

**CLASSROOM TANDEM TEACHING AND LEARNING IN TEACHING  
SPEAKING  
(A Case Study for X Grade at SMK N 1 Magelang in the Academic Year of  
2016/2017)**

**THESIS**

**Presented as Partial Fulfillment of the Requirements for the Magister Degree  
of Language Education Programme**



**By :**

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**GRADUATE PROGRAMME  
WIDYA DHARMA UNIVERSITY KLATEN  
2018**

**APPROVAL**



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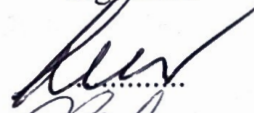
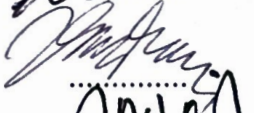


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SPEAKING (A Case Study for X Grade at SMK N 1 Magelang in the  
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Title : **CLASSROOM TANDEM TEACHING AND LEARNING IN  
TEACHING SPEAKING (A Case Study for X Grade at SMK N  
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It is not a plagiarism or made by others. Anything related to other's work is written in quotation, the source of which is listed in bibliography.

If then this pronouncement proves incorrect, I am ready to accept academic punishment, including the withdrawal or cancellation of my academic degree.

Klaten, Januari 2018

The writer,



Karmila

## **DEDICATION**

Thanks to Alloh swt, the Lord of this world  
For all Your blessing so I can finish this thesis well.

I dedicate this work to:

My beloved mother Ibu Nurmi and my beloved father Bapak Sipon  
(The best parents in the world. May Alloh swt love them in the earth and  
hereafter)

My beloved husband, Yudi Agus Subagiyo  
(Thanks for all of your prayers, support and love to me)

My beloved children, Abdulloh Ahmed Zein (Maher) and Abdurrahman Al  
Mustofa (Altof)  
(Thanks for all of your prayers, time and love to me)

My beloved mother, Bunda Aira and all my brothers and sisters in MTM  
(Thanks for all your prayers and love to me)

My beloved brothers and sisters  
(Thanks for all your prayers and love to me)

All my teachers wherever you are now

You, if you have willingly opened this thesis for some reasons.

## **MOTTO**

So which of the favors of your Lord would you deny?

(Q.S. Ar-Rahman)

Allah swt does not burden a soul beyond that it can bear.

(Al-Baqarah: 286)

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In writing this thesis, the researcher realizes that the thesis is still far from being perfect, so, she needs advice, and positive criticism from everyone.

The researcher welcomes constructive criticism, suggestions and hope this research work may be useful for all readers.

Klaten, Januari 2018

The writer



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## **LIST OF ABBREVIATIONS**

ETA	: English Teaching Assistant
Co	: Coordinator Teacher (Co-Teacher)
MA	: Machine A Students
Q	: Questionnaire
I	: Interview
K-13	: Curriculum 2013

## ABSTRACT

Karmila. NIM 15PSC01735. 2017. *Classroom Tandem Teaching and Learning in Teaching Speaking (A Case Study for X Grade at SMK N 1 Magelang in the Academic Year of 2016/2017)*. Thesis. Language Education Programme, Graduate Programme, Widya Dharma University Klaten, 2017.

The objectives of the research are: 1) to describe the implementation of classroom tandem teaching and learning in teaching speaking for X Grade at SMK N 1 Magelang in academic year 2016/2017. 2) to identify barriers students and teachers encounter in classroom tandem teaching and learning in teaching speaking for X Grade at SMK N 1 Magelang in academic year 2016/2017. 3) to explain why such barriers occur in classroom tandem teaching and learning in teaching speaking for X Grade at SMK N 1 Magelang in academic year 2016/2017. 4) to analyze the solution of the barriers in the classroom tandem teaching and learning in teaching speaking for X Grade at SMK N 1 Magelang in academic year 2016/2017. This case study was carried out at SMK N 1 Magelang that was conducted from May to August 2017. The subjects of the research are one English teacher as co teacher and one English Teaching Assistant (ETA). The subjects were taken by using purposive sampling. The data were collected through questionnaire, observation, interview, and document analysis. The data was analyzed by using interactive model of data analysis technique proposes by Miles and Huberman (data collection, data reduction, data display, and drawing conclusion).

