

**ANALYZING THE ROLES OF CO-TEACHERS IN ENGLISH  
TEACHING-LEARNING ACTIVITY IN JUNIOR HIGH SCHOOL**

**THESIS**

Submitted by:

**DILLA PARADILLA**

NIM. 180203138

Student of *Fakultas Tarbiyah dan Keguruan*  
Department of English Language Education



FAKULTAS TARBIYAH DAN KEGURUAN  
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The Bachelor Degree of Education in English Language Teaching

by:

**DILLA PARADILLA**

NIM. 180203138

Student of *Fakultas Tarbiyah dan Keguruan*  
Department of English Language Education

Approved by:

جامعة الرانيري

A R - R A N I R Y

Main Supervisor,

Co-Supervisor,



Syarifah Dahliana, M.Ag., M.Ed., Ph.D

Date: 20/ 12 /2022



Fithriyah, S.Ag., M.Pd

Date: 16/ 12 /2022

It has been defended in *Sidang Munaqasyah*  
in front of the board of the Examination for the working paper  
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In Darussalam, Banda Aceh

Board of Examiner,

Chairperson,

Secretary,



Syarifah Dahliana, M.Ag., M.Ed., Ph.D



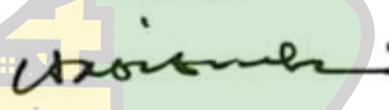
Asma, S.Pd.I., M.Ed

Member,

Member,



Fithriyah, S.Ag., M.Pd



Prof. Habiburrahim, M.Com., M.S., Ph.D

A R - R A N I R Y

Certified by:

The Dean of Fakultas Tarbiyah dan Keguruan  
Universitas Islam Negeri Ar-Raniry Banda Aceh



Prof. Saiful Muli, S.Ag., M.A., M.Ed., Ph.D.

NIP. 197301021997031003

## SURAT PERNYATAAN KEASLIAN

*(Declaration of Originality)*

Saya yang bertanda tangan di bawah ini:

Nama : Dilla Paradilla  
NIM : 180203138  
Tempat/Tanggal Lahir : Banda Aceh, 18 Januari 2000  
Alamat : Langugob, Syiah Kuala, Banda Aceh

Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

**Analyzing the Roles of Co-teachers in English Teaching-Learning Activity in Junior High School** adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

جامعة الرانيري

A R - R A N I R Y

Banda Aceh, 13 Desember 2022

Saya yang membuat pernyataan,



Dilla Paradilla

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

*(In the name of Allah, The Most Gracious, The Most Merciful)*

*Alhamdulillah*, there are no words that should be expressed other than gratitude for the presence of Allah Swt. for the given blessings so that this thesis can be completed properly. May Allah shower us with His merciful favor. Shalawat and salutation are delivered to our lord, the Prophet Muhammad Saw. who has fought for Islam and guided us from the era of ignorance to a path full of knowledge.

Nevertheless, it would not have been possible to cross the finish line without the valuable encouragement from the researcher's parents, Abdullah Ibrahim who puts his total efforts and Maimunah Ibrahim whose prayers and sacrifices are countless for this accomplishment. A thousand thanks present for their affection and support toward this endeavor. The researcher also would like to express her gratefulness to her younger sisters (Gins and Salso), uncles, aunts, and other family members for their love, prayer, and support in attaining this path.

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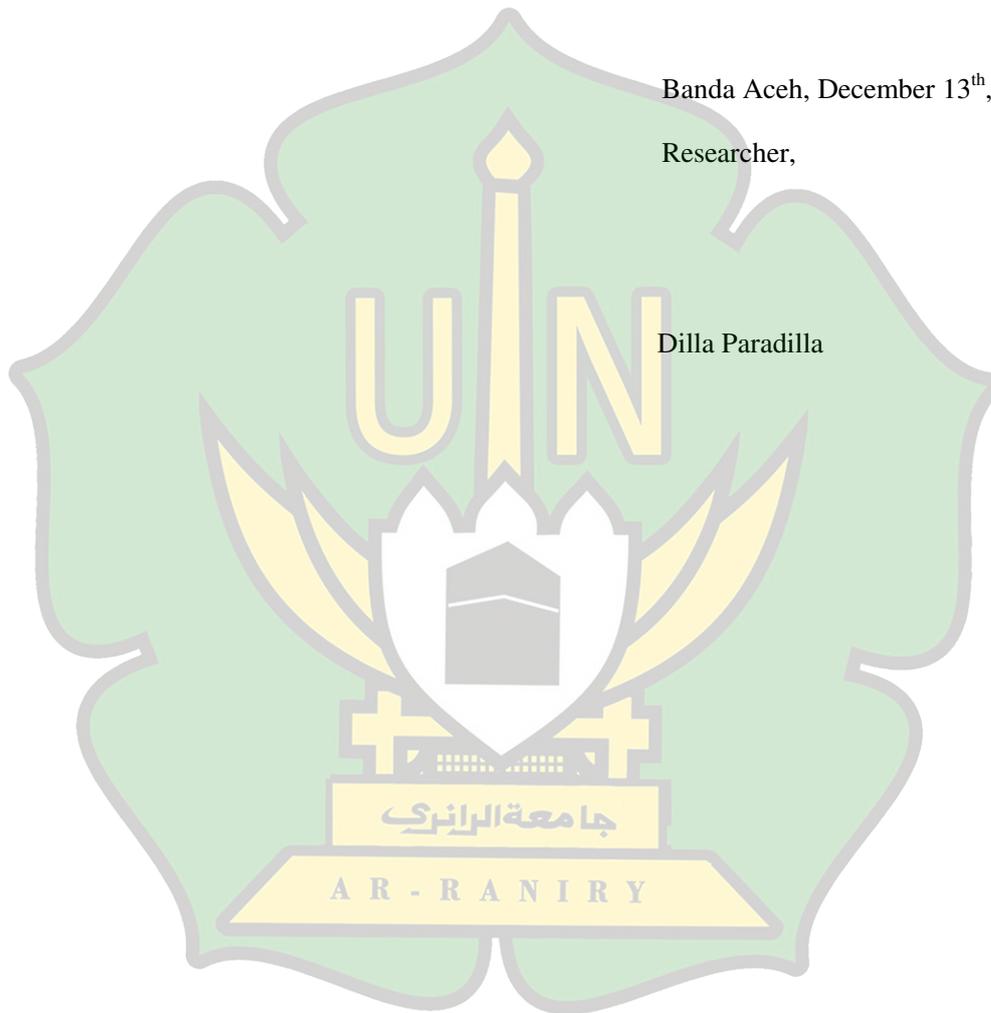
Finally, the researcher admits that in spite of her best attempts, this thesis is still away from the term perfect. The researcher expects constructive feedback and advice from readers in order to enhance this thesis way better. Hopefully, this study provide significant contributions towards the implementation of the English language education system, especially for the government (educational policy makers), lecturers, schools' stakeholders, English co-teachers, English teachers, students, other

researchers, and other parties related to the development of English teaching-learning activity.

Banda Aceh, December 13<sup>th</sup>, 2022

Researcher,

Dilla Paradilla

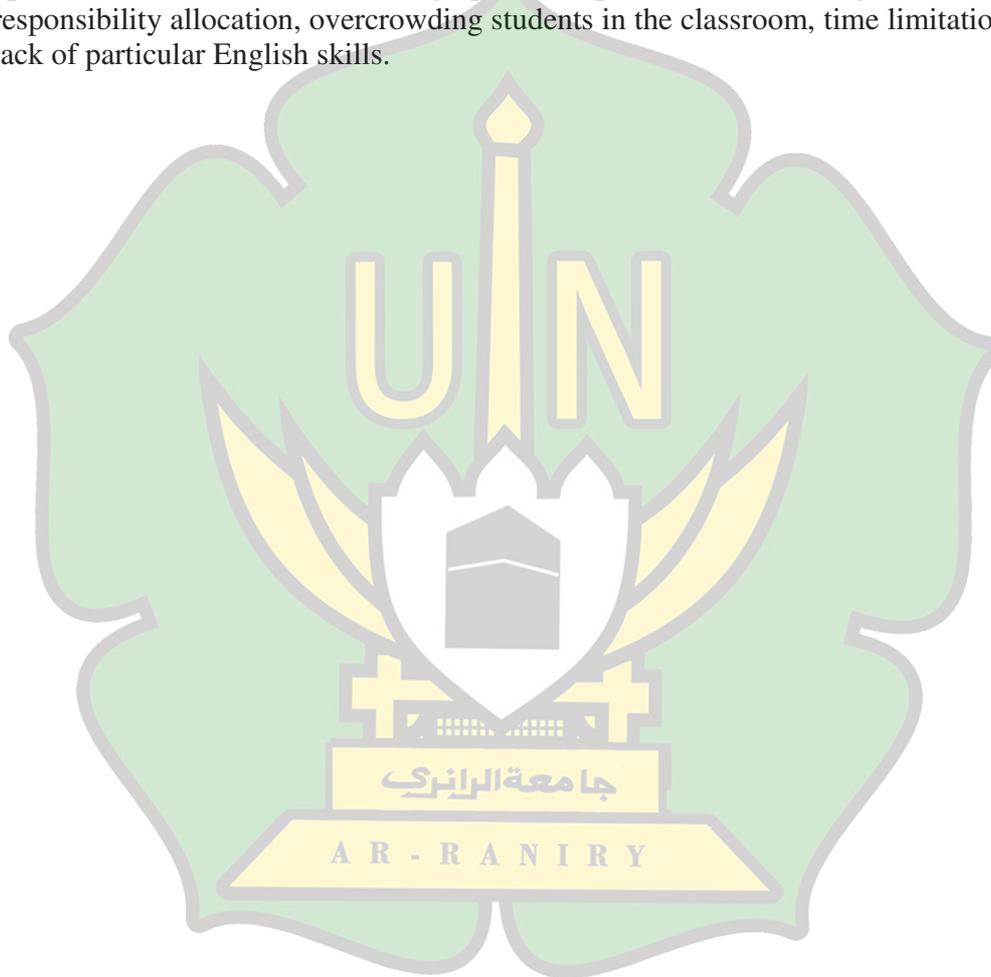


**ABSTRACT**

Name : Dilla Paradilla  
NIM : 180203138  
Faculty : *Fakultas Tarbiyah dan Keguruan*  
Major : Department of English Language Education  
Thesis Working Title : Analyzing the Roles of Co-teachers in English Teaching-Learning Activity in Junior High School  
Main Supervisor : Syarifah Dahliana, M.Ag., M.Ed., Ph.D  
Co-Supervisor : Fithriyah, S.Ag., M.Pd  
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English as a Foreign Language (EFL) learner in Indonesia is confronted with numerous academic challenges, including language acquisition, background knowledge, and language classroom participation. These challenges, combined with the educational system's ever-increasing demands, resulted schools in several provinces generating an autonomy policy in providing educational supplementary aid for EFL learners who come across troublesome in learning English. It turned out that either recommending or requiring integrated co-teaching as an optimum mode to educate them. Correspondingly, this study intends to find out the roles, impacts, and problems of English co-teachers in an English teaching-learning environment by utilizing interviews to mine up the data with 15 (fifteen) participants, including school stakeholders, English co-teachers, English teachers, and students in a Junior High School, particularly at MTsN 1 Banda Aceh. This research invented that English co-teachers function as classroom organizer, instructor, monitor, motivator, evaluator, and mediator in the English teaching-learning activity. The roles of English co-teachers entail impacts on English teaching-learning activity, such as creating the efficiency of English teaching-learning activity by preparing the students and learning tools necessitated before the lesson started, helping the English teacher who is also the homeroom teacher in classroom management, providing exposure to the utility of daily basis English, increasing students English vocabulary mastery, elevating students English writing skills, enhancing students English listening skills, improving students' English speaking skills, serving supplemental English lesson as the extra class for the students found struggling, molding students' character, escalating students' motivation to reach achievement related to English subject, maintaining

good communication between school and parents, and preparing students for entering Senior High School. Although co-teaching in an English class setting almost coming to a period 8 years of practice in this Junior High School, many schools are still less familiar with collaborative practices for EFL learners, schools have nevertheless implemented integrated co-teaching models to comply with guidelines in setting English co-teachers and English teachers in the classroom does not establish an optimal collaborative co-teaching partnership, lack of training, obscurity of responsibility allocation, overcrowding students in the classroom, time limitation, and lack of particular English skills.



