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

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Abstract

Literacy coaching is an in-depth style of literacy enrichment and professional development activity that links observation, feedback, and reflection to the practice. This study adopted a case study to investigate the implementation, process, and benefits of an online literacy coaching program for 32 junior high school English teachers across Indonesia. Observation protocol recorded sessions, and participants were the data sources of this study. As observed thus analyzed through content analysis, it was found that the implementation of online literacy coaching has fulfilled the core activities of literacy coaching cycles as it adopts a collaborative, reflective, and project-based approach. In further, the process of literacy coaching has improved the participants' literacy teaching as their performance in Cycle 2 was getting better than in Cycle 1. Moreover, the interview and questionnaire results showed that the implementation of Online Literacy Coaching improved the participants' literacy skills and pedagogy. Based on the findings, this study proposed recommendations to properly emphasize the time duration of each session, intensively establish digital literacy even further, and intentionally involve students' feedback as valuable and beneficial input for teachers' professional development and the process of online literacy coaching.

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INTRODUCTION

The Ministry of Education and Culture of Indonesia established the literacy movement program in 2016 in the forms of *Gerakan Literasi Nasional* (GLN) and *Gerakan Literasi Sekolah* (GLS). However, the literacy movement in Indonesia has not yet shown its most significant impact as most Indonesian literacy levels are generally low (Ahmadi & Yulianto, 2017). World's Most Literate Nations (WMLN), a survey conducted by Central Connecticut State University in March 2016, ranked Indonesia as the 60th out of 61 countries in terms of public interest in reading (*World's Most Literate Nations*, 2016). Meanwhile, in terms of literacy level, based on a survey conducted by the Program for International Student Assessment (PISA) in 2015, Indonesia is 65th out of 74 nations (*PISA 2015: PISA Results in Focus*, 2018). Ironically, there is a significant decrease in children aged 15 years old literacy based on PISA 2018, which put Indonesia at the lower rank at 72nd out of 79 nations (Schleicher, 2019).

Furthermore, most studies that have been conducted revealed that one of the problems contributing to the low performance of Indonesian students' literacy is the teachers' limited proficiency in facilitating literacy learning for students (Mayuni et al., 2020; Wandasari et al., 2019). Indeed, teachers' proficiency and knowledge of literacy learning are important as those can affect students' literacy enrichment (Toll, 2017). Continuous and intensive training is needed to facilitate and help teachers nurture multiple opportunities for literacy learning and development for students. Additionally, European Profiling Grid (EPG) emphasize that in-depth training creates opportunities for teachers to learn new concepts, reflect on and refine current practices, and guide them to the best practice (North et al., 2011). Likewise, facilitating teachers with strategies of literacy learning and literacy enrichment through literacy coaching has become a profound solution discussed in many studies (Bean et al., 2015; House, 2017; Matsumura et al., 2010; Reichenberg, 2018). Literacy coaching is an in-depth style of literacy enrichment and professional development activity that provide a link to observation, feedback, and reflection on the practice. The initial objective of literacy coaching is to direct teachers toward best practices, show teachers best practices, help teachers maintain best practices, and create teachers' goals of literacy learning in classroom implementation (House, 2017). Additionally, significant research supports the idea that literacy coaching affects teachers' development, emphasizing enhancing teachers' literacy teaching, enrichment, teaching behavior, and students' literacy outcomes (Teemant et al., 2011). Literacy coaching as a continuous professional development activity has been proven to be effective in helping

teachers solve problems creatively, continuously reflect on teaching, and effectively develop strategies to increase student literacy (Moran, 2007; Rodgers & Rodgers, 2007).

Furthermore, numerous researchers have investigated the contribution of literacy coaching programs to literacy learning and literacy enrichment. Matsumura et al. (2013) 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 the Southwestern United States. The research aimed to investigate the effect of the Content-Focused Coaching (CFC) program on teaching behaviors and students' literacy outcomes. The result showed a positive impact of the literacy coaching program on teacher teaching quality and students' literacy improvement. Reichenberg (2018) conducted a qualitative study to analyze a joint action literacy coaching on four secondary-level English teachers. The study focused on how the directive approach in a joint action literacy coaching program support teacher practice and development. Furthermore, data analysis from the observation and interview emphasized that the directive approach in a joint action literacy coaching program empowered teachers' practices and new thinking development.

