

CO TEACHING METHOD TO IMPROVE STUDENTS' SPEAKING ABILITY IN LEARNING ENGLISH

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Received: February 7, 2025, 2025 Revised: March 07, 2025 Accepted: July 28, 2025

ABSTRACT

Speaking ability is crucial in English language education, particularly for junior high school students, because it impacts their future academic and professional success. This study focuses on seventh-grade students at SMP Santu Petrus Junior High School, who show varied English proficiency levels due to diverse educational backgrounds and limited internet access in rural areas. These students often struggle with low engagement and confidence in speaking English, lacking vocabulary and proper pronunciation. To address these challenges, this research investigates the implementation of co-teaching, where two or more teachers collaboratively instruct in a single classroom. This approach aims to enhance language education by combining teachers' unique skills and methods. Conducted as a Classroom Action Research (CAR) (Brown, 2004), the study involves pre-tests, post-tests, observations, and field notes to assess co-teaching's method improvement. Previous studies suggest co-teaching improves student participation, engagement, and language proficiency through differentiated instruction and dynamic learning environments. This study aims to confirm these findings and provide practical insights into co-teaching to boost the speaking abilities of seventh-grade students at SMP Santu Petrus. The expected outcome is increased student participation, confidence, and overall English speaking proficiency.

Keyword: *Co-teaching, Speaking Skill, Listening Skill, Classroom Action Research*

INTRODUCTION

In this modern era, English is not only a school subject but also a global language (Singh & Richards, 2006) that connects people across cultures, supports access to information, and opens doors to wider opportunities. With technology and international interaction becoming part of students' daily lives, they are increasingly expected to express themselves clearly, share ideas, and collaborate with others in English. As a foundation for successful communication and language abilities, the development of speaking ability is of utmost importance (Al-Khresheh et al., 2020) in the area of English language education. Particularly junior high school students are at an important stage in their language acquisition, where establishing a solid foundation

in these abilities may have a big impact on their future academic and professional performance. Despite its importance, the most challenging language learning ability to master tends to be speaking. A different approach to training is necessary due to the complexity of spoken language, including pronunciation, intonation and understanding (Heaton, 1976; Hornby, 1987).

Because of this, educators are exploring collaborative teaching strategies like co-teaching (Honigsfeld & Dove, 2019; Murphy & Scantlebury, 2010) to give students in junior high schools a more engaging and dynamic learning environment (Pratt, 2014; Rytivaara & Kershner, 2012). Co-teaching stands out among the many pedagogical strategies that may be used to improve speaking ability in English language classes. To satisfy the different requirements of students, co-teaching mainly involves the collaboration of two or more educators in a single classroom, each of whom contributes their own special abilities and teaching methods. While co-teaching has typically been used in special education settings, its use in language education, particularly for improving speaking ability in junior high school children, is a new area of research with enormous potential. In line with this, Co-Teaching is hoped to improve student's activeness and engagement during the lesson.

Co-teaching offers a special chance to develop an engaging and interactive language learning environment for improving speaking ability. Together, a language specialist and a content-area teacher can use their strengths to deliver a comprehensive language education experience. The content-area teacher provides real-world context and subject matter relevance, while the language specialist brings expertise in language acquisition, phonetics, and communication strategies. Furthermore, co-teaching facilitates differentiated instruction, catering to the diverse learning styles and abilities found in junior high school classrooms. It encourages active student participation through engaging activities, dialogues, and authentic language use. The interpersonal dynamic between co-teachers can serve as a model for effective communication, inspiring students to become proficient and confident speakers of English.