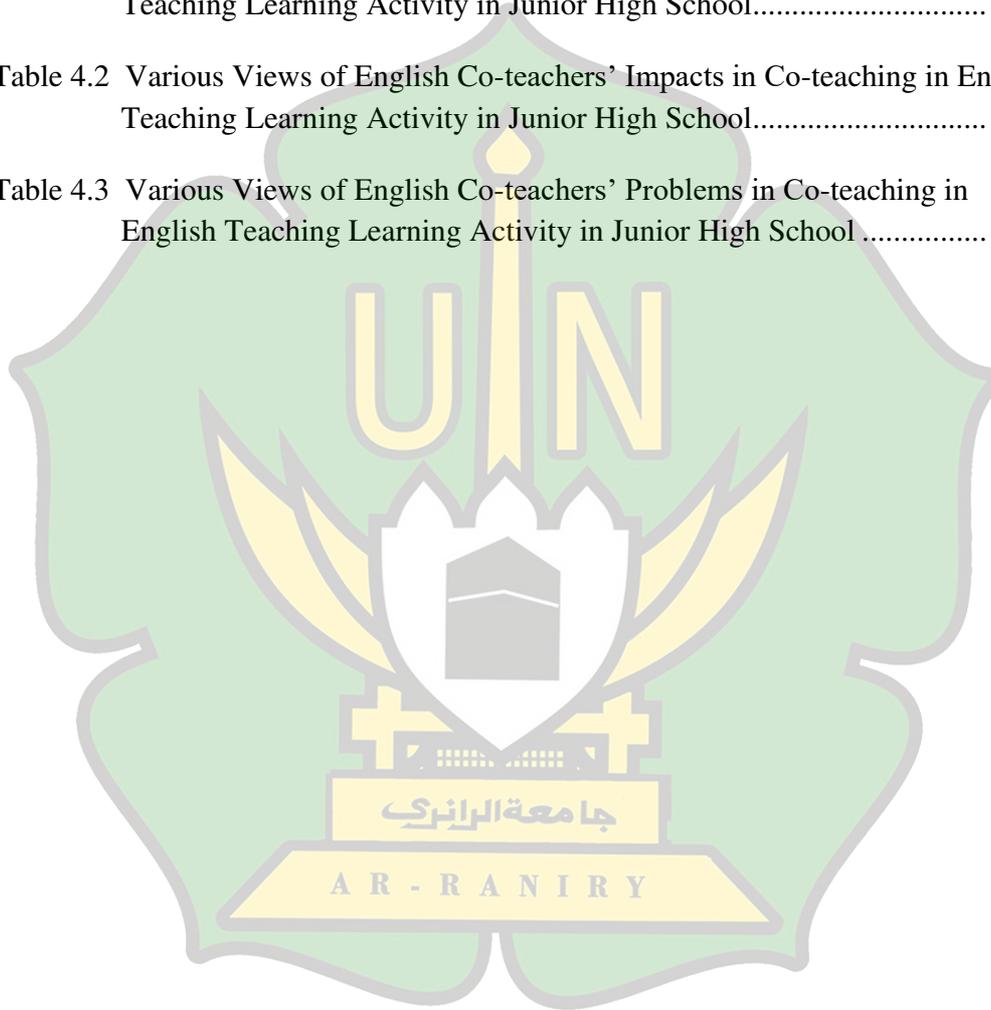
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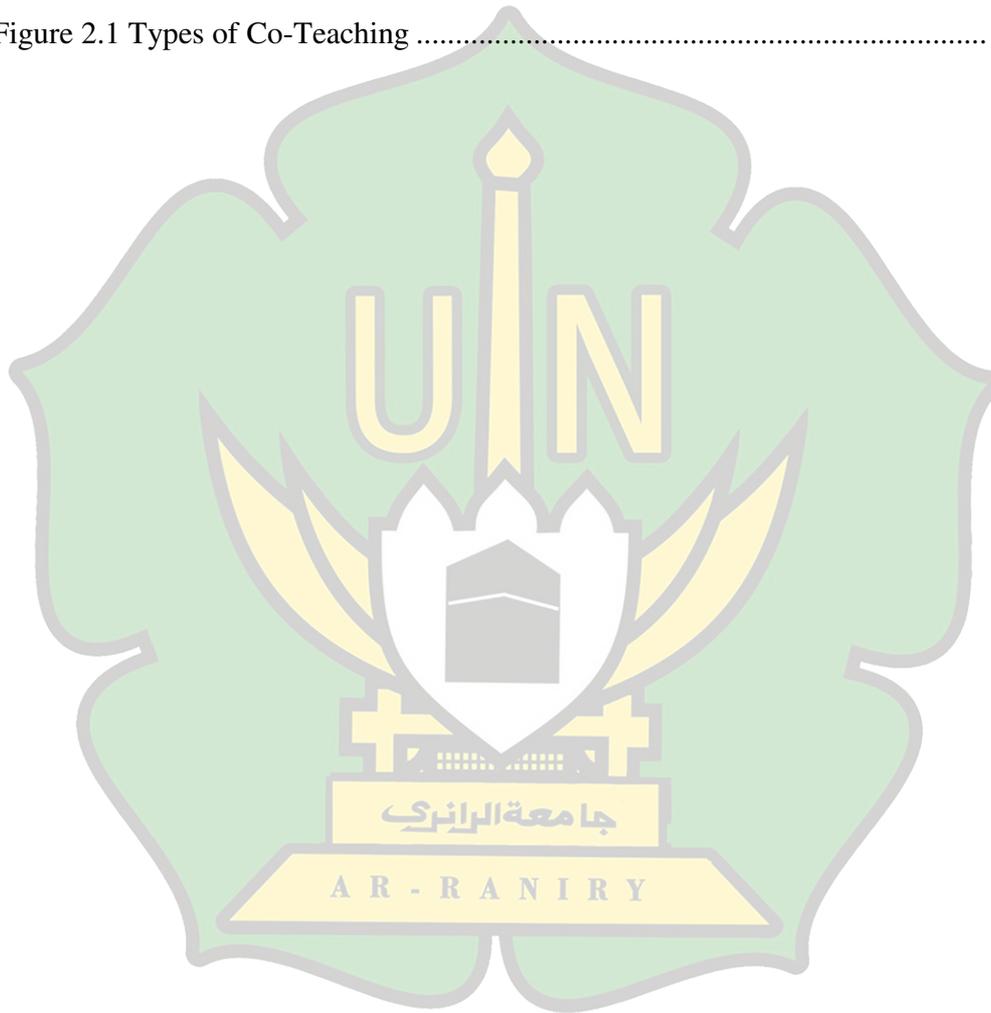
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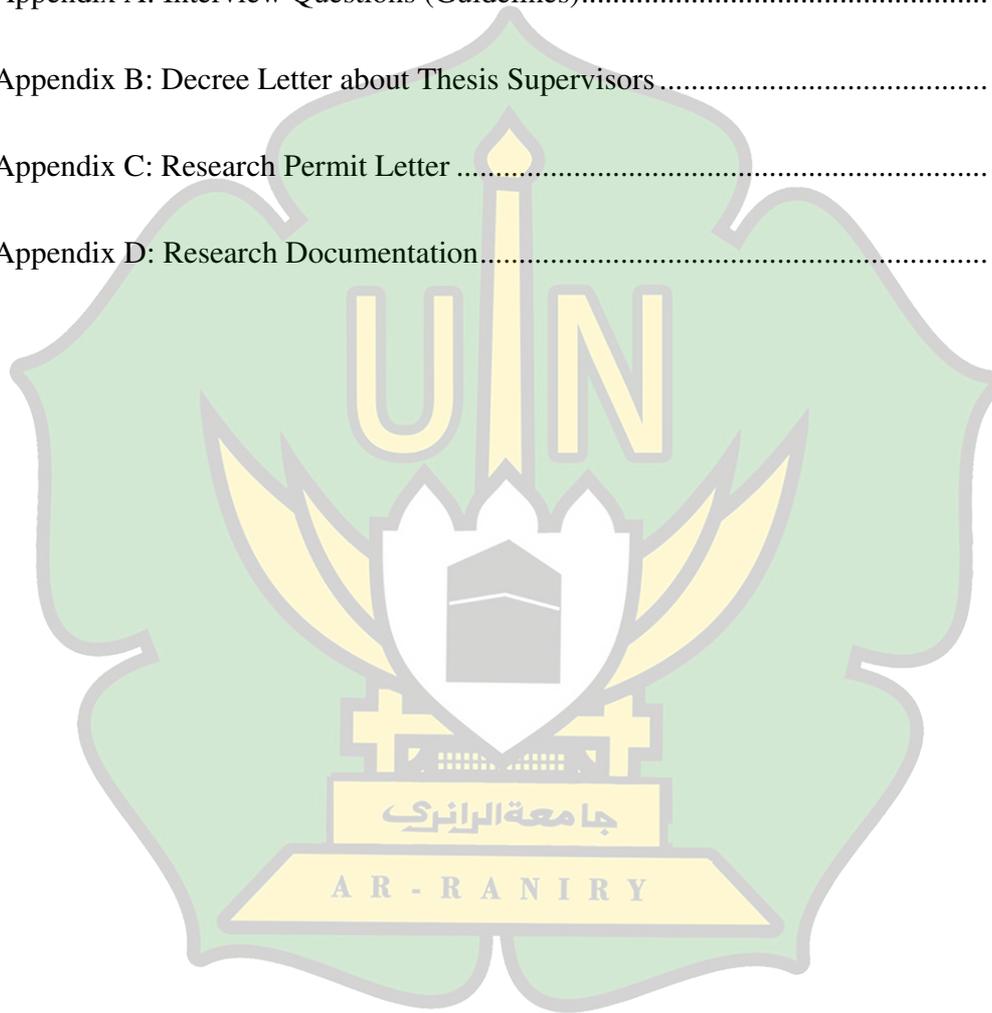
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## CHAPTER I

### INTRODUCTION

#### A. Background of Study

Each school has different strategies for assisting students in achieving their English learning objectives, one of which is by providing co-teachers in each class to monitor and assist students before, during, and after the English learning process as an additional service to support students' needs in learning English. The co-teaching model of student teaching allows children to receive help when and how they need it, and it allows teachers to combine co-teaching strategies, grouping, and teaching students in ways that would be impossible with just one teacher. It has been used in all grades and content levels, and it can be used with any curriculum (Bacharach et al., 2010).

Statistics demonstrate that the number of pupils in general education who require pedagogical help is increasing both nationally and globally (Official Statistics of Finland, 2019; Ricci & Fingon, 2018). Moreover, since English acts as a foreign language (EFL) in Indonesia, where it becomes a concern and consideration for many students that found struggle in learning English to necessarily have to obtain any additional service like co-teachers. When a main teacher and co-teacher collaborate to plan and oversee education, they may activate prior knowledge while also constructing

new knowledge for all students, even challenging learners (Dynak et al., 1997).

In this context, only 5 (five) co-teachers took the English education major, the rest of them come from other majors in education faculty, but still have the basic educational knowledge and pedagogy skills to make up a good way of co-teaching with the main teacher in English teaching-learning. The various talents possessed by co-teachers are beneficial during the preparation stage, as both the main teacher and co-teacher may use their strengths to ensure that the course is suitably differentiated for a diverse class (Murawski & Dieker, 2004).

Teachers, in particular, have noted stronger academic gains for students associated with co-teaching as opposed to instruction in general education classrooms taught by a single general teacher (only a main teacher) (Rice & Zigmond, 2000; Austin, 2001). Based on the finding of a study conducted by Bacharach, et al. (2010), when co-teachers from student teachers are matched with main teachers and trained in co-teaching, they boost students' academic progress in the classroom.

Furthermore, Hendrickson (2011) discovers that 72 percent of main teachers believed their co-teaching experience was a success. Besides, according to Honigsfeld and Dove (2008), co-teaching with an English as a Second Language (ESL) teacher has some positive outcomes, namely becomes effective support for inclusive practices to accommodate the needs of diverse ELL students; assists all students in meeting national, state, and local standards; and establishes a vehicle for creative collaboration between ESL and mainstream teachers.

Malian and McRae's (2010) research finds out that co-teaching minimized the gap between general and special education, according to the findings. There were no significant variations in views, teaching techniques, or personal traits toward co-teaching between main teachers) and special education teachers (co-teachers), indicating their desire to collaborate to improve students' learning results.

Kim and Pratt (2021) evaluate pre-service teachers' attitudes toward co-teaching after they participated in a co-teaching program in a special education setting. Their participants had favorable sentiments toward the co-teaching paradigm and expressed a readiness to implement co-teaching in their future jobs. They also mentioned the university's involvement in forming good perceptions regarding co-teaching and its prime advantages in reaching learning goals. In spite of the availability of co-teaching services, Scheeler et al. (2016) identify six challenges: inadequate preparation, a lack of reinforcement, conflicting expectations, a lack of generalization, a lack of evidence-based practice culture, and a lack of competence. As a result, individuals require further training in co-teaching models in order to strengthen their self-efficacy in cooperation and to efficiently and successfully utilize these models (Raybould, 2017).

Although co-teaching is frequently used in the instruction of students with and without impairments as well as English learners who may benefit from the collaborative knowledge of the main teacher and co-teacher (Pratt, 2014), there are limited studies examining co-teachers in general education. Despite the fact that the

importance of collaborative teaching in co-teaching has been heavily emphasized over the years. Thus, this study aims to examine the roles of co-teachers along with their impacts on English teaching-learning activity in Junior High School that takes place at MTsN 1 Banda Aceh, where co-teachers have such a crucial role in the development of EFL learners in English teaching-learning process nowadays.

### **B. Research Questions**

1. What are the roles of co-teachers in co-teaching in English teaching-learning activity in Junior High School?
2. What are the impacts of co-teachers roles in English teaching-learning activity in Junior High School?
3. What are the problems of co-teachers in English teaching-learning activity in Junior High School?

### **C. Research Aims**

1. To discover the roles of co-teachers in co-teaching in English teaching-learning activity in Junior High School;
2. To analyze the impacts of co-teachers roles on English teaching-learning activity in Junior High School;
3. To excavate the problems of co-teachers in English teaching-learning activity in Junior High School.

#### **D. Research Significance**

The author is expected that this study would beneficially contribute to English teaching and learning which has two major significances:

##### **1. Theoretical Significance**

This study helps to find out the suitable solution of approach to teaching and learning English as a foreign language in school, especially those that facilitate co-teachers as the additional service to fulfill the students' need in improving English learning outcomes.

##### **2. Practical Significance**

The finding of this study will provide information to the schools' stakeholders in formulating the policy for hiring and or developing the co-teachers performance to achieve set goals towards the improvement of students' English learning outcomes; assist the main teacher and co-teacher to create better collaborative teaching, plan, and instruction to be implemented in the classroom, including enhance the way they interact with the students in English teaching-learning. In addition, the result of this research will provide extra information to other researchers interested in conducting further research regarding the topic of the field.

## E. Research Terminologies

The researcher necessarily explains the terms that are used in this study to avoid misunderstanding, there is the following definition of terms used in this research:

### 1. Co-teacher

Co-teacher refers to an adjunct teacher working together with a main teacher of a specialist subject (in this case an English teacher) as well as sharing the planning, organization, delivery, and assessment of instruction in a classroom (Bacharach et al., 2004; Friend, 2008). The shared responsibilities between those teachers are to plan, organize, instruct and make assessments on the same group of students, generally in the common classroom, and often with a strong focus on those teaching as a team complementing one another's particular skills or other strengths. Based on the researcher's previous observation who was the student teacher in this Junior High School, the co-teaching models apply at MTsN 1 Banda Aceh focus on the 'one teach, one observe' and 'one teach, one drift/assist' approaches, in which co-teachers support the main teacher in monitoring the English learning activity.

