

**INVESTIGATING THE IMPLEMENTATION OF AN ONLINE
LITERACY COACHING PROGRAM FOR JUNIOR HIGH SCHOOL
ENGLISH TEACHER**



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

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ABSTRACT

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Literacy coaching is an in-depth style of literacy enrichment and professional development activity that provide link to observation, feedback, and reflection to the practice. This study is intended to investigate online literacy coaching program implementation for junior high school English teacher. Likewise, this study adopts a Descriptive Analytics Design in which including steps to: 1) analyze the implementation of online literacy coaching, 2) describe the process of literacy coaching, and 3) investigate benefits of an online literacy coaching program for 32 junior high school English teachers across Indonesia. As it observed thus analyzed, it was found that the implementation of online literacy coaching has fulfilled the core activities of framework of literacy coaching cycles as it adopts a collaborative, reflective, and project-based approach to develop participants literacy's skills and execute professional and technical duties in literacy teaching. In further, the process of literacy coaching has improved the participants literacy teaching as the performance of them during independent application in Cycle 2 was getting better than in Cycle 1. Moreover, the data analysis showed that the implementation of Online Literacy Coaching established the improvements on the participants literacy skill and pedagogy as they properly know how to design simple yet effective lesson plan for teaching literacy along with its literacy teaching strategies in the classroom. Based on the findings, this study proposed recommendations to emphasize the time duration of each session properly in accordance with the standard of framework of literacy coaching cycles, needs to establish digital literacy session since cycle 1 intensively, and intentionally involve peers' feedback as valuable and beneficial input to facilitate teachers' literacy skills and pedagogy improvement.

Keywords: literacy coaching, teacher professional development, literacy teaching

ABSTRAK



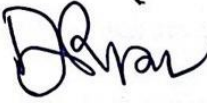
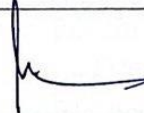


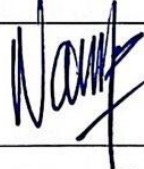
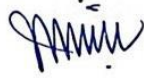
Sumedi, Siti H. 2022. Menginvestigasi Pelaksanaan Program Pendampingan Literasi Daring untuk Guru Bahasa Inggris Sekolah Menengah Pertama. Thesis. Jakarta: Program Magister Pendidikan Bahasa Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Jakarta.

Pendampingan Literasi adalah kegiatan mendalam pengayaan literasi dan pengembangan profesional yang menyajikan observasi, umpan balik, dan praktek refleksi. Penelitian ini bertujuan untuk menginvestigasi pelaksanaan Program Pendampingan Literasi Daring untuk Guru Bahasa Inggris Sekolah Menengah Pertama. Penelitian ini memakai Desain Analitik Deskriptif yang meliputi langkah-langkah untuk: 1) menganalisis pelaksanaan program pendampingan literasi daring, 2) menggambarkan proses pelatihan literasi, dan 3) dan meneliti manfaat dari Program Pendampingan Literasi Daring untuk 32 orang guru Bahasa Inggris Sekolah Menengah Pertama seluruh Indonesia. Seperti yang diamati dan dianalisis, ditemukan bahwa pelaksanaan program pendampingan literasi daring telah memenuhi kegiatan inti dari kerangka siklus pendampingan literasi karena menggunakan pendekatan kolaboratif, reflektif, dan project-based untuk meningkatkan kemampuan literasi para guru dalam melaksanakan tugas profesional dan teknis dalam mengajar literasi. Selanjutnya, proses pendampingan literasi telah meningkatkan kemampuan mengajar literasi para guru pada sesi Independent Application di Siklus 2 sebagaimana performa mereka di siklus kedua jauh lebih baik dari siklus pertama. Kemudian, analisis data menunjukkan bahwa pelaksanaan program pendampingan literasi daring meningkatkan kemampuan literasi dan kemampuan pedagogik para guru sebagaimana mereka mengetahui untuk membuat rencana pembelajaran yang sederhana namun efektif dan strategi untuk mengajar literasi yang tepat di kelas. Berdasarkan temuan-temuan pada studi ini, penelitian ini mengusulkan untuk menekankan durasi waktu setiap sesi dengan baik sesuai dengan standar kerangka siklus pendampingan literasi, perlu membangun sesi literasi digital sejak silus 1 secara intensif, dan harus melibatkan umpan balik teman sebaya sebagai masukan berharga dan bermanfaat untuk memfasilitasi keterampilan literasi dan peningkatan pedagogi guru.

