

CHAPTER I

INTRODUCTION

This chapter presents the background of study, the research problems, the research objectives, scope and limitation of study, and significance of study.

1.1 Background of Study

Literacy programs in Indonesia have been established by the government in forms of *Gerakan Literasi Nasional* (GLN, *Gerakan Literasi Sekolah* (GLS), Aksara Agar Berdaya (AKRAB), and so on. Those literacy programs have been initiated for years as a mean to facilitate literacy learning and enhance literacy skill of Indonesian from young to adult. However, the literacy programs in Indonesia have not yet shown its efficiency as it should be.

This is justified and proved by “Most Littered Nation in the World” research study conducted by Central Connecticut State University in March 2016, Indonesia ranked 60th out of 61 countries in terms of public interest in reading. Meanwhile, in terms of literacy level based on a survey conducted by Program for International Student Assessment (PISA), Indonesia is on 65th out of 74 nations. Ironically, there is a significant decrease on children aged 15 y.o literacy based on PISA Score in December 2020. Those facts that showed the Indonesian low literacy proficiency led to a further discussion of the importance of conducting a program evaluation in which aims to assess the

quality and effectiveness of a program, in this case, a literacy program. An evaluation of a program is an essential tool that refers to procedures used to assess the processes, effectiveness, and outcomes of specific purposes of a program (Richards, 2013). In this matter, the need of conducting a program evaluation in literacy is definitely entailed that purpose to maintaining the success of a literacy program and to enhance the quality of literacy program procedures.

Furthermore, there are several studies that have been conducted highlight the importance of investigating a literacy program as an essential way of developing literacy knowledge and skill. In the fall of 2012, Rossner along with her team conducted a program evaluation to reform their literacy program. In her study, it was found that program evaluation especially in literacy is needed to be investigated in order to be specifically draw a precise report of literacy program that truly describe its procedures, processes, and benefits (Rossner, 2012). Besides, a program that focused on facilitating classroom teachers' literacy knowledge and literacy teaching skill through video-based literacy coaching revealed that the importance of conducting a literacy program in a digital form as a part of continuous and intensive training in which to facilitate and help teachers in nurturing multiple opportunities of literacy learning in a digital form and literacy skill development for students (Walsh, Matsumura, Zook-Howell, Correnti, & DiPrima Bickel, 2020). Likewise, creating opportunities for participants to learn new concepts, reflect and refine

currents practices, and guide them to the best through a digital program for literacy development is need to be conducted and investigated further.

Moreover, 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. The initial objective of literacy coaching is that to direct teachers toward best practice, show teachers best practice, help teachers maintain best practice, and create teachers goal of literacy learning in classroom implementation (House, 2017). Additionally, a significant research support the idea that literacy coaching has an effect on teachers' development with a particular emphasis on enhancing teachers literacy teaching, literacy enrichment, teaching behaviour, also students' literacy outcomes (Teemant, Wink, & Tyra, 2011). Literacy coaching as a continuous professional development activity has been proven to be effective in helping teachers creatively solve problems, continuously reflect on teaching, and effectively develop strategies to increase student literacy (Moran, 2007 and Rodgers & Rodgers, 2007)

Furthermore, numerous researchers have been investigating the contribution of literacy coaching program for literacy learning and literacy enrichment. In 2012, Matsumura and team conducted an experimental study of a wide-scale literacy coaching program that gathered 167 Fourth-grade and Fifth-grade English Language Teachers across the district in Southwestern United States. The research aimed to investigate the effect of CFC (Content-Focused Coaching) program on teaching behaviours and students' literacy

outcomes. The result showed a positive effect of literacy coaching program on teacher teaching quality and students' literacy improvement. In the next 6 years, (Reichenberg, 2018) conducted a qualitative study; aimed at analyzing a joint action literacy coaching on four secondary secondary-level English teachers. The study focused on how directive approach in a joint action literacy coaching program support teacher practice and development. Furthermore, the result of data analysis from the observation and interview emphasized that directive approach in a joint action literacy coaching program empowered teachers' practices and new thinking development.

Moreover, as there are researches showed the benefits of literacy coaching for literacy enrichment, skills, and practice thus Ministry of Education (MoE) followed an effort to provide continuous professional development for Junior High School English teachers across Indonesia. The literacy coaching program was purposed for junior high school English teachers as the literacy level of JHS teachers is mostly "low" (63.7%) (Nurgiyantoro, Lestyarini, & Rahayu, 2020) ; (NALS, 2020). The literacy coaching program for Junior High School English teachers was conducted online through Zoom Platform. The use of Zoom as a platform of Online Literacy Coaching give the flexibility of conducting a literacy coaching program in which connect both coaches and teachers in a virtual community supported by interactive elements, latest online learning tools, and educational resources that keep them connected. Furthermore, the use of Zoom Platform for Online Literacy Coaching Program is an appropriate way to facilitate

English teachers' needs for Continuous Professional Development (CPD) during pandemic (Bickel, 2021). Likewise, it proposed as a mean to facilitate English teachers literacy and teaching skills by emphasizing literacy coaching program all the way (Mayuni, Leiliyanti, Agustina, & Antoro, 2020).

Online literacy coaching program is also conducted to rectify the condition of the result middle school English teachers' literacy proficiency in 34 provinces is still below the average score (OECD, 2016). In alignment with OECD, a study conducted by The Centre for Research and Policy of MoE (2020) and Indonesia National Assessment Program (INAP) stressed that 73 % middle school English teachers' literacy proficiency across provinces of Indonesia are on unsatisfactory level. In this matter, these existing studies indicate that the need of literacy coaching program to expedite and enrich literacy proficiency and practice. Likewise, as the more study is needed to develop a deep understanding on investigating the implementation of literacy coaching and how is the process of literacy coaching (Reichenberg, 2018) thus this present study is intended to fill the gap by investigating the implementation and the process of online literacy coaching program and the benefits of the implementation online literacy coaching program in facilitating teachers' literacy and teaching skills.

1.2 Research Problems

- 1) To what extent is the online literacy coaching program implementation in line with the framework of literacy coaching cycles?

- 2) How is the process of literacy coaching program for junior high school English teachers in Online Literacy Coaching Program?
- 3) How does Online Literacy Coaching Program Implementation facilitate teachers' literacy and teaching skills?

1.3 Research Objectives

There are three objectives of this study, those are:

- 1) To investigate whether the online literacy coaching program implementation in line with the framework of literacy coaching cycles;
- 2) To investigate the process of literacy coaching for Junior High School English Teacher in online literacy coaching program;
- 3) To investigate how the online literacy coaching program implementation facilitate teachers' literacy and teaching skills.

1.4 Scope of Study

The scope of this study is investigating an Online Literacy Coaching Program for 32 Junior High School English Teachers across Indonesia. This study thus limited to investigate the implementation and the process of literacy coaching activities in the Online Literacy Coaching Program as a new form of literacy coaching program during the pandemic.

1.5 Significance of Study

Theoretical Significance

The result of this study is expected to give an information about the implementation and the process of online literacy coaching program. Besides,

this research study is also expected to give information about online literacy coaching program that can be beneficial for teachers' literacy skill and pedagogy.

Practical Significance

The result of study is expected to give beneficial information for practitioners and educators about the implementation of online literacy coaching program along with its process. Furthermore, it can be used to give teachers a new information about how to teach literacy and facilitate students' literacy enrichments. Besides, this research is also expected to be useful references on literacy enrichments for another researcher in the future.

1.6 Key terms

Coachee is a teacher who takes a role as a participant in the online literacy coaching program whereas a Coach is an instructor of the program.

