

THE IMPLEMENTATION OF PARALLEL-TEAM TEACHING IN TEACHING SPEAKING AT ENGLISH EDUCATION PROGRAM OF MAKASSAR STATE UNIVERSITY

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Abstract

The objectives of this research were: (1) to find out whether or not the use of parallel-team teaching improves the students' speaking skill and (2) to find out whether or not the students are interest in joining the speaking class through parallel-team teaching. This research employed quasi experimental design. The sample consisted of 40 students of second semester students of English Education Program of Makassar State University, in academic year 2016/2017 . The research data were collected by using two kinds of instruments: speaking test for the students' speaking skill and questionnaire for students' interest. Data on the students' speaking skill were analyzed using descriptive and inferential statistics, and data on the students' interest were analyzed using Likert scale. The results of the research were: (1) the use of parallel-team teaching in teaching speaking improved the students speaking skill, (2) the use of parallel-team teaching increased the students' interest in joining the speaking class. It can be concluded that the use of Parallel-Team Teaching is effective to be implemented in improving the students' speaking skill in terms of accuracy, fluency, comprehensibility and content and the students have very high interest toward Parallel-Team Teaching in teaching speaking.

Keywords : *Parallel-Team Teaching, speaking*

Introduction

Teaching speaking is one of main focuses in English teaching. Sasmedi stated that the principles of teaching English is all of the process of teaching should be communicative because the graduate of University are directed to have life skill for communication to get a job opportunity.¹ Teaching speaking is most difficult among the four basic language skills. Spoken language needs the mastery of vocabulary, pronunciation, structure, discourse and social context of culture and situation. Besides, the teachers need to give the students' activities to practice the new speech habit. This means that speaking practice need much time to fulfill

¹ Sasmedi, Darwis, *Improving the Students' Ability to Speak English Using Their Own Pictures Through Pair Work*, (Makassar: PPs UNM, 2004), h. 30.

the requirements of the mastery of spoken English, either from school or from the environment.²

In teaching speaking, it is necessary to have clear understanding of the activities involved in speech such as: expresses emotion, communicates intentions, reacts to other persons and situation, and influences other human being. In teaching speaking teacher should define the exact purposes of the speaking lesson such as the teacher must explain clearly the objective of the material will be taught in every meeting to the students because it can motivates the students to learn in the classroom.

Many teachers make efforts to make their class interesting by using various methods, techniques, instrument and materials in order to stimulate the students to learn English. In oral English class for example, the students are served with conductive learning activity so they can speak English as well as possible. The first thing a teacher should do is create the best condition for learning. The teacher is responsible to create a situation that provides opportunities and stimulate the students to communicative English orally. So that, it can develop the students' self-confidence to be brave in speaking that can improve their speaking skill. Researchers recognize that as an English teacher, we have to be more creative to choose the best way for communicative activities in the classroom that will encourage and motivate students to improve their speaking skills. In this case, creative teacher should be able to determine the communicative activities or tasks based on the topic given.

Based on the experience and primary observation in Makassar State University, researcher gets problems such as: (1) many students cannot communicate each other in English either in the classroom or out side the classroom. They have low achievement in speaking. They are frequently vacuum and passive in English communication; (2) many students are not interested in joining the speaking class. They are due to: the big class namely consists of 40-45 students, the students lack of opportunity to practice, and some lecturers are hardly to choose and create fluctuative teaching techniques and teaching activities. Moreover, Rasyid in Rusdy states that the factors that cause the English teaching failure are: (a) the big number of students in each class, more than 20, (b) the minimum of meeting frequency, (c) the unavailability of learning source centre, the library which prepares authentic materials for the students, (d) the unavailability of multimedia, (e) the low motivation of students, and (f) the unprofessional English teacher. In solving the problems, it is necessary to choose

² Nunan, David, *Designing test for communication class room*, (New York: Cambridge university press, 1993), h. 64.

appropriate teaching technique that can cover all the problems and team teaching can be available for that.³