The study conducted by Naegele et al. showed that the co-teaching has a positive impact (Brendle et al., 2017; Liu & Chen, 2021) on both ESL students and teachers. These results have implications regarding equity and the opportunity to learn academic content for both EL and non-EL students. Meanwhile, the research done by Liu which researched Co-teaching between native and non-native English teachers stated that there are fundamental issues that co-teachers need to pay close attention to and address thoughtfully before teaching in the classroom. Those are important conditions are effective collaboration between co-teachers. They desire to improve learning outcomes for their students and support from school administration. The research about co-teaching models has been established in research as an instructional delivery method to provide instruction to diverse students in an inclusive general education setting. The research conducted by Joanna, Robert and Kate showed that co-teaching has been found to play an important role in developing a collaborative co-teach partnership to learn effective methods of co-planning, co-instruction and co-assessment (Brendle et al., 2017). Findings from these studies of the co-teaching method indicate that the current implementation of co-teaching policies related to EL students might be a good way to improve student's abilities however, it might need additional development for co-teaching to reach its full potential.

Even though co-teaching has been explored in various educational settings, there is still very little research that looks at how it can help junior high school students improve their English speaking skills, especially in classrooms where students have very different levels of ability and confidence (Hattie, 2008; Klem & Connell, 2004). Many studies discuss co-teaching for special education or general academic subjects, but few focus on its role in supporting students who are still building the confidence to speak English in a real and meaningful way. In Indonesian EFL classrooms like Santu Petrus Junior High School, some students come with strong language backgrounds while others feel shy, unsure, and hesitant to speak, making it challenging for teachers to support every learner effectively. This study hopes to fill that gap by exploring how co-teaching can create a more supportive, interactive, and encouraging

learning atmosphere where all students feel seen, guided, and motivated to use English. By bringing two teachers together to share ideas, support students more closely, and model natural communication, this approach has the potential to help learners speak more confidently and participate more actively. Ultimately, this research aims to show how a caring, collaborative classroom environment can make a real difference in helping young learners grow not only in language skills but also in courage, engagement, and self-belief.

To deal with this classroom challenge in a practical and meaningful way, the researcher decided to use Classroom Action Research (CAR). This approach fits the nature of the study because it focuses on finding real solutions to real problems that happen in the classroom. As Kemmis and McTaggart explain, action research is a continuous process of planning, acting, observing, and reflecting, which helps teachers make thoughtful improvements in their teaching (Robin McTaggart & Kemmis, 2014). In the same way, Mills (2014) highlights that action research encourages teachers to become reflective practitioners who look closely at their teaching and its impact on students. Through this approach, the researcher can work collaboratively, apply the co-teaching method, and observe how it helps students become more active and confident in speaking English. The use of CAR allows the researcher not only to gather data but also to bring positive changes directly into the classroom learning experience.

MATERIALS AND METHOD

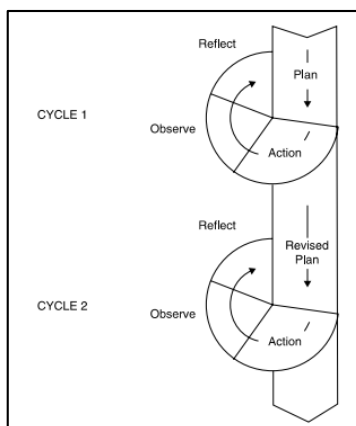
The research technique that is suitable to the sample and the circumstances that occur is the Classroom Action Research (CAR). Action research has an applied focus. Similar to mixed methods research, action research uses data collection based on either quantitative or qualitative methods or both. However, it differs that action research addresses a specific, practical issue and seeks to obtain solutions to a problem. In this research, classroom action research is used to analyze the student's improvement in their ability in speaking by conducting co-teaching method. This approach is appropriate because it allows the researcher, who is also part of the teaching process,

to identify real problems in the classroom, apply an instructional intervention, and observe its direct effects on students' learning outcomes.

As classroom action research is used in this research, there are cycles. The cycle will be used to observe students' improvement by following teacher's strategy to solve students' problems about speaking class ability. The observation will be supported with the co-teaching method employed to the students. The cycle will be continued to the next cycle if the result in the first cycle is not satisfying. In this research for one cycle will be taking four sessions of English subject (2 sessions per meeting).

