INVESTIGATING COLLABORATIVE TEACHING STRATEGIES OF PRE-SERVICE TEACHERS IN FOSTERING STUDENTS' ENGLISH LANGUAGE SKILLS AT SMP TRI DHARMA MAKASSAR

A THESIS

Submitted to the Faculty of Teacher Training and Education Muhammadiyah University of Makassar in Partial Fulfillment of the Requirement for the Degree of Sarjana Pendidikan

YUSIRANNA
105351108220

ENGLISH EDUCATION DEPARTMENT FACULTY
OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF MAKASSAR
2024

MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Sultan Alauddin No. 259 Makassar
Telp   : 0411-860837/860132 (Fax)
Email   : fkip@unismuh.ac.id
Web   : https//fkip.unismuh.ac.id

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

LEMBAR PENGESAHAN

Skripsi atas nama **Yusiranna** NIM **105351108220**, diterima dan disahkan oleh panitia ujian skripsi berdasarkan surat Keputusan Rektor Universitas Muhammadiyah Makassar Nomor; 261 Tahun 1446 H/2024 M, tanggal 22 Safar 1446 H/27 Agustus 2024 M, *sebagai salah satu syarat guna memperoleh gelar **Sarjana Pendidikan** pada Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada hari* **Sabtu 31 Agustus 2024.**

Makassar,   26 Safar   1446 H
                    31 Agustus 2024 M

Panitia Ujian:

1. **Pengawas Umum**   : Dr. Ir. H. Abd. Rakhim Nanda, S.T., M.T., IPU   (..........................)

2. **Ketua**   : Erwin Akib, S.Pd., M.Pd., Ph.D.   (..........................)

3. **Sekretaris**   : Dr. H. Baharullah, M.Pd.   (..........................)

4. **Dosen Penguji**   : 1. Dr. Nurdevi Bte Abdul, S.Pd., M.Pd.   (..........................)

   2. Dr. Hj. Ilmiah, S.Pd., M.Pd.   (..........................)

   3. Dr. Sitti Maryam Hamid, S.Pd., M.Pd.   (..........................)

   4. Dr. Andi Bulkis Maghfirah Mannong, M.Pd.   (..........................)

Disahkan Oleh:
Dekan FKIP Universitas Muhammadiyah Makassar

Erwin Akib, S.Pd., M.Pd., Ph.D.
NBM. 860 934

| Terakreditasi Institusi
BAN-PT

ii

بِســــمِ اللـه الرحمن الرحيـــم

APPROVAL SHEET

Title	:	Investigating Collaborative Teaching Strategies of Pre-Service Teachers in Fostring Students' English Language Skills At SMP Tri Dharma Makassar
Name	:	Yusiranna
Reg. Number	:	105351108220
Programmer	:	English Education Department Strata 1 (S1)
Faculty	:	Teacher Training and Education

Makassar, 31 Agustus 2024

Approved By,

Consultant I

Dr. Nurdevi Bte Abdul, S.Pd., M.Pd.
NIDN. 0910048402

Consultant II

Ardiana, S.Pd., M.Pd
NIDN. 0923098902

Dekan of FKIP
Universitas Muhammadiyah Makassar

Erwin Akib, S.Pd., M.Pd., Ph.D.
NBM. 860 934

Head of
English Education Department

Dr. Ummi Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807

بســم اللــه الرحمـن الرحيـــم

COUNSELING SHEET FOR THESIS CONSULTATION

Name	:	**Yusiranna**
NIM	:	**105351108220**
Department	:	**English Education Department**
Title	:	**Investigating the Collaborative Teaching Strategies of Pre-Service Teachers in Fostering Students, English Language Skills at SMP Tri Dharma Makassar**
Consultant I	:	**Dr. Nurdevi Bte Abdul, S.Pd.,M.Pd**

Day / Date	Chapter	Note	Sign
10 – 07 – 24		Abstract	D
19 – 07 – 24		Use past tense in chapter III Double check	D
20 – 07 – 24		Revise findings, match to research questions.	D
22 – 07 – 24		Put related finding / theory in Discussion	D
27 – 07 – 24		Revise conclusion	D
29 – 07 – 24		Acc!	D

Makassar, 12 Agustus 20.24

Approved by:
Head of English Education Department

Dr. Ummi Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807

بِسْـمِ اللّٰـه الرحمـن الرحيــم

COUNSELING SHEET FOR THESIS CONSULTATION

Name	:	**Yusiranna**
NIM	:	**105351108220**
Department	:	**English Education Department**
Title	:	**Investigating the Collaborative Teaching Strategies of Pre-Service Teachers in Fostering Students, English Language Skills at SMP Tri Dharma Makassar**
Consultant II	:	**Ardiana, S.Pd.,M.Pd**

Day / Date	Chapter	Note	Sign
17-Juli -2024	IꞮ	Doc style past tense Interpret the data	
20 Juli -2024.	IV	Fix grammar mistakes Label the data properly	
22 Juli 2024	IV	Fix problems with sentence structure b - c → similar? Action — past tense References — APA style	
	V	Complete the conclusion. Suggestion	
30 Juli 2024		Match the Authors with the reference References → APA style Abstract	
1 Agustus 2024	√	Abstrak — acknowledgment Article	
2 Agustus 2024	√	Abstrak ACC	

Makassar, 12 Agustus 2024
Approved by:
Head of English Education Department

Dr. Ummi Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807

PROGRAM STUDI
PENDIDIKAN BAHASA INGGRIS
TERAKREDITASI UNGGUL
LEMBAGA AKREDITASI MANDIRI
LAMDIK

v

MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Sultan Alauddin No. 259 Makassar
Telp   : 0411-860837 / 860132 [Fax]
Email : fkip@unismuh.ac.id
Web   : https//fkip.unismuh.ac.id
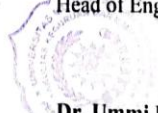
بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِيْمِ

SURAT PERJANJIAN

Saya yang bertandatangan dibawah ini:

Nama : Yusiranna

NIM : 105351108220

Jurusan : Pendidikan Bahasa Inggris

Fakultas : Keguruan dan Ilmu Pendidikan

Dengan ini menyatakan perjanjian sebagai berikut:

1. Mulai dari penyusunan proposal sampai selesai penyusunan skripsi ini, saya akan menyusun sendiri (tanpa dibuatkan oleh siapapun).

2. Dalam menyusun skripsi ini, saya akan selalu melakukan konsultasi dengan pembimbing yang telah di tetapkan oleh pimpinan fakultas.

3. Saya tidak akan melakukan penjiplakan (plagiasi) dalam menyusun skripsi.

4. Apabila saya melanggar perjanjian pada butir 1, 2, dan 3, maka saya bersedia menerima sanksi sesuai aturan yang berlaku.

Demikian perjanjian ini saya buat dengan penuh kesadaran.

Makassar, 20 Agustus 2024
Yang membuat pernyataan

Yusiranna

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

SURAT PERNYATAAN

Saya yang bertandatangan dibawah ini:

Nama   : Yusiranna

NIM   : 105351108220

Jurusan   : Pendidikan Bahasa Inggris

Fakultas   : Keguruan dan Ilmu Pendidikan

Judul Skripsi   : Investigating Collaborative Teaching Strategies of Pre-Service Teachers in Fostering Students' English Language Skills at SMP Tri Dharma Makassar.

Dengan ini menyatakan bahwa skripsi yang saya ajukan di depan tim penguji adalah hasil saya sendiri, bukan ciptaan orang lain dan tidak dibuatkan oleh siapapun.

Demikian pernyataan ini saya buat dan bersedia menerima sanksi apabila pernyataan saya tidak benar.

Makassar, 20 Agustus 2024
Yang membuat pernyataan

Yusiranna

MOTTO AND DEDICATION

Motto

"There is no exam that cannot be completed. There are no difficulties that exceed the limits of ability. Because, Allah will not relax a person except according to the level of his ability."

(Q.S Al Baqarah: 286)

"Let's realize a million dreams in the new beginning"
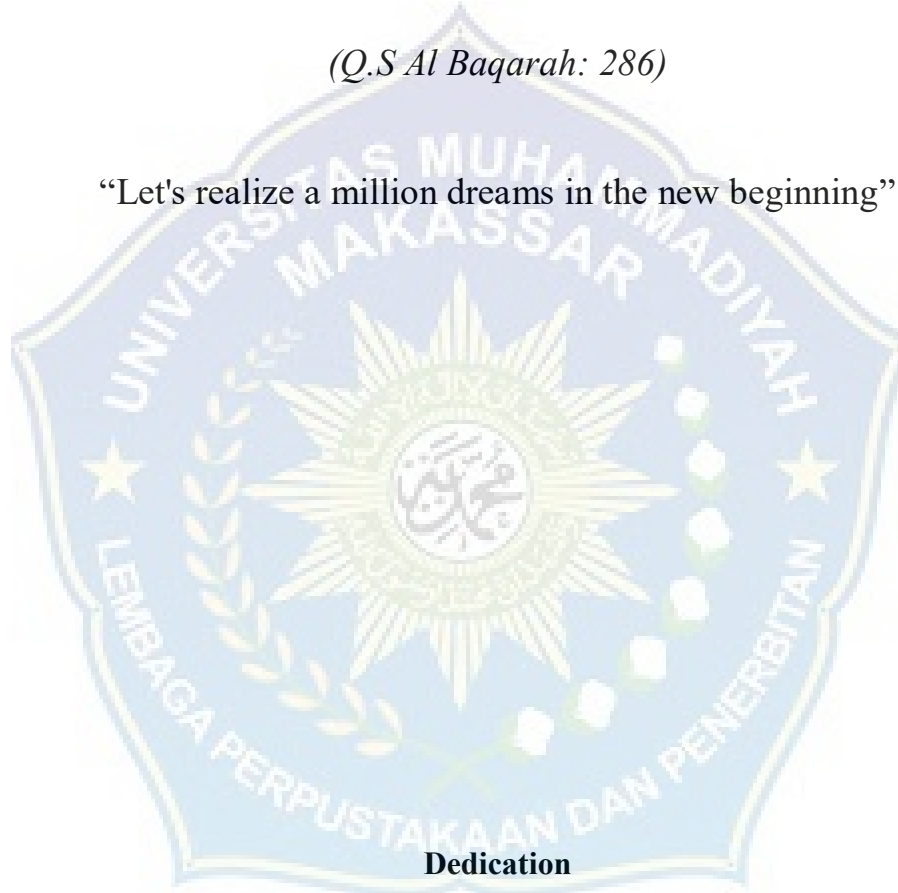
Dedication

I dedicated this thesis to my beloved parents and families

ABSTRACT

YUSIRANNA, Investigating collaborative teaching strategies of pre-service teachers in fostering students' English language skills at SMP Tri Dharma Makassar. Thesis English language education study program, Faculty of Teacher Training and Education, University of Muhammadiyah Makassar. (Supervised by Nudevi Bte Abdul dan Ardiana).

This research investigating collaborative teaching strategies used by pre-service teachers in fostering students' English language skills. The research subjects were pre-service teachers who carried out teaching practice in a team consisting of 2 people at SMP Tri Dharma Makassar. Data collection was carried out by taking field notes and interviews presented in descriptive form using qualitative research methods.

Based on the results of the researcher findings, there are several strategies used by pre-service teachers in fostering students' English language skills namely discussing lesson plan, starting the class, applying warm-up activity, taking turns teaching and giving assignments to students. These strategies were depicted in 3 stages of learning carried out by pre-service teachers, namely preparation stage, implementation stage, and evaluation stage. Therefore, it can be concluded that the collaborative teaching strategy can facilitate the learning process because the teachers help each other in fostering students' English language skills.

Kata Kunci: Collaborative teaching strategies, Pre-Service teachers, English language skills

ABSTRAK

YUSIRANNA, Investigating collaborative teaching strategies of pre-service teachers in fostering students' English language skills at SMP tri dharma Makassar. Skripsi Program studi pendidikan Bahasa Inggris Fakultas keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar. (Dibimbing Oleh Nudevi Bte Abdul dan Ardiana).

Penelitian ini menvelidiki strategi pengajaran kolaboratif yang digunakan pre-service teacher dalam membina keterampilan bahasa inggris siswa. Adapun yang menjadi subjek penelitian merupakan pre-sevice teacher yang melakukan praktek mengajar yang berjumlah 1 team terdiri dari 2 orang di SMP Tri Dhama Makassar, Pengumpulan data dilakukan dengan cara melakukan catatan lapangan dan interview disajikan kedalam bentuk deskriptif dengan menggunakan metode penelitian kualitatif.

Berdasarkan hasil temuan peneliti, terdapat beberapa strategi yang digunakan guru prajabatan dalam membina keterampilan bahasa Inggris siswa yaitu mendiskusikan RPP, memulai kelas, menerapkan kegiatan pemanasan, bergantian mengajar dan memberikan tugas kepada siswa, hal ini, Strategi ini tergambar dalam 3 tahap pembelajaran yang dilakukan oleh guru pra-jabatan yaitu tahap persiapan, tahap pelaksanaan, dan tahap evaluasi. Oleh karena itu, dapat disimpulkan bahwa strategi pengajaran kolaboratif memudahkan proses pembelajaran karena para guru saling membantu satu samah lain dalam membina keterampilan bahasa Inggris siswa.

Kata Kunci: Strategi pengajaran kolaboratif, guru pra-jabatan, keterampilan bahasa Inggris

ACKNOWLEDGEMENT

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

Alhamdulillah Rabbil' Alamin. The researcher expresses her heartfelt gratitude to the Almighty Allah SWT for His guidance, blessing, and mercy in helping her complete her thesis. Peace and blessings be upon Allah's Messenger, the Prophet Muhammad SAW, his family, companions, and all of his followers.

The researcher expresses deep gratitude to her parents, Abd Latif and Murni S, who constantly pray, motivate, and sacrifice for her achievement. Furthermore, the researcher expresses gratitude to all of her family, particularly her sister, Lili and brother Ilham, Sofyan, Fatwa, and sister in law Eka for their assistance in her education.

The researcher understood that while conducting research and writing this thesis, numerous people provided useful suggestions, direction, assistance, and advice for the thesis's completion. Therefore, she would want to acknowledge them:

1. Dr. Ir. H Abd. Rakhim Nanda, S.T., M.T., IPU, Rector of Muhammadiyah University of Makassar, for his guidance during her studies.

2. Erwin Akib, M.Pd., Ph.D., Dean of the Teacher Training and Education Faculty, for his guidance and inspiration.

3. Dr. Ummi Khaerati Syam, S.Pd., M.Pd, the head of the English Education Department of Faculty of Teacher Training and Education, Univeristas Muhammadiyah Makassar.

Makassar, 26 July 2024

Yusiranna

TABLE OF CONTENTS

LIST OF FIGURE

LIST OF APPENDICES

CHAPTER I
INTRODUCTION

A. Background

As an educator, learning strategies are no longer something foreign in fact, they are one of the things that teachers need most and must prepare before teaching students. Learning strategies are a basic need for teachers because learning strategies require a very broad scientific coverage. Not only that, but learning strategies also cover various kinds of teaching methods, various theories, various concepts, various learning models, and various classroom management models. Apart from that, implementing learning strategies must be linear or by applicable rules such as pedagogical and educational principles.

