

**THE SHELTERED INSTRUCTION OBSERVATION PROTOCOL
(SIOP) MODEL IMPLEMENTATION IN ENGLISH TEACHERS
ONLINE LITERACY COACHING PROGRAM**



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

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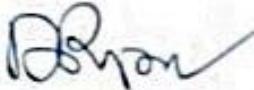
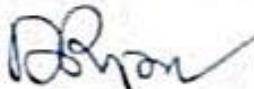
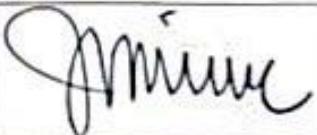
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ABSTRAK

Guru diharapkan mampu merencanakan, melaksanakan, dan memecahkan masalah dalam proses pembelajaran. Namun, mereka tidak selalu dibekali dengan pengembangan profesi yang memadai, terutama di masa wabah Covid-19 ini. Penelitian ini berfokus pada penerapan *Sheltered Instruction Observation Protocol* (SIOP), yaitu sebuah model pengajaran yang memungkinkan guru untuk meningkatkan kemampuan literasi Bahasa Inggris peserta didik serta membuat mereka terlibat aktif dalam pembelajaran. 31 guru Bahasa Inggris dari seluruh wilayah di Indonesia dipilih sebagai peserta pendampingan literasi. Dalam dua sesi program pendampingan literasi, dilakukan pengamatan pada RPP, praktik mengajar, dan refleksi diri mereka dengan menggunakan desain studi kasus. Peneliti menyusun catatan lapangan, protocol observasi SIOP, dan forum diskusi kelompok sebagai instrumen pengumpul data. Dengan menggunakan pendekatan metode campuran, data dianalisis secara kualitatif dan kuantitatif. Hasil penelitian menunjukkan bahwa skor penerapan model SIOP oleh guru meningkat 5 poin setelah pendampingan sesi kedua. Secara keseluruhan, ditemukan bahwa SIOP protocol berguna untuk meningkatkan praktik mengajar guru melalui refleksi diri dan pendampingan oleh *coach*. Kemudian, disarankan untuk melakukan penelitian lebih lanjut terkait model SIOP melalui program pengembangan profesional dengan memastikan bahwa semua partisipan diberikan sumber daya yang mumpuni guna mendukung proses pembelajaran.

Kata kunci: Guru Bahasa Inggris, pembelajaran literasi, pendampingan literasi daring, Model SIOP, pengembangan profesi.

ABSTRACT

Teachers are expected to plan, implement, and solve practical problems in the learning process. However, they are not always provided with sufficient professional development, especially during this Covid-19 outbreak. This study focused on exploring the implementation of the Sheltered Instruction Observation Protocol (SIOP). This teaching model allows teachers to improve the English literacy skills of learners and engage them in a comprehensible manner. The participants, 31 English teachers from around Indonesia, are selected based on their experiences as English instructors. Within two cycles of online literacy coaching, their lesson plan, teaching practice, and reflective practice during the program are observed using a case study design. The researcher used field notes, SIOP observation protocol, and forum group discussion to collect the data. Deploying mixed-method approach, the data were analyzed qualitatively and quantitatively. The results indicate that the SIOP implementation score increased by 5 points after two sessions of the coaching. Overall, the EFL teachers found the SIOP protocol useful for improving their practice through self-reflection and peer coaching. Then, it is suggested to conduct further studies of the SIOP model in another context of professional development by ensuring that all participants are provided with resources that support the learning process.

Keywords: English teacher, literacy learning, online literacy coaching, SIOP Model, professional development.

DECLARATION

I declare that this research paper entitled **The Sheltered Instruction Observation Protocol (SIOP) Model Implementation in English Teachers Online Literacy Coaching Program** 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, 8 February 2022



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TABLE OF CONTENTS

ABSTRAK	2
ABSTRACT	4
ACKNOWLEDGEMENT.....	5
TABLE OF CONTENTS.....	8
LIST OF TABLES	10
LIST OF FIGURES	11
CHAPTER I	<i>Error! Bookmark not defined.</i>
1.1 Background of The Study	Error! Bookmark not defined.
1.2 Formulation of The Problems.....	Error! Bookmark not defined.
1.3 Purposes of The Study	Error! Bookmark not defined.
1.4 Scope of the Study	Error! Bookmark not defined.
1.5 Significance of The Study	Error! Bookmark not defined.
1.6 Definition of Key Terms	Error! Bookmark not defined.
CHAPTER II.....	<i>Error! Bookmark not defined.</i>
2.1 The Nature of The Sheltered Instruction Observation Protocol Model... Error! Bookmark not defined.	
2.1.1Characteristics of the SIOP Model	Error! Bookmark not defined.
2.1.2Components and Features of the SIOP Model	Error! Bookmark not defined.
2.2 The SIOP Observation Protocol	Error! Bookmark not defined.
2.3 SIOP Model Implementation in Language Teaching..... Error! Bookmark not defined.	
2.4 SIOP Model in the Professional Development Program Error! Bookmark not defined.	