Team teaching is when two or more teachers collaborate to teach a group of students together. It is also called co-teaching.⁴ In formal team teaching two or more persons work with the same group students and share the responsibilities. Furthermore, in the classroom teacher may also work with the assistance of a student teacher, a teacher aide, or an in term. When two or similar classes are scheduled, the teacher can be combined classes as a team. It is particularly affective if one of the classrooms is large enough to hold the combined group. For example if two teachers are involved, one might meet with two thirds of the students to present a new grammar point while the other direct remedial work to lead conversation practice.⁵ Team teaching has some advantages such as: (1) teaching can be easy to be done because two or more instructors can work together over the planning, teaching, and evaluation of the course; (2) team teaching brings various experiences to the class and allow students to optimize their learning process that go beyond the direct instruction; and (3) team teaching approaches create an authentic learners and instructors. Ingrid explains that team teaching simply as teamwork between two or more qualified instructors who together make representation to an audience. There appear to be two broad categories of team teaching: (a) two or more instructors are teaching the same students at the same time within the same classroom; (b) The instructors work together but do not necessarily to teach the same groups of students or necessarily to teach at the same time.⁶

Being aware of the problems of students in speaking and advantages of team teaching, the researcher is inspired to overcome the problems by applying the parallel-team teaching in improving students' speaking skill. Why parallel-team teaching should be chosen by researcher because besides this is the new technique to be applied but also lecturers of Makassar State University have knowledge, experience and personality those will support to create effective partnership in team teaching. Based on the consideration above, the researcher conducted a research under the title "The Implementation of parallel-team teaching in teaching speaking at Makassar State University".

³ Rusdi, *A comparative study of individual student-team interview and team-individual interview modes in teaching speaking at smk negeri 1 baubau*, (Makassar: PPs UNM, 2010), h. 4.

⁴ Aubrey, Julie, *Team Teaching*. (Online) ([Http: /www.Mso.edu](http://www.Mso.edu) : 2004). Access on 9th September 2010.

⁵ David, et. Al, *Classroom Techniques: Foreign Language and English as Second Language*, (United States of America: Harcourt Brace Jovanovich Inc. 1977), h. 37.

⁶ Ingrid, *Team Teaching Education for future*. (Online) [http://www.usao.Edu/fachsafari/ teamteaching.Htm](http://www.usao.Edu/fachsafari/teamteaching.Htm), 2006). Access on 9th September 2015, h. 3.

Research Design

In this research applied *quasi-experimental design*, the non equivalent control group design.⁷ It used two groups, one received treatment (group investigation technique) and the other group received non group investigation technique; or it was called the conventional one. Both groups were given pretest and posttest.

The population of this research was all of the second semester students of Makassar State University in the academic year 2016/2017 . There are 120 students with 3 classes namely A, B, and C. In this case, *cluster random sampling technique* was used. The researcher used this technique because all the members of the selected group had similar characteristic and the same relatively baseline knowledge in speaking. The total number of samples was 80 students from class A and B. And then, class A with 40 students used as the experimental on the other hand class B with 40 students to be control group.

In collecting the data, the researcher used two kinds of instruments namely test and questionnaire. The test consisted of pretest and posttest. The pretest was administered before applying the parallel-team teaching. On the other hand, the posttest was administered after the application of the parallel-team teaching. The test based on curriculum of Makassar State University. The questionnaire in this research had been given to find out the students' interest toward the application of parallel-team teaching. The questionnaire used likert scale. The questionnaire was distributed to the respondents after the last treatment.

Data on students' speaking was collected in line with the instruments (test and questionnaire) and was analyzed to use the following procedures:

1. *Speaking Test*

The students' speaking was transcribed. The transcription was subject to analyze using the following criteria.⁸

a. *Accuracy*

Students' scores on accuracy were classified based on the criteria in the following tables:

The score criteria of speaking accuracy

Classification	Score	Criteria
Excellent	6	Pronunciation is only slightly influenced by the mother tongue. Two or three minor grammatical and lexical errors
Very Good	5	Pronunciation is only slightly influenced by the mother tongue. A few minor grammatical and lexical errors but most utterances are correct.