Learning English is still problematic for most students, where students are too lazy to study, don't focus, don't pay attention to the teacher, and there are even students who hate English lessons. The reason is that English is a foreign language, it is often considered difficult by students, the word order is different when changed to Indonesian, and many more. Therefore, the human resources that teachers must have in teaching English must be higher, one of the keys is the learning strategy itself. Learning different languages, especially English, has been a crucial tool for advancing human resource development over time. Teachers play a vital role in shaping effective teaching methods. As per the Teachers and Lecturers Law of Indonesia (2005), teaching is conducted by individuals

possessing the required skills, demonstrating professionalism, performance-based compensation, continuous opportunities for lifelong learning, and oversight by professional organizations in regulating teaching duties. Essentially, enhancing teachers' professionalism involves strategizing their teaching approaches.

The advent of a new era has presented contemporary educators with fresh challenges and responsibilities. The conventional approach to English instruction has undergone significant transformations. Teaching strategy constitutes the educator's blueprint for the instructional process, aiming to achieve predetermined objectives Muslaini (2017). Put differently, teaching strategies encompass the methodologies employed to instruct students. Proficient educators are required to deploy a diverse array of teaching strategies to address the varied needs of their students. These educators must possess extensive experience in actively applying teaching skills, demonstrating an understanding of the students. This implies that teachers should tailor their instruction to the current circumstances of the students, and within the classroom, they ought to identify effective teaching strategies.

Collaborative teaching methods, including co-teaching, team teaching, or peer coaching, underscore the importance of educators collaborating to design and implement educational activities Khasawneh et al (2023). Such practices are occasionally termed "co-teaching." These strategies enable teachers to exchange their insights and skills, cooperate in

designing lessons, and offer personalized assistance to students with diverse needs.

Collaborative teaching strategies promote the active involvement of learners in their educational journey. This cultivates critical thinking and interpersonal abilities, allowing teachers to assess comprehension and adjust their instructional approaches. The outcome is a cooperative environment that supports both personal and academic growth, fostering community building and mutual respect among students and educators.

Educator collaboration is gaining traction in the education field as a means to enhance teaching methods and elevate student outcomes. It's widely recognized that effective strategies promoting teacher cooperation, such as Professional Learning Communities (PLCs) and collaborative teaching techniques, lead to advancements in both teaching and learning quality.

Various studies have explored the impact of teacher collaboration within professional learning communities (PLCs) on professional development and student performance. One notable example is the meta-analysis conducted by Khasawneh et al (2023), which examined 103 research studies. Their findings revealed that teacher cooperation within PLCs had a substantial effect on educators' teaching methods, as well as on student achievement and engagement. These conclusions are documented in the article titled "Teacher Collaboration in PLCs," highlighting the importance of collaborative efforts in fostering a supportive culture among

professionals and promoting ongoing professional growth.

Furthermore, research has suggested that collaborative teaching methods such as co-teaching, team teaching, or peer coaching can yield positive outcomes for students compared to conventional teaching approaches. For instance, an extensive review of literature on co-teaching revealed that it could lead to improved academic performance, increased student engagement, and positive social interactions among students Stefanidis & Strogilos (2015). Collaborative teaching strategies have been shown to enhance educators' instructional skills, offer targeted support to students with diverse needs, and cultivate inclusive learning environments that accommodate all students. In the case, this research will observ pre-service teachers in English skill.

According to Rahimi (2015) characterizes pre-service teachers as students engaged in preparatory education and training, encompassing courses and learning programs undertaken before they take on the role of student teachers. On the other hand, Genc (2016) contends that pre-service teachers implement their acquired knowledge in a classroom setting, gaining real-life experience with children in an authentic educational environment, ultimately shaping their educational philosophy. In summary, pre-service teachers, as defined by these sources, are individuals who have undergone prior education or training but haven't fulfilled the requirements for full teacher certification, necessitating them to engage in real-life teaching experience.

In addiction Richards and Schmids (2002)), pre-service students are in dividuals enrolled in preparatory training, educational programs, courses, or curricula that aspiring teachers must undergo prior to commencing their teaching careers. These pre-service teachers are typically students of education programs who are required to complete essential courses within the faculty and gain practical teaching experience through school placements and real classroom situations. This allows them to gain valuable insights into the teaching profession from the perspectives of experienced teachers and education practitioners. In essence, a pre-service teacher is someone pursuing a bachelor's degree in education with the aim of becoming a teacher.

From the explanations above and based on the researcher's experience during teaching practice. Researchers want to know in more detail what kind of learning strategies are used by pre-service teachers in fostering students' English skills. The researcher decided to conduct research with the title. Investigating Collaborative Teaching Strategies of Pre-Service Teachers in Fostering Students' English Language Skills at SMP Tri Dharma Makassar. Pre-service teachers who carry out teaching practice can find out what kind of learning strategies what students need in fostering English language skills. Because appropriate learning strategies can help students' learning process more efficiently.

B. Problem Statement

Based on the background above, there are formulation of problems occur to the researcher. The problem of this research are as follow:

1. What types of collaborative teaching strategies applied by pre-service teachers in fostering students' English language skills?

2. How do the pre-service teachers implement collaborative teaching stretegies in fostering students' English language skills?

C. Objective of the Research

According to the problem statements above, the object of this research are as follow:

1. To find out the types of collaborative teaching strategies applied by pre-service teachers in fostering students' English language skills.

2. To examine how the pre-service teachers implement collaborative teaching stretegies in fostering students' English language skills.

D. Significance of the Research

This results of this research are expected to give a significant contribution in terms of theoretical and practical as follows:

1. Theoretical Benefits

The researcher hopes that the study's findings will provide additional insights into what the strategies to use of pre-service teachers in fostering students' English language skills.

2. Practical Benefits

 a. For students

  The results of this study can furnish students with information regarding collaborative teaching strategies of pre service teachers.

 b. For teachers

  It is anticipated that the research outcomes can be utilized by lecturers to derive and disseminate advantages to a broad audience.

 c. For other researchers

  The outcomes of this study can assist other researchers in obtaining substantial information regarding strategies to use of pre-service teachers in fostering students' English language skills.

E. Scope of the Research

 In this research, the researcher only focused on collaborative teaching strategies used by pre-service teachers in fostering students' English language skills. The English skills was based on the materials used by teacher when the researcher collect the data. It can be listening, speaking, reading, and writing skill. The researcher also restricted on types of collaborative teaching strategies applied by the per-service teachers in fostering students' English language skills.

CHAPTER II
LITERATURE REVIEW

A. Review of Previous Research

There are some studies about collaborative Teaching strategies of pre-service teachers which can support this research, and have inspired the researcher to do this kind of research. The first study is from Untari et al (2018) who conducted a research aimed to clarify how collaborative approaches can improve the learning process. The findings indicated that a collaborative approach enhances both teaching skills and preparation. Notably, students developed learning tools like concept maps, contributing to increased abilities and comprehension. The presence of comprehensive learning tools and media sharpened students' thinking patterns, cultivating skills such as observation, identification, analysis, discovery, communication, and conclusion. Concept maps, supported by tools like RPS, RPM, methods, media, resources, and assessments, played a crucial role in advancing students' expertise and teaching skills. The lecturer's contributions included designing chapters and learning plans.

The second Fatimah et al (2023) who conducted a research about underscored the significance of a teacher's self-control as a crucial aspect in the teaching and learning process, emphasizing the role of the teacher as an exemplar for students. The research focused on English teaching strategies, encompassing reading, speaking, listening, writing, grammar, and vocabulary skills. Employing a qualitative approach, the study

observed an enhancement in students' teaching abilities within the English Language Education Study Program at FKIP UMSU across the initial test, cycle I test, and cycle II test. The initial test revealed a 42.55% teaching ability, which increased to 71.05% in cycle I, marking a 28.50% improvement. Subsequently, in cycle II, the percentage further rose to 87.62%, showcasing a 16.57% increase from the cycle I test.

The third previous study is from Willegems et al (2017) A systematic literature review (N = 14) was performed with a focus on the influence of collaborative teacher research on the professional development of pre-service teachers (PTs). A thematic overview of reported outcomes is presented. Collaborative teacher research has proven itself to be a promising practice for improving PTs' knowledge and attitudes regarding collaboration, reflection, inquiry, and student-centred teaching. Shared inquiry in less hierarchical partnerships between pre-service and in-service teachers, and other multiple actors, advances PT's learning more than one-to-one relationships between a mentor and a PT.

The last previous study is from Kasriyati et al (2022) conducted a study focusing on the identification of students' teaching abilities in Teaching English as a Foreign Language (TEFL) courses. Utilizing a qualitative descriptive research approach, the findings reveal that 29% of students exhibit proficiency in pre-learning aspects, encompassing effective class opening, greetings, attendance checking, and warm-up

activities. Closing skills, comprising the ability to conclude material and provide feedback, fall into the medium category at 23%. Core activities, such as explaining material, managing class activities, and engaging student interest, demonstrate a good level of proficiency at 24%. In summary, students display commendable teaching skills across all components, demonstrating a comprehensive understanding of TEFL course activities.

From these previous studies, the researcher can conclude that there are similarities and differences with this current research. The similarities are all the researches above were also investigating students' teaching abilities and strategies. The difference is that the previous researcher used the word in service teacher and the researcher only focused on researching one English skill. However, this research focused on investigating the collaborative teaching strategies of pre-service teachers in fostering students, English language skills.

B. Some Pertinent Ideas

1. Definition Pre-service Teacher

Zacharis (2020) in his book, describes pre-service teachers as students undergoing training in higher education institutions to become professional educators. The process of preparing pre-service teachers for the teaching profession involves actively acquiring and refining knowledge from various sources (Borger, 1996). Woodward (1991) emphasizes the importance of training that encompasses both

theoretical understanding and practical skills. Therefore, the objective of teacher education programs is to equip pre-service teachers with essential teaching theories, enabling them to observe and analyze teaching practices effectively (Bobrakov, 2014). During the practicum period, pre-service teachers have the opportunity to apply their theoretical knowledge and bridge the gap between theory and practice Arvanitis (2018). Pre-service teachers, also referred to as teacher candidates, are individuals enrolled in undergraduate teacher education programs (Assoc & Mohamed, 2019).They are students involved in teacher training programs who have not fulfilled all the necessary criteria to become fully qualified teachers.

Pre-service teachers are considered "insiders." This article has been translated from English to Indonesian. According to Decker et al (2022) "consideration of their perceptions and how they can influence their development as they filter, build, adapt, compile, and improve to create and utilize professional knowledge about practice in learning that is important for teaching about teaching." This research aims to enhance the quality of pre-service English teachers, which contributes to educational competence. The objective of teacher education is to "provide teachers with core concepts and a comprehensive understanding of teaching and learning that will empower them in their ongoing development," whether it involves education or the sciences discussing a subject or language.

The advancement of professional knowledge can face obstacles due to gaps in well-documented practices, as well as pre-service teachers' tendency to overlook the cognitive aspects of teaching and learning in favor of explicit non-cognitive elements Shinde & Karekatti (2012). It is crucial to gain a clearer understanding of pre-service teachers' perceptions and experiences to enhance program development and accreditation, as well as professional teacher preparation. Previous studies have indicated that such experiences greatly benefit students by improving their knowledge and skills, broadening their worldview and cross-cultural effectiveness, overcoming challenges, offering a global outlook, and boosting independence, self-assurance, and personality growth.

The acquisition of new knowledge, skills, and other benefits during international practicum experiences contributes to the enhanced professional competency of pre-service teachers. This competency is a crucial aspect of their professional growth and can be applied by teachers in their daily teaching and learning practices within the classroom setting to optimize student learning and development. An intriguing aspect of examining pedagogy in teacher education is the scarcity of literature focusing on the pedagogy of pre-service teachers. Instead, the literature predominantly revolves around the pedagogy of expert teachers, often because they are perceived as role models for best practices. This has implications for teacher education practices in

terms of guiding pre-service teachers' pedagogical choices and managing expectations regarding their proficiency level in pedagogy.

Pre-service teachers typically interpret learning experiences through the filter of their existing knowledge, which includes preconceptions and beliefs. In engaging with these experiences, they often prioritize the emotional aspects of teaching, neglecting the cognitive elements, and tend to attribute them to specific past incidents, sometimes viewing certain situations as beyond the teacher's control and therefore inevitable. This inclination could pose a challenge to their learning process in teaching. Consequently, a Pre-Service English Teacher refers to a student undergoing training in an English education program at a university with the aim of becoming a professional teacher in the future. The teaching practicum represents a crucial stage for these pre-service teachers, offering them opportunities to apply and hone the theories, techniques, and pedagogies they have learned in their teacher education programs within a real school environment.

2. **Knowledge of Pre-service Teacher**

According Mufidah (2019), pre-service teachers aiming to excel as language instructors should possess six key aspects of knowledge as English teachers.

1. Content Knowledge

Involves a pre-existing proficiency in the target language before

service, requiring pre-service teachers to possess strong reading, speaking, writing, and listening skills.

2. Pedagogic Content Knowledge

Encompasses the teacher's comprehension of the subject matter taught in the target language.

3. General Pedagogic Knowledge

Involves methodologies for teaching the target language, demanding that pre-service teachers comprehend aspects such as classroom activities, management, and teaching skills.

4. Curricular Knowledge

Suggests that pre-service teachers need familiarity with the curriculum, teaching materials, and assessment methods.

5. Contextual Knowledge

Paraphrase: Involves comprehending the surrounding environment, requiring teachers to foster positive social connections.

6. Process Knowledge

Encompasses teachers' comprehension of their profession and its development over time.

C. **Concept of Collaborative Teaching**

   1. Understanding Collaborative Teaching

   According Elia (2021) collaborative teaching is characterized as a process involving a sequence of actions undertaken by teachers and students, grounded in a reciprocal relationship. This relationship fosters positive interactions between teachers and students within educational settings, aiming to achieve optimal learning outcomes. Collaboration holds significant importance in the teaching and learning process, fostering a conducive classroom environment that encourages interaction and cooperation among teachers and students, as well as among peers, with the ultimate goal of enhancing student learning outcomes.

   Zulaikha (2024) emphasizes that collaboration entails cooperative efforts and the exchange of information and knowledge among group members, fostering student interaction in discussing subject matter with the teacher in the classroom. Collaboration is deemed essential in the rapidly evolving and dynamic societal landscape. According to HM. Arifin (cited in Zulaikha, 2024) education plays a primary role in shaping students' personalities as individuals and members of society, aiming to instill desired personality traits, behaviors, and morals aligned with educational aspirations and objectives. This pertains to the evolving patterns of student personalities and mental maturity in tandem with societal changes.