### 2. Roles

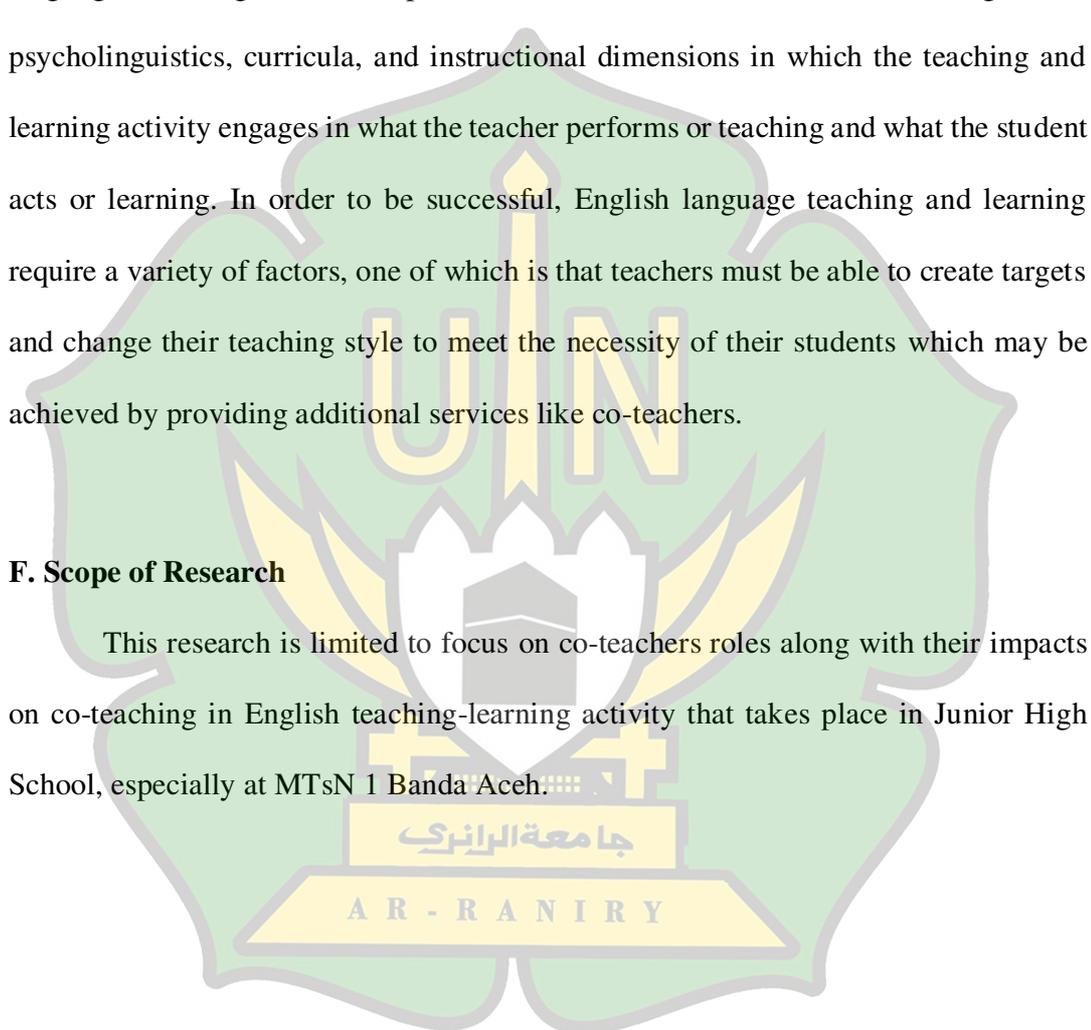
Roles can be defined as the involvement of a person and or people by virtue of their status (Merton, 1959). In this context, the co-teachers role is a function or component that takes place in a Junior High School, specifically in co-teaching activity, including planning, instructing, and assessing which co-teachers done by collaborating with the main teacher (English teacher) in the English teaching-learning.

### 3. English Teaching-Learning Activity

According to Richards (1985) and Center for Education Innovation (2021), language teaching is a complex issue that includes sociocultural linguistics, psycholinguistics, curricula, and instructional dimensions in which the teaching and learning activity engages in what the teacher performs or teaching and what the student acts or learning. In order to be successful, English language teaching and learning require a variety of factors, one of which is that teachers must be able to create targets and change their teaching style to meet the necessity of their students which may be achieved by providing additional services like co-teachers.

#### **F. Scope of Research**

This research is limited to focus on co-teachers roles along with their impacts on co-teaching in English teaching-learning activity that takes place in Junior High School, especially at MTsN 1 Banda Aceh.



## CHAPTER II

### LITERATURE REVIEW

#### A. Co-teachers' Role

Co-teaching can be defined as two teachers (main teacher and co-teacher) working together with a group of students; joint planning, organization, delivery, assessment of instruction, and physical space (Bacharach et al., 2004). According to Indeed (2022), co-teachers are any two (or more) educational professionals. Some examples of typical pairings are special education teacher with general education teacher; general education teacher with general education teacher; general or special education teacher with specialized (e.g., reading specialist, ESL/ENL teacher); and mentor teacher with teacher candidate (during field placement or student teaching).

According to Amelia (2015), co-teachers have numerous roles in teaching-learning, including facilitator, motivator, and evaluator.

##### 1. Co-teacher's Role as Facilitator

Co-teacher assists pupils in better understanding the significance of each subject taught. The main teacher and co-teacher combine to create a pleasant learning environment so that students readily absorb subject matter by helping pupils spell and grasp reading, and providing examples that are easily understood by students. Students also must comprehend the significance of each topic. Besides, the co-teacher must be

able to comprehend child psychology and act as a facilitator to reach the fundamental objective of education, namely creative students who are intelligent, independent, and good morals (Nurlina & Alam, 2010).

## 2. Co-teacher's Role as a Motivator

In fulfilling the role of a motivator for the co-teacher and main teacher or homeroom teachers by collaborating to increase student participation and develop learning motivation (growth of learning motivation) in learning with dynamic learning strategies so that students are more motivated to engage in teaching and learning activities and dare to appear in front of the class. The encouragement provided by the main teacher, co-teacher, and homeroom to his students will boost children's passion for character education in schools (Zulmita, 2022).

## 3. Co-teacher's Role as an Evaluator

As an evaluator, the main teacher and co-teacher assess the program's performance by analyzing the advantage and disadvantage of the previous learning process (Alawiyah, 2013). It can be done by modifying the lesson plan through the planning stages. Co-teacher will give feedback to the main teacher regarding the improvement of the lesson plan.

## B. Types of Co-Teaching

In accordance with Cook (2004), there are six types of co-teaching carried out by co-teachers, namely one teach, one observe; one teach, one drift/assist; parallel teaching; station teaching; alternative/differentiated teaching; and team teaching.

### 1. One Teach, One Observe

This co-teaching model runs while one teacher (co-teacher) examines certain qualities or traits, and the other teacher (main teacher) teaches. Both of them examine the information together, where the main teacher and co-teacher discuss evaluating the efficacy and delivery of instructional techniques by reviewing teaching and topic mastery, and reviewing and recording student behavior(s) for decision-making (Shumway et al., 2011). However, this type of co-teaching requires low level of planning. This model also conducts when new co-teaching circumstances develop; when questions about students arise; to monitor student improvement; to compare target students to others in the class.

### 2. One Teach, One Drift/Assist

It carries out when the main teacher gives a presentation of the content to the class, while the co-teacher circulates the class and provides unobstructed help to pupils. Besides, it also holds when one teacher (main teacher) has particular expertise for the lesson; in new co-teaching situations; in lessons emphasizing a process in which students' work needs close monitoring. In teaching and learning, the co-teacher may gather data and observe to assure student comprehension, aid problematic student(s),

monitor student attitude, and the main teacher leads learning assignments and classroom discussions (Shumway et al., 2011). Unfortunately, this co-teaching model demands low planning requirements.

### 3. Parallel Teaching

It is when two teachers (main teacher and co-teacher) present material to the class simultaneously by dividing the class into several groups. This co-teaching model requires medium level of planning. Each group discusses its timeline through the main ideas at the end of the session (Holm et al., 2016). It also happens when a lower teacher-student ratio is needed to improve instructional efficiency, foster student participation in discussions, for activities such as drill and practice, re-teaching, and test review.

### 4. Station Teaching

Station teaching conducts when teachers divide class groups and content, and teach one group first, then the other. Students are divided into small groups and rotate to different stations for instruction, review, and/or practice (Holm et al., 2016). Furthermore, it runs when content is complex but not hierarchical; in lessons in which part of planned instructions is reviewed; when several topics comprise instruction. In addition, it requires medium level of planning.

### 5. Alternative/Differentiated Teaching

One teacher (main teacher) must set the instructional/intervention necessity of the class (grouping for that day, who handles specific groups, groups instructional

needs); meanwhile, another teacher (co-teacher) who works with the smaller group (needing more specialized attention) implements the same lesson plan as the main teacher in the larger group, and makes accommodations and/or modifications to instruction to fulfill the needs of students (Shumway et al., 2011). This model runs when the teaching and learning system works under a parallel curriculum. Additionally, it requires high level of planning.

#### 6. Team Teaching

Team teaching happens when both teachers (main teacher and co-teacher) work together to deliver content to the class at the same time. It also requires medium level of planning. Team teaching required great demands regarding energy and time, where main teachers need to set jointly convenient times for planning and evaluation, discussions can be exhausting, and group decisions spend longer; thus, rethinking courses to facilitate the team-teaching method is frequently inconvenient (Akmal, 2015). Co-teachers offer lessons concurrently while dynamically rotating lead responsibilities in team co-teaching. Team co-teachers plan classes so that students can benefit from each other's skills. The main teacher and co-teacher may also engage in role-play, showing how they want students to interact in a pair activity. Students see each teacher as equally informed and credible, which is the true test for effective collaborative co-teaching (Villa et al., 2004).

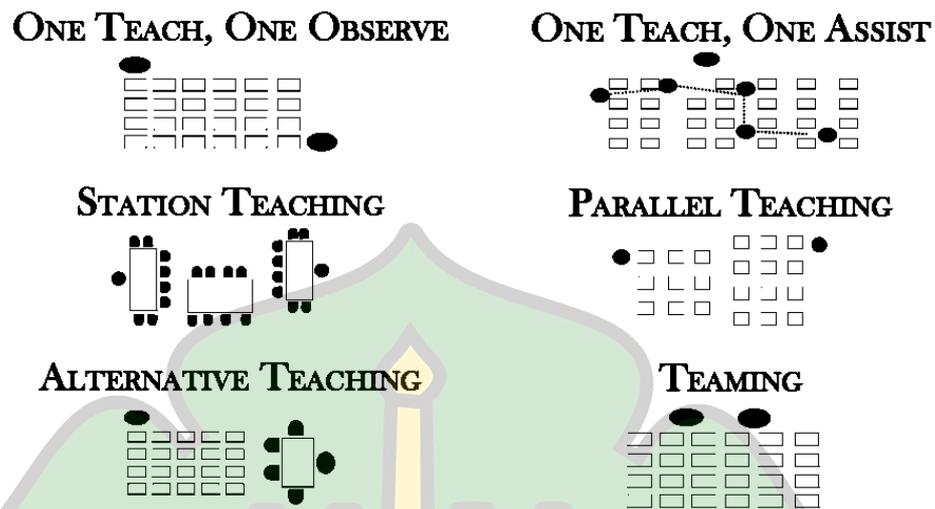


Figure 2.1. Types of Co-teaching. Adopted from *Teaching Channel*, by Ko, T., 2014, Special Edition: Co-planning for success. <https://www.teachingchannel.com/blog/co-planning-special-ed>. Copyright 2020 by Teaching Channels.

In accordance with the previous observation of the researcher who became a student teacher in this Junior High School, the co-teaching model in this Junior High School where this research takes place or at MTsN 1 Banda Aceh focuses on the ‘one teach, one observe’ and ‘one teach, one drift/assist’, where the co-teachers tend to assist the main teacher to monitor the English learning activity. Classroom observations were also carried out with the co-teaching main teacher and co-teacher responsibilities, student grouping, and main teacher and co-teacher position inside the classroom serving as indicators (Hang & Rabren, 2009). However, the application of another type of co-teaching listed above in that Junior High School is possible in order to suit the situation, condition, and objective of the classroom and students’ needs which is dug up in gathering the data for this research.

### **C. Co-Teachers' Responsibility**

Co-teachers responsibilities during the English teaching-learning activity are:

(a) Gathering and reviewing homework from the previous night; (b) introducing a social study or skill; (c) reviewing directions, repeating or clarifying any difficult idea; (d) checking for understanding with a small diverse sample of students; (e) Circulating (checking for comprehension); (f) Circulating (using proximity control for behavior management), providing a study or test-taking strategy; (g) Monitoring a large group as they work on practice materials; (h) Previewing upcoming information; (I) Providing modifications, accommodations, and activities for diverse learners, facilitating stations or groups (Diecker & Murawski, 2003).

In brief, co-teaching entails scheduling; anticipated classroom behaviors, classroom processes such as classwork, homework regulations, and turning in work; repercussions for not following rules and procedures; grading; and communication between home and school (West Virginia State Department of Education, 2017). It indicates that the main teacher has major responsibilities in the English teaching-learning activity, while, the co-teacher acts as a support and anticipatory part in those classroom processes.

## **D. The Implementation of Co-Teaching in English Teaching-Learning**

### **Classroom**

Main teachers and special education teachers (co-teachers) who work in co-teaching scenarios credit these academic improvements to the fact that kids in co-taught courses receive more individualized attention, teacher time, and help due to the lower student-teacher ratio (Walther-Thomas, 1997; Trent, 1998; McDuffie et al., 2009). Villa et al., (2004) discover the following six advantages of co-teaching:

1. Students increase their self-esteem, academic skills, and social skills;
2. The teacher-student ratio is enhanced, resulting in better teaching and learning conditions;
3. Teachers are able to successfully employ research-proven instructional practices;
4. A stronger feeling of community is developed in the classroom;
5. Co-teachers cite professional development, personal support, and improved working conditions motivation;
6. Job satisfaction can be increased as a result of survival needs, power, freedom or choice, a sense of belonging, and enjoyment are all met.

However, Co-teaching adoption has also posed obstacles, such as difficulty organizing teaching schedules, a lack of collaborative planning time, and concerns about the administration of shared tasks (Friend & Cook, 1993). Hence, implementing an effective collaborative co-teaching model requires a school culture that fosters parity among paired teachers (main teacher and co-teacher) who share shared goals, duties,

and accountability for student achievements (Creese, 2006 & Friend, 2008). Murawski and Bernhardt (2015) propose five administrative objectives to facilitate effective co-teaching: (a) give professional development on inclusion, cooperation, and co-teaching; (b) construct scheduling techniques; (c) collaborate with the appropriate teachers; (d) strategically oversee and assess; and (e) enhance, expand, and institutionalize co-teaching practices.

Besides, according to Buffalo State College (n.d.), three crucial factors must be addressed when creating a co-teaching relationship, which are parity, planning, and partnership.

#### 1. Parity

Parity means equality of status or substance, where it is critical that others (e.g., students, other faculty/staff, administrators, and parents) are aware of this which implies that all classroom duties, including instructional preparation and delivery, discipline, grading, and interacting with parents, are shared equally (Sileo, 2011). Delineating role is a wonderful concept, but both jobs should be considered equally significant. A general education teacher, for example, may be referred to as a subject expert, whereas a special education teacher may be referred to as a strategy specialist.

#### 2. Planning

Connect, plan, implement, and evaluate are the four processes of co-planning that adapt based on the topic, style of delivery, student requirements, and engage in high-quality education in order to be effective. Connect explores significant concepts that emerge during the the discussion regarding syllabus outcomes from essential

learning parts and how they might be linked. The plan implies developing learning sequences, establishing essential responsibilities, and documenting action items for each team member. The third stage, evaluation, ask debriefing questions regarding the progress and growth of the subsequent teaching-learning. Conversations across the four phases are important to the main teacher and co-teacher in ensuring the successful delivery of transdisciplinary subjects in their co-taught classrooms (NSW Department of Education, 2021).

### 3. Partnership

Co-teaching combines two distinct sets of abilities, personalities, and characteristics. A systematic logistics plan helps the main teacher and co-teachers to handle the tactical aspects of classroom organization, daily instruction, behavior management, and evaluation while working toward goal attainment in a co-teaching relationship (Mainzer et al., 2016). Additionally, communication is essential since co-teaching is a partnership. The details of how the classroom will be conducted should be discussed and agreed upon by co-teachers (e.g. rules and procedures). Co-teachers, like other couples, will have conflicts and issues from time to time. It is critical to have a strategy in place for competently resolving these difficulties. Respect and compromise are required.

Murawski and Lochner (2010) clarify that there are various stages to consider in implementing co-teaching, including co-planning, co-instructing, and co-assessing.