Moreover, as research 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 through an online literacy coaching program using Zoom platform. Zoom as a platform for Online Literacy Coaching gives the flexibility of conducting a literacy coaching program that connects both coaches and teachers in a virtual community supported by interactive elements, the latest online learning tools, and educational resources that keep them connected. Furthermore, using the Zoom platform for Online Literacy Coaching Program is an appropriate way to facilitate English teachers' needs for Continuous Professional Development (CPD) during a pandemic (Bickel, 2021). Likewise, it was proposed to facilitate English teachers' literacy and teaching skills by emphasizing a literacy coaching program (Mayuni et al., 2020). The online literacy coaching program is also conducted to rectify the condition of the results that middle school English teachers' literacy proficiency in 34 provinces is still below the average score (Kankaraš et al., 2016). In alignment with PISA, a study conducted by The Centre for Research and Policy of MoE and Indonesia National Assessment Program (INAP) stressed that 73 % of middle school English teachers' literacy proficiency across provinces of Indonesia are on unsatisfactory level (*Asesmen Kompetensi Siswa Indonesia (AKSI)/ Indonesia National Assessment Programme (INAP)*, 2016). 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.

REVIEW OF LITERATURE

Literacy Coaching

Literacy coaching is a professional development that allows teachers to learn the concept of literacy, reflect on their literacy and teaching skills, and refine their literacy and teaching practices. Literacy coaching is different from other traditional teacher workshop styles of professional development because literacy coaching allows teachers to link observation, feedback, and reflection to their literacy and teaching skills (House, 2017). Generally, the approach of literacy coaching is rooted in cognitive coaching, peer coaching, and mentoring (L'Allier et al., 2010). Likewise, literacy coaching activities include modeling literacy education, facilitating small teacher-study groups and grade-level team meetings, and supporting individual teachers as they work to develop literacy and teaching skills (Frederick, 2017). Therefore, all these activities revolve around knowledge of literacy processes, acquisition, enrichment, and learning, thus moving teachers forward, increasing their strong knowledge base about various aspects of literacy education, instructional improvement, and students' achievement.

The purpose of literacy coaching

As a job-embedded and ongoing professional development for teachers, literacy coaching serves many purposes, as follows:

- a. Literacy coaching supports teachers' growth in various ways of literacy learning and allows teachers to improve their literacy practice and performance, which directly affects students' achievement (NCSI, 2014).
- b. Literacy coaching guides teachers toward best practices of literacy learning, shows teachers literacy best practices, helps teachers maintain literacy best practices, and builds teachers' goals forward by connecting literacy improvement and literacy learning implementation (House, 2017; Moran, 2007).

- c. Literacy coaching supports teachers' collaboration, reflection, and decision-making toward their literacy learning and practice, thus increasing students' achievement (Bekker et al., 2015).

Online Literacy Coaching Program

Through the Ministry of Education, the Indonesian government attempted an effort to set up a literacy coaching program to facilitate teachers' literacy and teaching skills to improve students' literacy. Therefore, a group of researchers of Universitas Negeri Jakarta (UNJ) is intended to implement a literacy coaching program as a part of continuous professional development for middle school English teachers across Indonesia through an online platform, Zoom. In this pandemic urgency, an online literacy coaching program is an alternative to facilitate English teachers' needs for Continuous Professional Development (CPD). Literacy coaching held in an online mode provides broader connections that allow coaches to interact with participants from all over the nation. In other words, the natural format of the online mode offers a flexible approach that might not be as available in the offline mode or face-to-face (F2F) environment (Sunderman & Dahar, 2021). Likewise, the online mode of literacy coaching provides a greater opportunity for reflection. The participants can capture and reflect upon their literacy teaching techniques and practices by visualizing and recording their literacy teaching practices during independent application.

Moreover, the online literacy coaching program aims to improve teachers' literacy in the four domains of language skills and critical thinking skills (professional competence), increase teachers' pedagogical competence, facilitate teachers in developing literacy teaching materials for students, and facilitate teachers in developing their social and personal competence, especially independence and creativity (Mayuni et al., 2020).

