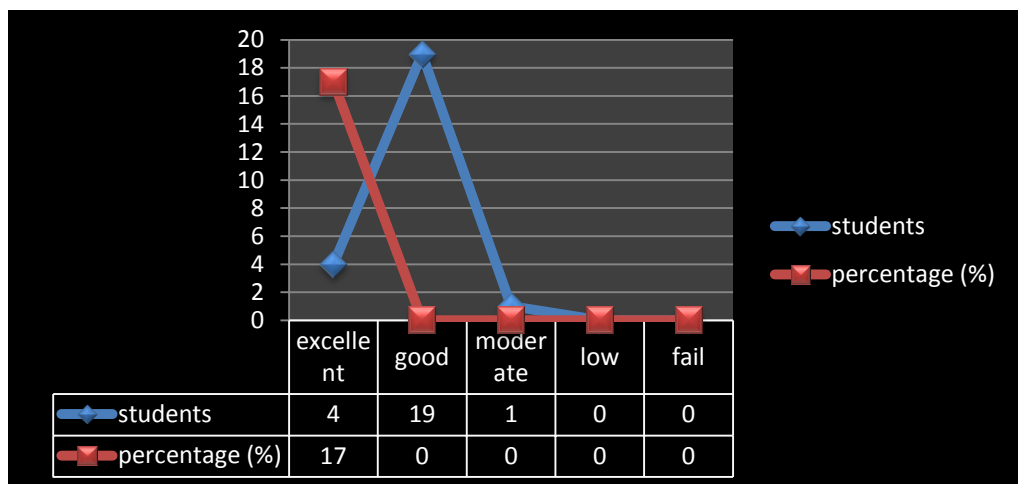
- a) The students' preparation and readiness in learning were good. It shown from no students came late and 70.8 % students brought dictionary that at least reached the goal two table one dictionary. The encouragement to ask the students to learn the lesson at home and the encouragement of learning equipment and bring dictionary was successful. Because of that, the teaching and learning process becomes easier. They became easier to remember words and they were diligent to open the dictionary even they did not know about difficult words.
- b) The students being active in the learning process, so the class is enjoy because of the feedback from the teacher and students. It was shown by most of the students pay attention to the materials, and they were acting to ask and answer the questions by the teacher.

Second, the result of the collection of the collection of quantitative data revealed as follows:

- a) Comparing to cycle I, the students' achievement in reading comprehension of cycle II increased. In cycle I, students average score was 57.40 % while in cycle II became 71.7 %. It showed that the target of this research was achieved. However, though there was an improvement in the reading comprehension ability of recount text, the target of this research was succeeded.

#### 4. Post-test

The post-test conducted after the activity of the cyclical process. post-test had been done on July 4<sup>th</sup>, 2018. The aimed of post-test was to measure the abilities achieved after the end of the course. The result of the post-test compared with the result of a pre-assessment test that has been done. So, it will be known how far effect or influence of the teaching-learning process that has been done. The material in using the post-test was accurately the same as the materials in the diagnostic test. The result of the post-test could be seen in the following chart:



**Chart 4.4**  
**Percentage of Students' Reading Score in Post-test**

Based on the table, it showed that students' reading comprehension consisted of 16.7% excellent, 79.2% good, and 4.2 % moderate. The calculation showed that students' reading comprehension ability is given the action was 84.00 %. Which was categorized as good? The detail table of the result was displayed in the appendix. (See Appendix 7)

