

**THE EFFECT OF APPLYING TEAM TEACHING METHOD (TTM)
ON THE STUDENTS' CRITICAL READING THROUGH "JAKARTA
POST" NEWSPAPER AT X GRADE STUDENTS OF SMK
HASANUDDIN MEDAN**

SKRIPSI

*Submitted in Partial Fulfillment of Requirements
for the Degree of Sarjana Pendidikan (S.P.d)
English Education Program*

By:

LIZA REVIZA

NPM. 1402050171



**FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA**

MEDAN

2018



**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Mukhtar Basri No. 3 Medan 202 38 Telp. 061-6622400 Ext. 22, 23, 30

Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

BERITA ACARA

Ujian Mempertahankan Skripsi Sarjana Bagi Mahasiswa Program Strata 1
Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara



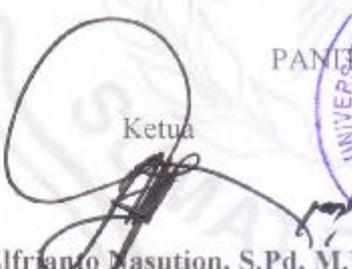
Panitia Ujian Sarjana Strata-1 Fakultas Keguruan dan Ilmu Pendidikan dalam Sidangnya yang diselenggarakan pada hari Senin, Tanggal 02 April 2018, pada pukul 09.00 WIB sampai dengan selesai. Setelah mendengar, memperhatikan dan memutuskan bahwa:

Nama Lengkap : Liza Reviza
N.P.M : 1402050171
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effect of Applying Team Teaching Method (TTM) on the Students' Critical Reading through "Jakarta Post" Newspaper at X Grade Students of SMK Hasanuddin Medan

Dengan diterimanya skripsi ini, sudah lulus dari ujian Komprehensif, berhak memakai gelar Sarjana Pendidikan (S.Pd).

Ditetapkan : (**A**) Lulus Yudisium
() Lulus Bersyarat
() Memperbaiki Skripsi
() Tidak Lulus

PANITIA PELAKSANA

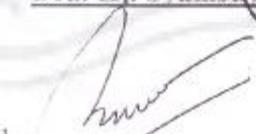
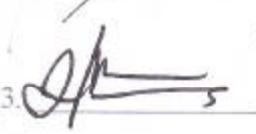
Ketua:  **Dr. Elfrianto Nasution, S.Pd, M.Pd**

Sekretaris:  **Dra. Hj. Syamsuyarnita, M.Pd**



ANGGOTA PENGUJI:

1. Dr. Bambang Panca S, S.Pd, M.Hum
2. Pirman Ginting, S.Pd, M.Hum
3. Alfitriani Siregar, S.Pd, M.Ed

1. 
2. 
3. 



LEMBAR PENGESAHAN SKRIPSI

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Skripsi ini diajukan oleh mahasiswa di bawah ini:

Nama Lengkap : Liza Reviza
N.P.M : 1402050171
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effect of Applying Team Teaching Method (TTM) on the Students' Critical Reading through "Jakarta Post" Newspaper at X Grade Students of SMK Hasanuddin Medan

sudah layak disidangkan.

Medan, Maret 2018

Disetujui oleh:

Pembimbing

Alfitriani/Siregar, S.Pd, M.Ed

Diketahui oleh:

Dekan



Dr. Elirianto Nasution, S.Pd., M.Pd.

Ketua Program Studi

Mandra Saragih, S.Pd, M.Hum

SURAT PERNYATAAN

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Saya yang bertandatangan dibawah ini :

Nama Lengkap : Liza Reviza
N.P.M : 1402050171
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Applying Team Teaching Method (TTM) on the Students' Critical Reading through "Jakarta Post" Newspaper at X Grade Students of SMK Hasanuddin Medan

Dengan ini saya menyatakan bahwa:

1. Penelitian yang saya lakukan dengan judul di atas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong *Plagiat*.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali.

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, Januari 2018
Hormat saya
Yang membuat pernyataan,



Diketahui oleh Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum



BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama Lengkap : Liza Reviza
N.P.M : 1402050171
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effect of Applying Team Teaching Method (TTM) on the Students' Critical Reading Through "Jakarta Post" Newspaper at X Grade Students of SMK Hasanuddin Medan

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
27/2-2018	Bab III written in post statistic	
5/3-2018	BAB V conclusion suggestion	
8/3-2018	Abstract	
15/3-2018	Acknowledgement	
	ACC Simbolang	

Diketahui oleh:
Ketua Prodi

(Mandra Saragih, S.Pd, M.Hum)

Medan, Maret 2018

Dosen Pembimbing

(Alfitriani Siregar, S.Pd, M.Ed)

ABSTRACT

Reviza, Liza 1402050171 “The Effect of Applying Team Teaching Method (TTM) on the Students’ Critical Reading through “Jakarta Post” Newspaper at X Grade Students’ of SMK Hasanuddin Medan”. Thesis English Department of Faculty of Teacher Training and Education University of Muhammadiyah Sumatera Utara. (UMSU). Medan. 2018.

The objective of this research was to find out the effect of applying Team Teaching Method (TTM) on the Students’ Critical Reading through “Jakarta Post” Newspaper at X Grade Students’ of SMK Hasanuddin Medan. The population of this research was the X Grade Students’ of the academic year 2017/2018. The sample consisted of 60 students were taken by using random sampling technique. The sample was divided into 2 classes, the experimental group which consisted of 30 students taught by applying Team Teaching Method (TTM) and the control group consisted of 30 students by applying Conventional Method. Multiple choice test was used as the instrument. Each group was given a pre-test, treatment and post-test. The result of this research showed that t-test (3.70) was higher than t-table (2.00) and degree of freedom (df) was 58. The final hypothesis showed that H_0 was rejected and H_a was accepted. It means that there was a significant effect of applying Team Teaching Method (TTM) on the students’ critical reading through “Jakarta Post” Newspaper at X Grade Students of SMK Hasanuddin medan. Based on the result of this research, it can be concluded that Team Teaching Method (TTM) on the students’ critical reading. Indeed, it was recommended for teachers to apply this method in teaching English, especially in teaching reading.

Keywords: *Team Teaching Method (TTM), Critical Reading, Newspaper*

ACKNOWLEDGMENTS



In the name of Allah SWT, the most beneficent, the most merciful, praise to Allah SWT the Lord of universe. Firstly, the researcher would like to thank to Allah SWT the most almighty who has given the chances in finishing the research. Bless and peace is upon the prophet Muhammad SAW who has broke human being from the darkness into the brightness era. Thanks to her beloved parents **Kamaruddin, S.Pd** and **Siti Jarni**. For their support morally and materially during academic years in completing study at Faculty of Teacher Training and Education, UMSU Medan.