Collaboration in the world of education today, collaboration has become indispensable as educators recognize the inadequacy of traditional approaches in effectively educating and empowering students. Consequently, educators must shift their mindset from traditional roles to viewing themselves as partners directly engaged with students. Within the classroom, students and educators are regarded as equals, with neither holding a superior nor inferior position. Together, they collaborate in devising teaching strategies that cater to the needs of both educators and students, facilitating mutual understanding and enabling students to effectively engage with lesson materials, thereby enhancing learning outcomes significantly.

Effective collaboration plays a crucial role in the interaction within the classroom teaching and learning process, fostering engagement between teachers and students as well as among peers. In addition to fostering interaction, both teachers and students must demonstrate adaptability within the classroom environment. The goal of collaborative teaching is to encourage active participation among students in grasping lesson materials, as the interaction between teachers and students is an integral classroom practice. Roselli (2016) identifies three theories that underpin the collaborative teaching model:

a. Cognitive theory emphasizes the exchange of concepts among group members in collaborative teaching, facilitating the transformation of knowledge for each individual within the group.

b. Social constructivism theory highlights the importance of social interaction among group members in aiding individual development and fostering mutual respect for all members' opinions within the group.

c. Motivation theory is applied in collaborative teaching structures, as this approach cultivates a conducive learning environment, boosts the confidence of all members in expressing their opinions, and fosters a sense of mutual reliance among group members.

2. **Characteristics Collaborative Teaching**

Collaborative teaching is characterized by three main features: a transformation in the dynamic between teachers and students, an innovative teaching approach adopted by teachers, and the structure of collaborative teaching arrangements.

a. Knowledge Sharing between Teachers and Students

In traditional teaching, the teacher is typically seen as the sole provider of information, leading to a unidirectional flow of knowledge from teacher to students. Conversely, collaborative teaching emphasizes the exchange of knowledge, fostering a two-way interaction in the learning process.

b. Authority Sharing between Teacher and Students

Collaborative teaching involves a specific sharing of authority between teachers and students, contrasting with the more exclusive role of the teacher in traditional teaching methods. In collaborative

settings, teachers encourage students to utilize their own knowledge and teaching strategies, fostering mutual respect among peers and prioritizing deep understanding.

c. Teacher as Mediator

As knowledge and authority are shared between teachers and students, the teacher's role shifts towards that of a mediator in collaborative teaching. Effective mediation assists students in connecting new information to their experiences and other areas of learning, while also guiding them when they encounter confusion, ultimately facilitating effective learning.

d. Heterogeneous Grouping of Students

A key aspect of collaborative teaching is the inclusion of students in heterogeneous groups, regardless of ability, achievement, or interests. This approach enriches collaboration and learning experiences by providing all students with opportunities to interact with peers of varied backgrounds and abilities. Teachers in collaborative settings often find satisfaction in observing diverse perspectives and contributions from students traditionally labeled as low achievers.

3. The role of teachers and students in collaborative teaching

a. The teacher's role in collaborative teaching

The teacher's role is very important in collaborative teaching, but not dominant. In this case, the teacher's role is to mediate teaching

through dialogue and collaboration. Mediation means facilitating, modeling and training students. The teacher's role in collaborative teaching emphasizes two attitudes, namely teaching movements in collaborative teaching and having specific goals in a collaborative context. There are several teacher roles in collaborative teaching, namely:

1) Teacher as facilitator

As facilitators, teachers are responsible for creating dynamic learning environments and activities that bridge new information with students' prior knowledge. They must provide opportunities for collaborative work, problem-solving, and engaging in authentic tasks.

2) Teacher as a model

The teacher typically guides students in sharing their thoughts and demonstrating or explaining the material being studied, particularly in rhyme writing. However, in collaborative teaching, modeling extends beyond simply discussing the material; it also involves demonstrating the process of collaborative communication and teaching.

b. The role of students in collaborative teaching

In collaborative teaching, students are chiefly regarded as collaborators and proactive participants, underscoring the significance of considering the impact of these roles on various

student behavioral processes and activities throughout the teaching process. Before instruction, students engage in goal-setting and task planning, while during lessons, they collaborate to accomplish tasks and assess their progress against satisfactory learning outcomes.

Following instruction, students evaluate their achievements and strategize for future instruction. As a mediator, it is the teacher's responsibility to assist students in fulfilling their newfound roles. The delineation of various student roles in collaborative teaching includes:

1) Form a goal

Students can prepare for instruction in numerous ways, with one crucial approach being the formulation of goals. This process is pivotal as it guides students through various aspects before, during, and after teaching activities. Despite teachers also setting goals for their students, students independently establish their own goals, resulting in a multitude of goal choices. Through collaboration, students discuss their goals with the aim of achieving satisfactory learning outcomes.

2) Design teaching and supervision tasks

In collaborative learning, adhering to established rules in teaching is crucial for fostering student responsibility in self-monitoring, adaptation, self-questioning, and peer questioning. Activities centered on self-regulation are particularly pressing in

contemporary student education. Students tend to learn more effectively in groups where teaching responsibilities are shared, rather than individually. Supervision involves monitoring students' progress and making necessary adjustments based on the supervision of their activities, enabling students to develop skills according to their own guidelines.

3) Self-assessment

Self-assessment is intricately linked to the continual monitoring of one's progress towards achieving teaching objectives. In collaborative teaching, assessment extends beyond merely earning a grade; it encompasses evaluating student learning outcomes comprehensively.

The significance of dialogue in collaborative learning is underscored, where the teacher and students engage not only as speakers but also as active listeners in the classroom. The primary objective of collaborative teaching is to foster engaging dialogue within the classroom setting.

D. Collaborative teaching strategies

Collaborative teaching, often called team teaching, is a technique of teaching, material delivery, or class management in which two or more teachers work together to plan, implement, and analyze a project learning experience for the same group of students. Yunita & Maryamah (2016) define team teaching as a teaching strategy in which many teachers

collaborate to perform tasks allocated to each of them. Teachers may designate one or both of them as coordinators. Each teacher creates a question, which is then integrated in this way. If an oral test is administered, each student who takes it must meet with the teaching staff face to face.

According to Smith Nicole et al (2020) team teaching is when two or more teachers work together to teach a group of students with varied interests, abilities, or class levels. As a result, this team teaching style incorporates more than just a facilitator into the learning process in the classroom. From the mutual learning process. This allows the facilitator to identify flaws that must be addressed depending on the results of the applied learning. In team teaching, the teacher plans learning together, presents material together, and conducts evaluation, remedial, and enrichment activities jointly.

This collaboration was carried out with a clear division of tasks and roles to obtain greater results than learning alone. So it can be claimed that the approach of Team teaching-learning is the presence of a group of facilitators who collaborate to develop, implement, and assess learning activities. The team works best when two team members are teachers or instructors with the same qualifications. Aside from that, learning techniques this collaborative education offers intellectual benefits and is a human learning process for adults (pedagogy).

Several types of Team teaching strategies, as mentioned byArtiningsih (2023), namely:

a. Semi-Team Teaching: Type 1 involves many teachers teaching the same subject in separate classes. Material planning and processes have been mutually agreed upon. Type 2a: One subject is delivered by a group of teachers in turn, with each teacher distributing tasks, resources, and evaluations. Type 2b: One subject is delivered by several teachers, with pupils divided into separate groups.

b. Full Team Teaching

Type 3: one team comprises two or more teachers, identical class time, and learns specific subjects/materials. Joint planning, implementation, and assessment have been agreed upon. Artiningsih (2008) describes the Full Team teaching version as follows:

1. Joint implementation, with a teacher serving as a presenter or information provider, guiding group discussions or individual practice, and

2. Team members taking turns delivering the topic/material. Guided discussion/question and answer session in which team members complement each other's responses.

3. Teacher delivers training steps, observations, practice, and information as needed. The classroom is divided into groups,

each instructor acts as the group's guide. At the end of each lesson, the group presents a report (oral or written), replies jointly, and draws a conclusion together.

a. Team teaching stages

1. Initial Stage

a) Joint preparation of RPP

Learning planning or what is currently more popular with the term Plan Learning Implementation (RPP) must be prepared jointly by each teacher joined in Team Teaching.

b) Learning Methods Arranged Together

Apart from the Learning Implementation Plan (RPP) which must be prepared jointly by the team, the methods that will be used by them in the Team Teaching learning process must also be planned jointly by members of the Teaching Team.

c) Partner Team Teaching Understands the Learning Material and Content.

Teachers as partners in Team Teaching do not only need to know the theme. The material will only be supplied to pupils; in addition, they must all grasp and understand the instructional material. This is done so that the two can interact and compensate for the lack of

knowledge that each has. This is very useful for providing material to pupils and answering queries based on the teacher's explanation.

d) A clear division of roles and responsibilities.

In Team Teaching, each teacher's tasks and responsibilities must be clearly defined while preparing the learning process that will be executed, so that when the learning process occurs in the classroom, they understand their respective roles and duties.

b. Core Stage

One teacher as a speaker in two full subject hours, and one person as team supervisor and assistant. Or two teachers take turns as speakers in two class hours, in this case it means that the task as a speaker is divided into two class hours which exists.

c. Evaluation Stage

1. Teacher Evaluation

Teacher evaluation during the learning process is carried out by the partner team after hour lesson ends. Evaluation is carried out by each partner by providing criticism and constructive suggestions for improving the further learning process.

2. Student Evaluation

Student evaluation in this case includes creating evaluation questions and planning evaluation methods, all of which are carried out jointly by Team Teaching teachers. On agreement with the teacher must create evaluation questions that will be given to students, Here, Team Teaching teachers must jointly determine the form of evaluation questions, both verbally or writing, whether multiple choice, description, or a combination of the two.

E. English Language Skill

Language serves as a structured means of communication, allowing individuals to express ideas, emotions, perspectives, and concepts through recognizable signals, sounds, gestures, and symbols that convey shared meanings. It plays a vital role in various aspects of human existence, including social interactions, education, economy, religion, and culture, making it indispensable in daily life across different contexts. With numerous languages existing worldwide, each community, whether at the national, regional, village, or tribal level, possesses its own unique language for interpersonal communication. Typically, individuals tend to use only one language within their respective community groups.

People may face difficulties communicating with individuals from diverse social backgrounds due to language barriers, hindering effective communication and understanding. Hence, acquiring proficiency in other

languages is crucial to bridge these gaps and enhance communication. Language serves multiple purposes that can significantly enhance both individual and collective well-being, emphasizing the importance of honing language skills.

The statement suggests that language proficiency encompasses an individual's capacity, maturity, and competence in comprehending spoken language, engaging in dialogue, interpreting written messages, and expressing oneself verbally or in writing. Proficient language skills are valuable for personal and interpersonal interactions, facilitating effective communication of thoughts, emotions, preferences, opinions, and requirements in daily life.

Lacking proficient language skills can impede one's ability to comprehend or convey others' intentions effectively. In today's globalized world, possessing strong foreign language abilities, particularly in English, is highly advantageous. English serves as a universal medium for communication with people worldwide. Moreover, the predominant use of foreign languages, predominantly English, in academic resources further underscores the importance of mastering it. Despite this, many students in Indonesia face challenges in attaining adequate English proficiency.

The language skills that must be considered according to Scrivener (2011) are: In language teaching, what must be paid attention to regarding language skills is what we do with the language. According to Scrivener (2011), it can be explained that what must be considered in teaching a

language is what benefits are obtained when learning the language. Developing abilities or skills in teaching or learning English is very important. According to Scrivener (2011) "lessons need to be planned to provide opportunities for students to practice or process and improve language skills."

Therefore, understanding is needed regarding language skills in teaching and learning activities. According to Atmowardoyo et al (2021)good language skills are divided into four types of abilities, including: listening ability, reading ability, speaking ability and writing ability. Atmowardoyo et al (2021) opinion is reinforced by several opinions of experts and figures who state that, to determine a person's language skills, it is necessary to pay attention to their listening skills; reading ability; speaking ability and writing ability.

Renandya shares similar views with Atmowardoyo regarding language skills, as outlined in Renandya et al (2018). According to Renandya language proficiency comprises four main components: listening, speaking, reading, and writing skills. These aspects are further elaborated upon as follows:

1. Listening Ability

The concept of listening, as described by Atmowardoyo et al (2021) involves comprehending spoken expressions ranging from individual words to longer forms like presentations or speeches. Similarly, Renandya et al (2018) defines listening ability as the process

of attentively receiving, understanding, appreciating, and interpreting verbal symbols to grasp information, capture messages, and comprehend the speaker's intended meaning in oral communication.

Listening, as defined by Abbas (2023) involves the process of organizing auditory input and assigning meaning to the sound messages received. Drawing from various expert opinions, it can be concluded that listening ability is a purposeful process of perceiving spoken language through the senses and then analyzing it in order to comprehend its content. This ability is a vital aspect of receptive language skills, which hold greater significance in student activities compared to other language skills. In the context of English language education in Indonesia, listening instruction is often considered challenging yet overlooked. The capability to understand spoken language is crucial for language acquisition, given that listening is the most common language activity in everyday life.

Adults dedicate half of their communication activities to listen, while students acquire 90% of information on campus through listening to lectures and other individuals. This underscores the significance of listening as the most commonly utilized language skill in daily life. Developing listening proficiency involves practicing discerning differences between various expressions to comprehend both form and meaning. Exercises, such as listening to educational materials provided in the classroom, are essential for enhancing students' understanding of

English usage.

Nunan (2015) suggests that the effectiveness of message delivery in listening skills is influenced by several key factors:

a. The number of speakers engaged in a conversation or dialogue, as well as their accents or dialects.

b. The listener's role in the context and the desired response from their involvement.

c. The listener's level of interest in the discussed topic.

d. The complexity of grammar and vocabulary used by the speaker.

e. The availability of supporting facilities, such as visual aids like pictures, diagrams, or other media, to aid listener comprehension.

2. Reading Ability

Nell K & Cartwright (2021) defines reading ability as the capacity to comprehend the intentions and ideas conveyed through written materials, including short notes, letters, newspaper articles, short stories, novels, and similar texts. Leonardus P. (2020) describes reading as a process employed by readers to grasp the message communicated through written language. Leonardus P. (2020) defines reading as a process encompassing both physical and mental engagement, where readers physically track lines of text with their eyes while mentally processing the content to ensure comprehensive understanding. Reading

extends beyond mere eye movement across the page; it involves active cognitive processes aimed at understanding the written material.

Based on the aforementioned definition of reading, it can be inferred that reading serves as a process utilized by readers to comprehend the message conveyed by writers through written language. Through reading, individuals reap various benefits, including the expansion of knowledge and exploration of written messages within reading materials. According to Ahuja (2022) there are nine reasons why individuals engage in reading:

a. For amusement.

b. To revisit daily experiences.

c. To empathize with others' emotional lives.

d. To satisfy curiosity, particularly regarding human behavior.

e. To immerse oneself in dramatic scenarios as if experiencing them firsthand.

f. To acquire information about the world.

g. To compare or contrast the content of the reading with real-life situations.