The data for this study is gathered using CAR processes, which are based on cycles of planning, action, observation, and reflection. In this research, the researcher collaborating with a collaborator and an observer. The Collaborator is a teacher who has been teaching English in Saint Peter Junior High School for more than 15 years known as Madam Anisa. In the other hand, the observer is a student of Master degree in Tanjungpura University Majoring English Language Art and Education. As this research will be done in the form of classroom action research, the research will be done in cycles. Each cycle consists of three important steps such as planning, acting / treatment, observing, and reflecting. The procedure of the classroom action research is shown on the picture below:

Table 1. Classroom Action Research Procedure



(Burns, 2009)

Since the Santu Petrus Junior High School is using the Merdeka curriculum, the teaching and learning process is managed based on the curriculum's characteristic. Here are the steps of procedures of conducting classroom action research in this study:

First step is the planning. The activities planned to be implemented in classroom are: The researcher will prepare the activity plan based on the speaking activity conducted with alternative teaching model which is considered as the most suitable co-teaching model. In this step, the researcher will work together with the collaborator and the co-teacher, The researcher will prepare the materials needed for the teaching activity. The researcher will prepare the observation field notes to monitor the teaching process. Next, the researcher will divide the students based on their interests then put them into groups based on their proficiency in speaking English with the data gathered in the pretest. The collaborator is going to be with the students with high proficiency in speaking English while the co-teacher is going to be with the students with poor proficiency in English speaking

The action step occurs after the planning stage. The classroom activities will include: The collaborator and co-teacher will participate in each other's teaching groups. The collaborator and co-teacher will ask the students to engage in a dialogue

about their interests (art, technology, cooking, sports). The collaborator and co-teacher will assist the students with their speaking assessment.

The next step of the research is the observation. The goal of the observation, which is based on classroom action research, is to collect information by watching classroom activities in order to identify problems and potential solutions. This observation, which is supported by the research tool and technical analysis, will document the students' progress and tally test results.

Lastly, the result of the first cycle (cycle 1) will be reflected in the planning for the next cycle if only the outcome is not satisfying. The researcher and the collaborator will reflect together about the activity in the classroom and student's progress after the first cycle. It is very important to reflect and evaluate the outcome resulted by the first cycle as it will be used to design the second cycle. If the outcome does not achieve the solutions, the cycle will need to be conducted with another idea and see if it makes any differences towards student's improvement in speaking ability. The activity in cycle II will be the same as in previous cycle, but the approach is renewed. The purpose of making another cycle is to obtain the target of the research which is to solve the problems regarding students' speaking ability. The cycle will be stopped if the result is adequate to the solutions. The research instrument used in conducting this research are:

- Observation checklist

The observation checklist will be used as a way of validating data gathering to help in the research's analysis. The purpose of the observation checklist is to record each student's activity during the research observation process and their comprehension scores for the lessons taught in the classroom. In order to determine the progress made by each student taking part in the observation procedure, it will be important for the researcher to monitor each student.

- Field notes

The field notes will be used as a way to record a detailed, narrative accounts by the researcher during of after the observations. The field notes include the

descriptions of what is observed, the context, the researcher's reflections and other relevant details. Field notes are more subjective and open-ended, allowing researchers to capture their impressions, interpretations, and insights.

RESULT

The findings of this study highlight the significant impact of co-teaching in enhancing English learners' proficiency, engagement, and academic success. The collaborative teaching approach facilitated immediate feedback, fostering a supportive learning environment that encouraged students to actively participate in language acquisition. The analysis of Cycle 1 revealed that 77% of students met the passing grade of 75 for English speaking, demonstrating substantial progress but indicating room for improvement. By Cycle 2, all students successfully achieved the passing grade, reinforcing the efficacy of co-teaching in improving speaking proficiency. These results align with Brendle et al. (2017), who emphasize that co-teaching enhances English learners' capabilities through continuous feedback and a structured support system.