The approach of the online literacy coaching program

A collaborative, reflective, and project-based approach is concerned with maintaining knowledge and skills. This approach supports future professional development by maintaining the coachee's competence, improving knowledge, and broadening skills (Friedman & Woodhead, 2008). Likewise, the online literacy coaching program adopts a collaborative, reflective, and project-based approach to develop teachers' literacy knowledge and skills and execute professional and technical duties in literacy teaching.

Furthermore, the collaborative approach requires teachers (coachees) to work collaboratively with their coaches to discuss literacy learning, task, and practice. Furthermore, the reflective approach is intended to observe teachers' (coachees) literacy teaching and

performance, thus discussing improvements for better literacy teaching and practice. Then, the project-based approach is manifested in group work, especially in preparing lesson plans and teaching materials, literacy teaching, and literacy practice and performance.

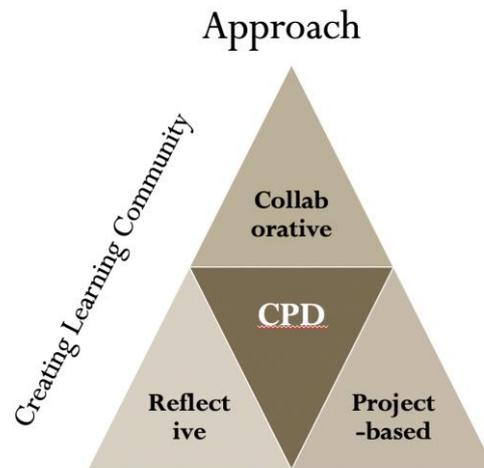


Figure 1: Approach to Online Literacy Coaching Program

Model of the online literacy coaching program

SIOP (Shelter Instruction Observation Protocol) is integrated as research-based coaching and teaching to facilitate and develop teachers' literacy and teaching skills in the online literacy teaching program. SIOP Model itself is a model developed by Echevarria et al. at the Centre for Applied Linguistics of California State University. SIOP Model incorporates rich techniques and strategies for language learning and input that have been proven to be an effective model for language learning at all levels and contexts (Echevarría & Beach, 2011). Therefore, SIOP Model includes eight components that demonstrate effective coaching and teaching for language learning, as follows:

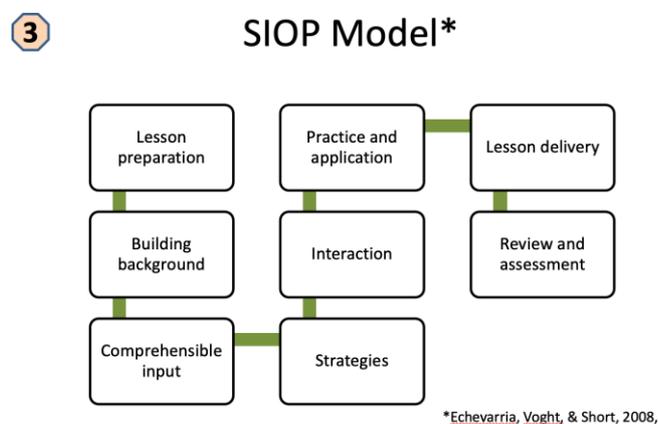


Figure 2: SIOP Model

Materials for online literacy coaching program

Online Literacy Coaching Program provided the teachers with the two modules in the blended form to facilitate their in-depth understanding of literacy as material (what to teach) and improve their competence in teaching literacy (how to teach). First, Literacy Enrichment Module (*Modul Pengayaan Literasi*) is used to equip the participants with literacy substances by referring to the 2013 Curriculum. Meanwhile, the Literacy Learning Module (*Modul Pembelajaran Literasi*), which consists of literacy learning strategies in class, is used as a reference for the participants to design and develop learning material and practice it.

Literacy coaching activities in the online literacy coaching program

As a part of the Teacher Professional Development (CPD) program, the online literacy is designed in the form of action cycles, as illustrated in Figure 3. The online literacy coaching program is done in 2 cycles with five activities: pre-briefing, direct instruction & modeling, independent application, de-briefing/reflection, and co-planning.