### 1. Co-Planning

Co-planning involves more than just the main teacher and co-teacher taking a regular lesson plan and deciding which teacher will handle which segment and allows the co-teacher to have proactive involvement in the curriculum. Intentional planning is setting aside time on a regular basis to study standards together, create lesson ideas, and analyze evidence of student learning acquired during formative assessment. Co-planning is the most important component of enhancing co-teaching practices because it allows co-teachers to prepare for reflecting on how to effectively maximize each of their strengths and expertise to serve students (Burch, 2021).

### 2. Co-Instructing

It includes the in-class (classroom instruction) process, where when the main teacher and co-teacher with different areas of expertise work together to co-instruct by giving high-quality education based on the most appropriate co-teaching style that matches curricular objectives and student necessity (Brendle et al., 2017). The co-teacher input is clear, which results in methods, mnemonics, and differentiated teaching in classroom instruction. They actively engage students, employ a range of co-teaching ways to regroup pupils, gather and share evaluation data to better individualize for students' needs, and are open to new experiences.

### 3. Co-Assessing

Main teacher and co-teacher co-assess by being aware of and receptive to the students are essential. The main teacher requested feedback from the co-teacher on developing assessments, where the main teacher and co-teacher frequently discussed

the grading process. During the learning process, the co-teacher gradually takes over grading duties in the classroom, specifically based on the students' behavior and engagement in the learning process. Co-teachers should be able to describe or illustrate how they adapt, give alternate assessments, and regard students as individuals when specifying their knowledge of content standards and curriculum. The main teacher and co-teacher also mentioned quizzes and assignment completion of the reflections (Davis, 2008).

Hence, the formative and summative assessment also must be involved in the co-planning and co-instructing stages to measure student development (Brendle et al., 2017). Regardless of the planned method of co-instruction, both the main teacher and co-teacher frequently review student development. The technique of evaluation to track student development is selected during the planning phase.

#### **E. Requirements for Co-Teachers**

Indeed (2022) elaborates that there are some skills that co-teachers must possess, namely: firstly, communication is essential as a co-teacher since you will be working with the other teachers (main teachers). Co-teachers who communicate well will agree on each other's duties in the classroom and discuss openly concerns as they emerge, rather than allowing unresolved problems to hinder their capacity to cooperate (Hiller, 2019). For example, if you're working with one group of kids while they're working with another, and you observe certain children struggling with a subject, It is

vital to notify the other main teachers) and special education teachers (co-teachers), they can give further help. Second, teamwork, where a co-teacher may assist you in providing pupils with the educational assistance they require. Co-teaching is an alternative method of teaching collaboration in which sharing ideas, complementary competence, and a willingness to explore were critical for establishing and sustaining a productive teaching partnership (Kliegl & Weaver, 2013). This might include working with your co-teacher on a regular basis as well as other education professionals throughout the day, including parents as needed. Patience comes next: When you have patience in the classroom in this job, you may help guide pupils who are struggling with a particular topic. Co-teaching has a steep learning curve in the beginning, and many adaptations will take time to implement (Buckingham et al., n.d.).

Furthermore, self-awareness as a co-teacher implies that you are conscious of your strengths and flaws in the classroom. According to Richardson and Shupe (2003), enhanced self-awareness among teachers entails a more accurate knowledge of how students impact teachers (main teacher and co-teacher) that own emotional processes and actions, and how these, in turn, affect learners either. Communicate your strengths to the other teacher while also disclosing your weaknesses, as they may be able to provide you with techniques and expertise to assist you in improving your teaching abilities. Last but not least, as a co-teacher, demonstrating empathy to your pupils can assist to develop the bond between you and the students. In educational contexts, empathy is viewed as a crucial element of the teacher's conduct in order to foster

meaningful relations and an altruistic and supportive learning environment (Makoelle, 2019). It enables you to comprehend what a pupil is going through, allowing you to interact with them and build any strategies to assist them in the classroom.

Indeed (2022) also identifies that there are required specifications for co-teachers, that is: attaining a bachelor's degree, a state teaching certificate, a special education teaching certification, and participating in student teaching. These are also some requirements that co-teachers must meet in order to be considered for a co-teacher position in the Junior High School where this research is being conducted.

In accordance with the researcher's previous observation as the student teacher in the Junior High School where the research takes place, MTsN 1 Banda Aceh, getting a special education teaching certification is an optional qualification for co-teachers due to the implementation of the general education system in this school. However, getting a degree from any major in the faculty of education is a must, where the graduates from the education faculty master the essential teaching skills to get involved in the English teaching-learning activity rather than other faculties.

#### **F. Previous Study**

Teacher's English background such as the English as a second language (ESL) co-teacher in a secondary school setting considers an important specification in a study held by Williams and Ditch (2019) that contributes to the current understanding of co-teaching in rural school systems, specifically its use to serve the needs of English

learners in an equitable manner (ELs) and how teachers used specific co-teaching strategies and reports on the number of teacher-student interactions in general and in relation to ELs and non-ELs. This quantitative study included 400 minutes of classroom instruction in 20 co-teaching classes to assess fidelity to the district's co-teaching model. The finding revealed that to get access to the CAT (Classroom Assessment Techniques) and thus increase the opportunity for EL students to learn, teachers require additional explicit training in the following areas: (a) effective co-planning, (b) effective instructional practices for ELs, (c) the role of CATs and SPECs in supporting all students during the instructional process, (d) the full range of co-teaching strategies, and (e) co-teaching pairs require assistance with developing co-teaching relationships to promote long-term partnerships.

Furthermore, a qualitative case study by Bottcher (2020) in an elementary school in a suburban Long Island school district was presented in a dissertation. It investigated teachers' views on a successful co-teaching model for ELL students. Individual interviews with co-teachers and an administrator were conducted, as well as a focus group interview, an observation of a co-planning session, and a review of school improvement goals and lesson plans. The study's results revealed four primary findings, namely teachers in a successful co-teaching model must have a good working relationship, positive beliefs about the model and the students it serves, and a deliberate structural design. Second, co-teachers' attitudes and perceptions about learning, as well as their ability to demonstrate self and collective efficacy, contribute to a productive and dynamic co-teaching relationship. Third, the collective efficacy of co-teaching

partners is dependent on the partners' use of collaborative-based practices, positive beliefs about co-teaching, and team accountability. Fourth, since successful co-teaching models rely on essential structures, shared core values, and expectations, school leaders must maintain a focus on developing school-wide expectations, strategic planning, and professional development for all.

In line with that, Malian and McRae's (2010) research used a descriptive survey technique to examine the perspectives of general education teachers (main teachers) and special education teachers (co-teachers) regarding the compatibility and contradiction between their teaching styles, personal qualities, and the success of co-teaching. The study sample was drawn at random and included 290 general education teachers (main teachers) and special education teachers (co-teachers) who use co-teaching in 160 primary schools. According to the findings, co-teaching reduced the gap between the main teacher and the co-teacher. There were no significant distinctions in views, teaching techniques, or personal traits toward co-teaching between main teachers and co-teachers that shows their willingness to collaborate in improving students' learning outcomes.

Besides, Wati (2019) in a study that takes place in a kindergarten finds that co-teachers are teachers who are obliged to assist main teachers in the process of planning, implementing, and evaluating learning. However, the problems that occurred in the field found that the lack of the role of the co-teacher in the learning process was due to the lack of attention of the co-teacher in the process of implementing, protecting, and

nurturing children. The subjects in this study involved 3 co-teachers, 3 main teachers, and 1 principal. This type of research is descriptive qualitative. The research collects data through observation, interviews, and documentation methods. The results showed that in 3 aspects, namely: The role of the co-teacher in learning planning activities at Alif Ba Lampaseh Kindergarten Banda Aceh was good, in helping to design lesson plans and preparing learning media, the development of the child's aspect, and evaluate the ongoing learning.

Moreover, Wilson and Michaels (2006) surveyed nearly 350 high school students, one-third of whom were students with disabilities. Students strongly supported co-teaching, claiming that they received better grades, more help, and a higher level of skills in co-teaching. The co-teaching shows taking a crucial effect to meet the learning objectives in the school.

The studies above imply that co-teaching leads to a useful influence whether towards teaching-learning activity in a general subject or English subject teaching-learning activity in particular. The studies mentioned concerns with the ESL co-teachers, ELL learners, general subject teaching-learning, kindergarten level, and special education system within the co-teaching model(s).

On the other hand, the focus on the TESOL (Teaching English to Speakers of Other Languages) main teachers and co-teachers, and EFL (English as a Foreign Language) learners in English teaching-learning activity within a general education system uncommonly executed, even though its urgency remains high since there are a

lot of educational institutions from diverse levels implement co-teachers and it constantly increases. Therefore, this study concentrates on these matters, especially at a Junior High School level (MTsN 1 Banda Aceh).



## CHAPTER III

### METHODOLOGY

This part describes the selected participants with their backgrounds, elaborates the mechanism of the implementation procedures, and presents the analysis stages of data in conducting the research.

#### **A. Research Design**

This study can be categorized as a qualitative case study which is a research methodology aiding in the exploration of a phenomenon within a specific context using various data sources with a variety of lenses to expose multiple facets of the phenomenon (Baxter & Jack, 2015). It allows the researcher to gain a comprehensive understanding of the research problem and may aid in the description, comprehension, and explanation of a research problem or situation (Tellis, 1997a & Tellis, 1997b), especially mining the roles, impacts, and problems of English co-teachers in English teaching-learning activity.

Since this study is concerned with the analysis of co-teachers roles, impacts, and problems; the finding of the study displays in descriptive form. Hence, this study employed qualitative descriptive research, which is an essential method for examining and comprehending the meaning that people or groups attach to a social or human situation (Creswell, 2008). The descriptive qualitative focuses on existential circumstances with no interference or treatment (Bogdan & Biklen, 1992). Moleong

(2017) states that qualitative approaches as research procedures provide descriptive data in the form of spoken or written statements and the behavior of the subjects observed.

### **B. Research Participant**

Population is a certain area that contains particular characteristics of objects/subjects that are set by the researcher to investigate and then take the conclusion (Sugiyono, 2013). Samples are the chosen representative participants of the population within a certain area (Arikunto, 2010). Thus, the researcher determined the samples out of the population of this research, those are 15 (fifteen) participants, that is 3 (three) school stakeholders (a Vice principal of Academic Affairs and Curriculum; a School Committee Chairman; a Coordinator of Co-teachers); 3 (three) English teachers, 3 (three) English co-teachers, and 6 (six) students at 7<sup>th</sup>, 8<sup>th</sup>, and 9<sup>th</sup> Grade at MTsN 1 Banda Aceh.

The recruitment of participants was conducted by applying purposive sampling in order to meet the criteria of the study, where several informants are more enlightened and articulate in terms of notions and quality of information than another; therefore, the researcher does not concern with size, but on the substance of output or thought that will be earned from the chosen interviewees in the research (Marshall, 1996; Palys, 2008). The criteria for becoming the participants are they have been working as a Vice principal of Academic Affairs and Curriculum, School Committee Chairman, a

Coordinator of Co-teachers, English teachers, English co-teachers, and also students that have been getting involved and exposing in the co-teaching program in the English teaching-learning activity at MTsN 1 Banda Aceh for approximately 1 (one) semester at a minimum.

### **C. Data Collection**

Since this is qualitative research, the data was collected by using interviews. The researcher conducted a semi-structured in-depth interview as the qualitative research instrument to dive deeper into co-teachers roles, impact, and problems in English teaching-learning class. Semi-structured interviews are open-ended questions that enable the researcher for explaining more by giving follow-up questions or inquiries to figure out how interventions work and how they can be improved (Adams, 2015; Panela & Deniega, 2021).

The purpose of this interview is to elicit a verbal response from the participants. The researcher interviewed 15 (fifteen) participants, those are 3 (three) school stakeholders (a Vice principal of Academic Affairs and Curriculum, a School Committee Chairman, a Coordinator of Co-teacher), 3 (three) English co-teachers, 3 (three) English teachers, and 6 (six) students at 7<sup>th</sup>, 8<sup>th</sup>, and 9<sup>th</sup> Grade at MTsN 1 Banda Aceh by adapting Desaryanti's (2019), Wati's (2019), Bottcher's (2020), and McClarnon's (2021) interview protocol as the guidelines (*Appendix A*) which was used adjustably to the subject of this research (interviewees). One main teacher is paired

with one co-teacher in each class, the main teacher who alternately gets in the class based on the set schedule is varied (depending on the subject), while the co-teacher in a class remains unchanged. In general, there are 33 (thirty three) classes in this school, thus, there are 33 (thirty three) co-teachers in total. In particular, there are 5 (five) English co-teachers in 5 (five) classes in this school.

However, the researcher merely interviewed 3 (three) out of 6 (six) English teachers and 3 (three) out of 5 (five) English co-teachers in 3 (three) English specialist classes who work at 7<sup>th</sup>, 8<sup>th</sup>, and 9<sup>th</sup> Grade at MTsN 1 Banda Aceh that could be the representative for each grade. The English co-teachers and English teachers in English specialist classes, classes that are set to be more focused on developing students with higher English language learning enthusiasm and skills among other classes, were selected as an English co-teacher (co-teacher with English Education bachelor degree) and an English teacher are paired in co-teaching. In addition, the English teacher also becomes the homeroom teacher that is useful to enrich the data. Besides, they have been chosen due to their activeness in English teaching-learning activity and recommendation from the school either.

Moreover, 6 (six) students were selected as the representatives. The students were divided into 2 (two) piles in which one of them get selected as they gain satisfied scores in English subject, otherwise, another pile do not. Therefore, each class has 2 (two) students to participate in the interview stages.

## D. Data Analysis

The data gained from the interview were analyzed through four stages which are in accordance with Ary, Jacobs, and Serensen (2010), which are coding, data reduction, data display, and conclusion.

### 1. Coding

Coding is a mechanism for organizing and grouping similarly coded data into groups based on some shared characteristics which aim to prepare for data that is delivered (Saldaa, 2013). The researcher gathered the data at this point after receiving it. After collecting all data, the researcher grouped all units with the same coding together. The most frequent strategy is to read and reread all of the data and arranged it by looking for units of interview one source/informant meaning-words, phrases, and sentences that can be easily remembered. In brief, categorizing all of the collected data can highlight the key data that are relevant to the study subject. As the result, reading the data was simple.

### 2. Data Reduction

Data reduction is the second phase in data analysis. According to Huberman and Miles (1994), data reduction minimizes the whole possible data as a way to suit the conceptual framework, research questions, cases, and instruments used in the research. Reducing data includes summarizing, selecting the primary point, focusing on the key points, and determining the topic and structure. The researcher collected

data from the interview at this step. The extraneous data was removed and the helpful material was incorporated in this stage.

### 3. Data Display

After conducting data reduction, the next step in data analysis is data display. In qualitative research, data display included producing textual representations of the data to choose segments that best show the concepts of interest. The aim is to progressively convert what appears to be unorganized raw data into a comprehensible conceptual structure (Mezmir, 2020). It is the process of displaying the data in the form of narrative interpretation and table to comprehend what is going on and take action which is the most typical data display used in qualitative research.