⁷ Gay, L. R, et al, *Educational Research*, (London : Longman, 2006), h. 254

⁸ Heaton, J.B., *Writing English Language Test*, (New York: England: Longman, 2010), h. 54.

The continuation of Table 1. The score criteria of speaking accuracy

Classification	Score	Criteria
Good	4	Pronunciation is still moderately influenced by mother tongue but not serious phonological errors. A few grammatical and lexical errors but not only one or two major errors causing confusion.
Average	3	Pronunciation is influenced by mother tongue only a few phonologies errors. Several grammatical and lexical errors some of which cause confusion.
Poor	2	Pronunciation is seriously influenced by mother tongue with errors causing a breakdown in a communication. Many grammatical and lexical errors
Very Poor	1	Serious pronunciation errors as many basic grammatical and lexical errors. No evidence of having mastered any of the language skills and areas practiced in the course. ⁹

The score criteria of speaking fluency :

Classification	Score	Criteria
Excellent	6	Speaks without too great an effort with fairly wide range of expression. Searches for words occasionally by only one or two unnatural pauses
Very Good	5	Has to make an effort at time to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses
Good	4	Although he has to make an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery. Occasionally fragmentary but succeed in conveying the general meaning. Fair range of expression
	3	Has to make an effort for much of the time. Often has to search for the desired meaning. Rather halting delivery and fragmentary. Range of expression often limited
Poor	2	Long pauses while he searches for the desired meaning. Frequently fragmentary and halting delivery. Almost give up making the effort at times limited range of expression.
Very Poor	1	Full of long unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort, very limited

⁹ Heaton, J.B., *Writing English Language Test*, (New York: England: Longman, 1991), h.100 .

range of expression.¹⁰

b. Comprehensibility

Table 3. The score criteria of speaking comprehensibility

Classification	Score	Criteria
Excellent	6	Easy for the listener to understand the speaker's intention and general meaning. Very few interruptions or clarification required
Very Good	5	The speaker's intention and general meaning are fairly clear. A few interruptions by the listener for the sake of clarification are necessary
Good	4	Most of what the speaker says is easy to follow. His intention is always clear but several interruptions are necessary to help him to convey the message or to seek clarification.
Average	3	The listener can understand a lot of what is said, but he must constantly seek clarification. He can not understand many of the speaker's more complex or longer sentences.
Poor	2	Only small bits (usually short sentence and phrases) can be understood and then with considerable effort by someone who is listening to the speaker
Very Poor	1	Hardly anything of what is said can be understood. Even when the listener makes great effort or interrupts, the speaker is unable to clarify anything he seems to have said. ¹¹

The score criteria of speaking content :

Classification	Score	Criteria
Excellent	6	Knowledge that is spoken must be suitable and substantive related to the object to be explained. In order the listener cannot misunderstand the message.
Very Good	5	Knowledge that is spoken must be suitable, but some ideas are not substantive to the object to be explained.
Good	4	Some knowledge in speaking is related to the subject, and has adequate range.
Average	3	Some knowledge in speaking is related to the subject but little substance.
Poor	2	The speech has limited knowledge of subject, little substantive so that quite difficult to get the exact information.