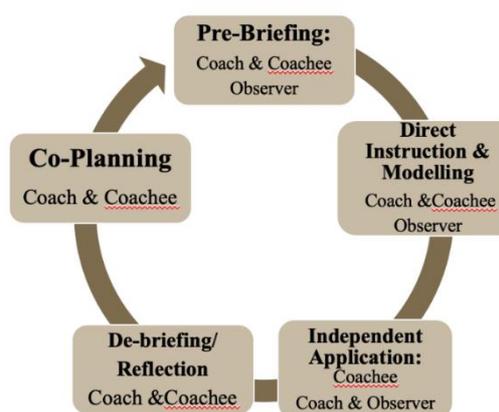


Figure 3: Literacy Coaching Activities

METHOD

This study used a descriptive case study to investigate the implementation, process, and benefit of the online literacy coaching program. A descriptive case study can systematically study and describe a phenomenon (in this case, the online literacy coaching program) within a real-life context (Yin, 2003). Furthermore, a descriptive case study focuses on the inquiry of a single context (e.g., a program) yet requires collecting and analyzing data from multiple units (e.g., participants or program sections) within that context (Yin, 2003). Therefore, this study does not focus solely on the implementation and the process of the online literacy coaching program but returns to inform the broader perspective of studying and describing the

implementation of the online literacy program and the importance of the online literacy coaching program on participants and program sections.

Data Source

The research was conducted in an Online Literacy Coaching Program held by the Ministry of Education (MoE) and the UNJ Research team. The participants were eight coaches with experience as national instructors and 32 Junior High School English teachers as coachees who taught literacy at school and joined the literacy movement in their respective regions. The online literacy coaching started on August 13th, 2020, to October 14th, 2020.

Research Instruments

Observation protocol

Observation protocol was used as the research instrument to know the implementation of an online literacy coaching program and the process of literacy coaching activities.

Interview

The interview in the form of a semi-structured interview was used to obtain additional and in-depth information from the participants about the implementation and the process of the online literacy coaching program. Moreover, five interview protocol items were designed and developed based on the theory and framework taken from existing literature and previous study. The following table shows the five items of the interview protocol:

Table 1: Interview Framework

No	Theory /Framework	Purpose of Questions	Items
1.	<u>Process</u> “The process of a Literacy Coaching should be acknowledged in terms of how well it facilitates the participants (Coulthard, 2016, p. 27)	To know the process of literacy coaching in Cycle 1 in facilitating teachers' literacy skills and pedagogy.	No. 1 (FGD) How does the process of Literacy Coaching in Cycle 1 facilitate your literacy skill and pedagogy?
2.	<u>Improvement</u> “The improvement of every stage process of Literacy Coaching in facilitating the participants (Coulthard, 2016, p. 46)	To find any improvements in the process of Literacy Coaching in Cycle 1 and 2 in facilitating teachers' literacy skills and pedagogy.	No. 2 (FGD) What improvements do you notice in the process of Literacy coaching in Cycle 1 and Cycle 2 in facilitating your literacy skill and pedagogy?
3.	<u>Aspects</u> “At least one aspect in the process of Literacy Coaching should be impactful for the certain skill of the participants (Walpole & McKenna, 2004)	To find an aspect in the Online Literacy Coaching Program that facilitates teachers' literacy skills and pedagogy.	No. 3 (FGD) Explain how the Online Literacy Coaching Program process can facilitate your literacy skill and pedagogy!
4.	<u>Contribution</u> “A good and effective Literacy Coaching Program provides beneficial activities and continuing effect that contributes to the teachers' professional development in literacy teaching practice, literacy instruction, critical literacy teaching, genre-based teaching, and students' literacy outcomes (Cooper & White, 2008; Coulthard, 2016)	To find out the benefits of the implementation and the Online Literacy Coaching Program process.	No. 4 (FGD) Explain the benefits of the Online Literacy Coaching Program for you and your students!

Questionnaire

The questionnaire was used as an additional research instrument in this study to find out other prominent information about the benefits of implementing an online literacy coaching program and the process of literacy coaching activities.

Data Collection

The data were collected based on the following research questions:

1. To what extent is the online literacy coaching program implementation aligned with the literacy coaching cycles?
2. How is the process of literacy coaching for Junior High School English teachers in the online literacy coaching program?
3. How is the implementation of the online literacy coaching program facilitating teachers' literacy and teaching skills?

