

Chapter I

Introduction

This chapter presents the background of the study, research problems, purpose of the study, scope of the study, significance of the study and definition of key terms.

1.1. Background of Study

Facilitating teacher professional development has been identified as a key factor in enhancing educational quality. Teachers must become active in ongoing learning and become more successful in today's classrooms, which are characterized by rapid change and high expectations (Yang & Liu, 2004). The importance of quality teaching and professional development (PD) designed to promote student learning outcomes has become particularly important in recent decades for teachers who have faced increased pressures from high-stakes testing, accountability, and the standards movement (C. G. Powell & Bodur, 2019). Additionally, teachers' training sessions, which are a common type of PD given to teachers, are thought to be useful in developing their professional competence and, as a result, changing their ability in providing comprehensive and detailed content in class (Darling-Hammond, L., Hyer, M.E., & Gardner, 2017; Hill, 2007; Kraft et al., 2018). Thus, PD program should resulted in the outcomes of increasing teachers ability to acquire and critically develop the knowledge, skills, and emotional intelligence required for effective professional thinking, planning, and practice with their students and colleagues at all stages of their careers (Mohammadi & Moradi, 2017).

Therefore, PD program should be attained to the subject that the teacher teaches in class (content knowledge) and pedagogical skills for teaching that information to students (Bautista & Oretga-Ruiz, 2017). When both subject knowledge and general pedagogical techniques are delivered together, professional development is most effective (Sims & Fletcher-Wood, 2021). It is a concern for teachers that they should at least have professional

and pedagogical competence. Teacher professional competence is defined as the ability to grasp learning materials extensively and profoundly enough to guide students toward meeting the competency levels set forth in national education standards, and pedagogical competence, or the capacity to manage student learning, is one of the abilities that teachers must possess (Wardoyo et al., 2013). Therefore, professional development is an option for teachers to improve their skills and instructional practices as well as increasing their work engagement and satisfaction (Bautista & Oretga-Ruiz, 2017).

Henceforth, with the rapid growth of internet technology, the method of professional development of teachers has shifted from conventional one-stop, face-to-face training to professional development activities in an advanced web-based environment (Y. Chen et al., 2009; Tsai, 2015; Zhang, Liu, & Wang, 2017). Teachers can share resources, solve problems, create working methods, and enhance their performance by using an online professional learning community to provide professional development opportunities such as classes, events, and interactions with peers (Zhang, Liu, & Wang, 2017). Through video-based technology, a coach may collaborate with more teachers and provide access to high-quality coaches for schools or districts that lack local knowledge. Since virtual coaches are physically separate from and unaffiliated with teachers' schools, this method can help to ease teachers' concerns about having their coach also be their evaluator (Kraft et al., 2018). In contrast, Cilliers et al (2020) argued that on-site coaching benefit teacher professional development more than virtual or online coaching due to the lack of in-person meetings therefore the coach could not directly watch classroom activities, and the personalized feedback cannot be done in a maximum way.

Nevertheless, online professional learning for teachers is still uncommon especially in developing teachers' literacy practice (Matsumura et al., 2019). Whereas in Indonesian

context, the most popular PD programs that teachers often engage in are through workshops and conferences (Cirocki & Farrell, 2019; Irmawati, 2014). On the other hand, in such type of programs teachers tend to be passive recipients of information, with no possibilities to collaborate with others, during brief and occasional occasions (Bautista & Oretga-Ruiz, 2017). While in sustained professional development provides repeated opportunities for instructors to engage in learning around a particular set of concepts or practices, has a better likelihood of changing teaching practices and student learning (Darling-Hammond, L., Hyer, M.E., & Gardner, 2017). Particularly, it is widely known that teachers hold the main position to facilitate students towards their literacy skill (Finkelstein, 2019; Lillge, 2019; Mayuni et al., 2020; Reichenberg, 2020; Zulaiha et al., 2020). Since the context in which teachers work is experiencing rapid change, and this means that teachers need more and more consistent professional development to keep them up to date (Y. Chen et al., 2009). Moreover,

Especially, since the unexpected global outbreak of COVID-19 at the end of 2019 has led to effective online education in all over the world. Teachers have been faced with the need to adapt to online teaching in a short period of time. This also lead the professional development for teachers' also has to move into the online platform (Gao & Zhang, 2020; Hebebcı et al., 2020; König et al., 2020; Lapada et al., 2020; Niemi & Kousa, 2020). On the other hand, the online professional development program will provide them with a more versatile way to seek professional growth. Barriers such as the wide geographical area and the rise in transport issues may also be resolved. Also by reducing travel time, virtual coaching could reduce coaching costs (Y. Chen et al., 2009; Kraft et al., 2018; Zhang, Liu, & Wang, 2017). Crucially, online professional development programs are more efficient and effective to address the diverse needs of teachers.