Mikulecky (2011) emphasizes the importance of students acquiring effective skills and strategies to enhance their comprehension of English reading. These include techniques such as previewing (identifying the topic), reading for main ideas (determining the central idea), utilizing context for vocabulary (deriving word meanings from

context), scanning for details (quickly locating specific information), making inferences (drawing conclusions about the text and the author's perspective), recognizing references (understanding the use of pronouns), and referencing the passage (finding specific information within the text). Hence, it can be concluded that mastering these reading strategies is crucial for students to improve their English reading comprehension abilities.

Students who excel in language learning are those who employ systematic and intentional learning strategies. Learning English, particularly in reading, progresses from basic to advanced levels. The acquisition of skills necessary to become proficient readers is a gradual process that cannot be rushed. Amin (2019) asserts that learning to read is a journey of self-development. At each stage of learning, students are exposed to different focuses of learning experiences. Amin (2019) further outlines four stages in the development of English reading skills:

a. Readiness reading involves: building knowledge to comprehend written text; fostering motivation for reading; acquiring letter and word recognition skills; and understanding the correlation between writing and speech. Early reading includes: students must have the motivation to read; develop reading skills; and the ability to recognize words.

b. Early reading encompasses: cultivating motivation for reading; honing reading skills; and enhancing word recognition abilities.

c. Developmental reading includes both oral and silent reading. Silent reading aims to grasp language and word structures; make predictions and infer word meanings; employ reading techniques such as skimming and scanning; critically analyze text; engage with text content; and comprehend diverse texts and vocabulary.

d. Mature reading focuses more on reading for learning purposes.

3. Speaking Ability

Yulianti (2021) defines speaking ability as the capacity to articulate one's thoughts and emotions through verbal language, structured into phrases, sentences, and longer oral presentations such as stories or speeches. This ability serves as a significant indicator of language proficiency, including proficiency in English. Ehsanifard et al (2020) adds that speaking ability is also contingent upon an individual's self-assurance to communicate naturally, truthfully, accurately, and responsibly, while overcoming psychological barriers such as shame, low self-esteem, anxiety, and speech impediments. Speaking constitutes one of the four fundamental language skills alongside listening, reading, and writing.

The ability to speak involves the skill of articulating coherent sound systems to communicate desires, needs, feelings, and ideas to others. According to Yulianti (2021) speaking is defined as the capacity to produce clear sounds or words to express thoughts, ideas, and emotions. Ehsanifard et al (2020) describes speaking as the act of verbally

expressing thoughts. By articulating one's thoughts, individuals enable others to comprehend their verbal expressions. Amoah & Yeboah (2021) identifies several reasons for speaking difficulties:

a. First, some students believe that language learning merely involves listening to the teacher, understanding reading and writing materials, and completing exercises.

b. Second, linguistic challenges, including difficulties discerning differences between one's native language and the language being studied, understanding native speaker pronunciation, and comprehending grammatical disparities between the two languages (e.g., English).

c. Third, various psychological and external factors such as cultural influences, prior experiences, lack of motivation, anxiety, and reluctance or embarrassment about speaking in class.

Speaking encompasses three types of knowledge:

a. Mechanisms (pronunciation, grammar, and vocabulary): utilizing appropriate words with correct grammar and pronunciation.

b. Function (transactions and interactions): recognizing that conveying information or intentions is paramount (transactions/exchange of information), and distinguishing situations where deep understanding is less essential (interactions/relationships).

c. Social and cultural norms and conventions (turn-taking, speaking pace, length of pauses between speakers, participant roles): comprehending how to consider the identity of the interlocutor, the context of the conversation, the topic, and the conversational objectives. Speaking activities extend beyond linguistic skills and knowledge to include these aspects.

4. Writing Ability

According to Maulida & Wahyudi (2021) writing involves the expression of thoughts and emotions in written form, requiring consistent practice to develop proficiency. Writing also entails the creation or representation of graphic symbols to convey language and visual images. While pictures or paintings can convey meanings, they do not represent linguistic units; writing, however, represents elements of language expression. Various stages in the writing process, including composing, reviewing, rearranging, and ultimately writing, which is often iterative. The editing stage may necessitate revisiting the pre-writing phase for further consideration. The stages of writing encompass:

a. Checking language usage

b. Verifying punctuation and layout,

c. Ensuring correct spelling,

d. Eliminating unnecessary repetition,

e. Organizing information for each paragraph

F. Conceptual Framework


```
   ┌─────────────────────┐
   │  English Language   │
   └─────────────────────┘
              ║
              ▼                              ┌──────────────┐
   ┌─────────────────────┐           ┌──────▶│  Teacher A   │
   │     Pre-Service     │───────────┤       └──────────────┘
   └─────────────────────┘           │       ┌──────────────┐
              ║                       └──────▶│  Teacher B   │
              ▼                               └──────────────┘
   ┌─────────────────────┐
   │ Teaching Strategies │
   └─────────────────────┘
              ║
              ▼
   ┌─────────────────────┐
   │ Collaborative Teaching
   │   Strategies (CMS)  │
   └─────────────────────┘
              ║
              ▼
   ┌─────────────────────┐
   │   Implementation    │
   └─────────────────────┘
```
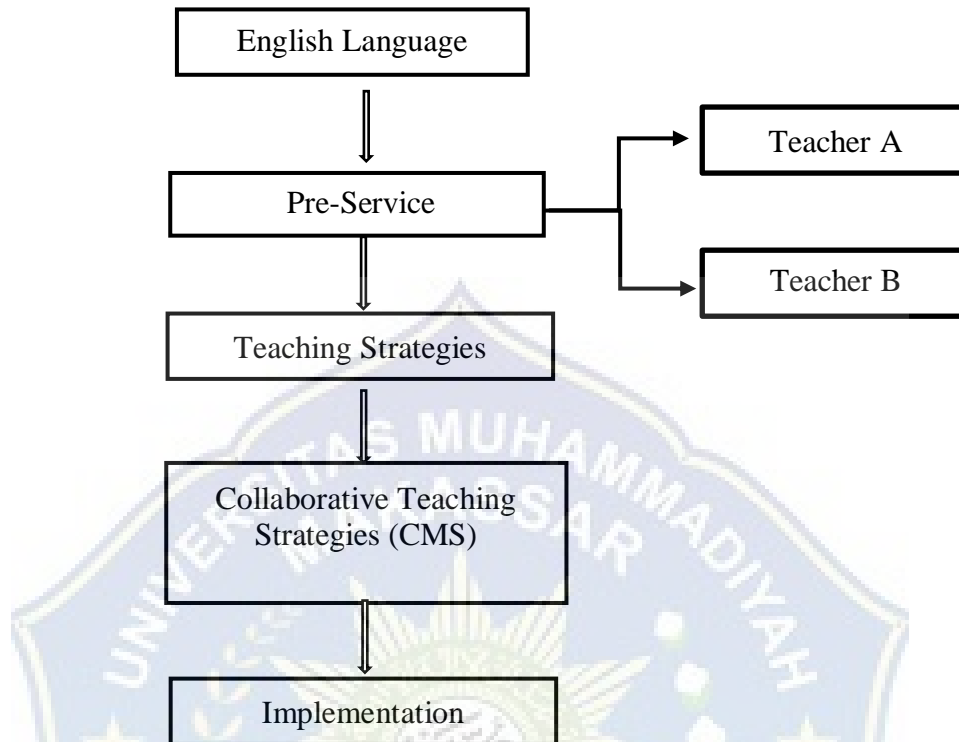
Figure 2. 1 Conceptual framework

Based on the conceptual framework diagram above, the researcher want to Investigating collaborative teaching strategies of pre-service teachers in fostering students' English language skills in the classroom interaction. In collecting data, researcher plan to conduct observation and interviews with one team teaching who practice teaching English to get information. Then researcher investigate the collaborative teaching strategies of pre-service teachers in fostering students' English language skills.

CHAPTER III
RESEARCH METHODOLOGY

A. Research Design

In this research, the researcher used qualitative research design by using descriptive method. Then, research focused on investigating collaborative teaching strategies of pre-service teachers in fostering student English language skills. Emzir (2019) stated qualitative research is the broadest sense to research that produces descriptive data whether it is people own written or spoken words and observable behavior. The researcher collected the data through the examining documents, observing behavior, or interview participants. In qualitative research, the researcher begins the studies with only vaguely formulated research questions and the researcher eventually do not know what they are looking for or what will they ask to the subject until the researcher spent some times in a process of collecting data Emzir (2019). Qualitative research helpes the researcher entering the point of view of subjects' mind and could interact each other for findings the data.

B. Subject of the Research

The subjects in this research were pre-service teachers who were carrying out teaching practice program at SMP Tri Dharma Makassar. The researcher chose 1 team teachings which involved 2 Pre-service teacher. They were conducting program in that school for about 3 months. The researcher used purposive sampling, where the sample was selected based

on predetermined criteria and characteristics. The criteria include pre-service teachers who collaborate in teaching English.

C. Technique of Collecting Data

1. Observation

According to Sugiyono (2018), observation is a data collection method that has certain characteristics compared to other methods. The researcher used the observation to obtain observation data regarding collaborative teaching strategies to use of pre-service teachers in fostering students' English language skills. The researcher used field notes to describe the natural setting in the class by writing down and analyzing the collaborative teaching strategies done by the pre-service teacher in class interaction. Bogdan (2007) field note are written records of what is heard, seen, experienced, and thought in the context of data collection reflection on data in qualitative research.

2. Interview

According to Sugiyono (2018), an interview is characterized as a meeting between two individuals who share information and ideas by posing questions and providing answers to construct meaning about a specific topic. Interview is used to clarify the data from observation. In the context of this research, a semi-structured interview format used be employed, where in the interviewer prepares a list of topics and questions ahead of the interview Sarosa (2017). The interview guide, initially prepared, allows for further development and refinement

during the actual interview process. This was done by asking several questions that used be previously prepared by the researcher. Interviews used be conducted to answer research problems. Interview questions consist of 7 items and will be further developed later.

D. Procedures of Collection Data

In this study, the researcher used conduct observation and Interview to collected data from pre-service teacher:

1. First, the researcher observed the team teaching who was conducting the pre-service teachers practice at SMP Tri Dharma Makassar with observation.

2. Second, the researcher interviewed the team teaching who was conducting the pre-service teachers practice at SMP Tri Dharma Makassar.

3. After obtaining the data from the observation and interview, the researcher analyzed the data.

4. Furthermore, the researcher recorded the interview so that it is not lost information to get clear information from the interview.

5. In addition, the researcher made a transcript of the interview that was conducted as a form of evidence.

6. Last, the researcher concluded the data from the observation and interview about collaborative teaching strategies.

E. Data Analysis

The data was analysed based on the result of the interview. The result of interview was analysed in three steps, they are: first, reduction of the data. Second, data display. Third, conclusion or verification of the data. According (Miles & Saldana 2014), to analyzed the qualitative data consist of three activities, they were:

1. Data Reduction

    The reduction of the data refers to the process of selection, focusing, simplifying, abstracting, and transforming the data that will happen in written notes in the field. The reduction of the data is occurring during the interview. When the data was collected, the phase of interview of continuing of reduction is occurring. Such as make conclusion, codification, investigation of theme, grouping, and write a note.

2. Data Display

    The second step of analysis data is data display. Data display is the set of information that is arranged and gives possibility to take a conclusion and a treatment. In this step, the researcher displayed the data about investigating the collaborative teaching strategies of pre-service teachers in fostering students' English language skills

3. Conclusion /Verification of the Data

    Reducing and display the data, the researcher drew conclusion and verification of the data. The aim of this activity is to investigating the

collaborative teaching strategies of pre-service teachers in fostering students' English language skills.

CHAPTER IV
FINDINGS AND DISCUSSION

A. Findings

The research background, research supporting theory, problem formulation as topic matter, and research methodologies employed in this study were all covered in the previous chapter. Through information gathered from interviews with two respondents, this chapter discusses numerous research findings linked to Investigating Collaborative Teaching Strategies of Pre-Service Teachers in Fostering Students' English Language Skills at SMP Tri Dharma Makassar.

This study employed descriptive approaches in a qualitative method. The researcher used observation and interviews to collect data. The observation used by researcher is the type of field note observation, there are several alternatives used in field note observations, namely opening main activity and closing and researcher use interviews which consist of 7 questions given to the following pre-service researcher findings after conducting research at SMP Tri Dharma Makassar.

The types of collaborative teaching strategies applied by pre-service teachers in fostering students' English language skills and The pre-service teachers implement collaborative teaching strategies in fostering students' English language skills.

1. **The types of collaborative teaching strategies applied by pre-service teachers in fostering students' English language skills**

    a. Discussing lesson plan

    Extract 01

    "Saya bekerjasama dengan rekan saya dengan terlebih dahulu membuat RPP bersama dimana kita membagi RPP menjadi beberapa bagian, disana kita bekerjasama menyusun RPP dan saling mengoreksi jika ada yang salah dan tepat untuk smenyatukan pendapat. (R1)"

    "I collaborate together with my partner by first making a lesson plan together where we divide the lesson plan into several parts, there we collaborate to prepare the lesson plan and mutually correct each other if there is something wrong and right together to unite opinions."

    The Extract 01 above indicates that the collaboration strategy was carried out by pre-service teachers before starting teaching activities in class, where teacher A and teacher B communicate with each other and they discussed the material to be taught, such as what techniques to use when teaching.

    b. Starting the class

    Extract 02

    "Strategi yang kami gunakan saat membuka kelas adalah kami memberi salam bersama terlebih dahulu seperti "Assalamualaikum warahmatullahi wabarakatuh", kemudian salah satu dari kami menanyakan kabar siswa dan saya bertanya kepada siswa apakah hari ini sudah sarapan, lalu salah satu dari kami meminta ketua kelas untuk mempersiapkan kelas. Setelah kelas disiapkan, kami akan memeriksa kehadiran siswa untuk melihat apakah ada yang tidak hadir. (R1)".

    "The strategy we use when opening the class is, we give a greeting together first like ''Assalamualaikum warahmatullahi wabarakatuh'', then one of us will ask how the students are and we ask the students whether they have had breakfast today, then one of us asks the head

class to prepare the class. After the class has been prepared, we will check student attendance to see if anyone is absent."

The extract 02 above, indicates that has A collaborative strategy between teachers A and B saying hello together then teacher A asks how the students are and after that teacher B tells the class leader to prepare the class after that teacher A check the students' attendance while teacher B observe absent students.

c. Applying Warm-up activity

Extract 03

"Kalau membuka kelas itu saya dan Riska memberikan ice breaking kepada siswa.(R2)"

"When I open the class, Riska and I give icebreaking to the students.(R2)"

The extract 04 above indicates that when opening the class, pre-service teachers provide icebreaking first to students, teacher A and teacher B help each other in doing ice breaking such as the teacher giving icebreaking movements, then teacher B pay attention to students if anyone does not follow the instructions from teacher A. This icebreaking is given so that students are more enthusiastic about learning. In addiction from observation the researcher found icebreaking that can be apply is was by sing a song.

d. Taking turns teaching

Extract 04

"Kami saling berbagi, rekan saya melakukan pembukaan di awal dan kami menjelaskan materi secara bergiliran seperti saya menjelaskan kepada siswa dan teman saya mengamati kondisi kelas dan sebaliknya

dan kami bergantian mengajukan pertanyaan kepada siswa seperti apakah ada yang bisa memberi contoh atau ada yang bisa mengartikan (R2)".