The findings of the research are: (1) the implementation of classroom tandem teaching and learning in teaching speaking consist of: a) preparation, b) teaching practice, c) evaluation. (2) some barriers faced by students and teachers which occur in classroom tandem teaching and learning in teaching speaking are: a) lack of vocabularies, b) less of motivation, c) low of confidence. (3) some barriers which occur in classroom tandem teaching and learning in teaching speaking are: a) less of motivation, b) lack of vocabularies, c) less than time, d) build up confidence, e) build up ideas. (4) teachers solve some barriers which occur in the classroom tandem teaching and learning in teaching speaking are: a) time to practice, b) time to explore ideas, c) build up confidence, d) time to present.

On the whole, classroom tandem teaching and learning in teaching speaking may not always be applied well in teaching practice because of affecting factors that come from inside and outside the teacher, ETA and students. Therefore, it is important for teacher to minimize the factors that covers the implementation of classroom tandem teaching and learning in teaching speaking so that their competence can be implemented well and be able to facilitate students in teaching learning.

**Keywords:** *classroom tandem teaching and learning, teaching speaking, case study*



## ABSTRAK

Karmila. NIM 15PSC01735. 2017. *Classroom Tandem Teaching and Learning in Teaching Speaking (A Case Study for X Grade at SMK N 1 Magelang in the Academic Year of 2016/2017)*. Thesis. Language Education Programme, Graduate Programme, Widya Dharma University Klaten, 2017. Tujuan penelitian ini adalah: 1) untuk mendeskripsikan pelaksanaan classroom tandem teaching and learning in teaching speaking pada kelas X SMK N 1 Magelang tahun pelajaran 2016/2017, 2) untuk mengidentifikasi masalah-masalah siswa dan guru yang terjadi di classroom tandem teaching and learning in teaching speaking, untuk menjelaskan mengapa masalah-masalah terjadi di classroom tandem teaching and learning in teaching speaking, 4) untuk menganalisa pemecahan masalah dari masalah-masalah pada classroom tandem teaching and learning in teaching speaking. Penelitian kasus ini dilaksanakan di SMK N 1 Magelang mulai bulan Mei sampai Agustus 2017. Subyek penelitian ini adalah satu guru bahasa Inggris sebagai co-teacher dan satu English Teaching Assisstant. Data dikumpulkan melalui kuesioner, pengamatan, wawancara dan analisis dokumen. Data dianalisa dengan menggunakan model interaktif dari analiss data Miles dan Huberman (pengumpulan data, pengurangan data, penampian data dan kesimpulan).

Pembahasan dari penelitian ini adalah: 1) pelaksanaan classroom tandem teaching and learning in teaching speaking terdiri dari: a) persiapan, b) proses pembelajaran, c) evaluasi. 2) masalah-masalah yang dihadapi siswa dan guru yang terjadi pada classroom tandem teaching and learning in teaching speaking yaitu: a) kurangnya kosakata, b) kurangnya motivasi, c) rendahnya kepercayaan diri. 3) masalah-masalah yang terjadi pada classroom tandem teaching and learning in teaching speaking yaitu: a) kurangnya motivasi, b) kurangnya kosakata, c) kurangnya waktu, d) rendahnya motivasi, e) membangun ide. 4) guru mengatasi masalah-masalah pada classroom tandem teaching and learning in teaching speaking yaitu dengan : a) waktu untuk praktek, b) waktu untuk eksplorasi ide, c) membangun kepercayaan diri, d) waktu untuk presentasi.

Secara keseluruhan, classroom tandem teaching and learning in teaching speaking belum sempurna dengan baik dalam praktek pengajaran dikarenakan beberapa faktor yang mempengaruhi yang datang dari dalam dan luar guru, ETA dan siswa. Oleh sebab itu, sangat penting untuk guru meminimalkan faktor-faktor tersebut untuk memperbaiki pelaksanaan dari classroom tandem teaching and learning in teaching speaking, sehingga kompetensi siswa dapat dilaksanakan dengan baik dan dapat memfasilitasi siswa dalam pengajaran bahasa.

**Keywords:** *classroom tandem teaching and learning, teaching speaking, case study*

## **CHAPTER I**

### **INTRODUCTION**

This chapter presents the introduction of the study. It specifically discusses (a) Background of the Study; (b) Identification of the problem; (c) Limitation of the Problem; (d) Problem Statement; (e) Objectives of the Study; (f) Significance of the Study.