**a) The Analysis of the Pre-Assessment Test and Post-Test**

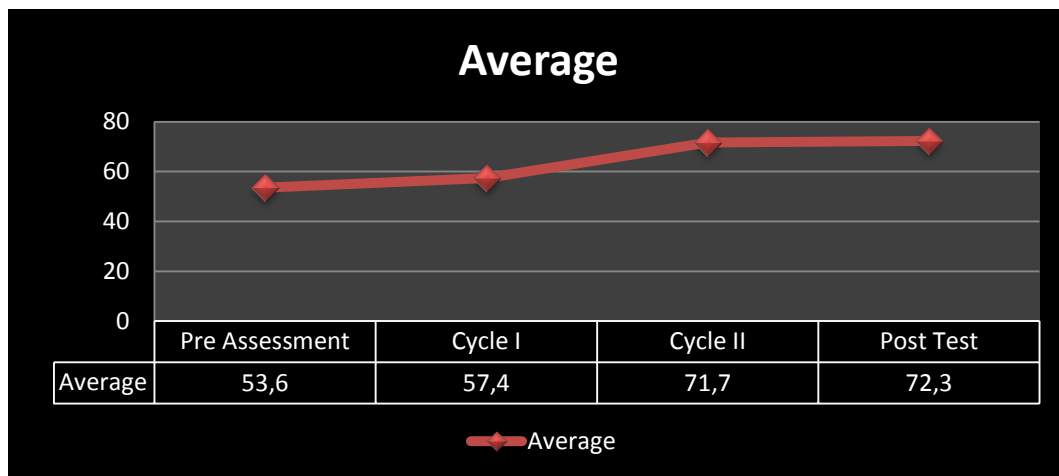
In analyzing the test of pre-assessment test and cycle II, the score was compared to see whether the action had an improvement or not.

**Table 4.5**  
**The Analysis of the percentage of students' average score in**  
**Pre-assessment test and post-test**

Percentage of Students' Average Score		Increasing (%)
Pre-assessment test	Post-test	18.8%
53.6 %	72.4 %	

From the table above, it showed the increased from the pre-assessment 53.6% and posttest 72.14%. It could be concluded that students' average score in a pre-assessment test was smaller than post-test. Therefore, from the result above team teaching strategy was improves the reading comprehension of recount text in every cycle. Moreover, the students' reading comprehension ability was improving in every cycle. The increasing of students' average score in a pre-assessment test to post-test was 18.8%.

In general, the improvement achieved by students from a diagnostic test, the cycle I, cycle II, and post-test could be seen as in the following chart:



**Chart 4.5**  
**The Improvement of Students' Reading Comprehension Ability**

Based on the chart above, it has seen the slightly improve students' reading comprehension from the pre-assessment test until the post-test. Students' average score in a pre-assessment test was 53.6 %, students' average score in cycle I was 57.4%, students' average score in cycle II was 71.4%, and students' average score in post-test was 72.3%. So, it is shown that the target of this research was successful.

**B. Discussion**

The result of the implementation of team teaching strategy at eighth grade students' of MTsN 5 Kaur showed that the students' reading comprehension improved after the action of team teaching strategy was given to the students. The result of this research also indicated that using team teaching strategy within recount text could be used to enhance students' reading comprehension.

On the first observation has explains the identification of the problems of this research there: the students are having low ability in reading, difficult to go to study so the achievement of the students does not maximal. The problems show up when the researcher doing the observation in the class and finds the teacher using conventional method it is a speech method, so the teacher more got domination at the learning process even though the students be passive. It is to cause the students does not have an interest to go to study and lack in interaction. Besides it, the English subject to exist at the last time and it causes the students felt bored. So to resolves the problems it need a variation of method to observe and motivated the students to be more active and enjoy at the class. The study method that will use to overcome the problems based on this thesis could 'team teaching strategy to improve students' reading comprehension ability of recount text? at the eighth grade students of MTsN 5 Kaur'.

The implementation of team teaching strategy to improves students' reading comprehension ability of recount text mastery in two cycles. That finding could be inferred from the observations of the teaching and learning process, the interviews with the students and the collaborators. Since the action research not merely depends on the process, the English teacher and researcher assessed the students' reading comprehension as the product of the teaching and learning process. As planned before the researcher conducted a reading test to know whether the students' reading comprehension improved or not after I conducted a diagnostic test for the

students. During the implementation of team teaching strategy of reading comprehension in cycle I, the researcher found that not all of the students give attention to teacher's explanation in teaching and learning process. It was half of the students who were active during the teaching and learning process. The students' interaction with others and the teacher were low. Not showing the communicative classroom. It indicated that the target of the research was not achieved.