"We shared with each other, my partner did the opening at the beginning and we took turns explaining the material as I explained to the students and my friend observed the class conditions and vice versa and we took turns asking questions to the students such as whether anyone could give an example or someone could interpret.(*R2)*"

The extract 03 above indicates that, during the learning process, the pre-service teachers took turns and helped each other in explaining the material being taught to students, teacher A explained and teacher B supervise the students and if there were students who did not understand the explanation given by the teacher A then, teacher B explained to the student.

e. Giving assignments to students

Extract 05

"Jadi kita jelaskan materinya terlebih dahulu, setelah itu kita berikan latihan kepada siswa, siswa akan dibentuk menjadi beberapa kelompok dan terkadang sebelum masuk materi disini biasanya kita memberikan permainan pembentukan kata dan ketika kita jelaskan kepada siswa kami.(R1)"

"We give exercises to the students, and the students will be formed into groups and sometimes before entering the material here we usually give word formation games and when we explain to our students we will also give appreciation to students when we ask questions and the students provide answers.(R1)"

The extract 05 above indicates that the collaboration strategy used by pre-service teachers in providing exercises or assignments to students is that pre-service distribute LKPD to students and if there are students who do not understand the question, teacher B explain the

question and teachers A pay attention to students who is working on the task.

2. **The pre-service teachers implement collaborative teaching strategies in fostering students' English language skills**

   a. Preparation Stage

   At this stage, researcher found that pre-service teachers used collaborative teaching strategies in teaching in the class both of them discussed the material to be taught to students such as preparing lesson plans together, teacher A and teacher B shared tasks with each other such as teacher A making an opening and teacher B makes the main and closing activities and corrects each other if there are mistakes. When teachers A and B opened the class by saying hello together.

   They said as follow:
   TAB: *Hello class, how are you today.*
   Ss: *I'm fine mam (Observation recording)*

   After that, the teacher A asked how the students were, told the students to prepare for class, led prayer, and checked the students' attendance, while teacher B regulated the class atmosphere so that it was not noisy.

   b. Implementation Stage

   At this stage, researcher found that pre-service teachers used collaborative teaching strategies in teaching in class, this was seen when teacher A and teacher B taught in class. When teacher A asked students about the previous material,

   They said as follow:
   TA: *Does anyone still remember last week's material?*

Ss: *No mam*
TB: *So degree comparison is an English term used to compare 2 or more objects or people. (Observation recording)*

After that, student answered the question, teacher B explained again about the previous material. After that, teacher A note on the board the material to be taught. After that teacher A explained what was written on the blackboard. Meanwhile, teacher b observe whether students write the material or not. After teacher A finished explaining the material, teacher B continued the explanation from teacher A while teacher A observed the students. If there are students who do not understand teacher A explanation, teacher B help explain the material that the student does not understand and vice versa, if the student does not understand teacher B explanation, teacher A help explain again what was conveyed. Teacher B explained. After that, when class conditions are not conducive, such as students falling asleep, playing on their cellphones or making summaries, teacher A and teacher B provide icebreakers to students so that students become enthusiastic and focused again. After icebreaking, Teacher A gives assignments to students regarding the material that has been explained. Meanwhile, teacher B observe students doing the assignment and ask whether there is something they don't understand about the assignment or not. When students have finished their assignments, teacher A tell students to collect them at the teacher's desk.

c. Evaluation Stage

At this stage, researchers found that pre-service teachers used collaborative teaching strategies in teaching in class, this was seen when teacher A gave assignments to students regarding the material that had been explained. Meanwhile, teacher B observed students doing the assignment and ask whether there is something they don't understand about the assignment or not. When students have finished their assignments, teacher A tell students to collect them at the teacher desk, and at the closing stage, teacher B asked students to summarize the material that had been explained by the teacher.

They said as follow:
TA : *Can anyone summarize today's material, for example, what is degree comparison?*
Ss : *no mam*
TB : *Rehan, out of all the activities, which one is the most interesting to you if you can't give a conclusion?*
Ss : *during group work (Observation recording)*

After that, the students explained, teacher A then explained the conclusions about the material that had been studied today. After that, teachers A and B closed the lesson by telling the students to pray together before leaving the classroom. After that, teachers A and B said closing greetings.

Based on the findings above, the researcher found that discussing lesson plans and starting the class is part of the preparation stage category, Applying Warm-up activity, taking turns teaching is part of the implementation stage and giving assignments to students is part of the

evaluation stage.

B. Discussion

1. The types of collaborative teaching strategies applied by pre-service teachers in fostering students' English language skills.

Based on the research results found by the researcher, the researcher found that there were 5 strategies used by pre-service teachers in fostering students' skills, namely: discussing lesson plans, starting the class, applying warm-up, taking turns teaching, and giving assignments to students. This is so that each educator has responsibility and can share roles with each other. This finding is supported by previous findings, namely: According to Johannes (2019), pre-service teachers use collaborative strategies in teaching so that each educator has a role and clear responsibilities and jointly address them problems that arise.

In additions, Ainsworth and Viegut (2020) shows that consistent and organized routines are crucial for creating a positive classroom atmosphere. The joint greeting and division of tasks, such as checking attendance, help create a welcoming environment and set clear expectations, which are essential for effective classroom management.

Woolfolk's (2013) which suggests that warm-up activities can increase student motivation and reduce anxiety. The collaborative nature of this activity, where one teacher leads while the other observes and supports, underscores the importance of teamwork in fostering a

positive learning environment. Furthermore, Smith (2023) highlights that such activities not only energize students but also promote a sense of community within the classroom.

Rosenshine (2019), who emphasizes the value of active teacher engagement and formative assessment during lessons. By alternating roles, teachers can provide varied instructional approaches and personalized support, catering to diverse student needs and learning styles.

According to Untari et al (2018) who conducted a research aimed to clarify how collaborative approaches can improve the learning process. The findings indicated that a collaborative approach enhances both teaching skills and preparation. Notably, students developed learning tools like concept maps, contributing to increased abilities and comprehension. The presence of comprehensive learning tools and media sharpened students' thinking patterns, cultivating skills such as observation, identification, analysis, discovery, communication, and conclusion.

This research can be a novelty from previous research according to Nazhifah (2023) the role of teachers is very important to overcome problems and achieve goals education. Teachers are expected to have good teaching methods and be able to choose strategies appropriate learning in accordance with subject concepts.

2. The pre-service teachers implement collaborative teaching stretegies in fostering students' English language skills

Once the data is known as presented in the findings above, then proceed. The action of this research is to analyze the data that has been collected from researcher perspectives on the implementation of collaborative teaching strategies in fostering students' English skills. Based on problem formulation, the following data is generated.

From explanation in Findings, in section preparation stage pre-service teachers utilized collaborative teaching strategies, such as preparing lesson plans together and sharing tasks, to effectively teach pre-service teacher classes. This approach involved teacher A and teacher B working together to open the class, regulate the atmosphere, and ensure a smooth teaching process.

Then, in section implementation stage, the implementation of collaborative teaching strategies by pre-service teachers in the classroom was observed, with teacher A and teacher B working together to ensure that students understood the material. This approach involved a combination of explanation, observation, and engagement activities to maintain a conducive learning environment. Pre-service teachers utilized collaborative teaching strategies, with one teacher giving assignments and the other observing and providing feedback to students.

The last, section of evaluation stage Pre-service teachers utilized collaborative teaching strategies, with one teacher giving assignments and the other observing and providing feedback to students. The lesson concluded with students summarizing the material and the teachers providing final explanations before closing the class with a prayer and farewell greetings and the lesson concluded with students summarizing the material and the teachers providing final explanations before closing the class with a prayer and farewell greetings.

The research above is supported by previous research, according to Sri (2022), during the learning process, all team members are in the same class. Each team member carries out tasks according to what has been agreed. Team members can take turns teaching, or someone can teach and another team member can help student complete assignments or exercises that have been designed by team members.

Based on the results of observations and interviews conducted by researchers. Pre-service teachers used 5 strategies in fostering students' English language skills namely discussing lesson plans, starting the class, Applying Warm-up activity, taking turns teaching and giving assignments to students and this strategies is depicted in 3 stages of learning carried out by pre-service teachers, namely preparation stage, implementation stage, and evaluation stage at SMP Tri Dharma Makassar.

CHAPTER V
CONCLUSIONS AND SUGGESTIONS

A. Conclusion

The learning process is said to be successful because the implementation method used by the teacher is in accordance with needs. In Pre-service learning using collaboration strategies. Appropriate learning can help students easily understand the material presented. The researcher analyzed the data with the aim of finding out whether collaborative teaching strategies were effective in teaching English language skills to students at SMP Tri Dharma Makassar. Based on data analysis, the researcher found that there were 5 collaborative strategies used by pre-service teacher to foster students' English language skills, namely discussing lesson plans, starting the class, Applying Warm-up activity, taking turns teaching and giving assignments to students. These strategies were depicted in 3 stages of learning carried out by pre-service teachers, namely preparation stage, implementation stage, and evaluation stage.

B. Suggestions

The researcher would like to provide some suggestions based on the results of research findings, which are as follows:

1. For teachers

By using collaborative teaching strategies in teaching, pre-service teachers can help foster students' English so they become more enthusiastic about learning.

2. For Next Researchers

For next researchers, the results of this study can be used as a
reference in future studies related collaborative teaching strategies of
pre-service teachers in fostering students' English language skills

REFERENCES

Abdulwahed Ahmed Ismail Assoc, S., & Mohamed Jarrah Asst, A. (2019). Exploring Pre-Service Teachers' Perceptions of Their Pedagogical Preferences, Teaching Competence and Motivation. In *International Journal of Instruction* (Vol. 12, Issue 1).

Ahuja Neelu Jyothi and Thapliyal, M. and N. A. and K. A. (2022). Designing of Learning Environment of an Intelligent Tutoring System for Academic Learning Needs of Learning-Disabled Learners Based on Survey Report of Region-Specific Target Group. *Emerging Technologies for Computing, Communication and Smart Cities* (pp. 389–404). Springer Nature Singapore.

Ainsworth, L., & Viegut, D. (2020). *Common Formative Assessment: A Toolkit for Professional Learning Communities at Work*. Solution Tree Press.

Amin, M. R. (2019). Developing Reading Skills through Effective Reading Approaches. *International Journal of Social Sciences & Humanities*, *4*(1), 35–40. Accessed in June 2024 at the link:

https://doi.org/10.5281/zenodo.2557919

Amoah, S., & Yeboah, J. (2021). The speaking difficulties of Chinese EFL learners and their motivation towards speaking the English language. *Journal of Language and Linguistic Studies*, *17*(1), 56–69. Accessed in June 2024 at the link:

https://doi.org/10.52462/jlls.4

Artiningsih, H. (2023). Pre-service EFL Teachers' Perceptions on the Use of ESP Material Development in Their Teaching Practice. *Journal of Research in English Language Teaching*, *11*(3), 46–54. Accessed in June 2024 at the link:

https://ejournal.unesa.ac.id/index.php/retain/article/view/56502

Arvanitis, E. (2018). Preservice teacher education: Towards a transformative and reflexive learning. *Global Studies of Childhood*, *8*(2), 114–130. Accessed in June 2024 at the link:

https://doi.org/10.1177/2043610617734980

Atmowardoyo, H., Makassar, U. N., Weda, S., & Sakkir, G. (2021). *Learning Strategies in English Skills used by Good Language Learners in Millennial Era: A Positive Case Study in Universitas Negeri Makassar*. *8*(1), 28.

Bobrakov, S. (2014). Student Teachers' Perceptions of Theory and Practice Integration through Action Research. *International Journal of Learning, Teaching and Educational Research*, *8*(1).

Bogdan, R. C. and B. S. K. (2007). *Qualitative Research for Education: An*

Introduction to Theories and Methods. (A. & B. MA, Ed.; 5th ed.).

Borger, H., & T. H. (1996). Flexible knowledge acquisition: Learning to use knowledge in student teaching. *Journal of Professional Studies*, *3*(2), 25–34.

Decker-Lange, C., Lange, K., Dhaliwal, S., & Walmsley, A. (2022). Exploring Entrepreneurship Education Effectiveness at British Universities – An Application of the World Café Method. *Entrepreneurship Education and Pedagogy*, *5*(1), 113–136. Accessed in June 2024 at the link:

https://doi.org/10.1177/2515127420935391

Ehsanifard, E., Ghapanchi, Z., & Afsharrad, M. (2020). The impact of blended learning on speaking ability and engagement. *Journal of Asia TEFL*, *17*(1), 253–260. Accessed in June 2024 at the link:

https://doi.org/10.18823/asiatefl.2020.17.1.17.253

Elia Gindin, Meaghan van Steenbergen, and, & Douglas L. Gleddie. (2021). Strangers No More: Collaborative Inquiry Through Narrative as Teacher Reflective Practice. *Learning Landscapes*, *14*(1).

Emzir. (2019). *Metodologi Penelitian Pendidikan Kuantitatif Dan Kualitatif: Vol. XVI* (1st ed.). Rajawali Pers.

Fatimah, F. S., Asy'ari, H., Sandria, A., & Nasucha, J. A. (2023). Learning Fiqh Based on the TAPPS (Think Aloud Pair Problem Solving) Method in Improving Student Learning Outcomes. *At-Tadzkir: Islamic Education Journal*, *2*(1), 1–15. Accessed in July 2024 at the link:

https://doi.org/10.59373/attadzkir.v2i1.13

Genç, Z. S. (2016). More Practice for Pre-Service Teachers and More Theory for In-service Teachers of English Language. *Procedia - Social and Behavioral Sciences*, *232*, 677–683. Accessed in June 2024 at the link:

https://doi.org/https://doi.org/10.1016/j.sbspro.2016.10.092

Haala Deeba Abbas. (2023). *Analysis of Vowel Articulation and Perception Using Acoustic Parameters*.

Jack Croft Richards, & Richard W. Schmidt. (2002). Longman Dictionary of Language Teaching. In *Longman Publishing Group* (Vol. 3). Longman Publishing Group.