This research intended to fulfill one of requirements in accomplishing S-1 degree at English Department of Faculty Teacher Training and Education Muhammadiyah University of Sumatera Utara. Furthermore in finishing the research entitle "*The Effect of Applying Team Teaching Method (TTM) on the Students' Critical Reading through "Jakarta Post" Newspaper at X Grade Students' of SMK Hasanuddin Medan*", the researcher faced a lot of difficulties and problems and without much help from the following people, it was impossible for her to finish it. The researcher also would like to thanks to:

1. **Dr. Agussani, M.AP**, The Rector of University of Muhammadiyah North Sumatera Utara.
2. **Dr. Elfrianto Nasution, S.Pd, M.Pd** as the dean of FKIP UMSU, who has given her recommendation to carry out this study.

3. **Mandra Saragih, S.Pd, M.Hum** and **Pirman Ginting, S.Pd, M.Hum** as the Head and Secretary of English Department in Faculty of Teacher Training and Education University of Muhammadiyah North Sumatera for their encouragement in completing this research.
4. Her Beloved Supervisor **Alfitriani Siregar S.Pd, M.Ed.** thanks for all guidance, knowledge, support, suggestion, time, spirit, pray, and never stop giving ideas in writing this research.
5. **Wiwid Kurniandi, S.Pd.I** as Head Master of SMK Swasta Hasanuddin Medan. Who has given permission for her to conduct the research at that school.
6. All of lectures of FKIP of University of Muhammadiyah North Sumatera, especially those English Department for their valuable thought and knowledge and English teaching for her during Academic year at UMSU.
7. Her beloved brothers **M. Reza Al-Abrar** and **M.Al-Muttaqin**, and all families. Thanks a lot of for the pray.
8. Her beloved friends in PPL **Ade Agustina, Bella Pratiwi, Budiman, Debby Yanti, Nico Maharani, Pajriah Siregar, Rismayani, Saipul Abidin, Sisca Wede.**
9. Her beloved and Best friends **Bara Rangkuti, Cut Nuri Asura, Darmawan Nasution, Wilda Anggraini.**
10. Her beloved friends **Aidha Yuzhi, Defi Juwita, Indah Handayani, Armelia, Amel, Melati, Latiffah Ummi, Lestari Sanjaya, Ulfa Husna.**

11. All the classmate in A-Afternoon English class. All her friends and all people who had support and help her so the reseacher can resolves this study. Thank you so much for all.

The reseacher realized that her study was still far from being perfect. So, the reseacher axpected suggations and comments from all of the readers or other reseacer who want to learn about this study. May Allah SWT the most almighty always bless all of us.

Medan, Maret 2017

The Reseacher

Liza Reviza
NPM.1402050171

TABLE OF CONTENTS

ABSTRACT	i
ACKNOWLEDGMENTS	ii
TABLE OF CONTENTS	v
LIST OF TABLES	viii
LIST OF APPENDICES	ix
CHAPTER 1 : INTRODUCTION	
A. The Background of Study	1
B. The Identification of the Problem	4
C. Scope and Limitation.....	4
D. The Formulation of the Problem.....	4
E. The Objectives of the Study.....	4
F. The Significance of the Study.....	5
CHAPTER II : REVIEW OF LITERATURE	
A. Theoretical Framework	6
1. Reading	6
2. Critical Reading.....	7
2.1 The Strategies of Critical Reading	10
2.2 How to Teach Critical Reading	11
3. Team Teaching	11

3.1. The Form of Team TEaching	15
3.2 Models of Team Teaching	16
3.3 Advantages and Disadvantages of Team Teaching	16
3.4 The Benefit of Team Teaching.....	17
4. Definition of Reading Newspaper	17
5. Benefit of Reading Newspaper for Students.....	18
B. Relevant Studies	19
C. Conceptual Framework	20
D. Hypothesis.....	21
 CHAPTER III : METHOD OF RESEARCH	
A. Location and Time	22
B. Population and Sample	22
1. Population	22
2. Sample	23
C. Research Design	23
D. The Instrument of the Research	24
E. Technique of Collecting the Data	24
1. Pre-test.....	24
2. Treatment.....	24
3. Post-test	24
F. Technique of Analyzing the Data.....	25

CHAPTER IV : DATA AND DATA ANALYSIS

A. Data 27

B. Data Analysis 30

C. Testing Hypothesis 38

D. Research Findings 38

CHAPTER V : CONCLUSIONS AND SUGESSTIONS

A. Conclusions 39

B. Sugestions 39

REFERENCE

APPENDICES

LIST OF TABLES

Table 3.1 The Population	23
Table 3.2 The Sample	24
Table 3.3 Research Design	24
Table 4.1 Scores of pre-test and post test Experimental Group	28
Table 4.2 Scores of pre-test and post test Control Group	29
Table 4.3 Differences between pre-test and post test Experimental Group	31
Table 4.4 Differences between pre-test and post test Control Group	33
Table 4.5 Calculating correlation Product Moment between X and Y	36

LIST OF APPENDICES

Appendix 1 Lesson Plan in Experimental Group

Appendix 2 Lesson Plan in Control Group

Appendix 3 Test Item

Appendix 4 Answer Key

Appendix 5 Scores of Pre-test and Post-test Experimental Group

Appendix 6 Scores of Pre-test and Post-test Control Group

Appendix 7 Documentation

Appendix 8 Form K-1

Appendix 9 Form K-2

Appendix 10 Form K-3

Appendix 11 Berita Acara Bimbingan Proposal

Appendix 12 Lembar Pengesahan Proposal

Appendix 13 Surat Keterangan

Appendix 14 Lembar Pengesahan Hasil Seminar Proposal

Appendix 15 Surat Pernyataan

Appendix 16 Surat Izin Riset

Appendix 17 Surat Balasan Riset

Appendix 17 Berita Acara Bimbingan Skripsi

Appendix 18 Lembar Pengesahan Skripsi

Appendix 19 Curriculum Vitae

CHAPTER I

INTRODUCTION

A. The Background of the Study

Reading is one of the four skills to be mastered by the students because, reading is important for students. There were many reason why reading is so important for students especially students in vocational school like: helps in school studies also, obtain new information, spellings and vocabulary are increased etc. In addition to students, reading is also important for everyone. Because without reading we do not know anything. By reading we could know something we do not know, reading also provides a broad insight into our knowledge.

Reading is a language acquisition process which needs ability to know and understand the information from a text provided. Grabe (2009:9) defines that reading is the process of recieving and interpreting information encoded in language from via medium of print. Futhermore, defines that reading as an active cognitive process of interacting with the print and monitoring comprehension to establish meaning.

Reading skill is one of the activities that have an important role to describe writing skills According to Hudson (2007) one of the categories in reading skills is critical reading, Critical reading is skills would help students to be able to analyze, synthesize, and evaluate what is read. It means reading with the goal of finding deep understanding of a material, students are expected to

not only read reading at a glance, but also understand the contents of the reading as a whole. Understanding the content of the reading could be done by reading critically.