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

English is the International language in the world. English is also a common language of communication used every day. Both with formal and informal environment. Many use English as a colloquial language in families, schools, offices, and courses. Tourist destinations desperately need English as their language of communication to foreign tourists or travelers. Therefore many need English as a mandatory language to communicate with outsiders.

English is divided into four skills which are as follows: listening, speaking, reading, and writing; therefore, speaking is the second skill and has an important role in communication. Speaking is a part of daily life that everyone should develop in subtle and detailed language. One of the most important factors about language is that it deals with social contexts and culture (Schmitt, 2012). Culture is massive which covers all the institutions, the attitudes, and the human made features of a huge group non-homogenous people. Teachers cannot teach everything about culture, but they are able to increase intercultural awareness through parameters:

information sources, and activity-types (Cullen & Sato, 2000). There are four skills in English, namely listening, speaking, reading and writing. Speaking, this is an essential skill or oral competency, especially for students. Because in terms of communicating, speaking plays a very important role to send a message to the intended person. With speaking, the message will arrive directly with no obstacles from both parties who communicate. Communication for speaking can be sent by two or more people, for example two-ways communication or face to face communication, phone calls, presentations, interviews, and others. Even people often encounter that speaking through teleconference. Much can be done with speaking as a means of communication.

Speaking, as one of the four skills in language. Speaking in communicating among students in learning is less enough, this is because most of students are not accustomed to communicate in English. There are many barriers/problems which are happened in teaching speaking, both internal and external factors. Internal factors are factors from the students themselves, such as: shame, lack of confidence, lack of vocabularies in English, lack of motivation, and others. The external factors are factors from outside the student's family (parents), reading or literature sources, facilities and infrastructure in speaking.

SMK N 1 Magelang is one of vocational school in Magelang that has five departments, which are: Building, Electronics, Electricity, Mechanical and Automotive. Each departments has different majors. Building Department has two majors. They are Technical Working Bench and Architects, Electronics Department has three majors, they are Audio Video, Computer Network Engineering and

Industrial Electronics Engineering. Electrical Department has two majors they are: Air Cooling Technique and Electrical Engineering Installation. Mechanical Department has one major. Automotive department has one major. Each departments has different competence. All of students have many competence during study in this school. SMK Negeri 1 as one of the leading schools in Magelang because of some achievements that are achieved from both the province and national competition, such as science competition, sport competition, language competition, and many others.. Students who are graduated from SMK Negeri 1 Magelang can work in strategic places in Indonesia.

SMK N 1 Magelang is one of the schools which is used 2013 curriculum (K-13), and it is a piloting or sister school for similar schools in the Magelang city. As a piloting project from the Ministry of Education and Culture, SMK Negeri 1 Magelang has big responsible for teachers, students, and stakeholders who are in it. Therefore, this school has implemented this curriculum where the students should be independent. Teachers are only a facilitator to bring the students reach their competence. In this curriculum, the students can explore their creativity in teaching and learning more. Some stages of teaching and learning is used from 2013 curriculum consists of observing, questioning, associating, up to exploring ideas. These stages are often perform when students engage in learning English especially in speaking. Here, students are require to be able to communicate written language into spoken language by following the stages in the curriculum. The communication stage in English is speaking, where teacher can assess and evaluates his or her

students in speaking processing evaluation. Products are used in project based learning can also be used in this stage.

There are many kind of methods or learning models which are used in the 2013 curriculum based on Scientific Approach, i.e. Problem Based Learning, Project Based Learning and Discovery Learning. This greatly facilitates the teacher in practicing the model/learning method in this 2013 curriculum to the students. Some examples of speaking methods or models uses in the communicating stage are: Think Pair Share, Numbered Head Together, Mind Mapping, Know What Learning, and others.

This school has implemented the 2013 curriculum (K-13) since the curriculum was endorsed by the government. As a comparison to the previous curriculum, the school collaborates with AMINEF, in order that this school as a pilot model school for many schools in Magelang. This school has cooperated providing with AMINEF for the third time. It happens since 2009, 2011, until 2017. This program relates from AMINEF provides one of Native Speaker (English Teaching Assisstant) to SMK Negeri 1 during nine months. By arriving ETA, it helps English teachers and students can communicate more. Native speakers (ETA) is someone who has already trained for along period which is held by the Ministry of Education and Culture.