¹⁰ Heaton, J.B., *Writing English Language Test*, h. 101

¹¹ Heaton, J.B., *Writing English Language Test*, h.102

Very Poor	1	The speech does not show knowledge of subject and no substantive and it is as widely inappropriate content to be understood by the listeners. ¹²
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Then the obtained scores were analyzed by using the following steps:

- 1) Converting the scores was used the following formula:

$$\text{A students' score} = \frac{\text{The gain score}}{\text{The max.score}} \times 100\%$$

- 2) Classifying the score of the students into six levels as follows:

Table 5. The scoring classification of the students speaking skills

No	Score	Classification
1	86 – 100	6 Excellent
2	71 – 85	5 Very Good
3	56 – 70	4 Good
4	41 – 55	3 Average
5	26 – 40	2 Poor
6	≤ - 25	1 Very Poor ¹³

- 3) Calculating the test result of speaking

In calculating the mean score of the students speaking skills (accuracy, fluency, comprehensibility, and content) the researcher used SPSS program version 17.0

- 4) Calculating the t-test value and the students' interest

In calculating the t-test value (at the significant level 0,05) and consulting t-table value to see the difference between the two pretests and posttests, the researcher also used SPSS program version 17.0

2. Questionnaire

The data from questionnaire was analyzed in Likert Scale and analyzed in percentage to see the students' interest toward Parallel-team teaching in teaching speaking. In this case, the students' interest was categorized into positive and the negative statements scores as shown in the following table:

¹² Heaton, J.B., *Writing English Language Test*, h. 103

¹³ Adapted from Panduan Ujian Praktek Bahasa Inggris Balitbang Depdiknas, 2005, h. 3

Table 6. Likert Scale¹⁴

Positive statement score	Category	Negative statement score
5	Strongly agree	1
4	Agree	2
3	Undecided	3
2	Disagree	4
1	Strongly disagree	5

The rating scores range from 20 to 100 (interval 40). Since the questionnaire employs five categories, the interval which was used to determine the category of the students was $40 : 5 = 16$. The choices of the statements were the data of the students' interest and ranged into five categories as in the following table:

The rating score of the students' interest.¹⁵

Range	Category
84-100	Very high
68-83	High
52-67	Moderate
36-51	Low
20-35	Very low

Then the data was analyzed with the following formula:

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

Where: P = Percentage from questionnaire

fq = Number of frequency

N = Total sample

RESULT

The students' pretest and posttest

Before the treatment, both Experimental Group and Control Group were given pretest to know the students achievement on speaking. Furthermore, the purpose of the test was to find out whether both experimental and control group were at the same level or not and post test to find out students' improvement. The standard deviation was mean to know how close the scores to the mean score.

¹⁴ Arikunto, Suharsimi, *Prosedur Penelitian. Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2006),h. 229

¹⁵ Arikunto, Suharsimi, *Prosedur Penelitian. Suatu Pendekatan Praktik*, h. 239

In the tables below, the researcher presented the mean score and standard deviation of the students' pretest and posttest for Experimental Group and Control Group.

The mean score and standard deviation of the students' pretest and posttest

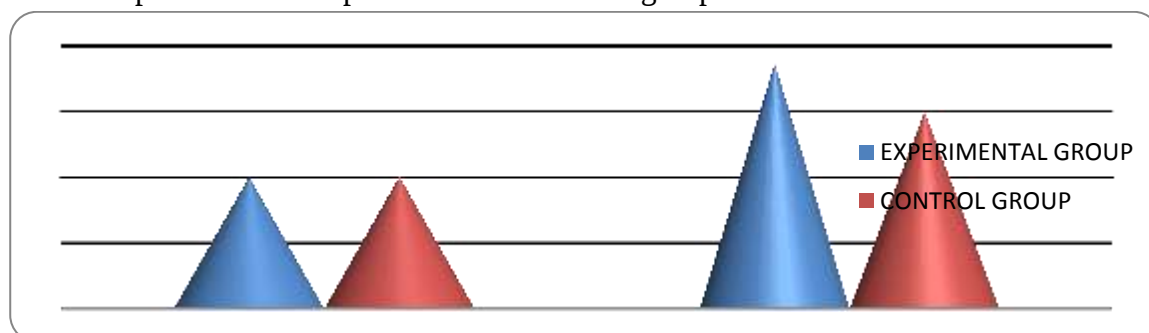
	Group	Mean	Standard deviation
Pretest	Experimental Group	40.16	18.08
	Control Group	40.28	17.21
posttest	Experimental Group	74.72	11.46
	Control Group	59.99	14.32

The main score and standard deviation were shown difference in pretest and posttest to the both of the groups. The data based on the computation using SPSS 17.0.