To answer the first research question, the researcher directly observed the implementation of the online literacy coaching program by participating in the Online Literacy Coaching Program via Zoom and captured the literacy coaching activities for about three months, starting on August 13th, 2020, to October 14th, 2020 using the observation protocol as the instrument. The data for the first question was the literacy coaching in the Online Literacy Coaching Program and the literacy coaching cycles in the literacy coaching program guide and handbook (Gilmore, 2020; Pugh, 2017; Toll, 2017) based on the researcher's observation. Meanwhile, the second research question required the researcher to observe the process of literacy coaching in the Online Literacy Coaching Program using observation protocol and field notes as the instruments. This activity is intended to capture the coaching activity from the coach to the coachee (teachers/participants), the practice of teaching literacy from the coachee to their students, and the reflective practice of the coachee from session to session in two cycles. In the last activity, the researcher directly interviewed the participants about the process, improvement, aspects, and contribution of the online literacy coaching for them through live meetings on Zoom. Furthermore, the researcher gave a questionnaire in the form of google form during the live meeting to the participants to obtain follow-up data about the process, improvement, aspects, and contribution of the online literacy coaching.

Data Analysis

In analyzing research question number 1, the researcher used a comparative content analysis technique to identify and review any significant differences. Specifically, the data obtained from the observation protocol about the implementation of the online literacy coaching program was compared side-by-side with the literacy coaching cycles in the literacy coaching

program guide and handbook (Gilmore, 2020; Pugh, 2017; Toll, 2017). to determine if there are any inconsistencies or additions. Furthermore, the data obtained from the observation protocol and field notes were analyzed to answer research question number two. Lastly, the result of the participants' interview and open-ended questionnaire were transcribed first then analyzed by using the descriptive qualitative procedure (Miles & Huberman, 1994), which are data condensation, data display, and data conclusion to know the implementation and the process of the online literacy coaching program and the benefits of the program in facilitating teachers' literacy and pedagogy.

Specifically, the data of all the participants' responses were transcribed into a textual form and then analyzed by reading all the transcriptions carefully. After that, the data were condensed by underlining the data matters, selected and focused on the different categories or themes of data matters. Moreover, the reduced and selected data of participants' responses from the previous step were arranged based on each item and question. After the data condensation and display were done, all the data and interpretations from the participants' responses were further discussed to find the essential findings. Additionally, all the findings were integrated into a coherent conclusion and narrated qualitatively to answer research question number three about how the implementation of the online literacy coaching program in facilitating teachers' literacy and teaching skills.

RESULTS AND DISCUSSIONS

Online literacy coaching covers the importance of CPD practices to support professional development as it can maintain the coachee's competencies, improve knowledge, and broaden skills. As the findings revealed, the implementation of the online coaching program is in line with the literacy coaching cycles and has exceeded the core of literacy coaching as proposed by Gilmore (2020), Pugh (2017), and Toll (2017). The implementation of literacy coaching follows the core activities of literacy coaching cycles as it adopts a collaborative, reflective, and project-based approach to develop teachers' (coachees) literacy knowledge and skills and execute professional and technical duties in literacy teaching. In the first session, the online literacy coaching had a pre-briefing session to specify specific purposes for collaborations between the literacy coach and the teachers. Furthermore, the modeling session in the online literacy coaching program has also followed the literacy coaching proposed by Toll (2017). The coaches led the modeling or direct instruction and demonstrated how to set, develop, and implement literacy materials and instructional strategies and practices (Gilmore, 2020).

Moreover, the independent application in the online literacy coaching program was also in line with the literacy coaching cycles proposed by Gilmore (2020), Pugh (2017), and Toll (2017), in which the participants have to practice the plan and structure that obtained from modeling/direct instruction thus stimulate and practice the literacy activities directly to the students. As the follow-up for a deepen, effective reflective practice and additional support for teachers' (coachees) need, questionnaire and group interview were also done during the reflection session to obtain teachers (coachees) responses about their literacy skill and literacy practice improvement throughout the online literacy coaching program.