Because of this program, the researchers tried to raise this topic as a discussion material and research materials. In other words that with the native speakers that helped English teachers could improve student achievement and competence in speaking. So the topic in this research is about Classroom Tandem

Teaching and Learning in Teaching Speaking, which is concerned by two teachers, the first is English teacher (as co-teacher) and the second as native speaker as English Teaching Assistant (ETA). Classroom Tandem Teaching and Learning is a technique or model/learning method that used native speakers directly involved in classroom learning. When it cooperates between co-teachers and ETA who teach in the classroom. Many interesting things that can be seen from this activity, which are some methods/learning models applied by teaching assistant is good enough and it can affect the classroom atmosphere. It is very suitable to apply to students' speaking skill. So, the researcher is very enthusiastic to take the topic of Classroom Tandem Teaching and Learning in Teaching Speaking in the class because of it is very important and very supportive.

There are many barriers/problems in Classroom Tandem Teaching, such as: many students who do not understand dialect and native speaker language style. Most of students do not have motivation to speak English, and they do not have confidence in order to speak up in front of other people.

Classroom Tandem Teaching has many strengths or advantages, for example: most students are able to communicate (speaking) in English much better. Because they are guided by ETA directly in the classroom. They have new vocabularies which they do not hear before is provided by ETA. Another advantages is ETA always gives many fun games to students, so it can make them so happy, relax and enjoy without getting bored in the class for teaching learning process.

Based on description from ETA in Classroom Tandem Teaching. This program can improve give contribution to the future. Especially for students, teachers, and schools related to stakeholders. And this program can continue in the coming years by providing ETA to Indonesia as one of strategy in teaching speaking.

In line with the goal of the school, it is important to identify how classroom tandem teaching and learning describes in teaching speaking at the different major of tenth grade of vocational school students. Thus, this study focuses specially on Classroom Tandem Teaching and Learning description about teaching speaking in tenth grade of students.

## **B. Identification of the Problem**

To identify the obstacles further, the researcher in this study, has tried to identify it. The research was focused on the classroom tandem teaching and learning in teaching speaking of SMKN 1 Magelang. Therefore, the researcher chosen “Classroom Tandem Teaching and Learning in Teaching Speaking, A Case Study in X Grade of SMK N 1 Magelang in the Academic Year 2016/2017” as the title of the research.

Based on the background of the research above, there are some identification of the problem, they are:

1. The implementation of Classroom Tandem Teaching in teaching speaking.
2. The barriers/problems faced by Classroom Tandem Teaching in teaching speaking.

3. The barriers/problems in teaching speaking by Classroom Tandem Teaching.
4. The solutions which are prepared by the teacher to handle the barriers/problems.

### **C. Limitation of the Problem**

On teaching speaking, there are many teachers who are still confused in practicing many kinds of methods. It causes the different aspects from their mind, especially from the students' competence. Because of the differences and understanding about many kinds of method in teaching speaking, teachers tend to have differences in practicing in the classroom. In this case, the researcher only focuses on the activities in teaching speaking in classroom by native speaker as English Teaching Assistant (ETA).

Based on the problems identification above, it is clear enough that the scope of the research is about classroom tandem teaching and learning in teaching speaking. The researcher takes place in SMKN 1 Magelang in the academic year of 2016/2017. The researcher takes one English teacher at SMK Negeri 1 Magelang as respondent (as co-teacher) and one of informant (as English Teaching Assistant /ETA).

### **D. Problem Statement**

Since this research have tried to present about classroom tandem teaching in teaching speaking in SMK N 1 Magelang, the researcher questions formulates for this research must be related with the process of teachers' and students' activities in the class. The researcher addresses the following questions:



1. How is the implementation of classroom tandem teaching and learning in teaching speaking?
2. What are barriers faced by students and teachers encounter in classroom tandem teaching and learning in teaching?
3. Why do such barriers occur in classroom tandem teaching and learning in teaching speaking?
4. How do teachers solve the barriers/problems which occur in the classroom tandem teaching and learning in teaching?

#### **E. Objective of the Study**

The researcher was conducted to achieve the following objectives:

1. To describe the implementation of classroom tandem teaching and learning in teaching speaking.
2. To identify barriers students and teachers encounter in classroom tandem teaching and learning in teaching speaking.
3. To explain why such barriers occur in classroom tandem teaching and learning in teaching speaking.
4. To analyze the solution of the barriers in the classroom tandem teaching and learning in teaching speaking.

#### **F. Significance of the Research**

This research is expected to provide theoretical as well as practical benefits.