When we teach critical reading to students we would develop them to be critical thinking. Because, when they do critical reading it will lead to critical thinking. We need to teach critical reading to students because we want them not only read reading at a glance, but also understand the contents of the reading as a whole. If we could help them to develop critical reading, they would definitely have a good reading comprehension and could be successful in school. Students with good reading comprehension could perform well in any subject because they have developed the critical reading to not only understand but analyze any text given to them. So, we can be seen that is very important to have a reading skill by the students.

Basically, the main purpose of conducting reading activity it is to gain idea and information. As stipulated Depdiknas in the curriculum 2013 of Senior High School, one of four language skills that should be possessed by students in reading skills. As a matter of fact, reading activity become starting point in the teaching and learning in the English classroom at Junior and Senior High School. It means that the students are provided with a language skill that leads them to be able to grasp the idea of text being read.

Based on the researcher's experience in PPL of SMK Hasanuddin Medan in taught English, there were some problems in this research, many students still have difficulties in understanding reading text especially in critical

reading because it is a complex process. Students get difficulties to comprehend the text and difficulties to find the value of reading text, and the teachers still used conventional method in teaching reading, many students get bored in reading text. In the reality of this research most of the students think that reading is difficult because they were afraid making mistakes or not careful as they read. There is a reason researchers conduct research related to the students in reading critically.

The researcher would be applied Team Teaching Method because studies about team teaching activities in the classroom is collaboration work among teachers and researcher conducted to develop students' reading comprehension and as a part of quality development it is to determine whether or not training learners in the using of team teaching activities would have any noticeable impact on learners' reading comprehension. In here, the researcher and english teachers in the school would be collaboration to improve students' english language reading comprehension and to investigate the students' attitudes towards the use of team teaching and to investigated the effectiveness of two models co-teaching that is team teaching and station teaching in the promotion of the students' reading comprehension. It is hoped that the positive outcomes of the current studies motivate the administrators to adopt team teaching and station teaching in classrooms so as to enhance the students' achievement in the realm of reading comprehension.

B. The Identification of the Problem

The problems of this research were identified as follows:

1. The students have difficulties in reading especially in critical reading.
2. The students get difficulties to comprehend the text and difficulties to find the value of a reading text.
3. The teachers still used conventional method in teaching reading, so many students get bored in reading english.

C. Scope and Limitation

Based on the problems above, the scope of this research was focused reading critically. The limitation of this research was critical reading in the text Jakarta Post Newspaper of Sports. The researcher limited only in critical reading by applying Team Teaching Method (TTM) on the X Grade Students of SMK Hasanuddin Medan.

D. The Formulation of the problems

The formulation of the study was identified as follow:

Is there any significant Effect of Applying Team Teaching Method on the students' critical reading through "Jakarta Post" Newspaper at X Grade Students of SMK Hasanuddin Medan?

E. The Objectives of the Study

The objective of the study was identified as follow:

To find out the significant Effect of Applying Team Teaching Method on the students' critical reading through "Jakarta Post" Newspaper at X Grade Students of SMK Hasanuddin Medan.

F. The Significance of the Study

The findings of this research were expected to be useful theoretically and practically.

1. Theoretically

Theoretically the studies give useful and interesting way in teaching critical reading through Team Teaching Method. This research is hoped to be useful to add reference and as the studies will enrich the knowledge and skill in critical reading.

2. Practically

- a. For researcher, as a reference for any researcher who want to research the similar field.
- b. For teacher, to give input to teachers by applying team teaching method as a solution to solve the problem in critical reading, and make it easier to understand the level ability of each during the learning process.
- c. For students, to assist them in improving their reading skill and understanding in critical reading.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

In doing research, the terms used clarified in order to have a clear perspective of the implementation in the field. The terms may function to give a limited concept which is specifically meant order in particular context. In this case, it is very important to list the following terms for the purpose of the research.

1. Reading

Reading is meant the action of students to read text book in reading comprehension class to comprehend what is printed on paper. In this case, teachers need to think about reading to help the students learn to read efficiently and effectively. So, it will be easier for the students to understand what they read if the teacher use an appropriate strategy of teaching reading in order to help students get the idea of what is written.

According to Grabe and Stoller (2002: 4) point out that reading can be thought of as a way to draw information from a text and to form a text and to form an interpretation of that information. Reading can be an escape that takes you outside the bounds of your existence. Reading is your future as well as your past. Don't be a reader who reads without thinking or who reads without a purpose.

Reading is decoding and understanding written texts. Decoding requires translating the symbols of writing system (including Braille) into the spoken

words which they represent. Understanding is determined by the purpose for reading, the context, the nature of the text, and the readers' strategies and knowledge. Further, reading is the process of deriving meaning from the text. The majority of readers, this process involves decoding written text. Some individuals require adaptation such as Braille or auditorization to support the decoding process. Understanding is determined by the purposes for reading, the context, the nature of the text, and the reader's strategies and knowledge. Reading comprehension is the ability to read text, process it and understand its meaning. An individual's ability to comprehend text is influenced by their traits and skills, on which interferes with their ability to comprehend what is read. There are a number of approaches to improve reading comprehension, including improving one's vocabulary and reading strategies.

According to Cook (2004:60) state reading comprehension is a dynamic interactive process of constructing meaning by combining the reader's existing knowledge with the text information within the context of the reading situation. Reading comprehension involves an active-communication between the writer and the reader within meaningful contexts. It is presumed that a writer has an audience, a message, and purpose in mind.

2. Critical Reading

Reading is an active and ongoing process that is affected directly by an individual's interaction with his environment (Heilman, Blair, Rupley, 2005:4). Because an individual in his life always interacts with the environment, by

interacting it someone will get a new knowledge. Furthermore, reading is one of language skill, reading skill is activities that has an important role to describe writing skills.

According to Hudson (2007) one of the categories in reading skills is critical reading. Critical reading is skills that would help students to be able to analyze, synthesize, and evaluate what is read. Critical reading originally comes from the concept of critical thinking. It is the application of critical thinking in the process of reading. According to Highered (2010) critical reading is a technique for discovering information and ideas within a text. Where as critical thinking is a technique for evaluating information and ideas for deciding what to accept and believe. Critical reading refers to critical thinking which is applied to the process of reading and writing.

The definition above lead us to the conclusion that the process of critical reading would develop one to become a critical reader. Wallace (2003) argues that as a critical reader, readers not accepting point of view of the text in silence, rather they analyze the reasons why the author develop it, then continue evaluate its credibility. In this regard, it could be said that critical reading actively involves the writer and the reader and can be seen as a dialogic connection.

As previously stated, in critical reading readers actively try to discover information and ideas within the text. It is done by analyzing, synthesizing, drawing inference, forming interpretations and evaluating what the read.

Kurland (2002) states that in reading the text the readers try to understand the author's and persuasive elements through classifying the nature of language choices and to recognize bias through classifying the pattern of choices of content and language.