Kasriyati, D., Andriani, R., & Herdi, H. (2022). An Analysis of Students' Ability in an Interpretive Listening Course. *Jo-ELT (Journal of English Language Teaching) Fakultas Pendidikan Bahasa & Seni Prodi Pendidikan Bahasa Inggris IKIP*, *9*(2), 130. Accessed in June 2024 at the link:

https://doi.org/10.33394/jo-elt.v9i2.6009

Khasawneh, Y. J. A., Alsarayreh, R., Ajlouni, A. A. Al, Eyadat, H. M., Ayasrah, M. N., & Khasawneh, M. A. S. (2023). An examination of teacher collaboration in professional learning communities and collaborative teaching practices. *Journal of Education and E-Learning Research*, *10*(3), 446–459. Accessed in June 2024 at the link:

https://doi.org/10.20448/jeelr.v10i3.4841

Leonardus Par. (2020). The relationship between reading strategies and reading achievement of the EFL students. *International Journal of Instruction*, *13*(2), 223–238. Accessed in April 2024 at the link:

https://doi.org/10.29333/iji.2020.13216a

Maulida, I., & Wahyudi Yulianto, S. (2021). The Effect of Students' Writing Ability through Brainstorming Methodtowards English Learning Achievement in 2013 Curriculum. *Jurnal Ilmiah Fakultas Keguruan Dan Ilmu Pendidikan*, *7*(1), 30–38. Accessed in April 2024 at the link:

https://doi.org/10.35569

Mikulecky, B. S. (2011). *A Short Course in Teaching Reading: Practical Techniques for Building Reading Power*.

Mufidah, N. (2019). The Development of Pre-Service Teachers' Teaching Performance in the Teaching Practice Program at English Department of State Islamic University of Antasari Banjarmasin. *Dinamika Ilmu*, 97–114. Accessed in July 2024 at the link:

https://doi.org/10.21093/di.v19i1.1469

Muslaini. (2017). *Strategies For Teaching Reading Comprehension Strategies for Teaching Reading Comprehension*.

Nell K, D., & Cartwright, K. B. C. (2021). The Science of Reading Progresses: Communicating Advances Beyond the Simple View of Reading. *Reading Research Quarterly*, *56*(S1), S25–S44. Accessed in Mei 2024 at the link:

https://doi.org/10.1002/rrq.411

Nunan, D. (2015). Teaching English to Speakers of Other Languages: An Introduction (1st ed.). *Routledge*. Accessed in april 2024 at the link:

https://doi.org/10.4324/9781315740553

Rahimi, M. (2015). The impact of a learning management system on student evaluation of teaching: The difference between pre- and in-service EFL teachers. In *Handbook of Research on Individual Differences in Computer-Assisted Language Learning* (pp. 425–448). IGI Global. Accessed in July

2024 at the link:

https://doi.org/10.4018/978-1-4666-8519-2.ch018

Renandya, W. A., Hamied, F. A., & Nurkamto, J. (2018). English language proficiency in Indonesia: Issues and prospects. *Journal of Asia TEFL*, *15*(3), 618–629. Accessed in June 2024 at the link:

https://doi.org/10.18823/asiatefl.2018.15.3.4.618

Roselli, N. D. (2016). Collaborative learning: Theoretical foundations and applicable strategies to university. *Propósitos y Representaciones*, *4*(1). Accessed in June 2024 at the link:

https://doi.org/10.20511/pyr2016.v4n1.90

Rosenshine, B. (2019). *Principles of Instruction: Research-Based Strategies That All Teachers Should Know*. American Educator, 43(1), 12-19.

Sarosa. (2017). *Analisis Data Penelitian Kualitatif*. Book, Penerbit PT Kanisius. Tebal 192 Halaman. ISBN   9792171312.

Scrivener, J. (2011). *Learning teaching: the essential guide to English language teaching*.

Shinde, M. B., & Karekatti, T. K. (2012). *Pre-Service Teachers' Beliefs about Teaching English. International Journal of Instruction* (Vol. 5, Issue 1). *e-ISSN: 1308-1470 p-ISSN: 1694-609X.*

Smith, J. (2023). *Building Classroom Community: Strategies for Effective Group Work*. Education Review, 45(2), 102-115.

Smith Nicole R. J. W, Rebecca C, & Naegele, Z. (2020). *Team Teaching and Learning: A Model of Effective Professional Development for Teachers* (Vol. 2020, Issue 1).

Stefanidis Abraham, & Strogilos Vasilis. (2015). Union gives strength: mainstream and special education teachers' responsibilities in inclusive co-taught classrooms. *Educational Studies*, *41*(4), 393–413. Accessed in april 2024 at the link:

https://doi.org/10.1080/03055698.2015.1018872

Sugiyono. (2018). *Metode Penelitian Pendidikan Pendekatan Kuantitatif,Kualitatif, dan R&D. Publisher* Alfabeta.

Untari, T., Rahmaniah, R., Islami, A. B., & Ihsani, B. Y. (2018). Peningkatan Pembelajaran Microteaching Melalui Pendekatan Kolaboratif. *Jurnal Prakarsa Paedagogia*, *1*(1). Accessed in april 2024 at the link:

https://doi.org/10.24176/jpp.v1i1.2616

Willegems, V., Consuegra, E., Struyven, K., & Engels, N. (2017). Teachers and pre-service teachers as partners in collaborative teacher research: A systematic literature review. *Teaching and Teacher Education*, *64*, 230–245. Accessed in april 2024 at the link:

https://doi.org/https://doi.org/10.1016/j.tate.2017.02.014

Woodward, C. V. (1991). *Reunion and reaction: The compromise of 1877 and the end of reconstruction*. Oxford University Press.

Yulianti, T. (2021). Public Speaking Ability Through Focus Group Discussion. *Jurnal Pajar (Pendidikan Dan Pengajaran)*, *5*(2). Accessed in Mei 2024 at the link:

https://doi.org/10.33578/pjr.v5i2.8238

Yunita, I., & Maryamah. (2016). Penerapan Metode Mengajar Beregu (Team Teaching) dalam Meningkatkan Hasil Belajar Siswa Kelas IV pada Mata Pelajaran SKI di MI Muhammadiyah Ulak Lebar Kecamatan Ulu Ogan Kabupaten OKU. In *JIP: Jurnal Ilmiah PGMI* (Vol. 2, Issue 1). Accessed in Mei 2024 at the link:

http://jurnal.radenfatah.ac.id/index.php/jip

Zacharis, G. (2020). Investigating the Factors Influencing Pre-Service Teachers' Acceptance to Use Mobile Devices for Learning. *Mobile Learning Applications in Early Childhood Education*.

Zulaikha, S., Matin, M., & Qoiriyah, S. (2024). Project-Based Learning Management Strengthening Pancasila Student Profiles Driving School Program. *Proceedings of the International Conference on Environmental Learning Educational Technologies (ICELET 2023)*, 35–45. Accessed in Mei 2024 at the link:

https://doi.org/10.2991/978-2-38476-240-8_4

A
P
P
E
N
D
I
C
E
S

Appendix 1 Result Observation field note

Pre-service :

Place :

Time :

Date :

	Description
Opening	
Main activity	
Clossing	

Appendix 2 Field Note Observation in Classroom

Pre-service : **Riska Handayani and Husnul Khatimah Mirwan**

Place : **Smp Tri Dharma Makassar**

Time : **9.10 – 10.15**

Date : **13 Mei 2024**

	Description
Opening	On Monday, May 13 at exactly 09.10 researchers and pre-service teachers entered the classroom, after entering the room, teacher A and teacher B then opened the class by saying greetings together to students who were present in the classroom. Teacher A asked how the students were doing and told the class leader to prepare the class and lead the prayer, as well as check the attendance of students, while teacher B put the class in order so that the atmosphere was not noisy and observed the students.
Main activity	Before the pre-service explanation, they first asked students about the previous material, teacher A asked students about the previous material, and after a student answered the question, teacher B explained again about the previous material. After that, teacher A will note on the board the material to be taught. Researcher saw that the pre-service used a collaborative take turns teaching strategy where Teacher A explained what was written on the blackboard. Meanwhile, Teacher B observes whether students write the material or not. After teacher A finished explaining the material, teacher B continued the explanation from teacher A while teacher Aobserved the students. When there are students who do not understand teacher A explanation, teacher B help explain again the material that the student does not understand and vice

	versa, if the student does not understand teacher B explanation, teacher A help explain again what is there. Teacher B explained. After that, when class conditions are not conducive, such as students falling asleep, playing on their cellphones or making noise, then teacher B and teacher B provide icebreakers to the students so that the students become enthusiastic and focused again. After icebreaking, Teacher A give assignments to students regarding the material that has been explained. Meanwhile, Teacher B observe students doing the assignment and ask whether there is something they don't understand about the assignment or not. When students have finished working on their assignments, Teacher A tell students to collect their assignments on the teacher's desk.
Clossing	At 10.10 researchers saw Teacher A and Teacher B closing the class. Teacher B told students to summarize the material that had been explained by the teacher. After the students explained, then teacher A explained the conclusions about the material that had been learned today. After that, teachers A and B closed the lesson by asking students to pray together before leaving the class. After that, teachers A and B said their greetings. When interacting with students, the researcher noticed that pre-service teachers used collaborative teaching strategies in teaching. The strategy used when teachers A and B took turns in explaining Teacher B told students to summarize the material that had been explained by the teacher. After the students explained, then teacher A explained the conclusions about the material that had been learned.

Appendix 3 Interview Guideline

No	Interview question list
1	How do you collaborate with your colleagues in planning lessons? Do you have any special strategies in teaching?
2	What strategies do you use when opening class
3	If your students ask you a question, what kind of strategy do you use to answer?
4	What strategies do you use when you explain the material to your students?
5	What strategies make up teaching more effective for digging students' knowledge about their abilities are deep English skills?
6	How do you determine the job desk in the class?
7	What obstacles are experienced in collaboative teaching?

(Adapted and Modified From: Aisyah 2022)

Teacher A

1. How do you collaborate with your colleagues in planning lessons? Do you
   have any special strategies in teaching?

   Jawaban dari pertanyaan pertama adalah saya bekerjasama dengan rekan
   saya dengan terlebih dahulu membuat RPP bersama dimana kita membagi
   RPP menjadi beberapa bagian, disana kita bekerjasama menyusun RPP
   dan saling mengoreksi jika ada yang salah dan tepat untuk menyatukan
   pendapat. ada strategi khusus yang kami gunakan dalam mengajar
   menggunakan PowerPoint dimana kami dapat membuat siswa lebih
   tertarik sehingga pembelajaran lebih interaktif sehingga siswa dapat
   melihat cara lain untuk melakukan selain pengajaran manual. Strategi
   khusus lainnya adalah biasanya saya membuka dan saya bertanya "apa
   kabarmu hari ini", karena seperti dikatakan pasangan saya lebih ceria dan
   lebih menyatu dengan lingkungan sekitar, maka disana saya menggunakan
   bukaan dimana saya memberikan suara yang lantang agar siswa lebih
   semangat dan juga merasa lebih bahagia, adapun saya dan rekan
   bekerjasama dalam memberikan icebreaking dan kami juga membagi
   tugas, ada yang mengawasi siswa dan ada yang menjelaskan materi dan
   kami membagi materi menjadi dua untuk menjelaskan itu kepada para
   siswa."

   "The answer to the first question is that I collaborate together with my
   partner by first making a lesson plan together where we divide the lesson

plan into several parts, there we collaborate to prepare the lesson plan and mutually correct each other if there is something wrong and right together to unite opinions. there is a special strategy that we use in teaching using PowerPoint where we can make students more interested so that the lesson is more interactive so that students can see other ways of pursuing other than manual teaching. Another special strategy is that usually I open or open and I asking "how are you today", because as said my partner is more cheerful and more integrated with the surroundings, so there I use an opening where I give a loud voice so that the students are more enthusiastic and also feel happier, as for my partner and I collaborate in providing icebreaking and we also divide the tasks, there are those who supervise the students and there are those who explain the material and we divide the material in two to explain it to the students."

2. What strategies do you use when opening class?

Strategi yang kami gunakan saat membuka kelas adalah kami memberi salam bersama terlebih dahulu seperti "Assalamualaikum warahmatullahi wabarakatuh", kemudian salah satu dari kami menanyakan kabar siswa dan saya bertanya kepada siswa apakah hari ini sudah sarapan, lalu salah satu dari kami meminta ketua kelas untuk mempersiapkan kelas. Setelah kelas disiapkan, kami akan memeriksa kehadiran siswa untuk melihat apakah ada yang tidak hadir.

"The strategy we use when opening the class is, we give a greeting together first like ''Assalamualaikum warahmatullahi wabarakatuh'', then

one of us will ask how the students are and we ask the students whether they have had breakfast today, then one of us asks the head class to prepare the class. After the class has been prepared, we will check student attendance to see if anyone is absent.

3. If you students ask you question, what kind of strategy do you use to answer?

Jadi ketika ada siswa yang menanyakan pertanyaan mula-mula kita memulainya memantik dahulu, setelah itu kita akan langsung menjawab pertanyaan tersebut dan biasanya salah satu dari kami menjawab pertanyaan siswa tersebut, kita bergantian jika saya dan rekan saya mengetahui jawaban dari pertanyaan siswa tersebut.

"So when a student asks a question at first we start first, after that we will answer the question directly and usually one of us answers the student's question, we take turns if my partner and I know the answer to the student's question."

4. What strategies do you use when you explain the material to your students?

Strategi yang kami gunakan adalah kami menggunakan Power Point dan materi juga biasa kami tulis di papan tulis. Kita bergantian menulis atau menjelaskan materi yang kita ajarkan, ada yang menjelaskan dan ada pula yang mengamati siswa, lalu kita bertanya terlebih dahulu kepada siswa, memberi pertanyaan, kemudian kita masuk ke materi dan menjelaskan materi, misalnya apa itu perbandingan digree dan setelah itu kita jelaskan

kami akan mengajukan pertanyaan kepada siswa terkait dengan materi yang telah dijelaskan karena kami ingin mengetahui apakah siswa sudah mengetahui atau memahami materi yang telah dijelaskan dan jika mereka belum mengerti kami akan saling menjelaskan secara bergantian untuk dibuatkan oleh siswa. mudah dimengerti

"The strategy we use is that we use Power Point and we also usually write material on the blackboard. We take turns writing or explaining the material we teach, some explain and some observe the students, then we ask the students first, give them questions, then we enter the material and explain the material, for example what is comparison digree and after we explain we will ask students questions related to the material that has been explained because we want to know whether the students already know or understand the material that has been explained and if they don't understand we will take turns explaining to each other for students to make it easy to understand

5. What strategies make up teaching more effective for dingging students' knowledge about their abilities are deep English skills?

Jadi strategi yang kami gunakan adalah dengan memberikan pembelajaran yang interaktif, jadi kami menjelaskan materinya terlebih dahulu, setelah itu kami memberikan latihan kepada siswa, siswa akan dibentuk menjadi beberapa kelompok dan terkadang sebelum masuk ke materi disini biasanya kami memberikan permainan pembentukan kata dan saat kami menjelaskan kepada siswa kami Kami juga akan memberikan penghargaan

kepada siswa ketika kami mengajukan pertanyaan dan siswa memberikan jawaban

"So we use the strategy by providing interactive learning, so we explain the material first, after that we give exercises to the students, the students will be formed into groups and sometimes before entering the material here we usually give word formation games and when we explain to our students We will also give appreciation to students when we ask questions and the students provide answers"

6. How do you determine the job desk in the class?

Biasanya kami membaginya dengan cara dimana kami berkolaborasi membuat rpp kemudian saya membuat opening dan teman akan memberi kegiatan utama pada rpp tersebut kemudian dibagi dua biasanya teman saya yang pertama dan saya yang bagian kedua dan saya yang memberi penutup pada rpp tersebut dan biasanya saya juga yang mengawasi siswa dikealas kemudian teman saya yang menjelaskan dan saya melakukan penutup dan saya juga bertanya kesimpulan kepada siswa

"we together open the class after that we take turns explaining the material taught such as me explaining my partner observing the condition of the class and vice versa or if there are students who do not understand the explanation of the material we teach then we help each other in explaining so that the material we teach to students is easy to understand. and alternately ask questions related to the material we teach to students such as anyone can provide examples related to the material and in providing

ice breaking to students we help each other if the class atmosphere is not conducive and in the preparation of the rpp we work in making the rpp sometimes we share the task of who makes the opening, main activity and closing."

