

**EXPLORING REFLECTIVE PRACTICE OF AN ONLINE LITERACY COACHING
PROGRAM FOR IN-SERVICE JUNIOR HIGH SCHOOL ENGLISH TEACHERS IN
INDONESIA**



**A Thesis Submitted in Partial Fulfilment of the Requirements for the Degree of Master
Program of English Language Education**

MEI LUSIANA SITORUS

1212819006

**FACULTY OF LANGUAGES AND ARTS
ENGLISH LANGUAGE EDUCATION MASTER PROGRAM
UNIVERSITAS NEGERI JAKARTA**

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ABSTRAK

Sitorus, Mei L. 2021. Eksplorasi Praktik Reflektif pada Program Pendampingan Literasi Daring untuk Guru Bahasa Inggris Sekolah Menengah Pertama di Indonesia. Tesis. Jakarta: Program Magister Pendidikan Bahasa Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Jakarta.

Penerapan praktik reflektif merupakan komponen penting untuk mengembangkan pengetahuan dan ketrampilan mengajar guru dalam program pengembangan profesi guru. Penelitian kasus dengan metode penelitian campuran ini bertujuan mengeksplorasi praktik reflektif pada sebuah program pendampingan literasi daring yang diikuti oleh 31 guru Bahasa Inggris Sekolah Menengah Dasar di Indonesia. Dokumen panduan program, rekaman sesi daring, jurnal refleksi dan para guru merupakan sumber data kualitatif dan kuantitatif pada studi ini. Hasil analisis isi menunjukkan bahwa penerapan praktik reflektif pada program ini dikembangkan berdasarkan kerangka teori dengan menggunakan dua media refleksi yaitu jurnal refleksi daring dan refleksi kolaborasi pada sesi daring. Tulisan refleksi yang diperoleh melalui jurnal refleksi menunjukkan jenis-jenis refleksi yaitu *reflection-on-practice*, *reflection-for-action*, *reflection-in-action*, dan *reflection-with-action*. Hasil observasi dan survei menunjukkan bahwa guru-guru yang berpartisipasi pada pendampingan ini menganggap praktik reflektif efektif dalam memfasilitasi perkembangan pengetahuan literasi dan ketrampilan mengajar mereka. Studi ini juga mengukur tingkat refleksi guru dengan menggunakan *Framework of Four Levels of Reflection for Teacher Education* yang dikembangkan oleh Harland and Wondra sebagai instrumen ukur. Untuk menjamin reliabilitas, dua penilai menganalisa 248 jurnal refleksi yang telah dikumpulkan. Hasil yang diperoleh menunjukkan bahwa level refleksi yang paling sering ditemukan pada jurnal refleksi adalah level 1. Sementara itu sesi refleksi kolaborasi ditranskripsi kemudian dianalisa dengan instrumen yang sama. Hasil analisa menunjukkan level refleksi yang paling sering ditemukan pada sesi refleksi kolaborasi adalah level 2. Berdasarkan temuan-temuan tersebut, umpan balik dari siswa, umpan balik dan kolaborasi rekan kerja dan pelatih, pengajaran dan percontohan praktik reflektif serta pemanfaatan hasil refleksi sebagai bagian penilaian akhir dari program pendampingan perlu dilakukan untuk meningkatkan praktik reflektif pada program tersebut.

Keywords: praktik reflektif, pendampingan literasi, pengembangan profesi guru

ABSTRACT

Sitorus, Mei L. 2021. Exploring Reflective Practice of an Online Literacy Coaching Program for In-service Junior High School English Teachers in Indonesia. A Thesis. Jakarta: Master Program of English Language Education, Faculty of Languages and Arts, State University of Jakarta.

Systematic reflective practice is crucial in teacher development programs as it supports teachers to improve their knowledge and teaching practices. This mixed-method case study aimed at exploring the reflective practice of an online literacy coaching program for 31 in-service junior high school English teachers in Indonesia. The program guide, recorded sessions of the program, reflective journals, and the participants were both qualitative and quantitative data sources. Content analysis showed that the program implemented reflective practice based on a theoretical framework with two reflective tools employed, namely online reflective journals and online collaborative reflective sessions. The written responses collected from the reflective journals generated reflection-on-practice, reflection-for-action, reflection-in-action, and reflection-with-action. Observations and a survey showed that the teachers perceived reflective practice as effective as it facilitated them to improve both their literacy knowledge and teaching skills. Finally, the Framework of Four Levels of Reflection for Teacher Education by Harland and Wondra was used as an instrument to measure the levels of reflection made by the teachers. Two raters were employed to maintain the data reliability. The results showed that of the 248 responses made through the online reflective journal, Level 1 reflection was the most frequent. Additionally, the collaborative sessions were transcribed and then assessed using the same instrument, and results showed that Level 2 reflection was the most frequent. Based on the findings, to improve the reflective practice of the literacy coaching program, the study recommended the inclusion of students' feedback, providing feedback, teaching, and modelling reflective practice, and utilising reflection as part of the assessment to improve the implementation of the reflective practice and deepen the reflections made by the teachers.