### 4. Conclusion

The final phase in data analysis is to draw conclusion. The researcher reviewed all items with the same code, combined these categories, discovered the link between them, continued to explain the explanation, and linked the descriptions. Finally, the researcher can obtain the study's findings and conclusions. Conclusions concerning data displayed are typically included in what is known as an analytic text or narrative that provides the elements of the exhibited data, weaving them together and allowing the analyst to draw conclusions and add insights (Huberman & Miles, 1994).

## CHAPTER IV

### FINDING AND DISCUSSION

#### A. Finding

The findings of this study focus on discovering the roles, influences, and problems of the English co-teachers in English specialist classes in co-teaching in English teaching-learning activities at 7<sup>th</sup>, 8<sup>th</sup>, and 9<sup>th</sup> Grade in Junior High School. The researcher interviewed 15 (fifteen) participants, including 3 (three) school stakeholders (a School Committee Chairman, a Co-teacher Coordinator, a Vice Principal of Curriculum and Academic Affairs), 3 (three) English co-teachers, 3 (three) English teachers, and 6 (six) students [3 (three) students with high English ability and 3 (three) students with low English ability]. Those participants were labeled as School Stakeholder-1, School Stakeholder-2, School Stakeholder-3, English Co-teacher-1, English Co-teacher-2, English Co-teacher-3, English Teacher-1, English Teacher-2, English Teacher-3, Student-1, Student-2, Student-3, Student-4, Student-5, and Student-6.

The result of the interview was analyzed by making a transcript of the interview (“Miss” in the transcript means a term for English co-teacher called by the people in the school), coding the data based on the interview result, and grouping the participants' answers based on the related topic. After interpreting the data, the researcher obtained

several major ideas related to the roles of English co-teachers, impacts, and problems in co-teaching in English teaching-learning activity.

### **1. The Roles of English Co-teachers in English Teaching-Learning Activity in Junior High School**

In order to find out the roles of English co-teachers in English teaching-learning activity, the researcher gathered data by interviewing 3 (three) school stakeholders (a School Committee Chairman, a Co-teacher Coordinator, a Vice Principal of Curriculum and Academic Affairs), 3 (three) English co-teachers, and 3 (three) English teachers. The finding is divided into 3 (three) categories as there are three types of participants with different authorizations mentioned above.

#### **a. School Stakeholders' Views of the Roles of English Co-teachers in English Teaching-Learning Activity in Junior High School**

##### **1) Classroom Organizer**

School Stakeholder-1 said that English co-teachers is responsible as classroom organizer by decorating the physical class space and determining students cleaning pickets which also helps the homeroom teacher. As follows:

We give authority in terms of class design. They also compile a list of students cleaning pickets. So, the children must also have responsibilities. So, in the case of the co-teacher, we give freedom to the class design. For example, "We need materials, Sir," We buy paint, but the children's work is accompanied by a co-teacher and homeroom teacher. [MD]

## 2) Monitor

English Co-teachers act as the monitor to observe students' learning progress, result, and attitude. As the School Stakeholder-2 stated:

This co-teacher sees the child's development every day, whether it is behavior, character, or we look at the child's achievements. Every 3 months, we ask for a report, class progress report, student progress report, after that the student achievement report. [MD]

## 3) Evaluator

Based on the statement from School Stakeholder-1, English co-teachers acts as evaluator that gets involved in assessing students' behavior as stated:

They really help teachers, especially in assessing attitudes. Because in this attitude assessment, subject teachers are only in class for 2 or 3 hours. [RF]

## 4) Mediator

School Stakeholder-1 stated that English co-teachers become mediator between the school and students' parents or guardians, and also school stakeholders to report students' achievement, development, and needs. As stated:

If for example there is homework that is usually at night, the co-teacher has contacted the students, reminding the students that tomorrow there will be, for example, there will be math homework, so how many page numbers? Apart from preparing students, this co-teacher also reminds parents that there is homework for this subject. So, parents can also find out later that there are assignments for their children, so parents can convey or remind them again. [RF]

Therefore, according to the statement from the school stakeholders, English co-teachers act as classroom organizer, monitor, evaluator, and mediator.

### **b. English Co-teachers' Views of Their Roles in English Teaching-Learning Activity in Junior High School**

It was discovered that English co-teachers act as instructor that is divided into 3 (three) sessions; namely before, during, and after English teaching-learning activity as the following below.

#### 1) Instructor

- In English Pre-Teaching-Learning Activity

English co-teachers instruct the students to bring the English textbook and notebook and read the learning material that has been sent by the English teacher to start off the English teaching-learning activity. Before the English teaching-learning started, the English co-teachers also check the students whether they wear complete school attributes or not. As English Co-teacher-2 stated:

Sometimes the English teacher might remind the students right in the evening, "Miss, please remind the students that there will be group distributions tomorrow. So, it is already in group form and I have sent the materials." ... these are some instruction types. [FNS]

The English Co-teacher-1 also added that:

It is not just learning issues that I take care of, starting from the clothes there are those who do not wear attributes and so on like that or those who forget to bring their books. [SSS]

- During English Teaching-Learning Activity

English co-teachers cover the English teachers in English teaching-learning activity if they have urgent matters, such as the English teachers must attend teacher training, sick, etc. As English Co-teacher-2 stated:

If for example, he/she is also unable to attend, I automatically have to cover his/her as well to explain what the next material is. [FNS]

- In English Post-Teaching-Learning Activity

The English co-teachers also distribute the clues of the English examination given by English teachers and discuss it if the students do not understand certain points, and collected the students' classwork that will be handed to the English teachers. It was all done under the English teachers' instructions. As English Co-teacher-2 stated:

For example, if you are given a test, the teachers have given examination clues, so students do not ask their teacher anymore, at least ask for the details, ... Mostly I explain it back, not overall repeated... if for example later, "Miss, have the students finished the work? Is this the children's assignment?" If it is okay (done), we collect it, we give it to the teacher. [FNS]

## 2) Mediator

English Co-teacher-1 confirmed that they act as mediator to communicate information related to students' needs to their parents or guardians.

As stated:

I am also a mediator between the children and their parents at home because they are not allowed to carry cellphones. So, anything goes through me, any information, whatever happens in class. [SSS]

Based on the statements from English co-teachers above, English co-teachers act as instructor before, during, and after English teaching-learning activity. They are also mediator like a bridge to communicate students' necessities and development in English teaching-learning activity.

### **c. English Teachers' Views of the Roles of English Co-teachers in English Teaching-Learning Activity in Junior High School**

#### **1) Instructor**

English Teacher-1 explained that English co-teachers facilitate students during English teaching-learning activity. For instance, facilitating students in understanding the English teachers' explanation about the learning material and also covering English teachers in English teaching-learning activity if the English teacher is sick and needs to come to training, meeting, etc. As stated:

For example, students sometimes need guidance at that time, you cannot cover all the students at once. So, "I will help, maybe there are words they do not understand." If It is an emergency, for example, the teacher suddenly has a meeting, then the co-teacher must be at least in the class teacher to give assignments accompanied by the co-teachers briefly, while I come back later after the meeting. For example, this teacher suddenly has training for 1 day, for a while, a seminar, the co-teacher can give, share assignments, guide and control students learning in the class. [AD]

## 2) Monitor

English Teacher-2 expressed that English Co-teachers assist them to monitor students' learning improvement and attendance. As stated:

He/She also reported to me, "Why does this student seem to have been sick for a long time without going to school or something." We meet twice a week, on Monday and Tuesday, on consecutive days. If it is possible, Monday and Friday, there is a little range. So, we get more control. But, if this is with 24-hour teaching hours it is rather difficult on our own to control it. There, the co-teacher, the role of the co-teacher is very helpful for me in observing student progress. [SH]

English Teacher-1 also strengthened:

As far as I know, the co-teacher is the one who is given the task to handle class, helping the homeroom teacher who may not be the homeroom teacher fully provide guidance or direction, or assistance to students because they have a lot of tasks. The English co-teachers are seconded to provide direction, guidance, and so being a control, meaning seeing how successful students are, the ups and downs of achievement or students' abilities are noticed, guided, notified, conveyed to the homeroom teacher, and also notified to their parents as data of the development of the students themselves one by one. [AD]

## 3) Motivator

English co-teachers motivate students to build their confidence. As

English Teacher-2 stated:

You can see where the active and inactive children are. There are a lot of co-teachers who help me to force to build confidence with children. This is possible because the children of his friends are too high, so he is also a bit shy, and so on. [SH]

## 4) Mediator

English Teacher-1 mentioned that English co-teachers are the mediator to deliver students' attendance and learning progress. As stated:

As for the co-teacher who communicates with the student's guardian, our co-teacher also always communicates if there is a child who doesn't attend or how the child's learning progress is how we always tell the parents directly. [AD]

Aligned with the statements of English teachers above, English co-teachers act as instructor, monitor, motivator, and mediator for students in English teaching-learning activity.

The participants' diverse views toward the roles of English co-teachers in English teaching-learning activity can be shown in the following table.

Table 4.1 *Various Views of English Co-teachers' Roles in Co-teaching in English Teaching Learning Activity in Junior High School*

Participant	View of English Co-teachers' Roles
School stakeholders	Classroom organizer, monitor, evaluator, and mediator.
English co-teachers	Instructor and mediator.
English teachers	Instructor, monitor, motivator, and mediator.

(Source: Interview Results from Research Participants at MTsN 1 Banda Aceh)

It can be concluded from the information stated by school stakeholders, English co-teachers, and English teachers that English co-teachers play roles as classroom

organizer, instructor, monitor, evaluator, and mediator in English teaching-learning activity.

## **2. The Impact of English Co-teachers in English Teaching-Learning Activity in Junior High School**

The researcher obtained information about the impact of English co-teachers in English teaching-learning activity in Junior High School by interviewing 3 (three) school stakeholders (a School Committee Chairman, a Co-teacher Coordinator, and a Vice Principal of Curriculum and Academic Affairs), 3 (three) English co-teachers, 3 (three) English teachers, 3 (three) students with high English ability, and 3 (three) students with low English ability. The result is presented by separating 4 (four) kinds of the respondent with different capabilities as explained above. It delivers several impacts of English co-teachers in English teaching-learning activity.

### **a. School Stakeholders' Views of the Impacts of English Co-teachers in English Teaching-Learning Activity in Junior High School**

#### **1) Boosting Students' Motivation, Achievement, and Learning Objectives**

School Stakeholder-1 clarified that English co-teachers escalating students' motivation and achievement in English teaching-learning as follows:

If we look at the achievements, they can increase. Why? Because the co-teacher always reminds students, always motivates students to keep learning. [RF]

Besides, School Stakeholder-3 said that the English co-teacher helps students to reach the Minimum Completeness Criteria (*KKM*) of learning results as stated:

Maybe so far students or individuals who are lacking, who are quiet. Actually, he has the ability to do it but is not brave. But with the presence of co-teachers, he/she can make an approach with students and the child can open up even the co-teacher him/herself can motivate the student until the student gets an achievement. [Y]

School Stakeholder-3 also delivered that English co-teacher commonly encourage students to be more active as stated:

We also in the co-teachers group have information about the competition/contest and we have to share it with the children, especially for the children I really know. If it is an English contest, I will definitely share it with this child like that, what I emphasize more is like that... [FNS]

## 2) Preparing the Students Entered Favorite Senior High Schools

English co-teachers assist students in focusing on students preparation to enter their favorite Senior High School as School Stakeholder-2 stated:

So, we can direct the advantages of the children. For example, a child enters grade 3, and the co-teacher asks, where is this child going? For example, entering MOSA, entering FARHAN, entering MAN, and entering SMAN 3, favorite (Senior High) Schools. We will direct them through co-teachers. [MD]

## 3) Maintaining Communication between School and Parents/Guardians

School Stakeholder-2 conveyed that English co-teachers preserving decent communication about students' developments and problems either as follows:

So, parents, they know their child's progress every day. For example, this child has long hair, the child is not disciplined, the child does not go to school why?... why should the co-teacher call? What is the problem at home? Then contact the parents. "These are children like this, these children are absent today, and these children are withdrawn, after that, the children do not do their assignments. The relationship between the co-teacher and parents gives great appreciation because of that. [MD]

Therefore, school stakeholders said English co-teachers aid the students in escalating their learning motivation, activeness, and achievement; and helping them to be more focus on their preparation for getting into their favorite Senior High Schools.

#### **b. English Co-teachers' Views of Their Impacts on English Teaching-Learning Activity in Junior High School**

##### 1) Creating the Efficiency of English Teaching-Learning

From the English co-teachers' perspectives, the finding showed that English co-teachers create the efficiency of English class by providing the students with the additional explanation regarding the learning material that will be taught, checking students' school attributes, learning equipment needed if they have a certain project in English class. As English Co-teacher-3 stated:

... At 8 A.M. the children recite the Koran first accompanied by co-teacher and we also check the attendance of the students and also the completeness of their school attributes. Then before the teacher enters, basically we have prepared the children so they are ready to learn and when the teacher comes in, if the teacher needs help or other things, we will help. We are also checking the dictionary too, and later if they do practice or what to prepare teaching aids, we also as co-teacher, we have to check whether it is complete or not so that later learning will be easier. [SA]

## 2) Increasing Students' English Vocabulary Mastery

English Co-teacher-2 argued that the existence of English co-teachers increases student's English vocabulary mastery and helps students to use the vocabulary in a proper context as follows:

Every week there must be a minimum deposit if I set a minimum of 3 vocabularies per day. So, if for example, they are on holiday, for example, they do not make a deposit in one day, that means they have to make a double deposit for the next one. I also write on the blackboard some vocabularies... [FNS]

## 3) Elevating Students' English Writing Skills

In according with English Co-teacher-1, the finding displays that English co-teachers help students elevating their English writing skills by assisting them in compiling the vocabularies into dialog as stated:

The students were immediately told to make a dialogue by the English teacher, while they did not have enough vocabulary (mastery), so one of my tasks, for example, they asked for vocabulary, I answered that. Because it is impossible for the teachers, they do not have time, so it is like a teacher's assistant. [SSS]

## 4) Serving Extra English Lesson for Students

English Co-teacher-2 also claimed that English co-teachers commonly serve extra English lesson for students who needed as stated:

... for example in the morning after the children recite the Koran, he/she (English co-teacher) gives quizzes or new vocabularies for the children, ... it will be easier for me to convey in class. ... if for example a test is given, the teachers have previously given them the clues, so the students do not ask the teacher anymore, mostly ask for the details, ... Mostly explain it again, but do not repeat it all. That morning was already spent reciting the Koran. At most, it is best to tuck it in a little bit to teach

students, maybe we put in the grammar that we do not know yet. Then, in doing assignments they do not understand. For example, if you do not meet the English teacher ... the children can also ask the co-teacher... we'll look for directions and we'll teach the children. [FNS]

#### 5) Developing Students' Motivation and Achievement

Besides, English Co-teacher-1 declared that English co-teachers develop students' motivation to promote active learner in English teaching-learning as stated:

Because in our curriculum, more active children are prioritized. So, I am behind, Miss always encourages the children, "Come on, want to answer?!" that way. So, they feel they are always praised. So, they dare to ask, dare to answer, and so on. [SSS]

#### 6) Shaping Students' Character

English Co-teacher-2 expressed that they also get involved in shaping students' character as stated:

We have to be like parents for students rather than students, so they can emulate the good ones from us. So, for the bad ones, we reprimand them, if, for example, we have not processed them yet. [FNS]

Thus, English co-teachers confirmed that their existence has meaningful impacts on English teaching-learning activity, that is English co-teachers create the efficiency of English class, increase students' English vocabulary mastery, help students to use the vocabulary in a proper context, elevate their English writing skills, serve extra English lesson for students needed, develop students' motivation to promote

active learner in English teaching-learning and encourage them reaching achievement, and shape students' character.