These are presented in the followings.

## 1. Theoretical Benefits

- a. Findings of this study can give valuable information in order to conduct other studies related in classroom tandem teaching and learning at vocational high school in particular.
- b. This research can give the teachers of English in general new perceptions and points of view about the classroom tandem teaching and learning in teaching speaking which can be used by them as an input to make better of it.

## 2. Practical Benefits

- a. For the teachers.

The results of this study can give benefits for English teachers to recognize their good thinking about native speaker (ETA) in their competence and treatment in classroom tandem teaching in teaching speaking. As mentioned earlier, co teacher and ETA explore fun games learning and teaching that can teach students about what should be done in teaching speaking, how they solve some barriers in teaching class, and what their ways in teaching process. Thus, teachers have to recognize their competence and treatment that can be used as facilitate for teachers in teaching speaking by classroom tandem teaching. More teachers can enlighten their competence by teaching in the classroom. It is not only enlighten for teacher itself but also students competence. However, not all students' barriers can solve in teaching speaking. It can implement well in teaching speaking when there is some treatment both teachers and ETA strategies in classroom tandem teaching

and learning in teaching speaking. It is caused by some affecting factors that come from inside and outside the students. Therefore, by knowing the affecting factors, the teachers and ETA can minimize those factors to make the students feel enjoy when clasrrom tandem teaching and learning implement in teaching practice. In addition, some barriers that are stated by the students, teachers and classroom are not in line with the theory of speaking and scientific based curriculum. Thus, it is important for English teachers to change their competence in line with underlying theory about speaking and curriculum that is used in the school by classroom tandem teaching in teaching speaking. By providing ETA in this program, it can encourage teacehrs' self confience because of they can communicate and collaborate any ideas which are giving some fun games or others in the class together. Thus, by providing ETA, co teacher can explore her idea which can be shared and mixed with ETA. However, by classroom tandem teaching in teaching speaking teacher and ETA know some factors and barriers which are happened in classroom tandem teaching in teaching speaking and how to solve them.

b. For the headmaster

The result of this study can give a detail description about implementation of classroom tandem teaching and learning which is happened in this school. In line with supervision function of headmaster can use the result of the study to check what barriers that cannot be impelemented well in teaching practice and what barriers that are not in line with theory of speaking and

curriculum demand by classroom tandem teaching and learning in teaching speaking. In providing solution for the teachers to make their competence apply well, the headmaster of the school may follow this program by inviting english teacher assisstant (ETA) for the teachers in order to sharpen teachers' competence in line with the theory and students' needs in teaching speaking. The headmaster can work together with some institutions that can provide teachers get more resources to make teachers' competence formed well on teachers' mind. However, the headmaster knows some factors or barriers can happen in classroom tandem teaching and learning in teaching speaking and how to solve them.

c. For the university

The result of this study can help the university to design and decide the best that curriculum, methods, or techniques to be used in delivering the courses about how to teach speaking well for vocational high school. The teaching learning process for English education students is not only theoretically, but also practically should be maintained whether it has formed students' mindset about how to teach speaking well or not. It is a need for university to emphasize the college students to practice their teaching based on classroom tandem teaching and learning in teaching speaking that follows the theory and curriculum demand that is used in the school. Hence, the university can determine the best way to facilitate the teachers' candidate to keep their competence about classroom tandem teaching and learning in teaching speaking that is line with theory and curriculum demand, and the

implementation of their competence/treatment in teaching practice with ETA when they do field practice of teaching program.

d. For the future researchers

This study can be used as reference for studying more about classroom tandem teaching and learning in teaching speaking at vocational high school level and the implementation of co-teachers' and ETA competence/treatments in teaching practice by classroom tandem teaching. As mentioned earlier, few studies related to the barriers/problems based on the implementation of classroom tandem teaching in teaching speaking were conducted in vocational high school level. It can be used as a starting point to analyze teachers' competence/treatments in classroom tandem teaching and learning in teaching speaking with another aspect, subject, and method.

## CHAPTER V

### CONCLUSION, IMPLICATION, AND SUGGESTION

This chapter contains the conclusion, implication, and suggestion derived from the result of the research.