Thus, to meet this demand, this study aimed at investigating English language teachers' outcome in an online literacy coaching programs and its impact with their professional competence and pedagogical skills. The objective of the program was to provide literacy learning and teaching training to English language teachers from 16 different Indonesian provinces prior to the previous research conducted by Mayuni et al. (2020). It was found that the reading literacy activities in Indonesian school was solely focused on mass support activities rather than on the government's, schools, and community's combined efforts to improve students' literacy skills. Additionally, many Indonesian English teachers are not fluent in the language and lack confidence in using it in and out of the classroom (Renandya et al., 2018). This means that teachers do need support in growing or improving their essential knowledge and practice in the classroom (Mbau & Sugeng, 2019). Likewise, Gustine (2018) research showed although teachers have had about seven years of experience teaching English at various school levels, some teachers still show a lack of knowledge of critical literacy as a realistic approach to teaching English. Furthermore, one of the most frequently cited problems practice of critical literacy with EFL learners' is the teachers' belief that the level of proficiency of their students would be a major barrier and students with lower English skills tending to have lower critical literacy skills. Additionally, it is important to try implementing critical literacy into the current curriculum since it is not usually part of the curriculum itself (Novianti et al., 2020). Thus, it is important to include critical literacy to the development of critical literacy in the sense of EFL.

Therefore, the literacy coaching program will be focused on developing teachers' professional and pedagogical competence. As suggested by Cirocki & Farrell (2019) that PD refers to the process by which teachers can improve their English skills as well as their understanding of both propositional (i.e. content subject) and procedural (i.e. processes,

techniques, and methods that help teachers) expertise. Thus, this research findings will focus on the results of online literacy coaching program with teachers' professional and their pedagogical competence in teaching literacy. Additionally, challenges faced by the teacher during the program also presented as an implication for future research. The remainder of paper consists of the literature review, methodology, findings and discussions, conclusion and recommendation, and references.

1.2. Research problems

Based on the background above, this study aims to address the following questions:

1. To what extent is the outcome of the EFL teachers after joining the online literacy coaching program?
 - a. To what extent does the online literacy coaching program improve teachers' professional competence?
 - b. To what extent does the online literacy coaching program improve teachers' pedagogical competence?
 - c. What challenges emerges during the online literacy coaching program?

1.3. Purpose of the study

Based on the research question presented above, the main purposes of the study are:

1. To examine the impact of online literacy coaching program with teachers' professional competence.
2. To assess teachers critical thinking skills improvement before and after the program
3. To investigate the teacher outcomes and the implementation in improving teacher pedagogical skills in teaching literacy before and after the coaching program, and;

4. To observe the challenges encountered during the online literacy coaching program.

1.4. Scope of the study

The study will discuss in-service English teachers' outcome after joining the online literacy coaching program, the specific strategies they perceive in the program, and to analyze the significant impact result between literacy coaching with teachers' professional and pedagogical competence.

1.5. Significance of the study

The result of this study is expected to provide sight of online literacy coaching program that could help rural communities where schools appear to be disconnected, as well as in other areas where there is a shortage of funding to train coaches towards the better-quality education especially in the literacy practice. This study will also contribute to English language teaching in Indonesian context in general, but it also serves as:

- a) A source of evidence on Indonesia EFL teachers' professional competence level for future professional development program
- b) A reference to the implementation of SIOP model as a part to expand teachers' pedagogical competence
- c) A guidance for future research, language teachers', language teacher educators and policy makers in Indonesia for implementation of teacher professional development

1.6. Definition of Key Terms

There are a few key terms and acronyms used throughout this paper. To avoid misunderstanding and reinforce clarity of concept, the key terms are defined below:

- a. TPD refers to Teacher Professional Development. This refers to programs aimed at enhancing the professional abilities of teachers.

- b. The Online Literacy Coaching (LC) Program was an ongoing professional development program for MGMP Bahasa Inggris members who teach junior high school English. A group of researchers from Universitas Negeri Jakarta designed the online LC program. The program's main focus was on improving teachers' literacy and literacy teaching abilities.
- c. Teacher outcomes refers to the result of the teachers after enrolling in a PD program. The impact typically in teachers professional and pedagogical competence.
- d. Professional competence refers to teachers' ability in the subject-specific context on what they teach, addressing knowledge of curriculum content as well as link it to other scientific subjects.
- e. Pedagogical competence refers to the ability of teachers to manage learning, which includes the ability to develop a learning program, interact with or supervise the learning process, and monitor student progress.
- f. Coaches are referred to the teachers or mentors in the Online Literacy Coaching Program.
- g. Coachees are referred to the English teachers that are participants in the program. Their professional and pedagogical competence will be examined in this study.