**c. English Teachers' Views of the Impacts of English Co-teachers in English Teaching-Learning Activity in Junior High School**

1) Helping the English Teachers in Classroom Management

English Teacher-2 conveyed that English co-teachers also play important roles in classroom management as follows:

Our school principal from 2014 to 2019, he came up with this idea (co-teachers), where the main goal is for classroom management because our class is too big. Because ideally a class is around 30 (students) maximum, but our class is up to 36 (students). Even now this year 37 to 38 (students). [SH]

2) Providing Exposure to the Use of English

Indeed, English Teacher-1 explained that English co-teachers help them provide exposure to the utilization of English daily as follows:

... You can also help in class, for example hanging up proverbs maybe, new vocabulary, for example instead of 'very', what do we use? ... Write it on the board, the children can see that too, changing every day what the English language is like. ... We will also try to have an English day for the wall magazine, so use madding in the language English too, so the children are used to seeing something on the walls of their classroom in English, even the ones on the stickers also use English. ... Meaning we help all kinds of around them in English all around them. [AD]

### 3) Increasing Students' English Vocabulary Mastery

English Teacher-2 also shared that English co-teachers assist the students to increase English vocabulary mastery as follows:

... for example in the morning after the children recited the Koran, she gives quizzes or new vocabulary for the children, so they could also add them, whereas in the morning, we, the homeroom teacher, have their own duties, so we do not have time to control them. [SH]

English Teacher-1 had a similar statement:

So, I work together when the children are stuck with some vocabularies ... So, it is enough to give, to help me, because specifically for English, students at 1<sup>st</sup> grade generally have a limited vocabulary, only 1-2 people are quite a lot, many children are on average, so the vocabulary is limited when they want to write or have this dialogue if not with me, they are directly with the Miss. [AD]

### 4) Improving Students' English Speaking Skills

English Teacher-1 also added that English co-teachers aid them in improving students' English speaking skills as follows:

We try to use more English like that. We also communicate with the students, when you also try to practice English directly, do not use Indonesian. ... Even if without the English teacher, without anyone ... [AD]

### 5) Molding Students' Character

English Teacher-1 said that the English co-teachers role has impactful influences on the students' behavior that molds students' character by giving good role models in front of them as stated:

They even set a good example if they co-teach them, set a good example, automatically the children will see... [AD]

#### 6) Promoting Students' Learning Motivation and Achievement

English Teacher-1 conveyed that English co-teachers affect students' achievement by sharing information about English contests as stated:

So, automatically their roles have a very big influence to improve children's achievement when we need, "Miss, please do this, can anyone speak English in class?" They knew, "This can speak English, this can do this... Student A's reading comprehension is good." ... because they handle them from morning till noon every day together, a year, a few months they automatically know which child can do this until they know who we can recommend this to. Their role was very good in the competitions earlier. In fact, I said earlier, there is a co-teacher who knows which competence, this achievement, he knows each other's talents. So, it is easy for us to communicate when there is competition... [AD]

Based on the English teachers' point of view above, English co-teachers are useful for managing the classroom, providing exposure to daily English uses, increasing students' vocabulary mastery, improving students' English speaking skills, molding students' character, and promoting students' learning motivation and achievement.

#### **d. Students' Views of the Impacts of English Co-teachers in English Teaching-Learning Activity in Junior High School**

##### **1) Creating the Efficiency of English Teaching-Learning**

Students have experienced positive effects towards English co-teachers as Student-3 stated that English co-teachers make the efficiency of English teaching-learning as follows:

The assistance could be distributing questions or setting up study groups, and so on. Before the English lesson, for example, we did not understand the material, so after having a co-teacher, we could ask questions. Before the material was taught, we could also ask directly Miss, so when we have been taught, we already understand the lesson. [NAS]

##### **2) Assisting English Teachers in Classroom Management**

Student-2 said that English co-teachers involve in classroom management to conducive class as stated:

After that, it is like keeping the kids quiet at school, not making noise like that. [GNA]

##### **3) Increasing Students' English Vocabulary Mastery**

Student-1 delivered that English co-teachers assist students in increasing English vocabulary mastery as stated:

The co-teacher has prepared vocabulary items and dictionaries provided in the Reading Corner... [SJF]

Student-5 amplified as follows:

It is quite an improvement from vocabulary... Usually, it is like making a game like that so you can understand more quickly, usually like giving cards or something about English vocabulary. [AAD]

#### 4) Improving Students' English Listening Skills

Indeed, Student-5 expressed that English co-teachers help them enhancing students' English listening skills by using video as stated:

As for 9<sup>th</sup> grade, lately, the focus has been on In Focus and video. So, it is more towards listening... [AAD]

#### 5) Enhancing Students' English Speaking Skill

Student-5 shared the view towards English co-teachers' influence in improving students' English speaking skills as stated:

Usually speaking from the video, you will be told to read it all the time if you really cannot, then the teacher will help you. In the same way, the speaking accent increases because there are a lot of teachers. So It is like there are more ways to learn, more ways to understand how to speak English. [AAD]

#### 6) Aiding the Students Understanding the English Teachers' Instructions

Student-1 stated that English co-teachers help them understand English instructions delivered by the English teacher as follows:

For example, the teacher mixed English and Indonesian, some children do not understand English, for example, the English are, "Let's do this! Open this page of the book." The co-teacher will guide the child. [SJF]

#### 7) Providing Extra English Lesson

Student-5 delivered that English co-teachers provide extra English lessons and or exercises as follows:

Usually, before the exam, we are given special practice, such as a number of questions, then after that, we will discuss it together so that students understand better. [AAD]

Student-1 supported the statement of Student-5 as follows:

In terms of the field of study teachers explained, we do not know what to do with this, it is not good if we immediately cut off when the teacher is talking, for example, if you do not understand, ask Miss more, and Miss will explain. [SJF]

Student-3 similarly experienced the extra class either:

We practice questions like that. So, Miss often prints questions, later we can do them separately. If we are all given questions like that. For example, if we do not understand, we are given questions to practice again. [NAS]

Student-2 also conveyed:

Usually, the English teacher gives questions if the main teacher had not been in the class yet. Then, many ask Miss like asking Miss to do questions, for example, "What is the English language of these daily things, Miss?" After that, it is like everyone went to Miss's place, and asked Miss everything. [GNA]

#### 8) Escalating Students' Motivation and Achievement

Student-6 experienced that English co-teachers are crucial to escalate students' motivation and achievement in English Teaching-Learning as stated:

Miss also continues to give enthusiasm to S\*\*\*\* if, for example, the *KKM* (Minimum Completeness Criteria) is indeed low. Miss said that if you are enthusiastic about continuing to study, you will be able to pass the *KKM*. [SNA]

Student-3 received supportive help for preparing for the competition as well as stated:

... Miss will also give you clues about the competition. For example, yesterday I participate in the Spelling Bee competition at Al-Fityan, yes. Miss gave materials on words to practice for her Spelling Bee. After that, Miss often had contact with Mr. A\*\*\* (English extracurricular teacher), for example asking, “S\*\*\*\* has practiced this or not, Sir?” ... so that if for example, you have not, then you will be trained again. [NAS]

It can be summed up from the students’ point of view that English co-teachers possess positive impacts on English teaching-learning activity, such as building efficiency of English teaching-learning, assisting English teacher classroom management, increasing students’ vocabulary mastery, improving students’ English listening skill, aiding students in understanding English teachers’ instruction, enhancing students’ speaking skill, providing extra English class for students who needed, boosting students’ motivation to obtain English subject objective and achievement (preparing students for English contest), and molding students’ character.

Based on the statements from the participants above, they have varied sights about the impacts of English co-teachers in English teaching-learning activity that can be provided in the table below.

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Table 4.2 *Various Views of English Co-teachers' Impacts on Co-teaching in English Teaching Learning Activity in Junior High School*

Participant	View of English Co-teachers' Impacts
School stakeholders	Escalating students' motivation to reach achievement related to English subject and preparing students for entering their favorite Senior High School.
English co-teachers	Creating the efficiency of English class, increasing students' English vocabulary mastery and helping students to use the vocabulary in a proper context, elevating their English writing skills, serving extra English lesson for students needed, developing students' motivation to promote active learning in English teaching-learning and encouraging them reaching achievement, and shaping students' character.
English teachers	Managing the classroom, providing exposure to daily English uses, increasing students' vocabulary mastery, improving students' English speaking skills, and molding students' character.
Students	Building efficiency of English teaching-learning, assisting English teacher classroom management, increasing students' vocabulary mastery, improving students' English listening skills, aiding students in understanding English teachers' instruction, enhancing students' English speaking skills, providing extra English class for students who

needed, boosting students' motivation to obtain English subject objective and achievement (preparing students for English competition), and molding students' character.

*(Source: Interview Results from Research Participants at MTsN 1 Banda Aceh)*

To sum up, the impacts of English co-teachers in English teaching-learning are creating the efficiency of English teaching-learning activity by preparing the students and learning tools necessitated before the lesson started, helping the English teacher who is also the homeroom teacher in classroom management, providing exposure to the utility of daily basis English, increasing students English vocabulary mastery, elevating students English writing skills, enhancing students English listening skills, improving students' English speaking skills, serving supplemental English lesson as the extra class for the students found struggling, molding students' character, escalating students' motivation to reach achievement related to English subject, maintaining good communication between school and parents, and preparing students for entering favorite Senior High School in the town.

### **3. The Problems of English Co-teachers in English Teaching-Learning Activity in Junior High School**

The researchers collected data regarding the problems of English co-teachers in English teaching-learning activity in Junior High School by interviewing 3 (three) school stakeholders (a School Committee Chairman, a Co-teacher Coordinator, and a

Vice Principal of Curriculum and Academic Affairs), 3 (three) English co-teachers, 3 (three) English teachers, 6 (six) students [3 (three) students with high English ability, and 3 (three) students with low English ability]. The finding is divided into 4 (four) piles based on the multi-layered participants stated above that conveyed several issues of English co-teachers in English teaching-learning activity.

**a. School Stakeholder's Views of the Problems of English Co-teachers in English Teaching-Learning Activity in Junior High School**

1) Obscurity of Responsibility Allocation

The school stakeholders' statements indicate that the English co-teachers have unclear job descriptions between them and the English teacher in the classroom, they only have a briefing session without any written responsibilities to make it clearer. As School Stakeholder-2 stated:

There is no specific coaching or training, but we still always call or have briefings. We convey what the duties of the co-teacher are and their obligations so that they are more focused on carrying out their duties. So, we have given the tasks that must be carried out. How to deal with students? It remains. We call maybe not in the form of training, only for the delivery maybe 1 or 2 hours like that. [MD]

2) Lack of Training

School Stakeholder-2 also expressed that the completeness of students' reports made by English co-teachers as the reflection of their performance in co-teaching which cannot be decent evident to measure their work accomplishment as stated:

Once every 3 months, we ask for reports, class progress reports, student progress reports, after that student achievement reports. So, these, if for example, that is their performance, evaluate the performance there. [MD]

Thus, based on the school stakeholder's perspective, English co-teachers possess issues about the obscurity of responsibility allocation and lack of training.

### **b. English Co-teachers' Views of Their Problems in English Teaching-Learning Activity in Junior High School**

#### 1) Lack of Training

English Co-teacher-1 asserted that the school merely held a briefing session as the preparation for co-teaching as stated:

If it is like there is no training, but before I went to class, that first day I met the coordinator ... There you could say it was a half-hour briefing. She explained what is a co-teacher what are our duties, and so on. [SSS]

#### 2) Limitation of Time

There is no certain time or limited time determined by the school for an English co-teacher to give extra English lesson for low-ability students. As English Co-teacher-2 stated:

So far, the best is if we have the facilities right, in terms of English, maybe we have a language lab, It is just that we have not used it yet, it has not been maximized and the time has not been maximized, because as this (co-teacher) time is a bit too tight... [FNS]

Hence, English co-teachers have problems with the time provided for co-teaching and they are lack of co-teaching training either.

**c. English Teachers' Views of the Problems of English Co-teachers in English Teaching-Learning Activity in Junior High School**

1) Lack of Co-teaching Training

English co-teachers only obtained administrative training in making students' report, but other necessary training like psychology or education psychology topic have not been provided by the schools or related institution yet.

As English Teacher-2 stated:

There is no special training ... A few months ago, there was training for them. That was in technology mastery if I'm not mistaken. So, maybe how to make a scoring table or something because every month it gives us class reports they have to make which students are active, who leave, often leave class, and are lazy, and so on. There are notes from them. Maybe the technical formatting is possible there. [SH]

English Teacher-1 also suggested psychology training to face students' behavior in the classroom as follows:

The suggestion might be that in the future the co-teacher can be given training or workshops related to children's education or children's character education, so it is a bit easier to understand and respond to the character and attitude of the child later in class. Sometimes it is because each child can have different characteristics and behavior. So, in dealing with children, we can also gain additional knowledge other than what we learn in college. [SA]

2) Lack of Collaboration between English Co-teacher and English Teacher

English Teacher-2 stated that English co-teachers limitedly participate in preparing the English teaching learning and assessing students which make low

collaborative coordination between English teachers and English co-teachers, thus, the co-teaching collaboration somehow runs passively. As follows:

... We do not involve at all. Not for remedial either, it is just that maybe they are just controlling, we tell them please name this one to take part in remedial again like that, for assessment It is the same, not at all. It is just that at the end because we have attitude assessment, affective assessment, psychomotor, and so on..... It is just like that for attitude assessment, but for outcome assessment, cognitive, psychomotor assessment, and so on, we do it by ourselves. [SH]

The argument above was also amplified by English Teacher-1 as follows:

When I go to lesson plans with the media, if so far I have not, I usually make them myself in class. [AD]

### 3) Overcrowding Students in the Classroom

Indeed, Overcrowding classroom becomes a serious issue for English teachers, and even with the help of English co-teacher that overwhelmed them in managing the class with various students' personalities as well. As English Teacher-1 stated:

Understanding the soul of each student, even though there are 40 individuals individually, 40 people are known, but an English co-teachers should understand psychology and psychological education because he will be in touch with the child's mentality. [AD]

Thus, English teachers confirmed that English co-teachers are lack of training, have less collaborative teamwork between English teachers and English co-teachers, and overwhelmed in managing classes with a big number of students.