7. What obstacles are experienced in collaborative teaching?

Adapun kendala atau kesulitan yang kami alami biasanya adalah miss komunikasi diantara kami, dan baru pertama kali kami mengajar secara kolaborasi sehingga terkadang kami berbeda pendapat namun kami berdiskusi kembali bagaimana mencari jalan keluar bersama dalam menerapkan pembelajaran kolaboratif ini. serta tantangan lain yang kami hadapi saat menyusun rpp kami terkadang memberikan beberapa ide yang berbeda sehingga kami merasa ide siapa yang paling baik untuk diterapkan dan kami berdiskusi bersama untuk mencari solusi dari permasalahan yang kami hadapi.

"As for the obstacles or keys that we experience are usually a miss of communication between us, and this is the first time for us to teach in collaboration so sometimes we disagree but we discuss again how to find a way out together in implementing this collaborative learning as well as other challenges we face when preparing our rpp sometimes give several different ideas so we feel that whose ideas are the best to implement and we discuss together in order to find a solution to the problems we face."

Teacher B

1. How do you collaborate with your colleagues in planning lessons? Do you have any special strategies in teaching?"

Bagaimana cara saya bekerjasama dengan rekan saya Riska, sebelumnya kita komunikasikan materi yang akan diberikan kepada siswa, misal materi hari ini adalah derajat perbandingan, kita diskusikan sebelum masuk kelas, saya dan rekan bagian mana yang akan menangani dan melanjutkan. strategi khusus dalam mengajar. Kita merencanakan pembelajaran kita terlebih dahulu, materi apa yang akan diberikan kepada siswa, misalnya materi yang akan kita bahas hari ini sebelum masuk kelas, bagian mana yang akan saya tangani, misalnya strategi khusus dalam mengajar, bagi saya pribadi, Saya mencoba mengetahui nama siswa tersebut karena akan mendorong siswa dalam menjawab pertanyaan untuk memperhatikan jika kita mengetahui namanya misalnya, dan saya juga mencoba bertanya tentang materi pembelajaran tetapi berkaitan dengan kehidupan siswa sehari-hari, misalnya, seperti sebelumnya, materinya adalah perbandingan, jadi saya bertanya kepada siswa, misalnya siswa dapat memberikan contoh apa. Misalnya, siapa yang lebih tinggi dari siapa atau siapa yang lebih pendek dari siapa, siapa yang paling tinggi di kelas ini dan segera.

"How do I collaborate with my partner Riska, beforehand we communicate about the material that will be given to students, for example today's material is the degree of comparison, we discuss it before entering class, which part my partner and I will handle and continue special

strategies in teaching. We plan our learning beforehand, what material will be given to students, for example the material that we will discuss today before entering class, which parts I will handle, for example, special strategies in teaching, for me personally, I try to know the student's name because it will encourage students to answer questions to pay attention if we know their name, for example, and I also try to ask about the learning material but it is related to the student's daily life, for example, like before, the material is a comparison, so I ask the student, for example, what examples can be made. Students give, for example, who is taller than whom or who is shorter than whom, who is the tallest in this class and so on."

2. What strategies do you use when opening class?"

"Pada kelas pembuka, saya dan rekan saya Riska memberikan icebreaking dan kami mencatat kehadiran siswa di kelas itu, berbeda dengan yang lain karena di awal kami menggunakan permainan lalu kami meminta siswa untuk mengidentifikasi siapa saja temannya. hadir dan menurut kami lebih efisien dalam mengetahui siapa saja siswanya, siapa saja yang hadir dan siapa yang tidak hadir dan dalam pembukaannya kadang rekan saya yang mengambil alih karena suaranya yang ceria dan gembira, sedangkan dengan saya, yang agak bassy, kadang aku ambil bagian tengahnya saja."

"In the opening class, my partner Riska and i gave icebreaking and we took attendance of the students in that class, it was different from the others because we used games at the beginning and then we asked the

students to identify who their friends were not present and in our opinion, that was more efficient in finding out who the students were. those who were present and those who were not present and in the opening, sometimes my partner took over because his voice was cheerful and happy, whereas with me, who was a bit bassy, i sometimes just took the middle part."

3. If you students ask you question, what kind of strategy do you use to answer?"

jika ada siswa yang bertanya saya usahakan sebelum saya menjawab itu saya usahan pantik siswa untuk befikir dulu seperti pertanyaan yang diberikan bisa ku oper ke siswa dan bisa ku sederhanakan agar siswa lebih mengerti dan kalau bisa siswa yang temukan jawabannya, tapi, kalau tidak bisa dan butuh bantuan saya akan jelaskan dan saya berikan penjelasan yang lebih rincih kalau misal siswa butuh sekali bantuan. dan begini jika saya yang jawab pertanyaan dari siswa dan belum mengerti saya alihkan ke partner saya Riska itu strategi kami dan kalau misal ada siswa yang bertanya siswa sudah mengerti jawaban yang saya berikan, tapi kalau kurang mengeti partner saya yang ambil alih lagi

" If a student asks a question, I try before I answer, I try to encourage the student to think first, like the question given, I can pass it on to the student and I can simplify it so that the student understands better and if possible, the student finds the answer, but, if not, I can and need it. I will explain the help and I will provide a more detailed explanation if, for example, a

student needs help. and like this, if I answer a question from a student and I don't understand it, I pass it on to my partner Riska, that's our strategy, and if for example a student asks a question, the student already understands the answer I gave, but if I don't understand it, my partner takes over again. "

4. What strategies do you use when you explain the material to your students?"

kalau strategi yang kami pake itu yaitu pake lcd kerena agak menarik menurut siswa kalau misal kami pake lcd dari pada hanya menjelaskan di depan papan tulis tidak pakai material yang mendukung dan inteaktif dan kadang kami memberikan game - game kecil dan bertanya tapi sesuai dengan keseharian siswa kuvisualisasikan materi materi yang kami jelaskan dengan keseharian.

"If the strategy we use is using an LCD, because it's quite interesting according to the students, for example, if we use an LCD, instead of just explaining in front of the blackboard, we don't use supportive and interactive materials, and sometimes we give small games and ask questions, but I visualize it according to the students' daily lives. the material that we explain on a daily basis."

5. What strategies make up teaching more effective for dingging students' knowledge about their abilities are deep English skills?"

strategi yang kami guanakan itu yaitu saya menjelaskan diawal setelah itu memberikan latiahan-latihan seperti lkpd kepada siswa dan juga bisa

bekelompok atau perorangan

"The strategy we use is that I explain at the beginning and then give exercises such as LKPD to students and can also be done in groups or individually."

6. How do you determine the job desk in the class?"

Kami saling berbagi, rekan saya melakukan pembukaan di awal dan kami menjelaskan materi secara bergiliran seperti saya menjelaskan kepada siswa dan teman saya mengamati kondisi kelas dan sebaliknya dan kami bergantian mengajukan pertanyaan kepada siswa seperti apakah ada yang bisa memberi contoh atau ada yang bisa mengartikan.dan dibagian icebreaking saling bantu dengan teman jika siswa kurang memperhatikan seperti sibuk bercerita dan kami Saat menyusun RPP bersama-sama, kami bertukar pikiran tentang apa saja yang perlu ada dalam pembukaan, kegiatan inti dan kami saling berdiskusi dan kami juga tetap berpegang pada buku paket yang diberikan oleh guru, dan pada bagian penutup kami mencoba mengevaluasi siswa dan terkadang memberikan tugas tambahan agar siswa dapat mengerjakannya di rumah.

"We shared with each other, my colleague did the opening at the beginning and we took turns explaining the material as I explained to the students and my friend observed the class conditions and vice versa and we took turns asking questions to the students such as whether there was anyone who could give an example or someone who could interpret, and in the icebreaking section, help each other with friends if the students are

not paying attention, such as being busy telling stories and we. When preparing the lesson plans together, we exchange ideas about what needs to be in the opening, main activities and we discuss with each other and we also stick to the textbook provided. By the teacher,and at the end we try to educate students and sometimes give additional assignments so students can do them at home."

7. What obstacles are experienced in collaborative teaching?"

Kesulitan atau tantangannya biasanya miskomunikasi, kadang saya ingin seperti ini, kadang pasangan saya Riska ingin seperti itu dan pasangan saya Riska punya cara menyikapi hal yang berbeda seperti saya, mengaturnya juga cukup sulit, kadang misalnya saya terlalu fokus menjelaskan lalu pasangan saya ingin menanyakan sesuatu kepada siswa dan saya tidak memperhatikan dan ini juga pertama kalinya kami berkolaborasi jadi agak sulit, tapi menurut saya ini masih bisa diatasi. Cara mengatasinya seperti mungkin kita bisa memberikan masukan kepada sesama mitra.

"The difficulties or challenges are usually miscommunication, sometimes I want it this way, sometimes my partner Riska wants it that way and my partner Riska has a different way of addressing things like me, it's also quite difficult to manage, sometimes for example I'm too focused on explaining and then my partner has something to ask the students and I don't pay attention and It's also our first time collaborating so it's a bit difficult, but I think this can still be handled. The way to handle it is like

maybe we can give feedback to fellow partners."

MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
UPT PERPUSTAKAAN DAN PENERBITAN
Alamat kantor: Jl.Sultan Alauddin NO.259 Makassar 90221 Tlp.(0411) 866972,881593, Fax.(0411) 865588

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

SURAT KETERANGAN BEBAS PLAGIAT

UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama   : Yusiranna

Nim   : 105351108220

Program Studi : Pendidikan Bahasa Inggris

Dengan nilai:

No	Bab	Nilai	Ambang Batas
1	Bab 1	10 %	10 %
2	Bab 2	13 %	25 %
3	Bab 3	7 %	10 %
4	Bab 4	0 %	10 %
5	Bab 5	5 %	5 %

Dinyatakan telah lulus cek plagiat yang diadakan oleh UPT- Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar Menggunakan Aplikasi Turnitin.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Makassar, 12 Agustus 2024
Mengetahui,

Kepala UPT- Perpustakaan dan Pernerbitan,

Nursinah, S.Hum., M.I.P
NBM. 964 591

Jl. Sultan Alauddin no 259 makassar 90222
Telepon (0411)866972,881 593,fax (0411)865 588
Website: www.library.unismuh.ac.id
E-mail : perpustakaan@unismuh.ac.id

BAB I Yusiranna 105351108220

by Tahap Tutup

Submission date: 12-Aug-2024 08:03AM (UTC+0700)
Submission ID: 2430652252
File name: Yusiranna_Bab_I.docx (32.71K)
Word count: 1333
Character count: 8413

AB I Yusiranna 105351108220

ORIGINALITY REPORT

10%	8%	0%	2%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	digilibadmin.unismuh.ac.id Internet Source	4%
2	e-journal.undikma.ac.id Internet Source	2%
3	core.ac.uk Internet Source	2%
4	Submitted to American College of Education Student Paper	1%
5	Submitted to Prairie View A&M University Student Paper	1%

Exclude quotes   Off   Exclude matches   Off
Exclude bibliography   Off

BAB II Yusiranna 105351108220

by Tahap Tutup

Submission date: 12-Aug-2024 08:03AM (UTC+0700)
Submission ID: 2430652584
File name: Yusiranna_Bab_II.docx (94.49K)
Word count: 5281
Character count: 32908

BAB II Yusiranna 105351108220

ORIGINALITY REPORT

13%	11%	4%	4%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	repository.uin-suska.ac.id Internet Source	6%
2	www.researchgate.net Internet Source	2%
3	ijcat.com Internet Source	1%
4	digilibadmin.unismuh.ac.id Internet Source	1%
5	idr.uin-antasari.ac.id Internet Source	1%
6	Elizabeth Fennema, Barbara Scott Nelson. "Mathematics Teachers in Transition", Routledge, 2013 Publication	<1%
7	online-journal.unja.ac.id Internet Source	<1%
8	Submitted to Belhaven University Student Paper	<1%

9	Submitted to Georgia Southwestern State University Student Paper	<1%
10	Submitted to Hanoi Pedagogical University 2 Student Paper	<1%
11	Submitted to ACS Doha International School Student Paper	<1%
12	creativewebolution.com Internet Source	<1%
13	itforum.coe.uga.edu Internet Source	<1%
14	jecco.ppj.unp.ac.id Internet Source	<1%
15	Lucimar Dantas, Elsa Estrela, Zhe Yuan. "What Can AI Learn from Teachers and Students? A Contribution to Build the Research Gap Between AI Technologies and Pedagogical Knowledge", European Journal of Education and Pedagogy, 2022 Publication	<1%
16	Milad Bideh, Samaneh Safari, Azam Khedri, Mohammad Zangooei. "The effect of hesperetin on estrogen receptor gene expression and its relationship with the downstream pathways of estrogen receptor alpha", Molecular Biology Reports, 2023	<1%

BAB III Yusiranna 105351108220

by Tahap Tutup

Submission date: 12-Aug-2024 08:04AM (UTC+0700)
Submission ID: 2430652819
File name: Yusiranna_Bab_III.docx (25.94K)
Word count: 779
Character count: 4406

BAB III Yusiranna 105351108220

ORIGINALITY REPORT

7%	7%	2%	2%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	digilibadmin.unismuh.ac.id Internet Source	4%
2	open.uct.ac.za Internet Source	2%

Exclude quotes   On   Exclude matches   < 2%
Exclude bibliography   On

BAB IV Yusiranna
105351108220

by Tahap Tutup

BAB IV Yusiranna 105351108220

ORIGINALITY REPORT

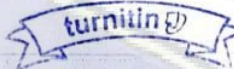| 0%	0%	0%	0%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

Exclude quotes   Off   Exclude matches   Off

Exclude bibliography   Off

BAB V Yusiranna 105351108220

by Tahap Tutup

BAB V Yusiranna 105351108220

ORIGINALITY REPORT

| 5%	0%	5%	0%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	B.J. González-Cruz, M. Rodríguez-Labastida, M. González-Cortázar, A. Zamilpa et al. " larvicidal and anthelmintic effects of (Oxalidaceae) hydroalcoholic extract against in lambs ", Journal of Helminthology, 2017 Publication	5%