From the data showed in table 16, the main score of Experimental Group and Control Group was mostly in the same score before giving the treatment. After giving the treatment, the posttest score to both of the groups; Experimental and Control Group showed the different score of mean score. This means that there is an improvement after giving the treatment. The table also showed that the main score of the students' pretest of experimental group was 40.16 and standard deviation was 18.08; and control group was 40.28 and standard deviation was 17.21. The main score of both groups were different after the treatment executed. The main score after the treatment was 74.72 for experimental group with standard deviation was 11.46 and 59.99 for control group with standard deviation was 14.32; it means that the main score of experimental group is higher than control group ($74.72 > 59.99$).¹⁶

The data of students' improvement in experimental and control groups can be clearly described in the following figure.

Students' improvement in experimental and control groups



¹⁶ Arikunto, Suharsimi, *Prosedur Penelitian. Suatu Pendekatan Praktik*, h. 240

- ✚ The mean score and the standard deviation of the students' pretest and posttest in term of accuracy

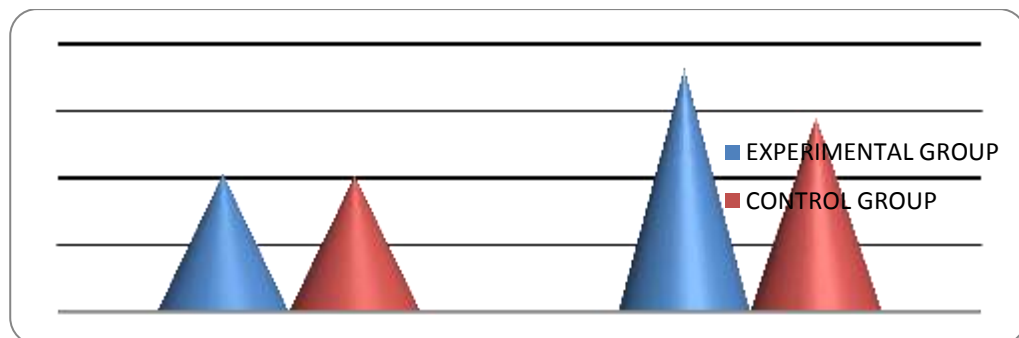
The mean score and standard deviation of the students' pretest and posttest

	Group	Mean	Standard deviation
Pretest	Experimental Group	41.15	18.53
	Control Group	40.62	17.53
posttest	Experimental Group	72.70	11.90
	Control Group	58.18	14.49

Table indicates that there was an improvement on of the students' posttest in term of fluency of the experimental and control group. It can be seen on the main score of the pretest 41.15 to posttest 72.70 for experimental group and also for the pretest 40.62 to posttest 58.18 for the control group. In fact, the main score of posttest in term of accuracy in experimental group is higher than control group.¹⁷

The data of students' improvements in experimental and control groups in term of accuracy can be clearly described in the following figure.

Figure 5. Students' improvement in experimental and control groups in term of accuracy



- ✚ The mean score and the standard deviation of the students' pretest and posttest in term of fluency

The mean score and standard deviation of the students' pretest and posttest¹⁸

Group	Mean	Standard deviation
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¹⁷ Arikunto, Suharsimi, *Prosedur Penelitian. Suatu Pendekatan Praktik*, h. 241