Keywords: pendampingan literasi, pengembangan profesionalisme guru, pengajaran literasi

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DECLARATION

I declare that this research paper entitled **Investigating The Implementation of an Online Literacy Coaching Program for Junior High School English Teacher** 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, 22 Agustus 2022



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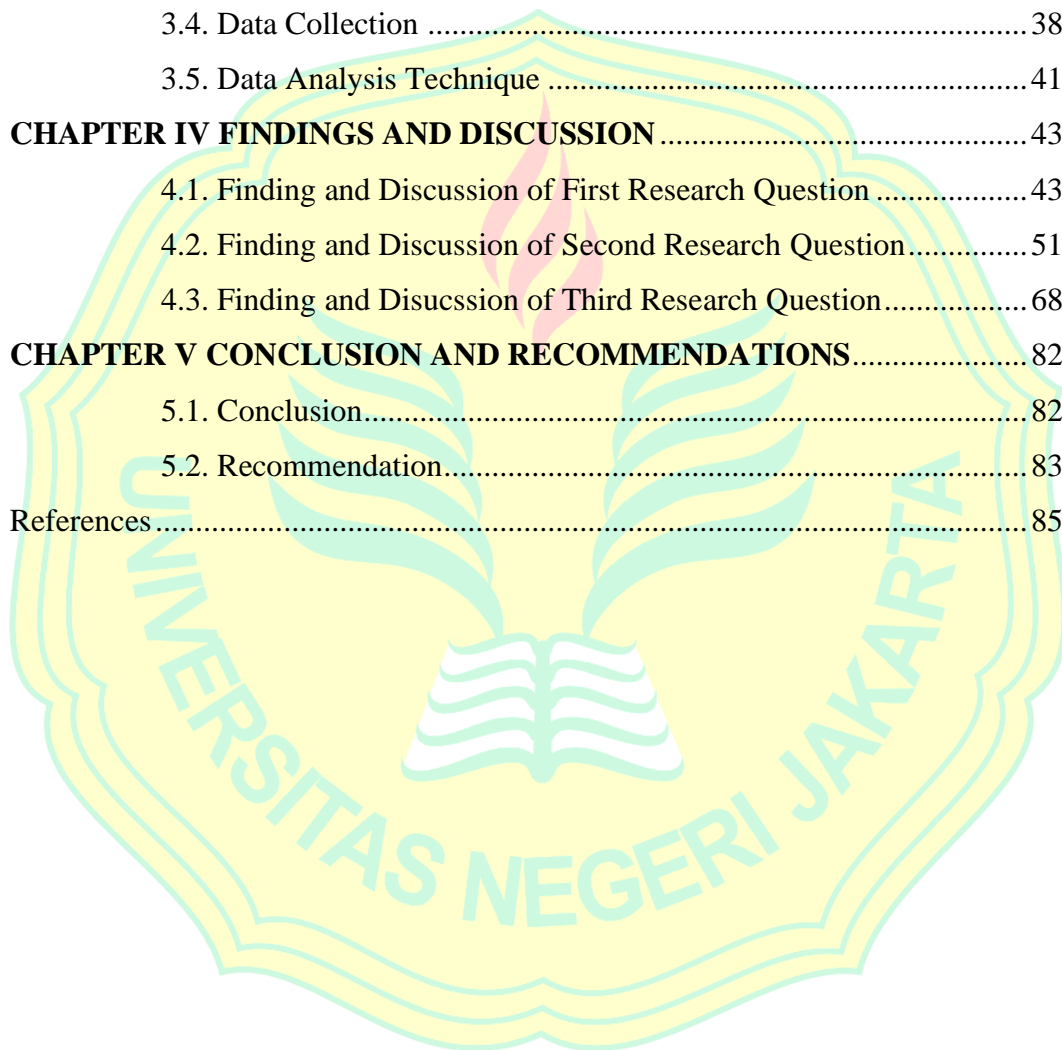