Beyond speaking proficiency, co-teaching also contributed to the development of English grammar skills by promoting student engagement, particularly during group work. Students actively sought clarification on pronunciation and grammar, benefiting from immediate feedback and the collaborative nature of co-teaching. Small-group dynamics encouraged proactive learning, while larger groups focused on presentation rehearsals and procedural text refinement. This structured approach to language learning created an environment where students felt comfortable navigating linguistic challenges, ultimately leading to improved grammatical understanding through focused practice.

Furthermore, co-teaching fostered positive behavioral changes that enhanced both student engagement and academic performance. The correlation between teacher effectiveness and active student participation contributed to improved learning outcomes. The study reaffirmed that classrooms characterized by high levels of engagement yielded better academic achievements compared to passive learning

environments. However, despite the promising results observed at SMP Santu Petrus, certain limitations must be acknowledged, including the small sample size and the short duration of the study. These constraints suggest the need for broader implementation and diverse assessment methods to comprehensively evaluate the long-term impact of co-teaching on language learning.

DISCUSSION

Co-teaching, involving multiple educators collaborating in one classroom, has transformed education by enhancing English learners' abilities through immediate feedback. Analyzing cycle 1, 77% met the 75 passing grade for English speaking, indicating significant proficiency but room for improvement. Cycle 2 showed marked progress, with all students achieving the passing grade, underscoring co-teaching's efficacy. Proximity to teachers facilitates quick error correction, aligning with Brendle et al (2017), who assert that co-teaching enhances English learners' capabilities by providing a supportive environment.

Co-teaching significantly improves English grammar skills by fostering engagement, particularly during group work. Students actively sought clarification on pronunciation and grammar, benefiting from immediate feedback and a collaborative environment. Small group dynamics facilitated proactive learning, while larger groups focused on presentation rehearsal and procedural text feedback. Co-teaching encourages student comfort with language challenges, enhancing grammatical understanding through focused practice.

Co-teaching promotes positive behavioral changes, boosting student engagement and academic success. Enhanced teacher performance and active student involvement correlate with improved learning outcomes. Engaging classrooms yield higher achievement, contrasting with passive learning settings. Despite promising results at SMP Santu Petrus, limitations include sample size constraints and short study duration, warranting broader implementation and diverse assessment methods for comprehensive evaluation of co-teaching's impact.

CONCLUSION

The analysis highlights that co-teaching significantly improves students' English pronunciation and grammar accuracy. Initially, limited practice time hindered pronunciation improvement as students relied more on visual aids than focused practice. However, in the second cycle, structured practice sessions with direct teacher feedback led to substantial progress in pronunciation skills.

Co-teaching, involving collaborative teaching within a single classroom, creates an environment where students receive personalized feedback crucial for rapid error correction and skill improvement. The study demonstrates clear benefits of co-teaching in catering to diverse learning needs and achieving superior educational outcomes, as evidenced by all students achieving scores above the passing grade in the second cycle.

Throughout the study, students actively engaged with the material, particularly during group work, seeking clarification on language elements. Smaller groups exhibited higher interaction levels and benefited from immediate feedback, while larger groups focused on diligent rehearsal and seeking feedback from co-teachers.

Practice sessions revealed challenges in small groups with memorization and pronunciation, addressed through collaborative efforts. Emphasis on grammar ensured a solid understanding, resulting in improved presentation quality. Despite some persistent errors, overall performance showed marked improvement, particularly among students in smaller groups receiving closer teacher guidance.

This study at SMP Santu Petrus underscores how co-teaching enhances linguistic skills and student engagement, achieving significant improvements in English speaking abilities. The approach effectively addresses individual student needs, promotes active learning behavior, and fosters a supportive classroom environment, contributing to enhanced educational outcomes.

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