In conclusion, critical reading is an activity of reading that applied the concept of critical thinking. The readers attempt to read using analytical ways, so they understand the message of the text, the language used in the text, and the arrangement of the text. Furthermore, critical readers hopefully could respond to the writers position and purpose based on different point of view related to their previous knowledge to the issue of the text.

Rubrics critical reading

Grading	Description of Quality of Work
Excellent (A) 75 and above	Very clear focus and clarity of thoughts and expression. Key points are well developed and described in detail. Excellent analysis of article content that is discerning, in-depth and supported by both academic and personal knowledge. There is a high quality of reflection as can be seen in the ability to relate to one's values, beliefs and experiences to the content of the article. The reviewer is able to suggest how the information and knowledge could be adopted or adapted innovatively to enhance or improve learning in the field. Personal insights and views that are expressed show that the reviewer has thought critically and reflectively about the article.
Very Good	The review is clear, well organized with logical sequencing

(B) 70 - 74	and elaboration of key points. All key points are adequately detailed and there is in-depth analysis of some of the points. Insights and discoveries made show a good understanding of the article content and that that the reviewer has made good effort to reflect on his/her values, beliefs and experiences.
Good (B) 65 - 69	There is adequate analysis of the article content but with some points detailed more than others. The reviewer was able to suggest how the information and knowledge could be applied to improve or enhance current practices. Overall, the review is satisfactory in that it shows an overall understanding of the content and the ability to reflect on the content.
Satisfactory (C – B/C) 55-64	The review is lacking in focus and clarity of expression. Key points not elaborated upon and details are minimal. Little analysis of content. Minimal reflection and insights given.
Unsatisfactory (D - E) Below 55	unacceptable levels of paraphrasing; irrelevance of content; polemical assertion without evidence or analysis; presentation, grammar or structure so poor it cannot be understood; proven as plagiarism.

2.1 The Strategies of Critical Reading

Sousa (2004,105-106) introduces seven critical reading strategies which he claims help students read critically and confidently. The strategies are: (1) Previewing: Learning about a text before really reading it. (2) Contextualizing: Placing a text in its historical, biographical, and cultural context.(3) Questioning: In questioning the readers ask questions about content and in reflecting they should examine their own responses. (4) Reflecting:

Reflec upon the challenges to their personal beliefs and values and entails annotating, highlighting, and note taking. (5) Summarizing: identifying the main ideas and restating them in your own word. (6) Evaluating an argument: Testing the logic of a text as well as its credibility and emotional impact. (7) Comparing and contrasting releted reading: Exploring likenesses and differences between texts to understand them better.

2.2 How to Teach Critical Reading

Esleem (2010) show in her study some steps for teaching critical reading: (1) Reviewing the reading assignment. (2) Having students write something in response to the text, making notes in the margin and making notes to bring to class. (3) Designing a focused, informal writing to learn task based on the reading. (4) Monitoring compliance.

3. Team Teaching Method (TTM)

Team teaching is one of the most interesting and significant recent developments in education. Team teaching could be defined as a group of two or more teachers working together to plan, conduct and evaluate the learning activities for the same group of learners. This definition corresponds to that discussed by Tompkins in a recent book (Vars, 1969:73) team teaching is giving two or more teachers joint responsibility for the educations of a group of pupils larger than what is generally considered research has shown that team teaching is an effectiv a normal class size.

Team teaching is a means to conserve human energies for top-priority objectives. It is also a means to overcome the problem of insufficient self evaluation by teachers in the classroom (Fraida Dubin 2000 : 228). With team teaching teachers could work together to implement the students learning activities in classroom and to devise implement scheme of work suitable to the needs of their students, and teachers could improve teaching learning process in the classroom such as less manage class.

According to David Warwick (K.Venkateswarlu 2010:334) a team teaching is a form of organisation, in which individual teachers decide to pool resources, interest and expertise, in order to devise and implement scheme of work suitable to the needs of their pupils and the facilities of their school. It is an organisational structure to improve teaching-learning process in the classroom. Such as less manage class, team-teaching involves a continuum of models and practices, distinguishable from one another, primarily on the basis of the level of collaboration within the team teaching. Team teaching is also called collaborative teaching or co-teaching strategy.

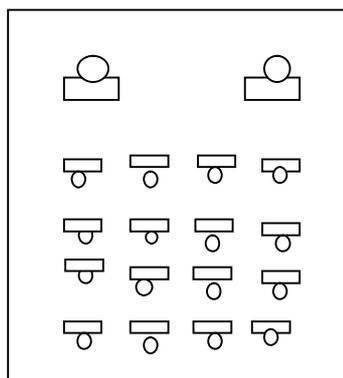
Goetz (2000) further differentiates team teaching into two major categories: the first is two or more instructors teaching the same students at the same time in the same classroom, and the second is instructorss working together but not necessarily teaching the same group of the students or at the same time. And team teaching as well process in which all team members are equally involved and responsible for student instruction, assessment and the setting and meeting of learning objectives.

Meanwhile, the purpose of team teaching is team teaching can increase classroom management, finally team teaching could help establish collegiality among teacher, which provide support and encouragement for all team. And group could help complement the talent of each team member each person has strengths & weakness and ideal coming from others in group may help cover a weakness from an individual member. One of the great goals from team teaching one hopes to achieve is more instruction between students and instructors.

This is the side of goodness, the basic purpose of team teaching is to improve the quality of learning outcomes. And, to achieve the success there must be development of management or process.

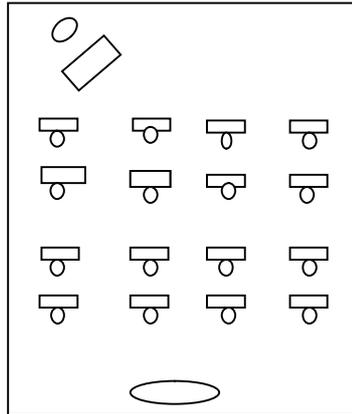
Co-teaching styles in the classroom

Team Teaching



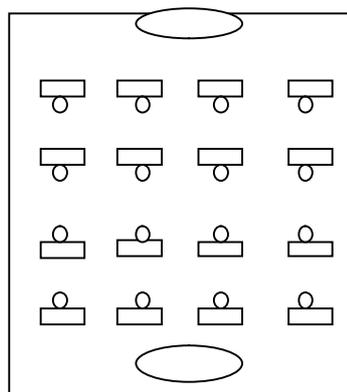
This is when two teachers deliver instruction and provide students support at the same time./ two people share in planing teaching and assessing all students in the classroom.

One teach, one observer



This is when one teacher leads the large-group instruction while the other gathers academic, behavioral, or social data.

Pararel teaching



This is when two teachers, each with half the class group, present the same material for the primary purpose of fostering instructional differentiation and increasing student participation.