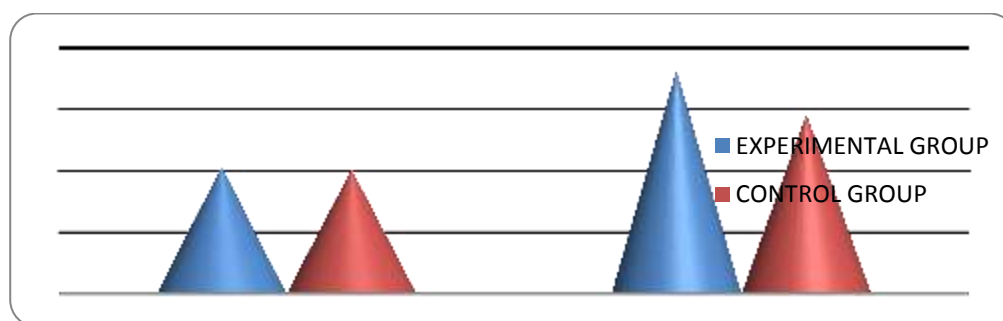
¹⁸ Arikunto, Suharsimi, *Prosedur Penelitian. Suatu Pendekatan Praktik*, h. 242

Pretest	Experimental Group	41.40	18.51
	Control Group	40.58	17.51
posttest	Experimental Group	72.90	11.83
	Control Group	58.53	14.49

Table indicated that there is an improvement on of the students' posttest in term of fluency of the experimental and control group. It can be seen on the main score of the pretest 41.40 to posttest 72.90 for experimental group and also for the pretest 40.58 to posttest 58.53 for the control group. In fact, the main score of posttest in term of fluency in experimental group is higher than control group.

The data of students' improvement in experimental and control groups in term of fluency can be clearly described in the following figure.¹⁹

Students' improvement in experimental and control groups in term of fluency



The mean score and the standard deviation of the students' pretest and posttest in term of comprehensibility

The mean score and standard deviation of the students' pretest and posttest²⁰

	Group	Mean	Standard deviation
Pretest	Experimental Group	39.65	18.28
	Control Group	40.18	17.49
posttest	Experimental Group	76.75	11.42
	Control Group	61.40	14.43

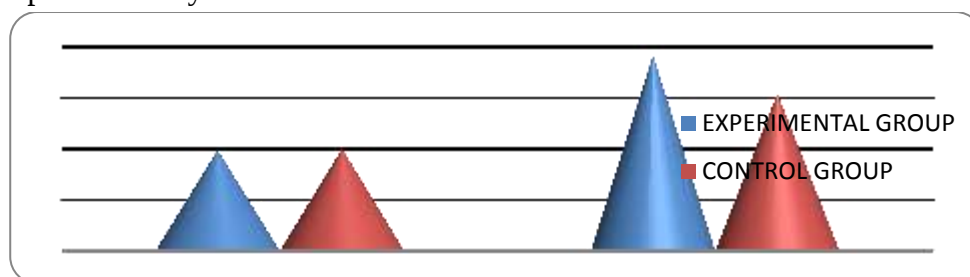
Table indicates that there is an improvement on of the students' posttest in term of comprehensibility of the Experimental and Control Group. It can be seen

¹⁹ Arikunto, Suharsimi, *Prosedur Penelitian. Suatu Pendekatan Praktik*, h. 243

²⁰ Arikunto, Suharsimi, *Prosedur Penelitian. Suatu Pendekatan Praktik*, h. 245

on the main score of the pretest 39.65 to posttest 76.75 for experimental group and also for the pretest 40.18 to posttest 61.40 for the control group. In fact, the main score of posttest in term of comprehensibility in experimental group is higher than control group.²¹

The data of students' improvement in experimental and control groups in term of comprehensibility can be clearly described in the following figure. Students' improvement in experimental and control groups in term of comprehensibility



✚ The mean score and the standard deviation of the students' pretest and posttest in term of content

The mean score and standard deviation of the students' pretest and posttest

	Group	Mean	Standard deviation
Pretest	Experimental Group	37.93	16.94
	Control Group	39.25	17.19
posttest	Experimental Group	76.52	11.48
	Control Group	61.47	14.64