#### d. Students' Views of the Problems of English Co-teachers in English Teaching-Learning Activity in Junior High School

##### 1) Lack of Particular English Skill

After all, English co-teacher are lack of particular English skills as well, such as mispronouncing English words. As Student-3 stated:

Maybe sometimes the pronunciation of Miss is like that, sometimes it is wrong, sometimes we have to fix it like that. [NAS]

Therefore, the participants have a variety of arguments regarding the problems that appeared with English co-teachers in English teaching-learning activity which can be presented in the table below.

Table 4.3 *Various Views of English Co-teachers' Problems in Co-teaching in English Teaching Learning Activity in Junior High School*

Participant	View of English Co-teachers' Problems
School stakeholders	Obscurity of responsibility allocation and lack of training.
English co-teachers	Limitation of time for co-teaching and lack of co-teaching training.
English teachers	Lack of training, less collaborative teamwork between English teachers and English co-teachers, and overwhelming in managing classes with a big number of students.
Students	Lack of particular English skills.

(Source: Interview Results from Research Participants at MTsN 1 Banda Aceh)

In conclusion, English co-teachers own problems in implementing co-teaching in English teaching-learning activity. For example, lack of co-teaching training, the vagueness of shared responsibility, lack of cooperation between English co-teacher and English teacher in preparing the English teaching-learning material and assessing the students after the teaching-learning finished, overcrowding students in the classroom, time limitation, and lack of certain English skills.

## **B. Discussion**

In this part, the researcher provides a discussion based on the research finding that is discussed the roles, impacts, and issues of English co-teachers in English teaching-learning activity. The first research question is “What are the roles of English co-teachers in co-teaching in English teaching-learning activity in Junior High School?” The result indicates that the English co-teachers in the English teaching-learning activity play roles as, firstly, English co-teachers as a classroom organizer in which they manage the classroom including in charge of decorating the classroom design; arranging cleaning picket for the students; checking the attendance list of students, and getting the students ready before the English teachers enter the class as Diecker and Murawski (2008) says that you prepare to work as a team to ensure that you have prepared students to begin working in a more inclusive environment.

Secondly, English co-teachers act as instructor before, during, and after English teaching-learning. Co-teachers and teachers planned instruction through constant communication about student observation and performance analysis and this interaction occurred in class, between classes, after school, and at PLC meetings in which it was ever-changing and fluid, with no dominant approach (McClarnon, 2021). The English co-teachers in the English pre-teaching-learning activity distribute the material, check the completeness of school attributes, and arrange the students in groups if the teaching-learning will be in the group. During the English teaching-learning activity; the English co-teachers assist the students in understanding the English teachers' instruction in English so that the English co-teachers will explain it in the Indonesian Language; confused with vocabulary meaning in English or Indonesian language along with the use of the proper context; arranging the vocabulary into sentences and even dialog; and covering the English teachers in English teaching-learning activity if they have urgent matters, such as the English teachers must attend a training, meeting, or sick, etc. In the English post-teaching-learning activity, the English co-teachers also distribute the clues of the English examination and discussed it if the students do not understand certain points and collected the students' classwork that will be handed to the English teachers.

Besides, the English co-teachers act as monitor to observe the students' behavior, progress, and achievement. Furthermore, English co-teachers act as motivator to boost students' motivation, encourage them to be more confident speaking

in English and become active learners, and cheer them up if they have not obtained satisfactory learning results yet, therefore, they will reach the achievement and learning objectives in English subject. Since the teacher is directly engaged with the students in the classroom, the way the teacher transfers knowledge to the students has an impact on the achievement of learning objectives which resulting the teacher being obligated to have some specific abilities in completing their roles as an instructor, motivator, facilitator, and manager; thus, comprehensive knowledge and skill marks important to act these roles properly in the teaching-learning activity (Dahlia, 2019).

The English co-teachers also act as the evaluator to assess the affective aspect of the English teaching-learning regarding the students' behavior and engagement. Last but not least, the English co-teachers act as the mediator to communicate the students' tasks, problems, progress, and improvement to their parents and guardians and coordinate all of those things with the school stakeholders, including the counseling teacher, Co-teachers Coordinator, Vice Principal of Academic and Curriculum Affairs, and School Committee Chairman. Teachers in a co-taught class have a professional responsibility to listen to parents, ask questions, and work on solutions to tackle parent concerns or fears (Shumway, Gallo, Dickson, & Gibbs, 2011).

Thus, the roles of English co-teachers which find out in this study are quite similar to Amelia's (2015) that is English co-teachers act as motivator and evaluator. On the other hand, the researcher also discovered other roles of English co-teachers, namely they play roles as classroom organizer, instructor, monitor, and mediator

between school and students' parents and guardians in the English teaching-learning activity.

The second research question is “What are the impacts of English co-teachers in co-teaching in English teaching-learning activity in Junior High School?” A well-designed and supported co-teaching model(s) provide the following benefits to students: positive role models in academia and society (Shumway, Gallo, Dickson, & Gibbs, 2011). The first advantage is creating an efficient English teaching-learning that is responsible for preparing the students before the English teaching-learning activity begins to reduce wasted time by checking the students' learning tools, such as the dictionary, notebook, props, etc.; and explaining to the students if they have some difficulties in understanding the learning material.

Co-teaching is the process of sharing responsibility for lesson planning, delivery, and classroom management (Shumway, Gallo, Dickson, & Gibbs, 2011) and it is useful for English teaching-learning activity. English co-teachers help English teachers in classroom management as the big number of students in the classroom; providing students with exposure to the use of English on daily basis by creating a wall magazine and classroom decoration with new English vocabularies, phrases, etc.; getting used to speaking in English or mixed English with the Indonesian language that also helps them increasing their listening skills and getting the accents in speaking English; providing extra lesson for students with low English ability or satisfied learning result; increasing students' vocabulary by encouraging them to memorize the

things around them in English, giving quiz and game, and helping them if they are stuck in translating the things in English in which helps them enhancing their grammar knowledge and writing skills in arranging the words into sentences.

Co-teaching is reported to increase student engagement and establish a positive classroom community (Sheehan, 2022). Escalating students' motivation that influences their progress in attaining achievement and learning goals; maintaining communicative relationships with school stakeholders and parents/guardians regarding the students' development; finalizing students' preparation for stepping into favorite Senior High School in town to become one of their main goals that are beneficial influence to the existence of English co-teachers in English teaching-learning activity. Thus, the achievement and drawback of language learners may be influenced distinctly by diverse kinds of the compass, so teachers must constantly discover the internal and external matters owned by students, where each of them has a various assembly of habits, drives, needs, and impulses in which navigate the language learners to motivate their prompt- and long-range goals (Fithriyah, 2020).

The third research question is “What are the problems of English co-teachers in co-teaching in English teaching-learning activity in Junior High School?” The implementation of co-teaching carried out by English co-teachers and English teachers has several issues arose in its execution, such as lack of co-teaching training so that the English teacher and English co-teacher shared uncertain responsibility allocation and standardization, therefore, the English co-teachers and English teacher sometimes

become confused with the job description. Chitiyo and Brinda (2018) emphasized that a lack of training and workshops made teachers less prepared to conduct co-teaching. They do not even have a written agreement towards the obligation they must do, except they merely have a briefing session provided by the school stakeholders to explain their duties in the teaching-learning activity. The written obligation agreement is likewise valuable to track the lists that co-teachers must fulfill to measure their performance in co-teaching. According to Wilson (2005), each teacher's role should be clearly identified throughout the lesson, with evidence that the special educator is identified as a teacher with equal instructional responsibilities and evidence that both teachers are appropriately qualified and certified. Correspondingly, curriculum element changes affect several crucial aspects, such as durability from the community experiencing negative consequences from such changes and the unreadiness of all stakeholders to deal with new situations and conditions (Habiburrahim, 2021).

Moreover, parity implies equality of status or substance. Parity in a co-teaching relationship means that all classroom responsibilities, such as instructional planning and delivery, discipline, grading, and parent collaboration, are shared equally (Sileo, 2011). The unclear shared responsibility above sometimes brings English co-teachers confused or even clashes with English teachers, such as if the English co-teachers assist students too intensely in the English teaching-learning activity as they feel the English co-teachers might replace them. Co-teachers must be aware of how their students interact with each other in the classroom (Mehrenberg, 2019).

It creates a dynamic, but sometimes passive collaboration between English co-teachers and English teachers that demonstrated the unready school settings system. A well-designed and supported co-teaching model(s) provides the following benefits to schools: Establishment of a collaborative school culture and a support system for all educators (Shumway, Gallo, Dickson, & Gibbs, 2011). It is supported by the co-teaching models applied, where the finding shows that the co-teaching models run by English co-teachers and English teachers are the 'one teach, one observes' and 'one teach, one assist' models. Embury and Kroeger (2012) also point out that although those models' structures are commonly used in many co-taught classrooms, that overreliance on the structure frequently leads to students' perceptions of one teacher as "the real teacher" and the other as the "assistant" and that when teachers roles in the classroom are reduced to that of an assistant or aide in the classroom, the students show an awareness of that power differential and status. Shumway, Gallo, Dickson, and Gibbs (2011) state that it consequently affects the low planning required or those models of co-teaching above.

Co-teachers frequently cite the need for training in collaboration, co-teaching, and differentiation strategies (Mastropieri et al., 2005). Indeed, the English co-teachers work flow counts passive in the English pre-and post-teaching-learning, where they do not allow participating in creating lesson plans, designing assessment tools like examination questions, and evaluating the students in the affective aspect only. Lack of training also create the English co-teachers to be unwell-prepared in facing students

with various characters and behaviors and some English co-teachers sometimes are protested by the students as they mispronounced several words in English. Less collaborative relationship also displayed in the result of a study carried out by Friend and Cook (1993).

The capacity to utilize specialized applications as digital tools while studying English is defined as ICT (Mengo, Ndiung & Midun, 2022). The inadequate use of digital infrastructure, such as the use of language laboratory is another issue in students' English skills development that makes the students become less familiar with the real-world use of English by native speakers. Indeed, it is also led by the limitation of time as the school does not provide a definite time to experience the assistance of English co-teachers and English co-teachers found struggling to maximize their roles in giving students extra lesson to amplify and improve students' English skills. Providing enough time and resources to co-teaching enables to commit more fully to personalize learning by giving more targeted support to students at all levels and allow students to develop individual skills at their own pace while receiving targeted support (Sheehan, 2022).

Finally, overcrowding in co-taught classrooms makes some structures difficult to implement (Brown et al., 2013). The overload number of students in the classroom makes English teachers overwhelmed in handling the students in the English teaching-learning activity. Hence, recognizing students personally can help teachers reduce behavior problems in the English classroom, where teachers' ability to manage classroom constraints is critical (Khasinah, 2017).

## CHAPTER V

### CONCLUSION AND RECOMMENDATION

This chapter can be categorized into two sections, that is the conclusion which portrays the summary of this research finding and secondly, the recommendation demonstrates several advantages for school stakeholders (School Committee Chairman, Co-teacher Coordinator, Vice Principal of Curriculum and Academic Affairs), English co-teachers, English teachers, and students.

#### A. Conclusion

This research contributes to the proof of the English co-teachers and their impacts on co-teaching in English teaching-learning activity in Junior High School. The research finds out that English co-teachers play roles as classroom organizer, instructor, monitor, motivator, evaluator, and mediator in the English teaching-learning activity.

The roles of English co-teachers rely crucial, where benefits the students and English teacher in English teaching-learning activity. For instance, creating the efficiency of English teaching-learning activity by preparing the students and learning tools necessitated before the lesson started, helping the English teacher who is also the homeroom teacher in classroom management, providing exposure to the utility of

English daily basis, increasing students' English vocabulary mastery, elevating students' English writing skills, enhancing students' English listening skills, improving students' English speaking skills, serving supplemental English lesson as the extra class for the students found struggling, molding students' character, escalating students' motivation to reach achievement related to English subject, maintaining good communication among parents, and preparing students for entering Senior High School.

Besides having the benefits, English co-teachers and English teachers also have several problems in conducting co-teaching. Lack of training, the obscurity of responsibility allocation, lack of collaboration between English co-teacher and English teacher in preparing the English teaching-learning material and assessing the students after the teaching-learning finished, overcrowding students in the classroom, time limitation, and lack of certain English skills. In addition, the roles of English co-teachers is influenced by the implemented co-teaching model(s), that is 'one teach, one observe' and 'one teach, one assist' model are required low participation in English co-teacher in English teaching-learning activity and considered as the assistant of the English teacher. Thus, it creates a dynamic, yet somehow passive co-teaching collaboration between the English co-teacher and English teacher that affects the non-optimal roles of English teachers itself in the English class.

## B. Recommendation

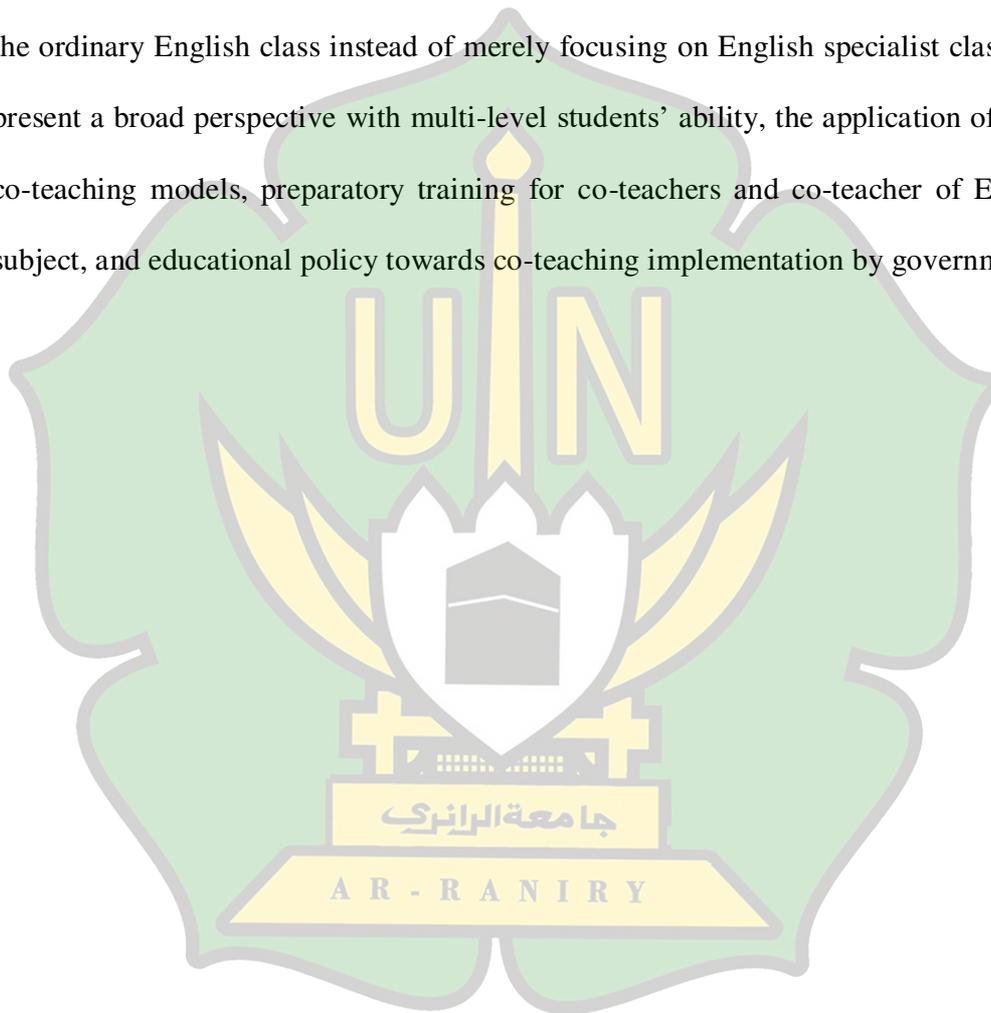
This study is concerned with the roles of English co-teacher in co-teaching in English teaching-learning activity along with their impact(s). It aims to give hands towards the improvement of co-teaching, especially in English subject for several parties, including school stakeholders (School Committee Chairman, Co-teacher Coordinator, Vice Principal of Curriculum and Academic Affairs), English co-teachers, and English teachers.