Furthermore, the observation protocol and field notes showed that the online literacy coaching program was done through two cycles. The process of literacy coaching for Junior High School teachers in the online literacy coaching program was running quite well. Likewise, the process of the online literacy coaching program is further described below:

The Process of Online Literacy Coaching Implementation

The process of Online Literacy Coaching Implementation started on 13th August 2020 to 18th September 2020, in which all the participants gathered altogether virtually on the Zoom platform. The first session of Online Literacy Coaching Implementation was pre-briefing. The pre-briefing session lasted for 12 days and started on 13th August 2020, to 25th August 2020. In this session, the coach explained the whole agenda of the Online Literacy Coaching Program then the coach and teachers (coachees) in their respective groups (separated groups) discussed The Rules of the Thumb of the program, building a group commitment, sharing the program agenda including all the activities step by step start from planning, implementation, until the evaluation of the program.

Generally, each cycle of the online literacy coaching program captured the improvement of the teachers' literacy skills and literacy practice. Specifically, each session of the online literacy coaching program captured the activities that exposed the teachers to the material of literacy learning and the practice of literacy teaching. As captured in observation protocol and field notes, it was found that the process of literacy coaching for junior high school English teachers in the online literacy coaching program was running quite well, as was proposed in the program introduction. Yet, several flaws were found in Cycle 1 as most teachers still found difficulties following the literacy coaching process and applying it to the real classroom context. In cycle 1, most teachers were still confused about teaching literacy to their students. Some teachers realized they had difficulties teaching literacy and even admitted they had problems distinguishing literacy material. For example, teachers are still confused about

identifying context and genre in an authentic text and how to deliver the topic of text, context, and genre to their students. Furthermore, as evidenced during the reflection session, some admitted that their understanding of literacy was still far behind, so teaching literacy to their students is challenging.

Moreover, when performing the literacy teaching directly to their students during the independent application, most teachers found difficulties following the teaching steps in the lesson plan that integrated with the SIOP Model due to the lack of literacy teaching strategies. Those problems experienced by the teachers were further discussed during the reflection session as all the teachers did reflective practice. Therefore, it was found that several improvements were going to be proposed in Cycle 2, like the profound explanation and intensive exposure of literacy learning and literacy practice for teachers, Professional Development, and Technological Pedagogical Content Knowledge (TPACK) & Digital Literacy. In this matter, several inputs for the improvements in the next cycle are often and crucially needed to boost participants' performance and facilitate their needs (Reichenberg, 2018). Likewise, as there was an intensive session of Direct Instruction and an extensive session of Professional Development and TPACK & Digital Literacy, the process of literacy coaching in Cycle 2 was better than in Cycle 1. The teachers' performance, which was vastly better in Cycle 2, specified the improvements of the literacy coaching process session to session and cycle to cycle. In this matter, literacy coaching gets better from session to session if the literacy coaching is implemented properly, effectively, and efficiently (Bekker et al., 2015). Besides, the better the process of literacy coaching, the more skills and improvements the participants get (Cooper & White, 2018).

Meanwhile, the teachers (coachees) interview and questionnaire showed that the online literacy coaching program effectively facilitated teachers' literacy and teaching skills as it was done in two cycles referring to the aspects, process, improvement, and contribution. Likewise, the implementation of the online literacy coaching program in facilitating teachers' literacy and teaching skills is further described below:

The Result of Coachees' Interview

The first interview item was formulated to find the process of Online Literacy Coaching in Cycle 1 in facilitating coachees' literacy skills and pedagogy. Based on the analysis, it was found that the process of Online Literacy Coaching in Cycle 1 facilitated the coachee's literacy skills as they were exposed to Literacy Enrichment Module, Direct Instruction, and Modelling session with their coaches. Yet, the process of Online Literacy Coaching in Cycle 1 did not

facilitate the coachee's literacy pedagogy or practice as they found difficulties during independent application in teaching literacy to their students. The evidence of the findings can be seen through the statement below:

MA.03: *"In cycle 1, I was struggling, especially when I had to practice microteaching in Independent Application, teaching my students about literacy. Because the explanation of literacy pedagogy and literacy teaching in Cycle 1 is not really that good because the Module of Literacy Learning was not explained well, so I cannot understand the strategies of teaching literacy for my students."*