Furthermore, during the implementation of team teaching strategy in reading comprehension cycle II, there was some improvement that had been achieved. The students' achievement in reading comprehension in cycle II increased. It can see and compare in the average result of pre-assessment and cycle I. And then, it can prove with the result of observation and interview with the students. Most of them more interactive with others and the teacher, and most of them understood the materials given. Based on the finding above, the action in cycle I and cycle II, the collaborator and researcher agreed to discontinue the research up to this cycle. The implementation of team teaching strategy of reading comprehension strategy and complementary actions successfully accomplished the aim of the actions during two cycles. The aim of improving students' reading comprehension was determined based on the field problems and needs. The actions planned, acted, observed, and reflected brought to the necessity of providing in general findings.

The findings of these actions could be inferred from the observations of the teaching and learning process and the interviews with the students and teacher. In summary, the improvement of teaching and learning process and the interviews with the students and teacher. In summary, the improvement of teaching and learning process during the cycle I and cycle II. The process of teaching and learning reading of recount text encountered many problems. The students had difficulties in identifying the main idea, identifying supporting detail, identifying reference, making inference understanding vocabulary, memorizing the new English words, how to pronounce, and they were passive in the teaching and learning process. The activities were implemented, most students became more active in teaching and learning process. The use of team teaching strategy of reading was new for the students, so they were interested and enthusiasm in teaching and learning process. It helped the students in building up their enthusiasm to learn new words. They were active during the lesson and the most important things were that it helped the students in memorizing and understand new words easily in fun learning.

As a result, student activeness observation, the aspects has got the increased there: the students pay attention to teacher explain, the students ask about material which not yet to understood, the students can answers the questions, the students can give their opinion about the materials, the students more be careful and write the material, and the students can

resolve the problems. And then, after the implementation of team teaching strategy the students can identifying the main idea, identifying supporting detail, identifying reference, making inference understanding vocabulary, memorizing the new English words, how to pronounce, and they were passive in the teaching and learning process.



## **BAB V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Based on the research finding and discussion in the previous chapter, the researcher draws the conclusion as below:

The reading comprehension ability of eighth grade at MTsN 5 Kaur was low based on a pre-assessment test, it proves with an average of test 53.6. Based on the score of pre-assessment researcher continue with cycle I. After, the researcher done the test of the cycle I, it gets the average score 57.4. Because the score still categorized with the low score, the researcher continues to cycle II until the students get the increased score in the criteria minimum score. After, completed the cycle II researcher getting average score 71.7.

This score has increased compare two tests have done before and this score can categorize of good. In addition, to make sure the increase score researcher do the post-test, in this test researcher get average score 72.3. So it was obvious that team teaching strategy can improve students' reading comprehension of eighth-grade students of MTsN 5 Kaur in academic year 2017/2018.

## **B. Suggestion**

After conducting this research, the researcher would like to suggest that:

### 1. For the students

The students must prepare materials before the study, especially in an English course. They must bring a dictionary, books that related to an English course. When the teacher explains about materials, the students should pay attention to the teacher because it can help them to understand materials.

### 2. For the teacher

The teacher should make an interesting strategy to help students increase their English ability, especially in reading because it can help them understand anything. In the learning process teacher should prepare the interesting media and give more attention to students do not give a contrast to each other, so they enjoy to study and they can understand easily.

### 3. For the researcher

The researcher hopes this thesis can help the readers when studying about team teaching strategy. Moreover, the researcher may suggest the next researcher conduct the further study that can enhance this research because this research actually can be broadened and extended to other subject and also in a different setting.

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