#### **A. Conclusion**

In line with the research discussion, the conclusions of this research are:

1. The implementation of classroom tandem teaching and learning in teaching speaking are: a) Preparation, in Classroom Tandem Teaching and Learning in teaching speaking, preparation is very important for ETA and co-teacher. ETA and co-teacher prepare all the materials well before entering the class. It can be started from choosing the topic by coordination and discussion in making lesson plan. This activity is very important, because it is to know about the steps of learning preparation is done. ETA and co-teacher start discussing from choosing the topic, kinds of techniques and giving students fun games as ice breaking, class management, and others. All of these items which will be done through preparation. b) Teaching practice, this stage is when ETA and co-teacher conduct classroom teaching and learning by implementing classroom tandem teaching which is planned in lesson plan (RPP). In this activity ETA and co-teacher exchange roles in giving topic. At the beginning of learning, co-teacher provides learning materials to students, followed by ETA at the practice stage of the speaking class. In this teaching practice there are also several components that are directly involved: 1) English Teaching Assistant (ETA) is

a native speaker that helps English teachers in the classroom. The task of ETA is to give students the opportunity to speak directly to native speakers in the speaking class so that students are not shy, afraid and others. Because in this teaching speaking, ETA gives a lot of fun games so that students do not feel bored and more interested to follow it. 2) Co-Teacher, which is the English teacher in the class. Co-teacher and ETA are the main point in process of learning activities in teaching speaking. Some difficulties are happened by ETA in dealing with students can be assisted by co-teacher and others. 3) Students are the objects in the teaching learning in the classroom. The learning process from the students is very important, because it is shown how the responses and activities of students when teaching English using native speakers (ETA) takes place in the classroom. And it is proof from the students who are very interested and enjoy the activities in this class. 4) Materials, some materials from ETA and co-teachers based on the syllabus and it develops in the lesson plans (RPP). This material is made by the speaking materials provided by ETA because it is expected that ETA students are more interested. 5) Facilitate, one of the existing facilities in teaching and learning activities in classroom tandem teaching and learning in teaching speaking, it is used where the students learn. The class used is the theory room based on students' schedules. c) Evaluation, students practice their skill to speak English with ETA and co-teacher. ETA evaluates students' speaking by giving a direct response by listening, while co-teacher gives an assessment of the student's ability. Co-teacher assess by pronunciation,

grammar, fluency and others based on indicators on speech assessment norms. And this assessment is used as one of the students' results in learning English.

2. Some barriers faced by students and teachers which occur in classroom tandem teaching and learning in teaching speaking are: a) Lack of vocabularies, the lack of vocabulary of students is very influential and become an obstacle in learning to speak with native speakers (ETA). Where ETA always talks in English, whereas students still have little vocabulary. b) Less of motivation, less motivation in learning English, can be seen from ETA delivers some materials because of class conditions. Co teachers in tandem classes is very happy because she can collaborate between ETA. This can be done if the student does not understand the material presented by ETA, or when ETA speaks in English so the students are confused because they do not know what is meant by him. C) Low of confidence, every student has different confidence. There are students who have good confidence, but there are also those who do not have it. This becomes barriers for students or teachers as well in the classroom tandem teaching and learning in teaching speaking.
3. Some barriers which occur in classroom tandem teaching and learning in teaching speaking are: a) Less of motivation, motivation that becomes obstacles in the classroom tandem teaching and learning in teaching speaking can be caused by the motivation of the students themselves such as lazy, sleepy, tired and others. The motivation of the teacher is the existence of ETA and co-teacher



convey the lesson material is not interesting, the condition of the less comfortable class. All of them can become as some of obstacles of this tandem class. b) Lack of vocabularies, in this class the number of students who have little vocabulary so that in this learning they have difficulty in communicating with ETA. Vocabulary is a bit of a main factor in speaking English, although in teaching learning, ETA and co-teacher always accompany students when they are facing some difficulties, c) Less of time, time in this tandem class is less. This is caused by the English language hours only two hours per week. In the 2013 curriculum (K-13), English lessons is less than other lessons. Although the language lesson takes more time because it can takes too long to practice the students' skill in speaking.

4. In fact, it is only get two hours of lessons is less for the teachers and the students to explore their English speaking. That is one factor that makes them feel lack of time to adapt to ETA. d) Build up confidence, build students' confidence in speaking English in the classroom with ETA is one factor that makes students feel challenged. When students are embarrassed, afraid to speak English in speaking class, this is proof that they do not have confidence. This is why ETA and co-teacher try to overcome it. Students who do not have the confidence become very uncomfortable when the time specified by ETA and co-teacher to show their ability. e) Build up ideas, other barriers that build ideas and deliver it with English. When students are asked to make ideas on the assignments which are given by ETA and co-teachers in speaking classes, students do not

have enough more ideas. Students are not accustomed to give ideas come from themselves, experiences and others. So, in a short time it can bring them to make in a great sentence or practice, it is important barrier for the students too.