Meanwhile, the second interview item was formulated to find any improvements in the process of Online Literacy coaching in Cycle 2 in facilitating coachees' literacy skills and pedagogy. Based on the analysis, it was found that there are improvements in the process of Literacy Coaching in Cycle 2 in facilitating coachees' literacy skills and pedagogy in terms of the intensive session of SIOP Model and SOLO, deepened exposure of modules, professional development, and digital literacy. The statement below evidenced the findings:

UW. 06: *"Of course there is an improvement in Cycle 2 in terms of my literacy and teaching skills, for example, when I was doing Microteaching in Cycle 1, I faced many problems in terms of teaching online and displaying videos. Alhamdulillah, in cycle 2, there is a Digital Literacy input from the Coach, which is very useful. In terms of teaching skills, process reflection really helps me anticipate and improve my teaching skills, especially for Microteaching."*

The third interview item was formulated to find an aspect in the process of Online Literacy that facilitates coachees' literacy skills and pedagogy. Based on the analysis, the Modelling session of the modules is the most prominent aspect that enables the coachee's literacy skills and pedagogy. Furthermore, the evidence of the findings can be seen through the following statement:

CN.04: *"Many strategies, many techniques, many models, and many components that I can get from Modelling by Coach about SIOP model, for example, Comprehensible Input really facilitate my literacy learning and especially teaching. It can help me to make students happy before we give the material. The last one is that I can make mind mapping for literacy teaching."*

The fourth interview item was formulated to find the benefits of the implementation and the process of the Online Literacy Coaching program. Based on the analysis, it was found that the implementation and the process of Online Literacy Coaching are beneficial for the coachee's literacy enrichment and students' literacy enrichment. The benefit of Online Literacy Coaching has also helped them learn and teach literacy appropriately, effectively, and efficiently. The following statement evidenced the findings:

AS.03: *"During this program, I think I have lot of improvement I gained in this Literacy area. I learn many, especially in our teaching improvement, especially when I implementing a lesson plan to my students that I look from Modelling my students become interested"*

in joining the lesson. Then, especially when they involved in teaching and learning material they follow all the lesson and learning process well and become interactive.”

The Result of the Coachees’ Questionnaire

In this study, the questionnaire was used as a follow-up question to obtain additional data about the benefits of the implementation and the process of Online Literacy coaching on the coachee’s literacy skills and pedagogy. Two types of questionnaires were used in this study, consisting of 3 open-ended questionnaires and two items of a close-ended questionnaire.

Questionnaire number one was proposed to know whether the implementation and the process of Online Literacy coaching improve the coachee’s literacy skills and pedagogy. Most of the coachees, precisely 90 % of them, agreed that their literacy skills and pedagogy improved after joining all the processes, sessions, and activities in this Online Literacy Coaching Program. The detailed evidence of the findings can be seen through the following statements:

R.19: *“This program improved my literacy skill and teaching. It also taught me to design good teaching planning by considering SIOP model.”*

R.15: *“I get a lot of benefits in this program; My literacy skills have improved and I realize how important the literacy skills for my professional development. This program is also very useful for literacy learning for my students, my students become more interested, challenged and excited in learning.”*

Meanwhile, questionnaire number two was proposed to know adjustments and techniques that the coachees’ would apply to facilitate the students’ literacy learning and literacy skill improvement. Most of the coachees, precisely 87 %, would like to use lesson plans integrated with SIOP Model and SOLO Strategies for their students, as stated by the statements below:

R. 28: *“I will use SIOP Model for designing my lesson plan because it simple yet effective and SOLO for literacy teaching strategies because it consists of a lot of teaching strategies that can build students critical thinking.”*

R. 9: *“Definitely SIOP Model for lesson plan and followed by SOLO for teaching strategies. I’m pretty sure these SIOP Model and SOLO that I got from literacy coaching program would help my students learn about literacy a lot.”*

Moreover, questionnaire number three was formulated to obtain the coachees’ input for further Literacy Coaching Program. 80 % of the coaches agreed that Direct Instruction sessions need to be longer to give the coachees a deeper understanding of literacy learning and teaching. The following is the evidence of the findings:

R.7: *“Overall, this program is huge success, but the time or session for Direct Instruction should be longer to make the Coachees learn better about the material that directed and explained by the Coaches. But in terms of planning, activities, materials, and the spirit of the UNJ team is very good.”*

