

CHAPTER I

INTRODUCTION

This chapter describes the background of the study, the formulation of the problems, the purpose of the study, the scope and limitation, and the significance of the study.

1.1 Background of The Study

Teachers are professional educators who should be able to plan, implement, and solve the practical problem of the learning process. In English language classrooms, teachers faced challenges in designing a classroom that expresses cultural diversity, providing appropriate tasks and instruction for meeting and improving students' language level (Songbatumis, 2017). Thus, promoting teachers' professional development is crucial for enhancing the quality of their teaching practices. According to Hammond et al. (2017), there should be no underestimation of the relevance of providing professional development programs for teachers in accordance with the learning model and teaching materials.

Equally important, Indonesia faced challenges in increasing its literacy rank. Mayuni et al. (2020) conducted a study in North Jakarta to explore the praxis of literacy activities at school as the follow-up initiative after the National Literacy Movement (*Gerakan Literasi Nasional*) published in 2016 by the Ministry of Education and Culture. Using 290 students and 20 teachers as the participants, the findings showed that not all teachers read the government's literacy guidelines, while at the same time their reading habits were not up to the ideal number.

Therefore, it was advised to take more advanced steps, such as preparing for a training or coaching program as professional development to facilitate literacy teaching to the teachers.

Accordingly, professional development programs positively affect the use of specific instructional approaches by teachers for English learners and their literacy outcomes (Babinski et al., 2017). One such approach implemented is the Sheltered Instruction Observation Protocol (SIOP) Model. This observational research-based instrument allows teachers to improve the English academic skills of learners by using specific techniques to teach and engage learners in a comprehensible manner with accessible topics in the subject field (Jana Echevarria et al., 2017). Due to its various ideas and activities offered, the SIOP model has been recommended to English learners.

Certain studies proved that professional development has great importance for teachers' implementation of the Sheltered Instruction Observation Protocol (SIOP) Model (Al Fadda, 2020; Batt, 2010; Kareva & Echevarría, 2013; McCall, 2018; D. J. Short, 2017; Song, 2016). A. Al Fadda (2020) stated that the SIOP model promotes teachers to recognize their accountability and remodel their strategies to enhance the language development and literacy outcomes of their students. However, because of the teachers' limited time to prepare the SIOP model, the improvement is not getting the best results yet. It is commonly suggested to provide the SIOP Model training within a coaching or mentoring program (Batt, 2010; Echevarría, Short, et al., 2008).

As reported in (Jana Echevarria, 2012), research on the SIOP Model implementation in Pasadena Memorial High School, Texas, confirmed that

English language learners' state test scores and reading assessment results were improved significantly. The researcher stated that a commitment to professional development was made between all participants to improve state test scores, especially the scores of English learners. All teachers in the school learned the SIOP Model, and in the end, they received SIOP professional development. The prior to SIOP Model implementation was conducted for two years, 2009-2011. SIOP teachers planned lessons collaboratively during their additional conference period. After the first year, the teachers implement the SIOP Model in their classrooms. Then, English learners' results on the Texas Assessment of Knowledge and Skills (TASK) for the English language content area have increased steadily since the SIOP Model was introduced from 43.43% in 2009 to 56.50% in 2010 improved significantly to 76.60% in 2011. Similarly, their reading assessment results also increased by 14.4 points in 2011.

Another research asserts that the SIOP model could be used to improve achievement, academic language, knowledge of content concepts, and literacy through the integration of language and content for the learning objectives (D. J. Short et al., 2012). Since it emerged in the United States in the 1990s, the SIOP developers had reported that the model had been used internationally. Since the SIOP Model implementation needs a longitudinal analysis (Short, 2017), it would be worthwhile to examine teachers' performance after continuous exposure to the SIOP Model and be trained in advance.

In the Indonesian case, research related to SIOP Model implementation is still relatively small. One was conducted in a private senior high school that applied National Plus Curriculum in Bali through a mathematics subject. The

results show that students' conceptual understanding and academic language of mathematics improved (Suweken et al., 2017). Other research done in Riau confirmed that the SIOP Model could improve English language learners' writing, especially for narrative text in terms of grammar and vocabulary (Mallapiang, 2015). Another recent study from Indonesia was conducted at a junior high school in Bali, focused on the effect of implementing the SIOP model on students' vocabulary mastery (Cittaningsih et al., 2017). The researchers found that the SIOP model can be applied in teaching English, especially in mastering vocabulary. All these studies have analyzed the impact of the SIOP Model on learners' outcomes, but no case related to how the teachers process before implementing it for their English literacy teaching.

In this study, the researcher tends to investigate the SIOP Model implementation in the Indonesian context through an online literacy coaching program as teacher professional development. This study aimed to provide an overview of how the SIOP Model is implemented based on its components and features. The researcher assumes that EFL teachers who have trained in an Online Literacy Coaching Program have implemented all the SIOP Model components and features properly for lesson planning, teaching practices, and reflective practices so that they may have a strong foundation in best practice for integrating language and content in classes with their students.

1.2 Formulation of The Problems

Related to the problems mentioned, the researcher formulated a main research question with three sub-questions:

1. How is the SIOP Model implemented by EFL teachers in online literacy coaching?. Meanwhile, the sub-questions of the study are:
 - a. How is the SIOP Model in lesson planning implemented by EFL teachers?
 - b. How is the SIOP Model in teaching practice implemented by EFL teachers?
 - c. How is the SIOP Model in reflective practice implemented by EFL teachers?

1.3 Purposes of The Study

Based on the formulation of the problems above, the main purpose of this study is to reveal the implementation of the SIOP model in an online literacy coaching program. And to answers the sub-questions, the researcher formulated the purposes as follow:

- a. To investigate the implementation of the SIOP Model in the EFL teachers' lesson planning.
- b. To investigate the implementation of the SIOP Model in the EFL teachers' teaching practice.
- c. To investigate the implementation of the SIOP Model in the EFL teachers' reflective practice.

1.4 Scope of the Study

The study is about implementing the SIOP Model by Junior High School English teachers in Indonesia through an online literacy coaching program. This literacy coaching program was supposed to be conducted on-site at first. However,

because of the Covid-19 pandemic, the team of researchers from UNJ decided to set up this program virtually (online). The English teachers are selected based on their experiences as instructors at the provincial level.

1.5 Significance of The Study

This study is expected to have some advantages for people concerned with language teaching and learning model, not only practically but also theoretically. The results provide the data of the SIOP model implementation process as the second language teaching model focused on integrated the content and language. This study is also expected to be an additional source, especially for those who conduct research on the professional development field and literacy teaching model. It can also be used to create an interesting teaching literacy activity virtually and open up a broader discussion on the SIOP Model.

1.6 Definition of Key Terms

In order to avoid misunderstandings, key terms found throughout this study are defined as follows:

1. Sheltered Instruction Observation Protocol (SIOP) Model is an approach for integrating language development with content teaching to provide teachers with an instruction model for preparing and implementing effective lessons (Jana Echevarria et al., 2017). In this study, SIOP is used as a model for EFL teachers' lesson planning, teaching practices, and self-reflective practices.
2. Online Literacy Coaching Program is a professional development program initiated by a team of researchers from Universitas Negeri Jakarta. The

participants are junior high school English teachers who are members of MGMP *Bahasa Inggris* in Indonesia.

3. Coaches refer to the instructors or mentors in the Online Literacy Coaching Program.
4. Coachees refer to the English teachers who are being the participants in the program. This study is going to analyzing the coachees' SIOP model implementation.
5. Facilitators refer to the UNJ's research team or the organizer of the program.

