

**Investigating English Teachers' Outcomes in an Online Literacy Coaching
Program in Indonesia**



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

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ENGLISH LANGUAGE EDUCATION MASTER PROGRAM

UNIVERSITAS NEGERI JAKARTA

2022

Abstrak

Narahara, Stephanie. 2022. Investigasi Hasil Pendampingan Literasi Secara Daring pada Guru Bahasa Inggris di Indonesia. Tesis. Jakarta: Program Magister Pendidikan Bahasa Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Jakarta.

Program pengembangan profesional guru penting untuk meningkatkan keterampilan guru baik dalam pengetahuan pedagogis dan konten untuk memastikan hasil belajar siswa yang sukses. Selain itu, penelitian ini bertujuan untuk mengetahui hasil guru peserta program pendampingan. Melalui program pendampingan literasi daring, guru diharapkan dapat meningkatkan kompetensi profesionalnya dalam pengetahuan literasi dan keterampilan pedagogik. Oleh karena itu, studi kasus metode campuran ini memperoleh data kualitatif melalui jurnal reflektif peserta dan diskusi kelompok terfokus untuk menggambarkan persepsi peserta terhadap program pendampingan. Adapun data kuantitatif yang diperoleh dari peserta adalah tes pemahaman membaca untuk menguji kompetensi profesionalnya, dan RPP yang telah dibuat selama mengikuti program juga dinilai untuk menentukan implementasi model pengajaran yang digunakan dalam program pendampingan. Temuan menunjukkan bahwa hasil kompetensi pedagogic guru meningkat dengan penerapan model pengajaran yang digunakan dalam program ($92 > 101$), dan sedikit peningkatan pada kompetensi profesionalnya ($61 > 62$). Peserta juga menunjukkan peningkatan kemampuan berpikir kritisnya (0,055) setelah mengikuti program tersebut. Namun, meskipun sebagian besar peserta menunjukkan peningkatan setelah program, kendala yang muncul adalah desain materi, strategi pengajaran, manajemen kelas, perencanaan pembelajaran, dan partisipasi siswa. Selanjutnya, penelitian ini menyarankan sesi pembinaan yang diperpanjang untuk memastikan pembelajaran profesional yang bermakna bagi guru dan penelitian serupa di masa depan dalam disiplin ilmu lain dan aspek literasi yang berbeda dalam pembelajaran bahasa mungkin lebih disukai untuk menilai kebutuhan guru.

Kata kunci: *guru Bahasa Inggris, pendampingan literasi daring, persepsi guru, pengembangan profesional guru.*

Abstract

Narahara, Stephanie. 2022. Investigating English Teachers' Outcomes in an Online Literacy Coaching Program in Indonesia. A Thesis. Jakarta: Master Program of English Language Education, Faculty of Languages and Arts, State University of Jakarta.

Teacher professional development program is important to enhance teacher skills in both pedagogical and content knowledge to ensure the successful students learning outcomes. Moreover, this research aimed to seek the outcomes of teacher participants within the coaching program. Through an online literacy coaching program teachers are expected to increase their professional competence in literacy knowledge and pedagogical skills. Therefore, this mixed-method case study obtained the qualitative data through participants reflective journal and focus group discussion to draw participants perception on the coaching program. As for the quantitative data, obtained from participants reading comprehension test to examine their professional competence and the lesson plan they have made during the program is also assessed to determine the implementation of teaching model used in the program. The findings shows that the teachers had improved their pedagogical competence with a high implementation of teaching model used in the program ($92 > 101$), and slight increase in their professional competence ($61 > 62$). Participants also showed an increase in their critical thinking skills (0,055) after enrolling in the program. However, even though most of the participants shows increase after the program, they faced obstacles emerged are, material design, teaching strategies, classroom management, lesson planning, and student participation. Furthermore, this research suggests extended coaching session to ensure meaningful professional learning for teachers and future similar research in other disciplines and different aspect of literacy in language learning may be preferred to assess teacher's needs.

Keywords: *English language teachers, online literacy coaching, teacher perceptions, teacher professional development.*



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DECLARATION

I declare that this research paper entitled **Investigating English Teachers' Outcomes in an Online Literacy Coaching Program 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.