Table indicates that there is an improvement on of the students' posttest in term of content of the Experimental and Control Group. It can be seen on the main score of the pretest 37.93 to posttest 76.52 for experimental group and also for the pretes t 39.25 to posttest 61.47 for the control group. In fact, the main score of posttest in term of content in experimental group is higher than control group.²²

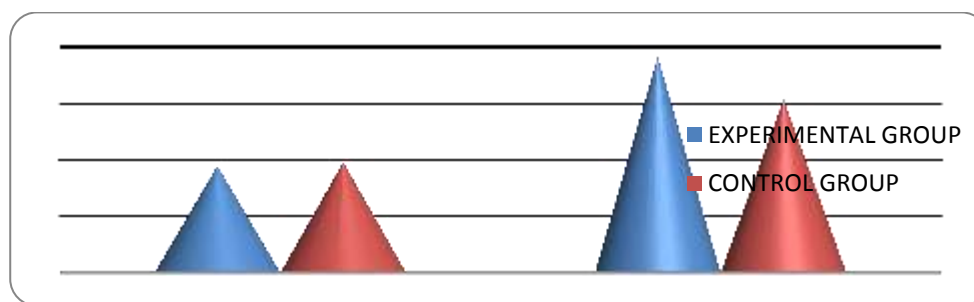
The data of students' improvement in experimental and control groups in term of content can be clearly described in the following figure.²³

Students' improvement in experimental and control groups in term of content

²¹ Arikunto, Suharsimi, *Prosedur Penelitian. Suatu Pendekatan Praktik*, h. 246

²² Arikunto, Suharsimi, *Prosedur Penelitian. Suatu Pendekatan Praktik*, h. 247

²³ Arikunto, Suharsimi, *Prosedur Penelitian. Suatu Pendekatan Praktik*, h. 249



Test of significance (t-test)

The hypotheses were tested by using inferential analysis. In this case, the researcher used t-test (testing of significance) for independent sample test, that is, a test to know the significance difference between the result of students' mean scores in pretest and posttest in Experimental and Control Group.

Assuming that the level of significance (α) = 0.05, the only thing which is needed; the degree of freedom (df) = 40, where $N1 + N2 - 2 = 78$; than the result of the t-test is presented in the following table.²⁴

The probability value of t-test of the students' achievement on Control and Experimental Group

Variables	P-Value	(α)	Remarks
Pretest of experimental and control group	0.98	0.05	Not Significance Different
Posttest of experimental and control group	0.00	0.05	Significantly Different

Based on the result of data analysis as summarized in table 21 on pretest of Experimental and Control Group, the researcher found that the Probability value (0.98) is higher than the level of significance at t-table (0.05) and the degree of freedom 78²⁵. It means that H_0 was accepted and H_1 was rejected. In the other words, there was no significant difference between the students speaking ability both groups, experimental and control group before the treatment. It is supported by Gay (2006:124) states that when variables have equal interval, it is assumed that the difference between close score is essentially the same.²⁶

While the data on posttest of control and experimental group showed that the probability value was smaller than α ($0.00 < 0.05$). It indicated that the alternative hypothesis (H_1) was accepted and the null hypothesis (H_0) was rejected. It means that the application of Parallel-Team teaching increase the students' speaking ability.

²⁴ Arikunto, Suharsimi, *Prosedur Penelitian. Suatu Pendekatan Praktik*, h. 250

²⁵ Arikunto, Suharsimi, *Prosedur Penelitian. Suatu Pendekatan Praktik*, h. 253

²⁶ Arikunto, Suharsimi, *Prosedur Penelitian. Suatu Pendekatan Praktik*, h.124

This means that the data of posttest as the final result gave significant improvement. It was concluded that the use of parallel-team teaching was able to give greater contribution in teaching speaking.