3.1 The Form of Team Teaching

Sandholtz (2000) has identified three form of team teaching: (1) Two or more teachers loosely sharing responsibility. (2) Team-planning, but individual instruction. (3) Joint planning, instruction, and evaluation of the learning experience. And then, Team Teaching have two basic type A and type B: type A two or more teachers work together but do not always teach the same students at the same time. Type B two or more teachers teach the same students at the same time in the classroom using one or a combination of four basic instructional models, the traditional model, the supportive model, the parallel instruction model and the differentiated instruction model.

3.2 Models of Team Teaching

According to the research, there were several different models of team teaching that has identified by theorist (Maroney, 1995, Robinson & Schiabile 1995, Yunamandram & Noble, 2000). They include: (1) Traditional team teaching instructors take turns on different subject the other may operate the classroom technology or simply bserve. (2) Collaborative Teaching: the instructors work together to design the course, topics and the class is not done in a typical lecture mode, it actually uses the exchange of ideas and theories, debates eith students and problem solving approaches. (3) Parallel Instruction:

The class is divided into two groups each teacher is responsible for the content being taught in the particular group. Again, there is a problem solving approach taken for each particular issue and viewpoint. (4) Differentiated Split Class: Breakdown of smaller groups of students according to the learning needs. One instructor will challenge and initially explain the content while the second instructor reviews or reteaches students who require further help. (5) Monitoring Teacher: This is when one instructor is responsible for teaching the whole lecture and the second instructor circulates around the classroom and monitors students.

3.3 Advantages and Disadvantages of Team Teaching

a. Advantages of Team Teaching

1. Team teaching could establish intensive communication between teachers.
2. Team teaching could be an alternative to meet the needs of teachers 24 hours a week.
3. Team teaching is expected to build a positive partnership culture between teachers to establish cooperation in improving the process of better learning.

b. Disadvantages of Team Teaching

1. Team teaching requires more energy and thought compared to individual teaching.
2. Team teaching entail difficulty in scheduling time and physical facilities. Team teaching disadvantages is about space and facilities.

3. Team teaching disadvantages is about space and facilities.

3.4 The Benefit of Team Teaching

According to Burden & Byrd there were several benefit of Team Teaching: (1) Group can help complement the talent of each team member, each person has strength and weakness and ideal coming from others in group may help cover a weakness from an individual member. (2) Team teaching can enhance classroom management. Finally team can help establish collegiality among teacher, which provide support and encouragement for all team members. Another benefit of team teaching is team teaching approach best benefits students by instructing them on theories and approaches while blending in practical applications and methods currently being used in the field.

4. Definition of Reading Newspaper

Reading is one of the most common and important ways of learning. One major type of reading materials is newspaper. Reading newspaper is an excellent way to gain current, general English language and vocabulary. Newspapers are often used in reading classes in order to develop reading skills and expand vocabulary knowledge. According to (Hwang & Nation, 1989) there were several reasons for this. Firstly, newspapers are easily and cheaply available in hard copy or online. Secondly, newspapers are authentic materials that are commonly read by the native speakers of the language. Thirdly, they provide a wide choice of interesting topics from which teachers or learners can

choose reading texts. Finally, reading newspaper is considered to be not only a good way of reviewing old vocabulary learned, but also of learning new vocabulary from context.

The value contained when reading a newspaper is very much its benefits like: reading newspaper good habit that could provide a great sense of educational value. It carries information about politics, economy, entertainment, sports, business, industry, trade and commerce. With this habit it would not only enhance your knowledge about general information but it would likewise improve your language skills and vocabulary. And then reading newspaper may help us learn a lot of vocabulary, raise our reading skills such as easy to find the points, or increase reading speed, etc. Another benefit is that we could learn new things or knowledge from newspaper articles.

5. Benefits of Reading Newspaper for Students

Newspaper is a set of large printed sheets of paper containing news, articles, advertisements, and other news which is published everyday or every week. So, newspaper is one of the information to get some news in human's life, daily or weekly. There were some newspaper which published in English, such as Time newspaper, fortune newspaper, business and Jakarta Post. It carries information about politics, economy, entertainment, sports, business, industry, trade and commerce, etc.

Reading newspaper is a good habit that could provide a great sense of educational value. Newspaper is very good source of information, not only

enhance your knowledge about general information but it will likewise improve your language skills and vocabulary. Newspaper strengthens the vocabulary and grammar of reader.

There were 10 benefits of reading newspaper for students (1) It strengthens reading of students, (2) It enhances the vocabulary of student, (3) It gives useful information on politics, (3) It gives useful information on politics, (4) It is a best source to enhance general knowledge, (5) It keeps student updated with current developments of country and the world, (6) Students get useful ideas and topics for researches/projects, (7) Students writing skill enhances, (8) Entertainment and sports news, (9) Students get useful information on latest discoveries and inventions, (10) It makes student a good orator. These are the benefits of reading newspaper for students. Newspaper not only enhances students vocabulary but it enables them to read, write and speak in a better and impressed way.

B. Relevant Studies

There are some studies that relevant to this research was conducted before. The first study was conducted in the journal by Kurniawan Yudhi (2016) with the titled "*The Impact of Team Teaching Activities on The Students' Reading Comprehension Development*". Have the similarities with the journal by Ali Ibrahim Mohammad Migdadi (2016) with the titled "*The Effect of Using Team Teaching on Jordanian Eleventh Grade Students' Reading Comprehension Their Attitudes Towards This Strategy*". The

similarities of them were discussing about improving students reading comprehension by using activities of team teaching strategy, and the differences of them are (1) Ali Ibrahim use the quasi-experimental design, and also use the descriptive design to examine the effect of team teaching on developing the students' performance in reading comprehension. (2) kurniawan Yudhi do the research at the state vocational high school in central Java. (3) total of the students for research.

C. Conceptual Framework

Teaching learning english in vocational/senior high school demands on the active participation from the student as the subject of four skill implementation: listening, speaking, writing, and reading. Reading is one of the language skills that should be achieve by the students and it has a big role in learning english especially in understanding overall the text, but some students have problems in comprehending reading text, relating to answer the text based on contextual in reading. To make reading a more active process, it is necessary to find out in effective method in teaching reading comprehension, the students taught by using Team Teaching Method (TTM) so that the students achieve better understanding in reading texts especially on critical reading.

In Team Teaching Method helps students in supporting their process study. Therefore, the applying Team Teaching Method successfully give great effect to the students ability in critical reading especially in reading text of Jakarta Post Newspaper. In this method the teacher will give topic text, and

then order the students to read the text, the teacher also forces the students to pay attention to what the writer is saying so that, students know more detail about the text. And then, they have a task to answer the question, students do their task in small group, and then report their task and compare the result to other groups. In the last teachers working to evaluate the learning activities for the same group of learners.

In conclusion, by applied in this method would make reading not only beneficial for them but for teachers as well. That is way Team Teaching Method is suitable for the student' in learnig reading.

D. Hypothesis

Based on the previous discussion on the background of study, the hypothesis is formulated as follows:

H_a : There is a significant effect of applying Team Teaching Method (TTM) on the students' critical reading through "Jakarta Post" Newspaper at X Grade Students of SMK Hasanuddin Medan.