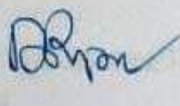



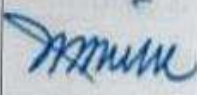
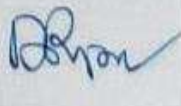
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PERSETUJUAN PANITIA UJIAN ATAS HASIL PERBAIKAN TESIS

Nama : Mei Lusiana Sitorus

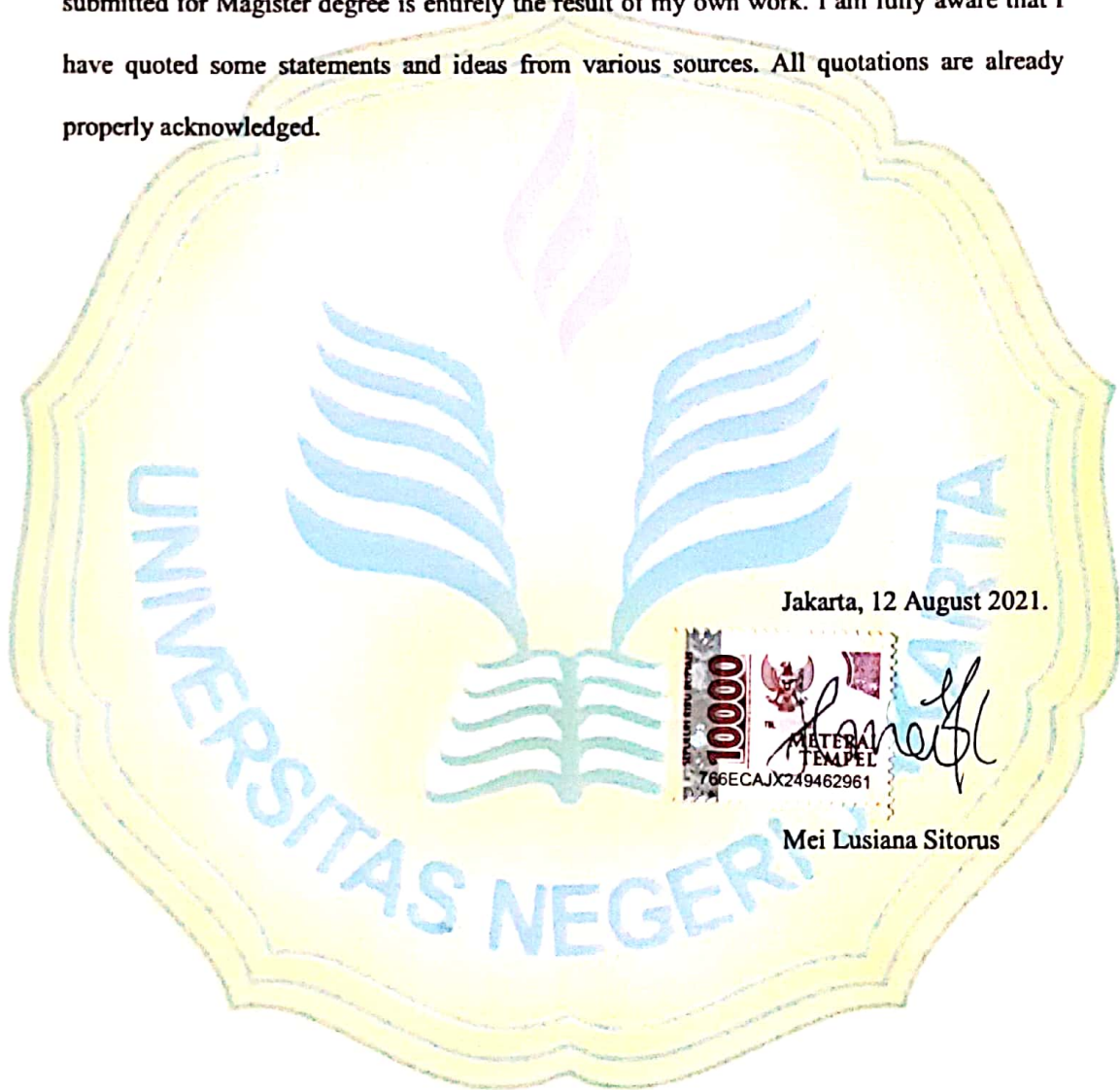
Nomor Registrasi : 1212819006

Program Studi : Magister Pendidikan Bahasa Inggris

No	Nama	Tanda Tangan	Tanggal
1.	Dr. Liliana Muliastuti, M.Pd. Dekan Fakultas Bahasa dan Seni		
2.	Dr. Siti Drivoka Sulistyningrum, M.Pd. Koordinator Program Studi Magister Pendidikan Bahasa Inggris		
3.	Prof. Dr. Ilza Mayuni M.A. Pembimbing 1		
4.	Dr. Ifan Iskandar M. Hum. Pembimbing 2		
5.	Dr. Ratna Dewanti, M.Pd. Ketua Penguji		
6.	Dr. Sri Sumarni, M.Pd. Anggota Penguji 1		
7.	Dr. Siti Drivoka Sulistyningrum, M.Pd. Anggota Penguji 2		

DECLARATION

I declare that this research paper entitled **Exploring Reflective Practice of an Online Literacy Coaching Program for In-service Junior High School English Teachers in Indonesia** submitted for Magister degree is entirely the result of my own work. I am fully aware that I have quoted some statements and ideas from various sources. All quotations are already properly acknowledged.



Jakarta, 12 August 2021.



Mei Lusiana Sitorus



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
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Telepon/Faksimili: 021-4894221
Laman: lib.unj.ac.id

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Nama : Mei Lusiana Sitorus
NIM : 1212819006
Fakultas/Prodi : Fakultas Bahasa dan Seni/ Magister Pendidikan Bahasa Inggris
Alamat email : mei.lusiana@gmail.com

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Praise be to the Lord, who arts in heaven, who reminds us through James 3:1 that those ‘...who teach will be judged more strictly.’ Let this verse be a reminder to us that being a teacher requires humility and accountability.