1. The students' interest

The percentage of the students' interest toward Parallel-Team Teaching²⁷

Interval score		Category	Parallel-Team Teaching	
			F	%
84-100	5	Very high	30	75
68-83	4	High	10	25
52-67	3	Moderate	0	0
36-51	2	Low	0	0
20-35	1	Very low	0	0
		Total	40	100

The data of the students' interval score based on the questionnaire in the table 22 indicates that Parallel-Team Teaching shows that 30 students (75 percent) felt strongly positive, 10 students (25 percent) of the students felt positive, and none of the students felt neutral, negative and strongly negative.

Further analysis showed that the mean score of Parallel-Team Teaching was 88.18 which was categorized as *very high interest*. So that, the interest of Parallel-Team Teaching can be seen in the table below:

The mean score and standard deviation of the students' interest

Group	Mean	Standard deviation
Parallel-Team Teaching	88.18	5.40

Discussion: The students' speaking skill

The use of parallel-team teaching in teaching speaking improves the students' speaking skill at Makassar State University in aspect of accuracy, fluency, comprehensibility and content. The findings shows that the use of Parallel-Team Teaching significantly improves the students speaking skill. It is proved by α (0.05) value of the students' posttest is higher than P-value (0.00), it supported by Gay et al (2007: 358) stated that there is significant between pretest and posttest if the P-value or sig. (2-tailed) is less than or equal to α (0.05).²⁸

Generally, the prior knowledge of both experimental and control are relatively the same based on their pretest. The pretest was given before conducting the treatments. Based on their pretest, almost all students could not speak in English. The main score of experimental group was 40.16, while the

²⁷ Sugiono, 2008:182

²⁸ Gay, L. R, et al, *Educational Research*, (London : Longman, 2007), hlm 358

main score of control group was 40.28. Both of the main scores were categorized into Poor Classification.

Based on the posttest, the main score of experimental group was 74.72 and was categorized into very good classification, while the main score of control group was 59.99 and was categorized into Good Classification. Both experimental and control groups were increased after the treatment. But the main score of experimental group was higher than control group. It means that both of Parallel-Team Teaching and Conventional Technique could developed the students' speaking skill, however, using Parallel-Team Teaching develops the students speaking skill more significantly than conventional technique. Ultimately, based on the result of the research, there are two main reasons why control group has also improvement after the treatment. Even, it is not as significant as experimental group: (1) control group was given 6 times treatments as in experimental group; (2) control group was treated with same teaching material and have also same activities like in experimental group.

The students' interest

The analysis showed that the use of parallel-team teaching influenced significantly students' interest in joining the speaking class. This means that there is a good applicable strategy in teaching speaking skill. In other words, the students' interest is the indication of a degree of success that foreign language students are likely to have real given foreign language setting. In this research, the interest of the students was considered as output because they were expected to have very high interest category toward the use of parallel-team teaching in teaching speaking. The students stated that joining the speaking class by using parallel-team teaching could build their interest in learning process. Most of students agree to use parallel-team teaching in teaching speaking class.

Comparing with the result of speaking achievement and interest in joining the speaking class using parallel-team teaching, it shows that this strategy is more effective and useful to increase the students' interest and achievement. It is indicated that the main score speaking achievement in posttest of experimental group was 74.72 which is classified as a good category, while the main score was 88.18 which is classified as very high interest. It is in line with Richards, Jack C. and Theodore, S Rodgers states that teachers need to incorporate a variety of strategies so that they reach and successful with more students than they have been in the past.²⁹ It means that teachers should apply various techniques or learning styles to cover the intelligence that occur in the class. It is indicated to avoid boredom in learning process.

²⁹ Richards, Jack C. and Theodore, S Rodgers, *Approaches and Methods in Language Teaching*, (Cambridge: Cambridge University Press, 2001), h. 17

Conclusion

Based on the research findings and discussion above, the researcher concludes that: The use of parallel-team teaching in teaching speaking improved the students speaking skill, which is the mean score of the students' posttest in experimental group is higher than conventional technique. The use of parallel-team teaching increased the students' interest in joining the speaking class. This led to the conclusion that the students have very high interest in speaking through Parallel-Team Teaching.

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