H_0 : There is no a significant effect of applying Team Teaching Method (TTM) on the students' critical reading through "Jakarta Post" Newspaper at X Grade Students of SMK Hasanuddin Medan.

CHAPTER III
RESEARCH METHOD

A. Location and Time

This research was conducted at SMK Hasanuddin Medan February 2017/2018 on academic year, it locates at jl.Amal luhur No 54, Dwi kora, Medan Helvetia. This research was focused the X grade students of SMK Hasanuddin Medan. The researcher chosen this location because the researcher was conducted field experience practice (PPL) in this school. The researcher find out the students problem in reading especially in critical reading.

B. Population and sample

1. The population

The population of this research was taken the X grade students of SMK Hasanuddin Medan. There were three classes X1, X2, and X3 and the total of students were 90.

Table 3.1
The population of the research

No	Classes	Population
1.	X-1	30
2.	X-2	30
3.	X-3	30
Total		90 Students

2. Sample

Random sampling technique was applied to determine the sample. The samples was choosen class X-1 as experimental group and X-3 as control group. The number of students of each class were 30 students. So, the total number of the students were 60 students. The design figured follows:

Table 3.2
Sample of Research

No	Class	Class	Sample
1	X-1	Experimental group	30
2	X-3	Control group	30
Total			60

C. Research Design

The experimental quantitative research was applied in this research. The experimental quantitative research was studies with two different group, they were experimental group and control group. The experimental group was taught by applying Team Teaching Method and control group was taught by conventional method. The design can be seen in the following table:

Table 3.3
Research Design

Group	Pre-Test	Treatment	Post Test
Experimental	ü	TTM	ü
Control	ü	Conventional method	ü

D. Instrument of the Research

The instrument of the research was multiple choice test in collecting the data, pre-test, and post-test was conducted in both, experimental and control group. The student test consist of 20 multiple choice test. The material of the test about reading text jakarta post newspaper “Barcelona, Chelsea reach last 16 as MU loses” published in Friday November 24, 2017 :12 (source : JP/Martyn Wood).

E. Techniques for Collecting Data

1. Pre-test

Each groups, the experimental and control group was given pre-test before the treatment. The function of the pre-test is to know scores of experimental and control group.

2. Treatment

The treatment ware conducted to the experimental group. The experimental group was taught by using Team Teaching Method, while the control group was taught by using conventional method.

3. Post-Test

The post test was given to both groups, Experimental and Control group after the treatment. It used to find out the differences of their mean scores.

F. Technique of Analyzing Data

In analyzing the data, descriptive quantitative technique was applied to analyze the data by using the following procedure:

1. Scoring the answer sheets students.
2. Listing their scores in two score table, the first for experimental group scores as X variable, the second for control group as Y variable.
3. Calculating the total score post-test in experimental group and control group. Calculating would be conducted by using t-test as show below, according to Sugiyono (2015) :
 - a. Calculating Mean Score:

$$\bar{x} = \frac{\sum x_i}{n} \quad (\text{Sugiyono, 2015})$$

Note: \bar{x} = Mean

$\sum x_i$ = The total of students' value

N = The number of students

- b. Standard Deviation by Formula

$$SD_1 = \sqrt{\frac{n(\sum x_i^2) - (\sum x_i)^2}{n_1(n_1-1)}} \quad (\text{Sugiyono, 2015})$$

- c. Calculating correlation Product Moment between X and Y

$$R_{xy} = \frac{n \sum X_i Y_i - (\sum X_i) (\sum Y_i)}{\sqrt{\{n \sum X_i^2 - (\sum X_i)^2\} \{n \sum Y_i^2 - (\sum Y_i)^2\}}} \quad (\text{Sugiyono, 2015})$$

d. Hypothesis test (t-test)

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2} - 2R \left(\frac{S_1}{\sqrt{N_1}} \right) \left(\frac{S_2}{\sqrt{N_2}} \right)}} \quad (\text{ Sugiyono, 2015 })$$

Where :

\bar{x}_1 = Mean of variable 1 (experimental group)

\bar{x}_2 = Mean of variable 2 (control group)

S_1 = Standard Deviation of sample 1 (experimental group)

S_2 = Standard Deviation of sample 2 (control group)

S_1^2 = Standard deviation squared (variants) of sample 1 (expperimental group)

S_2^2 = Standard deviation squared (variants) of sample 2 (control group)

n = Total of sample

CHAPTER IV
DATA AND DATA ANALYSIS

A. Data

The data were collected by giving multiple choice test of 20 items. The sample was divided into two classes, the experimental group and control group. Each group was given pre-test and post-test of the same test. The students' score of experimental group showed that the highest score of pre-test was 75 and the lowest was 50. While the highest score of post-test was 85 and the lowest was 65. Meanwhile the students' score of control group showed that the highest score of pre-test in control group was 65 and the lowest was 55. While the highest score of post test was 75 and the lowest was 60. Were shown the table 4.1 and 4.2 below.

Table 4.1
Scores of Pre-test and Post-test Experimental Group

No.	Student's initial	Pre-test (X_i)	Post-test (X_i)
1	AS	55	80
2	AFA	70	80
3	AFP	65	80
4	AP	50	60
5	A	70	75
6	AP	75	80
7	AQ	65	75
8	AR	50	75
9	AS	60	85

10	AWM	60	80
11	AW	55	65
12	DS	60	70
13	DI	55	70
14	DR	50	70
15	E	75	85
16	FA	50	70
17	H	55	65
18	HF	75	85
19	K	55	70
20	NH	60	80
21	N	60	70
22	N	50	75
23	PAIB	60	85
24	PPS	65	75
25	RW	50	60
26	RA	75	80
27	SZ	70	75
28	SA	65	80
29	TWL	70	80
30	TP	55	80
Total		$X_i = 1830$	$X_i = 2260$

Table 4.2
Scores of Pre-test and Post-test Control Group

No.	Student's initial	Pre-test (Y_i)	Post-test (Y_i)
1	AVH	65	75
2	A	60	75

3	AAN	60	75
4	CM	60	75
5	DPP	65	75
6	DN	55	65
7	ES	55	60
8	HE	60	70
9	IMA	60	70
10	IS	55	65
11	M	60	75
12	MC	60	70
13	MI	65	70
14	PA	65	75
15	PRR	60	70
16	PS	65	75
17	RM	60	70
18	R	60	75
19	RA	60	70
20	RL	55	65
21	S	60	70
22	SA	65	75
23	SA	60	70
24	SZA	55	65
25	SZ	60	75
26	TRL	60	70
27	TA	55	60
28	WN	65	75
29	WRS	65	75
30	YA	60	75
Total		$Y_i = 1805$	$Y_i = 2130$

B. Data Analysis

The effect of applying Team Teaching Method (TTM) on the Students' Critical Reading through "Jakarta Post" Newspaper at X Grade Students of SMK Hasanuddin Medan. Based on the data from the test the score were analyzed in other to know the differences between pre-test and post-test of the experimental group.