Exclude quotes   On   Exclude matches   < 2%
Exclude bibliography   On
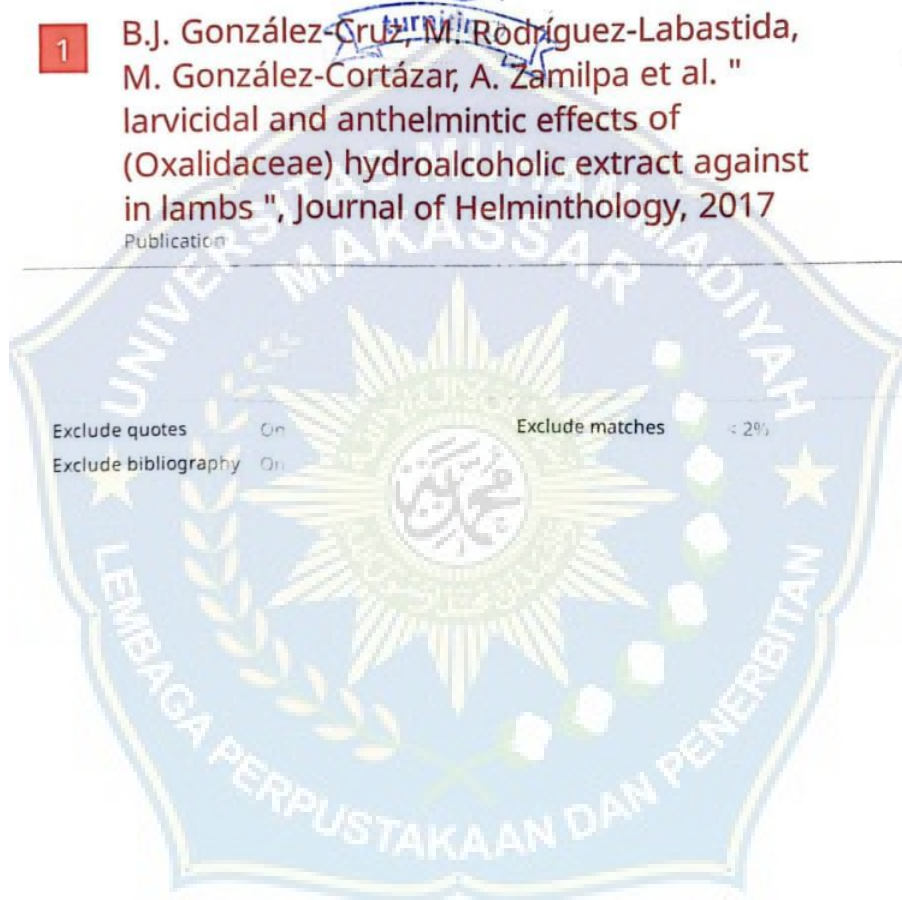
MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH

UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Sultan Alauddin No. 259 Makassar
Telp   : 0411-860837/ 860132 (Fax)
Email : fkip@unismuh.ac.id
Web   : https://fkip.unismuh.ac.id

Nomor   : 16275/FKIP/A.4-II/IV/1445/2024
Lampiran : 1 (Satu) Lembar
Perihal   : Pengantar Penelitian

Kepada Yang Terhormat
Ketua LP3M Unismuh Makassar
Di -
    Makassar

Assalamu Alaikum Warahmatullahi Wabarakatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan bahwa mahasiswa tersebut di bawah ini:

Nama	:	Yusiranna
Stambuk	:	105351108220
Program Studi	:	Pendidikan Bahasa Inggris
Tempat/ Tanggal Lahir	:	Polmas / 26-06-2001
Alamat	:	Jalan mamasa poros kunyi, kel.Anreapi,kab. Polewali Mandar

Adalah yang bersangkutan akan mengadakan penelitian dan menyelesaikan skripsi dengan judul: Investigating the collaborative teaching strategies of pre-service teachers in fostering students' english language skills at smp tri dharma makassar

Demikian pengantar ini kami buat, atas kerjasamanya dihaturkan *Jazaakumullahu Khaeran Katsiraan.*

Wassalamu Alaikum Warahmatullahi Wabarakatuh.

Makassar, 6 Jumadal Ula 1441 H
30 April 2024 M

Dekan

Erwin Akib, M.Pd., Ph.D.
NBM. 860 934

MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH

UNIVERSITAS MUHAMMADIYAH MAKASSAR

LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT

Jl. Sultan Alauddin No. 259 Telp.866972 Fax (0411)865588 Makassar 90221 e-mail :lp3m@unismuh.ac.id

Nomor : 4185/05/C.4-VIII/V/1445/2024

Lamp : 1 (satu) Rangkap Proposal

Hal : Permohonan Izin Penelitian

02 May 2024 M
23 Syawal 1445

Kepada Yth,

Bapak Gubernur Prov. Sul-Sel

Cq. Kepala Dinas Penanaman Modal & PTSP Provinsi Sulawesi Selatan

di –

Makassar

السَّلَامُ عَلَيْكُمْ وَرَحْمَةُ اللّٰهِ وَبَرَكَاتُهُ

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 16132/FKIP/A.4-II/III/1445/2024 tanggal 30 April 2024, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : **YUSIRANNA**
No. Stambuk : **10535 1108220**
Fakultas : **Fakultas Keguruan dan Ilmu Pendidikan**
Jurusan : **Pendidikan Bahasa Inggris**
Pekerjaan : **Mahasiswa**

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"INVESTIGATING THE COLLABORATIVE TEACHING STRATEGIES OF PRE-SERVICE TEACHERS FOSTERING STUDENTS' ENGLISH LANGUAGE SKILLS AT SMP TRI DHARMA MAKASSAR"

Yang akan dilaksanakan dari tanggal 7 Mei 2024 s/d 7 Juli 2024.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran

السَّلَامُ عَلَيْكُمْ وَرَحْمَةُ اللّٰهِ وَبَرَكَاتُهُ

Ketua LP3M,

Dr. Muh. Arief Muhsin, M.Pd.
NBM/1127761

05-24

MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 259 Makassar
Telp   : 0811 1782101 (Secretary)
Email : prodibg@unismuh.ac.id
Web   : bg.fkip.unismuh.ac.id

بســــم اللـه الرحمن الرحيـــم

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa	:	**Yusiranna**
NIM	:	**105351108220**
Judul Penelitian	:	*Investigating the Collaborative Teaching Strategies of Pre-Service Teachers in Fostering Students' English Languange Skills at SMP Tri Dharma Makassar*
Tanggal Ujian Proposal	:	**20 Maret 2024**
Tempat/Lokasi Penelitian	:	**SMP Tri Dharma Makassar**

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	Sabtu, 11 Mei 2024	Observasi	Andi Katrina, S.Pd	
2	Senin, 13 Mei 2024	Observasi	Andi Katrina, S.Pd	
3	Selasa 19 Mei 2024	Wawancara	Andi Katrina, S.Pd	
4				
5				
6				
7				
8				
9				
10				

Makassar,   Mei 2024

Ketua Program Studi,
FKIP Unismuh Makassar

Mengetahui Pimpinan/Kepala sekolah/Instansi

Dr. Ummi Khaerati Syam, S.Pd., M.Pd
NBM. 977 807

Muh. Hatta, S.Pd., M.Pd

PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Jl Bougenville No 5 Telp. (0411) 441077 Faz (0411) 448936
Website : http //simap-new.sulselprov.go.id Email : ptsp@sulselprov.go.id
Makassar 90231

Nomor	:	**10491/S.01/PTSP/2024**	**Kepada Yth.**
Lampiran	:	-	Ketua SMP Tri Dharma makassar
Perihal	:	**Izin penelitian**	

di-
Tempat

Berdasarkan surat Ketua LP3M UNISMUH Makassar Nomor : 4185/05/C.4-VIII/V/1445/2024 tanggal 02 mei 2024 perihal tersebut diatas, mahasiswa/peneliti dibawah ini:

N a m a	:	**YUSIRANNA**
Nomor Pokok	:	105351108220
Program Studi	:	Pendidikan Bahasa Inggris
Pekerjaan/Lembaga	:	Mahasiswa (S1)
Alamat	:	Jl. Slt Alauddin No. 259 Makassar

Bermaksud untuk melakukan penelitian di daerah/kantor saudara dalam rangka menyusun SKRIPSI, dengan judul :

" INVESTIGATING THE COLLABORATIVE TEACHING STRATEGIES OF PRE-SERVICE TEACHERS IN FOSTERING STUDENTS' ENGLISH LANGUAGE SKILLS AT SMP TRI DHARMA MAKASSAR (Descriptive Qualitative Research) "

Yang akan dilaksanakan dari : Tgl. *07 Mei s/d 07 Juli 2024*

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami *menyetujui* kegiatan dimaksud dengan ketentuan yang tertera di belakang surat izin penelitian.

Demikian Surat Keterangan ini diberikan agar dipergunakan sebagaimana mestinya.

Diterbitkan di Makassar
Pada Tanggal 02 Mei 2024

KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU
SATU PINTU PROVINSI SULAWESI SELATAN

ASRUL SANI, S.H., M.Si.
Pangkat : PEMBINA TINGKAT I
Nip : 19750321 200312 1 008

Tembusan Yth
1. Ketua LP3M UNISMUH Makassar di Makassar;
2. Pertinggal.

SURAT KETERANGAN PENELITIAN
Nomor : 421/YTM.SMP/VI/2024

Yang bertanda tangan di bawah ini Kepala SMP Tri Dharma Makassar

Kecamatan	: Makassar
Kelurahan	: Maccini
Kabupaten/Kota	: Makassar
Propinsi	: Sulawesi Selatan

Menerangkan bahwa:

Nama	: YUSIRANNA
Nomor Pokok	: 105351108220
Judul	: "INVESTIGATION THE COLLABORATIVE TEACHING STRATEGIES OF PRE-SERVICE TEACHERS IN FOSTERING STUDENTS' ENGLISH LANGUAGE SKILLS AT SMP TRI DHARMA MAKASSAR (Descriptive Qualitative Research)"
Program Studi	: Pendidikan Bahasa Inggris

Benar telah melaksanakan penelitian di SMP Tri Dharma Makassar Terhitung

Pada tanggal 07 Mei 07 Juli 2024 .

Demikianlah surat keterangan ini diberikan kepada yang bersangkutan

dan digunakan sebagaimana mestinya.

Makassar, 10 Juni 2024
Kepala Sekolah

Muh. Natta,S.Pd.,M.Pd

MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 259 Makassar
Telp   : 0811 1782101 (Secretary)
Email : prodibg@unismuh.ac.id
Web   : bg.fkip.unismuh.ac.id

بِسْـــــمِ اللـه الرحمن الرحيــم

LETTER OF ACCEPTANCE
0905/BG-FKIP/LOA/B/VIII/1446/2024

Dear YUSIRANNA

It is our pleasure to inform you that, after reviewing your paper:
INVESTIGATING COLLABORATIVE TEACHING STRATEGIES OF PRE-SERVICE TEACHERS IN FOSTERING STUDENTS' ENGLISH LANGUAGE SKILLS AT SMP TRI DHARMA MAKASSAR
The manuscript ID: 1556
Detail checklist:

Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	√	
the author has submitted the manuscript through the open journal system (OJS)	√	
The manuscript according to the limitations or description of the journal	√	
LoCT has been submitted by the author	√	
The manuscript has followed the existing templates	√	
The article processing charge (APC) has been submitted by the author	√	

has been ACCEPTED to publish with **English Language Teaching Methodology,** ISSN (paper) 2828-1586 ISSN (online) 2810-0352. We appreciate your contribution.

We will let you know if you must make any modification as the reviewer's comments. Once your manuscript is moved to publishing, our production editor will inform you. Please feel free to email us with any questions at *eltm@bg.unismuhmakassar.ac.id*

Makassar, 17 August 2024 M
13 Shafar 1446 H

Head of English Education Department
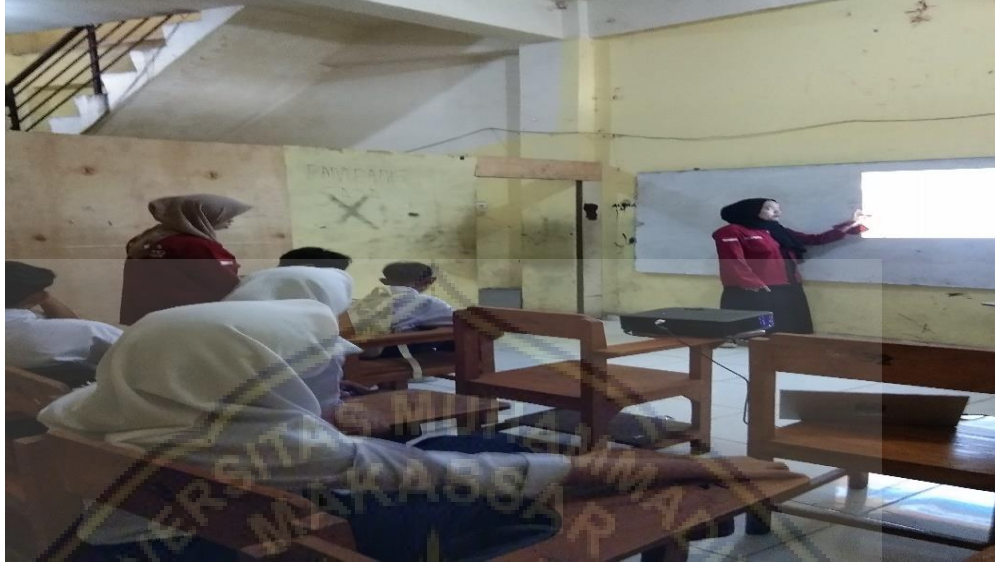**Faculty of Teacher Training and Education**

Dr. Ummi Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807

PROGRAM STUDI
PENDIDIKAN BAHASA INGGRIS
TERAKREDITASI UNGGUL
LEMBAGA AKREDITASI MANDIRI
BAN-PT LAMDIK sinta S5

Appendix 5 Documentation

1. Process Observation

The researcher observed pre-service teacher learning in class.

The researcher observed pre-service teacher in class interaction.

2. Proces interview

The researcher interviewed Pre-service teacher A about collaborative teaching srategies

The researcher interviewed Pre-service teacher A about collaborative teaching srategies.

The researcher interviewed Pre-service teacher A and B about collaborative teaching srategies.

CURRICULUM VITAE

The researcher, Yusiranna was born in Polmas on June 26, 2001. She is the third of five children. She is the daughter of Mr. Abd Latif and Mrs. Murni S. From 2007 to 2013, she studied at SD 024 Kunyi. She continued her junior high school education at SMPN Anreapi in 2013 and graduated in 2016, the same year she began her senior highschool education at SMAN 1 Polewali and finished it in 2019. Finally, she continued her studies at Muhammadiyah University of Makassar as an ordinary student specializing in English Education at the Faculty of Teacher Training and Education. At the completion of her studies, she was able to complete her thesis with the title, "**Investigating Collaborative Teaching Strategies of Pre-Service Teachers in Fostering Students' English Language Skills At SMP Tri Dharma Makassar**'' in English Department at Universitas Muhammadiyah Makassar.