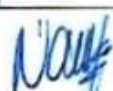
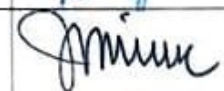

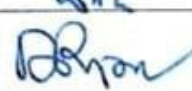
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Acknowledgement

All praise to Allah SWT, lord of the universe, the Most Compassionate and the Most Merciful who have given me a health, time and chance to learn more as quoted in Al-Mujadila 58:11 "...Allah will raise those who have believed among you and those who were given knowledge, by degrees. And Allah is Aware of what you do." Let this verse as a remainder for us to study and seek more to gain his blessing.

The completion of this research could not be achieved without the expertise and guidance of my thesis advisors Prof. Dr. Ilza Mayuni M.A and Dr. Ratna Dewanti, M.Pd. who have both sharpened my thinking and provided valuable feedback. My appreciation also goes to the faculty of PMPBI, Dr. Siti Drivoka Sulistyaningrum, M.Pd., Dr. Ifan Iskandar M. Hum., Dr. Sri Sumarni, M.Pd., Dr. Darmahusni, M.A., and Dr. Muchlas Suseno, M.Pd, for their knowledge and assistance throughout my magister program.

I would also like to thank Mei, Ayu and Hanna for their encouragement, counsel, and sympathetic ears in the countless late-night zoom sessions. I would also like to acknowledge the organizers, coaches, and teachers at the literacy coaching program whose input had made this thesis writing possible.

I wish to thank all of my colleagues in MA Al-Muddatsiriyah Jakarta who have given me their never-ending support, and keep telling me I can do it even when I am not really believe in myself. To put a faith on me as a person, I am so thankful that I developed into someone better each day goes by.

Finally, I am deeply grateful for my family, CIGEM, and kak Lala for their unwavering support and belief.

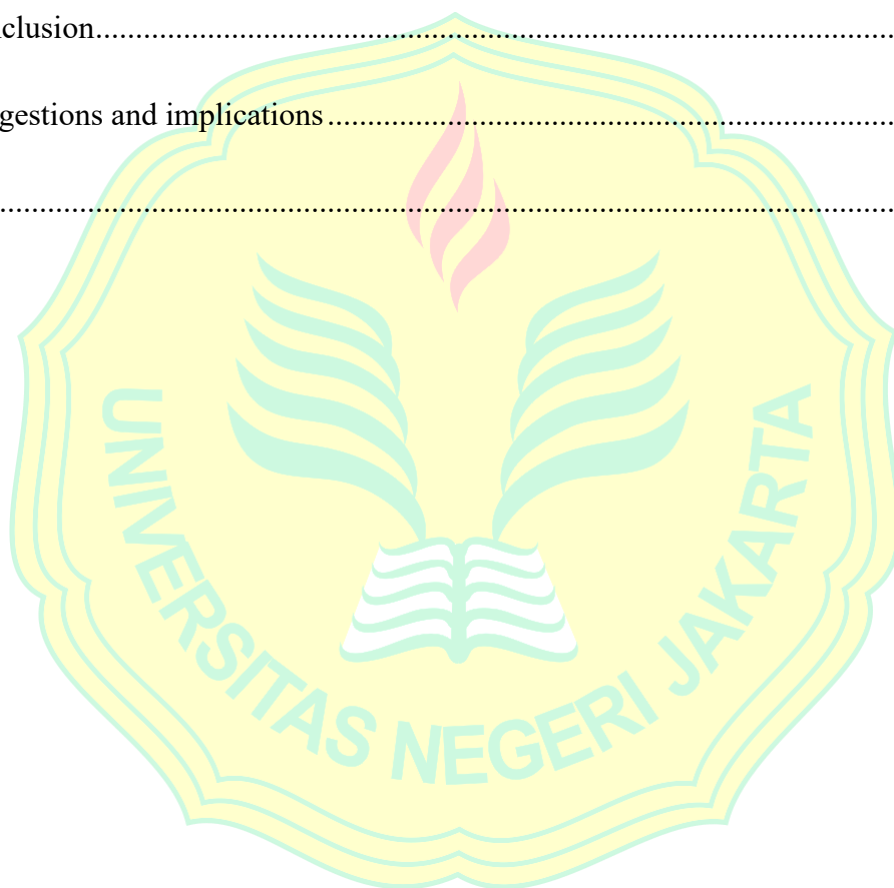


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