It is recommended for the school stakeholders (School Committee Chairman, Co-teacher Coordinator, Vice Principal of Curriculum and Academic Affairs) to provide a training session for English co-teachers and English teachers to get them ready to collaborate, divide more vivid responsibilities, set written agreement to track the English co-teachers performance, determine time for providing extra lesson given by English co-teachers for low English ability students, and clarify specific objectives for the English specialist class or another as well for more decent result of English subject.

Along with that, English co-teachers and English teachers should have a more communicative interaction to maximize the co-teaching implementation, discussing the do's and don't's in collaborating in co-teaching to avoid the collided task, giving more opportunity for English co-teacher in planning, instructing, and assessing the students

in the English pre- and post-learning-teaching and during teaching-learning class to deliver more optimal outcome for English as Foreign Language (EFL) students.

Considering all of those, the researcher suggests for future research to implicate the ordinary English class instead of merely focusing on English specialist classes to present a broad perspective with multi-level students' ability, the application of other co-teaching models, preparatory training for co-teachers and co-teacher of English subject, and educational policy towards co-teaching implementation by government.



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## APPENDICES

### Appendix A: Interview Questions (Guidelines)

#### a) Interview Questions (Guidelines) for School Stakeholders (Vice Principal of Academic Affairs and Curriculum, School Committee Chairman, and Co-teachers Coordinator)

1. What is your general view on the co-teachers?
2. What is the required specification for English teacher and co-teacher must have to conduct co-teaching?
3. Do the English teacher and co-teacher have such training sessions in conducting co-teaching?
4. What strategies did you use to choose co-teaching pairs?
5. How do you suggest that co-teachers share responsibilities?
6. How has the co-teaching benefited students and the main teacher in your school? Has the co-teaching model increased the achievement of the students? Can you provide details or data to explain why or why not?
7. What challenges have you faced with co-teaching?
8. What action plan/strategies do you have in place for the co-teaching teams to facilitate collaboration?

9. What types of professional development have been offered throughout the year to sustain the co-teaching model?
10. If you could make any changes to the model, what would they be?
11. Are co-teachers competent in carrying out their pedagogical tasks in planning, instructing, and assessing the students in English teaching and learning?
12. Are co-teachers competent in carrying out their professional and social duties in English teaching and learning?

**b) Interview Questions (Guidelines) for English Teacher**

1. What is your general view on the co-teaching method?
2. What is the required specification for English teacher must have to conduct co-teaching?
3. Does English teacher have such training sessions in conducting co-teaching?
4. How do you define and share your responsibility with the English co-teacher and her/his roles in English teaching-learning activity?
5. How would you describe your relationship with English co-teacher? Do you have similar educational philosophies? Do you trust her/his expertise? Do you have any instructional or personality differences that affect your relationship in the classroom?

6. Please describe how the English teacher and English co-teacher plan a lesson plan! Do you have a common planning time? How often is it and what is the length of time? What is the format of the time you spend together?
7. Please describe how the English teacher and English co-teacher do instructions in the classroom!
8. Please describe how the English teacher and English co-teacher evaluate the students after the English teaching-learning is conducted!
9. How do students respond to the partnership in co-teaching?
10. Do you think the implemented co-teaching fits into the curriculum?
11. What is the benefit of implementing co-teaching that English teacher experienced with English co-teacher? What action plan/strategies do you have in place for working with your teaching team to facilitate collaboration to increase student achievement? Do you believe that all of the students in your class have the ability to be successful through this model? Do you believe that they can attain the same level of success as general education students?
12. What is the barrier of implementing co-teaching that is experienced with English co-teacher? How do English teacher and English co-teacher handle when students are struggling? What do the English teacher and English co-teacher use to determine if a student is struggling?
13. How and how often do the English teacher and English co-teacher communicate with parents? What is the major purpose of communication with parents? Do parents understand the structure and model by which their child is educated?

14. How do you coordinate with schools' stakeholders (vice principal of academic affairs and curriculum, School Committee Chairman, Co-teachers Coordinator, administrator, etc.)? What would you need from them?
15. Do you have any suggestions toward the implementation of the co-teaching that you and your partner carried out in this Junior High School?

**c) Interview Questions (Guidelines) for English Co-teacher**

1. What is your general view on the co-teaching method? How do you experience and feel getting involved in this co-teaching? What makes you excited and bored?
2. What is the required specification for English co-teacher must have to conduct co-teaching? Does English co-teacher have such training sessions in conducting co-teaching?
3. How do you define and share your responsibility with the English teacher and your roles in English teaching-learning activity?
4. How would you describe your relationship with your English teacher? Do you have similar educational philosophies? Do you trust her/his expertise? Do you have any instructional or personality differences that affect your relationship in the classroom?

5. What is your strength and inadequacy to be participated in co-teaching with English teacher as a team? How does your collaboration show compared to the previous experience or other English co-teachers?
6. Please describe how the English co-teacher and English teacher plan a lesson plan! Do you have a common planning time? How often is it and what is the length of time? What is the format of the time you spend together?
7. Please describe how the English co-teacher and English teacher do instructions in the classroom!
8. Please describe how the English co-teacher and English teacher evaluate the students after the English teaching-learning is conducted!
9. How do students respond to the partnership in co-teaching?
10. Do you think the implemented co-teaching fits into the curriculum?
11. What is the benefit of implementing co-teaching that English co-teacher experienced with English teachers? What action plan/strategies do you have in place for working with your teaching team to facilitate collaboration to increase student achievement? Do you believe that all of the students in your class have the ability to be successful through this model? Do you believe that they can attain the same level of success as general education students?
12. What is the barrier of implementing co-teaching that is experienced with English teacher? How do the English co-teacher and English teacher handle when students are struggling? What do the English co-teacher and English teacher used to determine if a student is struggling?

13. How and how often do the English co-teacher and English teacher communicate with parents? What is the major purpose of communication with parents? Do parents understand the structure and model by which their child is educated?
14. How do you coordinate with schools' stakeholders (vice principal of academic affairs and curriculum, School Committee Chairman, Co-teachers Coordinator, administrator, etc.)? What would you need from them?
15. Do you have any suggestions toward the implementation of the co-teaching that you and your partner carried out in this Junior High School?

**d) Interview Questions (Guidelines) for Student**

1. Is there any certain method or media used by the English co-teacher in the English teaching-learning activity?
2. What are the roles of the English co-teacher before, during, and after the English teaching-learning activity?
3. How do you experience and feel engaging in co-teaching? What makes you excited and bored?
4. Does your English co-teacher help you enhancing your English knowledge or skills and reaching your goal(s)/achievement(s)?
5. What is the disadvantage of English co-teacher in the English teaching-learning activity? Do you think the facility of English co-teachers provided by schools have fulfilled the needs of students?

6. Is there any special interaction or instruction for struggling students in the English teaching-learning activity?
7. Do you have any suggestions toward the implementation of co-teaching in the English teaching-learning activity?



## Appendix B: Decree Letter about Thesis Supervisors

**SURAT KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY**  
Nomor : B-11807/UN.08/FTK/KP.07.6/09/2022

**TENTANG**  
**PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH DAN KEGURUAN**  
**UIN AR-RANIRY**

**DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY**

Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;  
b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;  
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;  
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;  
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;  
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;  
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;  
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;  
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;  
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;  
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;  
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 06 Juli 2022

**MEMUTUSKAN**

Menetapkan  
PERTAMA : Menunjuk Saudara:  
1. Syarifah Dahlia, Ph.D. Sebagai Pembimbing Pertama  
2. Fithriyah, S.Ag., M.Pd. Sebagai Pembimbing Kedua  
Untuk membimbing Skripsi :  
Nama : Dilla Paradilla  
NIM : 180203138  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : Analyzing the Roles of Co-Teachers in English Teaching-Learning Activity in Junior High School

KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor: SP DIPA. 025.04.2.423925/2022, tanggal 17 November 2021.

KETIGA : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2022/2023

KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh  
Pada Tanggal: 06 September 2022  
Dekan  
  
Safrul Muluk

**Tembusan**

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;
5. Arsip.

## Appendix C: Research Permit Letter



**KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI AR-RANIRY  
FAKULTAS TARBIIYAH DAN KEGURUAN**

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh  
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-14747/Un.08/FTK-I/TL.00/11/2022  
Lamp : -  
Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,

1. Kepala Sekolah MTsN 1 Banda Aceh
2. Kepala Kantor Kementerian Agama Banda Aceh .

Assalamu'alaikum Wr.Wb.

Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **DILLA PARADILLA / 180203138**  
Semester/Jurusan : **IX / Pendidikan Bahasa Inggris**  
Alamat sekarang : **Lr. Tunggai Coklat No.8, Lamgugob, Banda Aceh**

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak pimpin dalam rangka penulisan Skripsi dengan judul ***ANALYZING THE ROLES OF CO-TEACHERS IN ENGLISH TEACHING-LEARNING ACTIVITY IN JUNIOR HIGH SCHOOL***

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

جامعة الرانيري

Banda Aceh, 14 November 2022

an. Dekan

Wakil Dekan Bidang Akademik dan Kelembagaan,

A R - R A N I R Y



Berlaku sampai : 31 Desember  
2022

Habiburrahim, M.Com., M.S., Ph.D.



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
KANTOR KEMENTERIAN AGAMA KOTA BANDA ACEH  
Jalan Mohd. Jam No. 29 Telp. 6300597 Fax. 22907 Banda Aceh Kode Pos 23242  
Website : kemenagbna.web.id

Nomor : B-596 /Kk.01.07/4/TL.00/11/2022  
Sifat : Biasa  
Lampiran : Nihil  
Hal : **Rekomendasi Melakukan Penelitian**

16 November 2022

Yth. Kepala MTsN 1 Banda Aceh

*Assalamu'alaikum warahmatullahi wabarakatuh*

Sehubungan dengan surat Dekan Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Banda Aceh Nomor : B-14747/Un.08/FTK-1/TL.00/11/2022 tanggal 14 November 2022, perihal sebagaimana tersebut dipokok surat, maka dengan ini kami mohon bantuan saudara untuk dapat memberikan data maupun informasi lainnya yang dibutuhkan dalam rangka memenuhi persyaratan bahan penulisan Skripsi, kepada saudara/i :

Nama : **Dilla Paradilla**  
NIM : 180203138  
Prodi/Jurusan : Pendidikan Bahasa Inggris  
Semester : IX

Dengan ketentuan sebagai berikut :

1. Harus berkonsultasi langsung dengan Kepala Madrasah, sepanjang tidak mengganggu proses belajar mengajar.
2. Tidak memberatkan Madrasah.
3. Tidak menimbulkan keresahan-keresahan lainnya di Madrasah.
4. Mematuhi dan mengikuti protokol kesehatan.
5. Foto copy hasil penelitian sebanyak 1 (satu) eksemplar diserahkan ke Kantor Kementerian Agama Kota Banda Aceh.

Demikian rekomendasi ini kami keluarkan, atas perhatian dan kerja sama yang baik kami ucapkan terima kasih.

*Wassalamu'alaikum warahmatullahi wabarakatuh*

AR - RANIRY

Kepala,

*Abbrar Zym*  
Abbrar Zym

Tembusan :

1. Kepala Kantor Wilayah Kementerian Agama Provinsi Aceh.
2. Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.
3. Yang bersangkutan.



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
KANTOR KEMENTERIAN AGAMA KOTA BANDA ACEH  
**MADRASAH TSANAWIYAH NEGERI 1 BANDA ACEH**

Jalan Pocut Baren No.114 Banda Aceh  
Telepon (0651) 23965 Fax (0651) 23965 Kode Pos 23123  
Website : mtsnmodelbandaaceh.sch.id

SURAT KETERANGAN PENELITIAN

Nomor :B- 899 /Mts.01.07.1/TL.00.7/ 12 /2022

Yang bertanda tangan di bawah ini,

Nama : Junaidi IB,S.Ag.,M.SI  
NIP : 19720911 199803 1 006  
Jabatan : Kepala MTsN 1 Banda Aceh

Dengan ini menerangkan bahwa

Nama : Dilla Paradilla  
NIM : 180203138  
Jurusan : Pendidikan Bahasa Inggris  
Alamat : Lamgugob, Syiah Kuala, Banda Aceh

Benar yang namanya tersebut diatas adalah telah mengadakan penelitian pada Madrasah Tsanawiyah Negeri 1 Banda Aceh Mulai tanggal 21 S/d 28 November 2022, dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan Studi pada Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry dengan judul "ANALYZING THE ROLES OF CO-TEACHERS IN ENGLISH TEACHING-LEARNING ACTIVITY IN JUNIOR HIGH SCHOOL".

A R - R A N I R Y

Demikian surat keterangan ini dikeluarkan, agar dapat digunakan seperlunya.



**Appendix D: Research Documentation**







## AUTOBIOGRAPHY

1. Name : Dilla Paradilla
2. Place/Date of Birth : Banda Aceh, January 18<sup>th</sup>, 2000
3. Address : Lamgugob, Syiah Kuala, Banda Aceh
4. Sex : Female
5. Religion : Islam
6. Nationality : Indonesian
7. Marital Status : Single
8. Occupation : Student
9. Educational Background
  - a. SDIT Nurul Ishlah : Graduated in 2012
  - b. MTsN 1 Banda Aceh : Graduated in 2015
  - c. MAN 1 Banda Aceh : Graduated in 2018
10. Parents Name
  - a. Father : Abdullah Ibrahim
  - b. Mother : Maimunah Ibrahim
11. Parents Address : Lamgugob, Syiah Kuala, Banda Aceh