5. Teachers solve some barriers which occur in the classroom tandem teaching and learning in teaching speaking are: a) Time to practice, in this tandem class, the time to demonstrate students' ability in practicing English is a solution in speaking. When students are given time for practice, ETA and co-teacher accompany students so that student's feel what is practiced can be better more, b) Time to explore ideas, in developing students' ideas and creativity in speaking lessons, it can be done by discussing with friends about daily events, experiences, or other activities. It is expected that students become accustomed to creative thinking and discover new ideas, this is in accordance with the scientific approach in learning the 2013 curriculum. That in learning by using this scientific approach, students are expected to be able to think creatively and innovatively, so as to analyze a situation or event.
  
6. This is very useful for students in pouring and developing ideas when in communication with native speakers (ETA), or with a partner while in the classroom, c) Build up confidence, to build se solution provided by ETA and co-teacher is more to give sufficient time for students to explore themselves by expanding English vocabulary, if students are accustomed to searching difficult words then expected students are able build their confidence in public, such as

communicating with native speakers (ETA), pairing practice, or presentation in front of the class. d) Time to present, when the students are presenting in front of the class, their self-confidence is maximized. This should be supported by the student's habits for presentation. They can do it with partner, group or with ETA or co-teacher.

## **B. Implication**

In line with the result of research, it gives implication for teachers, headmaster of the school, university, and future research.

1. For the teachers.
  - a. The results of this study can give benefits for English teachers to recognize their good thinking about native speaker (ETA) in their competence in classroom tandem teaching in teaching speaking. As mentioned earlier, co teacher and ETA like giving fun games in teaching and learning. It can teach students about what should be done in teaching speaking, how they manage the class, and what their ways in doing teaching. Thus, teachers have to recognize their competence and solve the barriers in the class. And also it can be used as sample for teachers in teaching practicing by classroom tandem teaching in teaching speaking. More teachers can enlighten their competence by teaching in the classroom. It is not only enlighten for teacher itself but also students' competence.
  - b. However, not all teachers' competence in teaching speaking can implement well in teaching practice in classroom tandem teaching and learning in

teaching speaking. It is caused by some affecting factors that come from inside and outside the teachers. Therefore, by knowing the affecting factors, the teachers can minimize those factors to make their competence and skill can implement in teaching practice.

- c. In addition, some competence that are stated by the teachers are not in line with the theory of speaking and scientific based curriculum. Thus, it is important for teachers to change their mind how to solve some barriers in line with underlying theory about speaking and curriculum that is used in the school by classroom tandem teaching in teaching speaking.
- d. By providing ETA in this program, it can encourage teachers' self confidence because of they can communicate and collaborate any ideas which are giving some fun games or others in the class together. Thus, by providing ETA, co teacher can explor her idea which can be shared and mixed by ETA.
- e. However, by classroom tandem teaching in teaching speaking. co-teacher and ETA know some barriers/problems which are happened in classroom tandem teaching in teaching speaking and how to solve them.

## 2. For the headmaster

- a. The result of this study can give a detail description about classroom tandem teaching which is happened in this school. In line with supervision function of headmaster can use the result of the study to check what barriers which cannot be impelemented well in teaching practice and what barriers that are

not in line with theory of speaking and curriculum demand by classroom tandem teaching in teaching speaking.

- b. In providing solution for the teachers to make their competence apply well, the headmaster of the school may follow this program by inviting english teacher assistant (ETA) for the teachers in order to sharpen teachers' skill in line with the theory and students' needs in teaching speaking. The headmaster can work together with some institutions that can provide teachers more resources to make teachers' skill is formed well on teachers' mind.
  - c. However, the headmaster can know some factors or barriers can happen in classroom tandem teaching in teaching speaking and how to solve them.
3. For the university
- a. The university that becomes teacher's candidate producer has responsibility in forming good English teacher in the future. Thus, the teaching learning process for English education students is not only theoretically, but also practically should be maintained whether it has formed students' mindset about how to teach speaking well or not. The result of the study can help the university to design and decide the best curriculum, methods, and techniques to be used in delivering the courses about how to teach speaking well for vocational high school so that teacher's candidate can apply well the theory that have been gotten by them in the university.