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TABLE OF CONTENTS

ABSTRAK.....	i
ABSTRACT.....	ii
ACKNOWLEDGEMENT.....	vi
TABLE OF CONTENTS.....	vii
LIST OF TABLES.....	x
LIST OF FIGURES.....	xi
LIST OF APPENDICES.....	xii
CHAPTER I INTRODUCTION.....	1
1.1 Background.....	1
1.2 Research Problems.....	3
1.3 Purpose of the Study.....	3
1.4 Scope of the Study.....	4
1.5 Significance of the Study.....	4
1.6 Definition of Key Terms.....	5
CHAPTER II LITERATURE REVIEW.....	7
2.1 Reflective Practice.....	7
2.2 Types of Reflections.....	9
2.3 Reflective Practice Tools.....	12
2.4 Levels of Reflection.....	13

2.4.1	Instruments to Measure Level of Reflection.....	14
2.5	Reflective Practice in Teacher Continuous Professional Development.....	18
2.5.1	Reflective Practice in Sheltered Instruction Observation Protocol Model.....	18
2.5.2	Reflective Practice in Literacy Teaching.....	20
2.5.3	Reflective Practice in an Online Coaching Program.....	22
2.5.4	The Literacy Coaching Program as a Professional Development Program.....	23
2.6	Conceptual Framework.....	26
CHAPTER III METHODOLOGY.....		28
3.1	Research Design.....	28
3.2	Data, Data Source, and Instruments.....	29
3.3	Data Analysis Procedure.....	32
CHAPTER IV FINDINGS AND DISCUSSIONS.....		34
4.1	The Implementation of Reflective Practice in the Literacy Coaching Program.....	34
4.1.1	The Individual Reflective Journal.....	35
4.1.2	The Collaborative Reflective Session.....	40
4.2	The Reflective Practice Facilitated the Improvement of Teaching Skills and Literacy Ability.....	42
4.3	The Levels of Reflection Shown by the Teachers.....	44
4.3.1	The Levels of Reflection Shown in the Reflective Journals.....	44
4.3.2	Levels Reflection shown in the Collaborative Session.....	47
CHAPTER V CONCLUSION AND RECOMMENDATIONS.....		51
5.1	Conclusion.....	51

5.2 Recommendations..... 52

REFERENCES.....53