Table 4.3
Differences between pre-test and post test of experimental group

No.	Student's initial	Pre-test (X_1)	Post-test (X_2)	ΣX_1^2	ΣX_2^2
1	AS	55	80	3025	6400
2	AFA	70	80	4900	6400
3	AFP	65	80	4225	6400
4	AP	50	60	2500	3600
5	A	70	75	4900	5625
6	AP	75	80	5625	6400
7	AQ	65	75	4225	5625
8	AR	50	70	2500	5625
9	AS	60	85	3600	7225
10	AWM	60	80	3600	6400
11	AW	55	65	3025	4225
12	DS	60	70	3600	4900
13	DI	55	70	3025	4900
14	DR	50	70	2500	4900
15	E	75	85	5625	7225

16	FA	50	70	2500	4900
17	H	55	65	3025	4225
18	HF	75	85	5625	7225
19	K	55	70	3025	4900
20	NH	60	80	3600	6400
21	N	60	70	3600	4900
22	N	50	75	2500	5625
23	PAIB	60	85	3600	7225
24	PPS	65	75	4225	5625
25	RW	50	60	2500	3600
26	RA	75	80	5625	6400
27	SZ	70	75	4900	5625
28	SA	65	80	4225	6400
29	TWL	70	80	4900	6400
30	TP	55	80	3025	6400
TOTAL		$X_2=1830$	$X_2=2260$	$\sum X_1^2=113750$	$\sum X_2^2=171700$

Based on the table 4.3 above it can be seen that there was differences between pre-test and post-test score of experimental class. After calculating the data for the experimental group above the score for pre-test was 1830 and the total score for post-test was 2260. it means the score for post-test is higher than pre-test. The mean score was calculated as follows:

The average (Mean)

$$\bar{x} = \frac{\sum x}{n_x}$$

$$= \frac{2260}{30}$$

$$= 75,33$$

Standard deviation of X variable

$$SD_1 = \sqrt{\frac{n(\sum x_i^2) - (\sum x_i)^2}{n_1(n_1-1)}}$$

$$= \sqrt{\frac{30(171700) - (2260)^2}{30(30-1)}}$$

$$= \sqrt{\frac{5151000 - 5107600}{870}}$$

$$= \sqrt{\frac{43400}{870}}$$

$$= \sqrt{49,88}$$

$$= 7,06$$

Table 4.4

Differences between pre-test and post-test of control group

No.	Student's initial	Pre-test (Y _i)	Post-test (Y _i)	Σ y _i ²	Σ y _i ²
1	AVH	60	75	3600	5625
2	A	60	75	3600	5625
3	AAN	60	75	3600	5625
4	CM	60	75	3600	5625
5	DPP	65	75	4225	5625
6	DN	55	65	3025	4225

7	ES	55	60	3025	3600
8	HE	60	70	3600	4900
9	IMA	60	70	3600	4900
10	IS	55	65	3025	4225
11	M	60	75	3600	5625
12	MC	60	70	3600	4900
13	MI	65	70	4225	4900
14	PA	65	75	4225	5625
15	PRR	60	70	3600	4900
16	PS	65	75	4225	5625
17	RM	60	70	3600	4900
18	R	60	75	3600	5625
19	RA	60	70	3600	4900
20	RL	55	65	3025	4225
21	S	60	70	3600	4900
22	SA	65	75	4225	5625
23	SA	60	70	3600	4900
24	SZA	55	65	3025	4225
25	SZ	60	75	3600	5625
26	TRL	60	70	3600	4900
27	TA	55	60	3025	3600
28	WN	65	75	4225	5625

29	WRS	65	75	4225	5625
30	YA	60	75	3600	5625
Total		$Y_i = 1805$	$Y_i = 2130$	$\sum Y_1^2 = 108300$	$\sum Y_2^2 = 151850$

Based on the table 4.4 above it can be seen that there was differences between pre-test and post-test score of control class. After calculated the data for the control group above the score for pre-test was 1805 and the total score for post-test was 2130. It means the score for post-test is higher than pre-test. The mean score was calculated as follows:

The average (Mean)

$$\begin{aligned}\bar{y} &= \frac{\sum y}{n_y} \\ &= \frac{2130}{30} \\ &= 71\end{aligned}$$

Standard deviation of Y variable

$$\begin{aligned}SD_1 &= \sqrt{\frac{n(\sum y_i^2) - (\sum y_i)^2}{n_1(n_1-1)}} \\ &= \sqrt{\frac{30(151850) - (2130)^2}{30(30-1)}} \\ &= \sqrt{\frac{4555500 - 4536900}{870}}\end{aligned}$$

$$= \sqrt{\frac{18600}{870}}$$

$$= \sqrt{21,37}$$

$$= 4.62$$

Based on the previous data it was concluded in the following table:

Table 4.5
Calculating correlation Product Moment between X and Y

No.	X _i	Y _i	Σ X _i ²	Σ Y _i ²	Σ X _i Y _i
1	80	75	6400	5625	6000
2	80	75	6400	5625	6000
3	80	75	6400	5625	6000
4	60	75	3600	5625	4500
5	75	75	5625	5625	5625
6	80	65	6400	4225	5200
7	75	60	5625	3600	4500
8	70	70	5625	4900	4900
9	85	70	7225	4900	5950
10	80	65	6400	4225	5200
11	65	75	4225	5625	4875
12	70	70	4900	4900	4900
13	70	70	4900	4900	4900

14	70	75	4900	5625	5250
15	85	70	7225	4900	6375
16	70	75	4900	5625	5250
17	65	70	4225	4900	4550
18	85	75	7225	5625	6375
19	70	70	4900	4900	4900
20	80	65	6400	4225	5200
21	70	70	4900	4900	4900
22	75	75	5625	5625	5625
23	85	70	7225	4900	5950
24	75	65	5625	4225	4875
25	60	75	3600	5625	4500
26	80	70	6400	4900	5600
27	75	60	5625	3600	4500
28	80	75	6400	5625	6000
29	80	75	6400	5625	6000
30	80	75	6400	5625	6000
Total	2260	2130	171700	151850	160900

$$R_{xy} = \frac{n \sum X_i Y_i - (\sum X_i) (\sum Y_i)}{\sqrt{\{n \sum X_i^2 - (\sum X_i)^2\} \{n \sum Y_i^2 - (\sum Y_i)^2\}}}$$

$$= \frac{30(160900) - (2260)(2130)}{\sqrt{\{30(171700) - (2260)^2\} \{30(151850) - (2130)^2\}}}$$

$$\begin{aligned}
&= \frac{4827000 - 4813800}{\sqrt{\{5151000 - 5107600\}\{4555500 - 4536900\}}} \\
&= \frac{13200}{\sqrt{\{43400\}\{18600\}}} \\
&= \frac{13200}{\sqrt{807}} \\
&= \frac{13200}{28,40} \\
&= 464,7
\end{aligned}$$