2.5 Literacy Coaching as EFL Teachers Professional Development **Error!**
Bookmark not defined.

2.6 Conceptual Framework **Error! Bookmark not defined.**

CHAPTER III *Error! Bookmark not defined.*

3.1 Research Design **Error! Bookmark not defined.**

3.2 Research Setting **Error! Bookmark not defined.**

3.3 Instruments, Data, and Data Sources **Error! Bookmark not defined.**

3.4 Data Collection Techniques **Error! Bookmark not defined.**

3.5 Data Analysis Procedures **Error! Bookmark not defined.**

3.6 Reliability and Validity **Error! Bookmark not defined.**

3.7 Trustworthiness **Error! Bookmark not defined.**

CHAPTER IV *Error! Bookmark not defined.*

4.1 SIOP Model in Lesson Planning **Error! Bookmark not defined.**

4.2 SIOP Model in Teaching Practice **Error! Bookmark not defined.**

4.3 SIOP Model in Reflective Practice **Error! Bookmark not defined.**

4.5 The Overall Result of SIOP Model Implementation **Error! Bookmark not defined.**

4.6 Discussion **Error! Bookmark not defined.**

CHAPTER V *Error! Bookmark not defined.*

CONCLUSION AND RECOMMENDATION *Error! Bookmark not defined.*

5.1 Conclusion **Error! Bookmark not defined.**

5.2 Recommendation **Error! Bookmark not defined.**

5.2.1 Recommendation for Future Research.... **Error! Bookmark not defined.**

5.2.2 Recommendation for Practice **Error! Bookmark not defined.**

REFERENCES *Error! Bookmark not defined.*

APPENDICES 1 *Error! Bookmark not defined.*

APPENDICES 2.....*Error! Bookmark not defined.*

APPENDICES 3.....*Error! Bookmark not defined.*



LIST OF TABLES

- Table 1 SIOP Observation Protocol (Echevarria et al., 2017).....**Error! Bookmark not defined.**
- Table 2 Demography of The Participants**Error! Bookmark not defined.**
- Table 3 Instruments, Data, and Data Source of the study**Error! Bookmark not defined.**
- Table 4 SIOP Observation Result for Lesson Preparation**Error! Bookmark not defined.**
- Table 5 Supplementary Materials Provided by The EFL Teachers ..**Error! Bookmark not defined.**
- Table 6 SIOP Observation Result for Building Background**Error! Bookmark not defined.**
- Table 7 KWL Chart provided by the EFL teacher**Error! Bookmark not defined.**
- Table 8 Examples of strategies teacher used in emphasizing key vocabulary**Error! Bookmark not defined.**
- Table 9 SIOP Observation Result for Comprehensible Input ...**Error! Bookmark not defined.**
- Table 10 Observation result of EFL teachers' academic instructions.....**Error! Bookmark not defined.**
- Table 11 SIOP Observation Result for Strategies.....**Error! Bookmark not defined.**
- Table 12 Scaffolding techniques used and assisted by EFL teachers**Error! Bookmark not defined.**
- Table 13 SIOP Observation Result for Interaction**Error! Bookmark not defined.**

Table 14 SIOP Observation Result for Practices and Application ...**Error! Bookmark not defined.**

Table 15 SIOP Observation Result for Lesson Delivery**Error! Bookmark not defined.**

Table 16 SIOP Observation Result for Review and Assessment**Error! Bookmark not defined.**



LIST OF FIGURES

- Figure 1 The SIOP Model components (Jana Echevarria et al., 2017) **Error!**
Bookmark not defined.
- Figure 2 SIOP Observation Protocol Heading **Error!** **Bookmark not defined.**
- Figure 3 Online Literacy Coaching Stages **Error!** **Bookmark not defined.**
- Figure 4 Conceptual Framework **Error!** **Bookmark not defined.**
- Figure 5 Mixed Methods Design (Creswell, 2012) **Error!** **Bookmark not defined.**
- Figure 6 Components of Data Analysis: Interactive Model (Miles et al., 2014). **Error!**
Bookmark not defined.
- Figure 7 Mind map strategy provided by EFL teacher **Error!** **Bookmark not defined.**
- Figure 8 Grouping configuration **Error!** **Bookmark not defined.**
- Figure 9 SIOP Observation Result for both Cycles **Error!** **Bookmark not defined.**
- Figure 10 EFL Teachers' Self-Reflection Result **Error!** **Bookmark not defined.**