- b. It is a need for university to emphasize the college students to practice their speaking in field practice of teaching program (PPL) by providing English teaching assistant (ETA) based on some barriers/problems in teaching speaking that follows the theory and curriculum demand that is used in the school.

#### 4. For future researchers

This study can be used as the additional reference for further researchers for studying more about classroom tandem teaching and learning in teaching speaking at vocational high school. As mentioned earlier, few studies related to classroom tandem teaching and learning in teaching speaking were conducted in vocational high school level. It can be used as a starting point to analyze teachers' in classroom tandem teaching in teaching speaking with another aspect, subject, and method.

### **C. Recommendation**

This findings of this study recommend for further investigations to critically explore issues related to classroom tandem teaching and learning in teaching speaking since there is a wider of sources need to be explored more. For this reasons, this research is meant to be useful:

#### 1. For the teacher

- a. Since classroom tandem teaching in teaching speaking become underlying guide for teacher in teaching practice like many kinds of giving fun games as ice breaking which are given by ETA, it is important for teachers to notice

their competence in teaching speaking. Thus, they can apply it in teaching practice well because of by apply it.

- b. On the other hand, some barriers/problems in teaching speaking cannot always apply well in teaching practice because some affecting factors influence the implementation of their beliefs. Hence, to solve some barriers/problems may apply well, the teacher should minimize the affecting factor that come from inside and outside by classroom tandem teaching and learning in teaching speaking.
- c. One of some barriers/problems that cannot be applied in teaching practice in this study is making lesson plan. The teachers do not complete the lesson plan with the scoring rubrics of some speaking indicators. Thus, it is essential for teacher to have assessment guide line to assess how far the students succeed in teaching learning by completing scoring rubric for speaking. Co teacher and ETA in classroom tandem teaching and learning in teaching speaking did some scoring norms. So, it can be sample for other teachers who did this method well.
- d. The teachers should have much competence in teaching speaking by giving some strategies and techniques in classroom tandem teaching in teaching speaking. By providing English teaching assistant (ETA), teachers know more about cross cultural understanding about culture, methods about native speaker, or others. In classroom tandem teaching and learning in teaching speaking, co teacher and ETA mix and blend some cultural values which

are needed as samples for teaching speaking such as talking about places, culture, weather, people, etc.

- e. On the other hand, most of teacher know some barriers which occur in the classroom tandem teaching in teaching speaking. Hence, teachers solve the barriers the teacher by giving them time to practice, time to explore ideas, build up confidence and time to present. By providing ETA, co-teacher feels happy and she can minimize the barriers occur in teaching speaking, so it can be great program for the next.

2. For the headmaster of the school

- a. The supervision function of the headmaster at school is needed to check whether the teachers have taught well or not. The result of this study shows that some barriers in teaching speaking cannot be applied well by the teachers. Therefore the headmaster as supervisor for the teachers should invite experts that can help the teachers to complete or even change teachers' competence in teaching speaking in classroom tandem teaching in teaching speaking that are not in line with theory and curriculum being used at school.
- b. On the other hand, the headmaster continues this program which is by providing English Teacher Assisstant (ETA) come to school. So, it can enlighten more English teachers in every competence about speaking.



3. For the student

- a. By providing ETA in classroom tandem teaching, it can make students feel confidence to speak English fluently.
- b. The students have higher motivation to continue study after graduating school. On the other hand, if they will find job easily later after finishing their study because of they have more competence in speaking English.

4. For university

University as the caretaker of ELT educational institutions needs to decide the best curriculum, method, or technique in classroom tandem teaching and learning in teaching speaking, so that they can implement classroom tandem teaching in teaching speaking in the future. It can also provide the rules about some affecting factors that may happen in teaching practice. Thus, by recognizing the factors they may minimize it not to happen in their teaching practice.

5. For further researchers

This study can be used as reference in exploring more about ETA, teachers' and students' competence in classroom tandem teaching in teaching speaking. Furthermore, there are still many areas of teachers and students practice in classroom tandem teaching and learning in teaching speaking that can be explored and investigated in term of English teaching in local context. It can be examined in different skills (listening, reading and writing) in form of

qualitative research with some subjects (co teacher, ETA, and students) or different one. A further research might also be designed qualitative in different level of school grade.

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