Determining the value of t-test with formula:

$$\begin{aligned}
t &= \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2} - 2R\left(\frac{S_1}{\sqrt{N_1}}\right)\left(\frac{S_2}{\sqrt{N_2}}\right)}} \\
&= \frac{75,33 - 71}{\sqrt{\frac{49,84}{30} + \frac{21,34}{30} - 2(464,7)\left(\frac{7,18}{\sqrt{15}}\right)\left(\frac{4,70}{\sqrt{15}}\right)}} \\
&= \frac{4,33}{\sqrt{3,43 + 1,47 - (0,929)\left(\frac{7,18}{3,87}\right)\left(\frac{4,70}{3,87}\right)}} \\
&= \frac{4,33}{\sqrt{2,37 - (0,929)(1,29)(0,84)}} \\
&= \frac{4,33}{\sqrt{2,37 - 0,929(1,08)}} \\
&= \frac{4,33}{\sqrt{2,37 - 1,0}} \\
&= \frac{4,33}{\sqrt{1,37}} \\
&= \frac{4,33}{1,17} \\
&= 3,70
\end{aligned}$$

C. Testing Hypothesis

After accounting the data previously by using t-test formula that critical value 3.70 then after seeking the table of distribution written test method as basis of counting t-critical in certain degree of freedom (df), the calculation shows that df is ($2n-2 = 60-2=58$) in line of 58 that t-table is 2.00 for 0.05. It could be concluded $t\text{-test} > t\text{-table}$ or $3.70 > 2.00$. So, H_0 is rejected and H_a is accepted or there was the effect of applying Team Teaching Method (TTM) on the students' critical reading through "Jakarta Post" newspaper at X Grade students' of SMK Hasanuddin Medan.

D. Research Findings

Based on the data analysis above, the findings of this research were described that the students who were taught by applying Team Teaching Method (TTM) got higher score than those who were taught by using Conventional Method. It was proved from the result of t-test which was 3.70 and t-table which was 2.00 ($t\text{-test} > t\text{-table}$, $3.70 > 2.00$). It meant that the students' critical reading through "Jakarta Post" newspaper by applying Team Teaching Method (TTM) was significant than using Conventional Method.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter, the researcher mainly presents conclusions and suggestions based on the research findings and discussion presented in previous chapter.

A. Conclusions

Based on the data analysis, it can be concluded that applying Team Teaching Method (TTM) significantly affects on the students' critical reading through "Jakarta Post" Newspaper at X Grade students' of SMK Hasanuddin Medan. It can be seen from the data which had obtained of pre-test and post-test in experimental group, it was based on the students' total score was 171700 and the mean score was 75.33, while in the control group were 151850 and the mean score was 71. Thus students' score in experimental group was higher than the students' score in control group. The calculation of the data in the testing hypothesis showed that t-test 3.70 was higher than t-table 2.00. It means that the alternative hypothesis H_a was acceptable. So, the finding of the study indicated that students' critical reading through "Jakarta Post" newspaper by applying Team Teaching Method was more significant.

B. Suggestions

The finding of the research score shows that there is significant difference on the students' score before they were taught by applying Team

Teaching Method and after they were taught applying Team Teaching Method (TTM). Therefore, the writer tries to give some suggestion as follow:

1. The English teacher, especially for the English teacher of SMK Hasanuddin Medan. They can try Team Teaching Method in teaching English to increase their knowledge and by using a good method the students are easier and motivated to learn English. The English should select a method that are not only interesting but also appropriate with the subject and the students' need. So, the teacher can use Team Teaching Method (TTM) as an active technique to teach in the class.
2. The students, the students should be active in the classroom because in the Team Teaching Method (TTM) two or more teachers working together to plan, conduct and evaluate the learning activities in the classroom, and the students are supported to be active in learning process. It is hope that the students can be increase the knowledge.
3. Other researcher, it is suggested to study this research in order to get information which still has relationship to their study.

REFERENCES

- Ali, M. 2016. *The Effect of Using Team Teaching on Jordanian Eleventh Grade Students' Reading Comprehension Their Attitudes Towards This Strategy*. In Asian online Journal of Education and e-Learning vol 3, No. 2, 38-50.
- Depdiknas Kurikulum 2013. *Standar Kompetensi Mata Pelajaran Bahasa Inggris Sekolah Menengah Atas*. Jakarta: Pusat Kurikulum balitbang Dediknas.
- Esleem, H. 2010. The Effectiveness of Using Story Grammar on Developing Critical Reading Skills for the Ninth Graders at UNRWA Schools Gaza Governorates . *M.A Thesis Al-azhar university, Gaza, Palestine*.
- Fraida, D., & Elite, O. 2000. *Facilitating Language Learning*. A Guidebook for the ESL/EFL Teacher.
- Goetz. 2000. "Perspectives on Team Teaching." EGallery. Vol. 1, No.4, August.
- Grabe, W. 2009. *Reading in a second language: Moving from theory to practice*. New York: Cambridge University Press.
- Heilman, R.W., Blair, R., & Rupley, H. 2005. *Principles and Practices of Teaching Reading*. Columbus : A Bell & Howell Company.
- Highered. 2010. Critical Thinking Reading Chapter available online at <http://www.mcgraw-hill.com/critical/thinking/reading/chapter.doc> (Current as of December 2012).
- Hudson, T. 2007. *Teaching second language reading*. Oxford University Press.
- Hwang K., & Nation, P. 1989. Reducing the vocabulary load and encouraging vocabulary learning through reading newspapers. *Reading in a Foreign Language*, 6(1), 323-335.

Kurland, D.J. 2002. *What is critical reading*. Retrieved December 26, 2009 from <http://www.Criticalreading.com/critical/reading>.

Kurniawan, Y. 2016. *The Impact of Team Teaching Activities on The Students' Reading Comprehension Development*. Journal in Sultan Agung Islamic University.

K. Venkateswarlu., & David, W. 2010. *Methods of Teaching Commerce*. P, 334.

L. D. Tompkins. "Team Teaching in a Core Program." In: G. F. Vars, editor. *Common Learnings: Core and Interdisciplinary Team Approaches*. Scranton, Pennsylvania: International Textbook Company, 1969.

Maroney.Teamteaching.[Online]Available:
<http://www.wiu.edu/users/mfsam1/TeaTchg.html> (14 october 1999)

Sandholts, J.H. 2000. *Interdisciplinary team-teaching as a form of professional development*. Teacher Education Quarterly, 27(3), 39-54.

Sousa, D.A. 2004. *How the brain learns to read?* Thousand Oaks. CA: Sage

Sugiyono. 2015 . *Metode Penelitian Kuantitatif Kualitatif and R&B*. Bandung: Alfabeta

Wallace, C. 2003. *Critical Reading in Language Education*. London: Palgrave. Macmillan.