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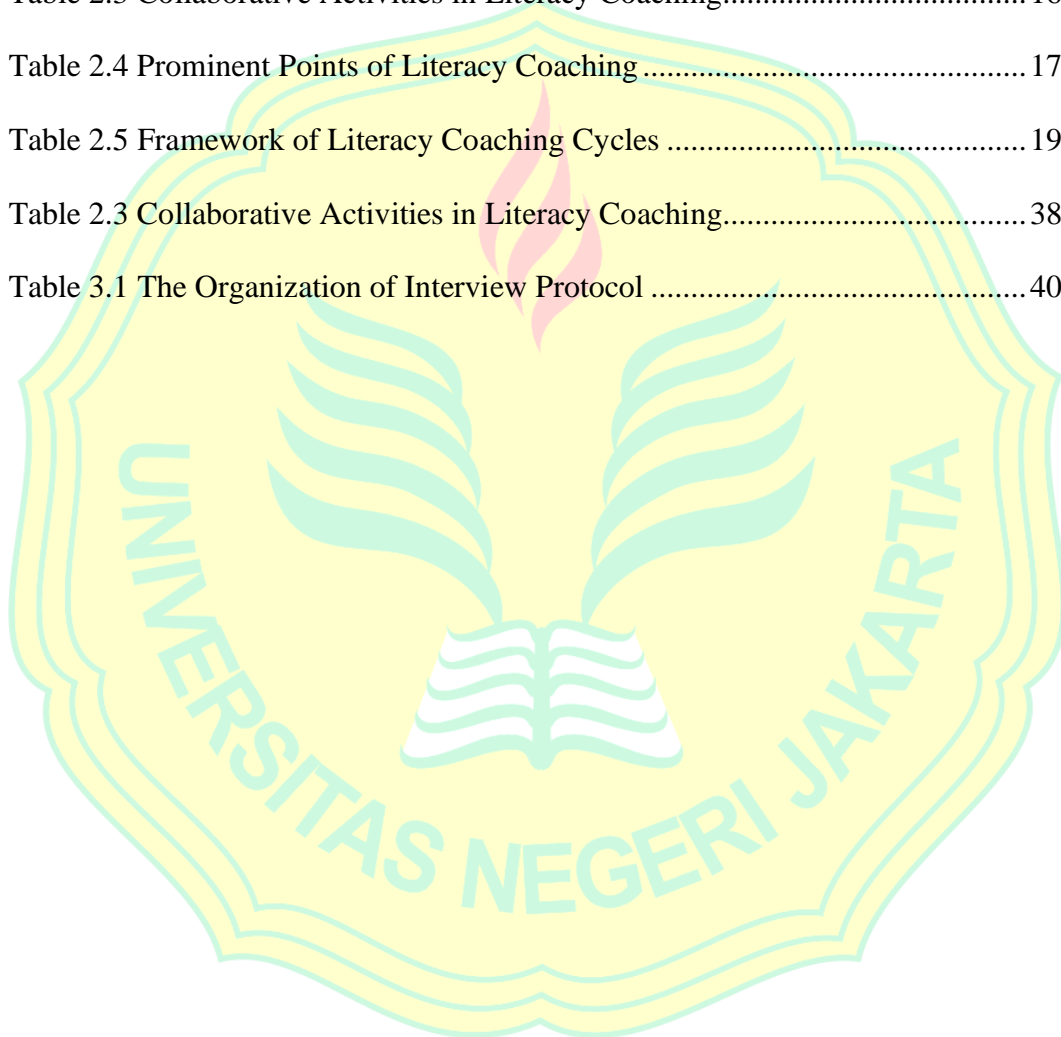
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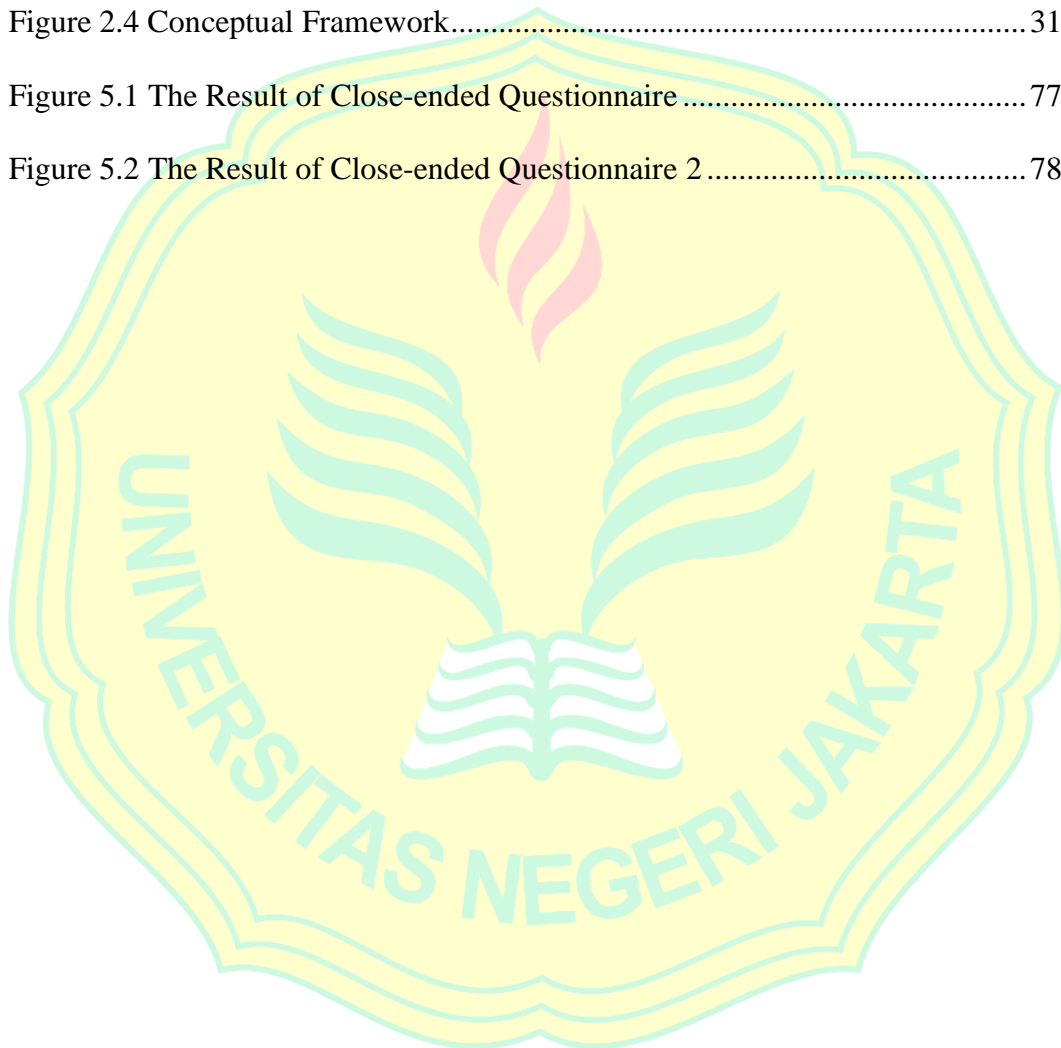
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