Questionnaire number four was given to the coachees to determine the effectiveness rating of the implementation of Online Literacy Coaching in Cycle 1 in facilitating the coachee’s

literacy skills and teaching. Based on the analysis, 32.5 % of the coachees agreed that the implementation of Online Literacy Coaching in Cycle 1 is highly effective in facilitating the coachee's literacy skill and teaching, 57.5 % of them agreed it was effective, 7.5 % of them agreed it was moderately effective, 2.5 % of them decided that it was less effective, and none of them agreed that it was not at all effective.

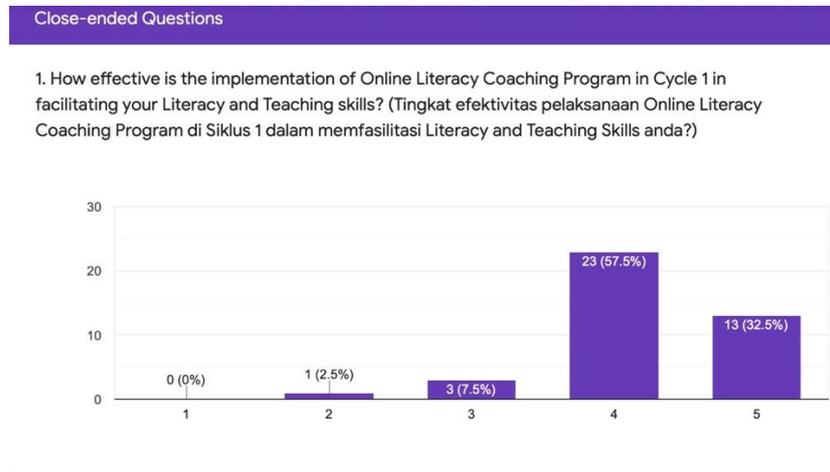


Figure 4: The Result of the Close-ended Questionnaire

Likewise, questionnaire number five was given to the coachees to determine the effectiveness rating of the implementation of Online Literacy Coaching in Cycle 2 in facilitating the coachee's literacy skills and teaching. Based on the analysis, 70 % of the coachees agreed that the implementation of Online Literacy Coaching in Cycle 2 is extremely effective in facilitating the coachee's literacy skills and teaching, 30 % of them agreed it was effective, and none of them agreed that the implementation of Online Literacy Coaching was moderately effective, less effective, and not at all effective.

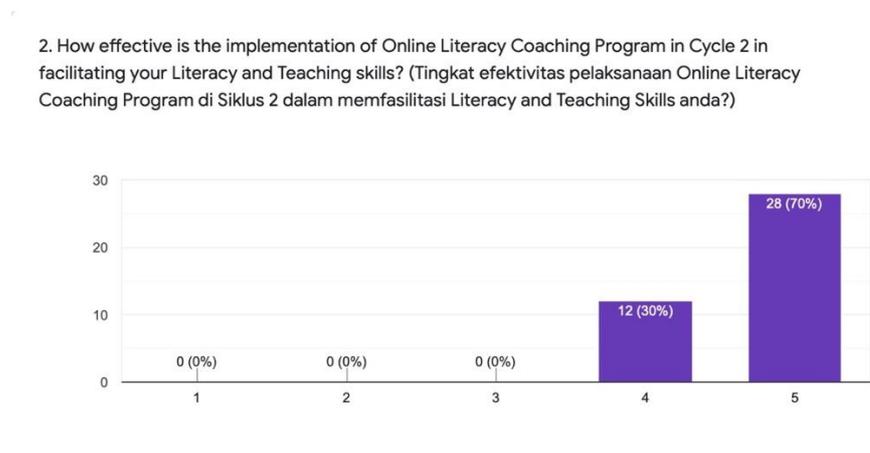


Figure 5: The Result of the Close-ended Questionnaire

The implementation of Online Literacy Coaching addressed and accommodated its participants' needs for both Continuing Professional Development (CPD) and Independent Professional Development (TPD). Likewise, the implementation of the Online Literacy Coaching program had to facilitate its participants well in terms of literacy skills and pedagogy. As the findings revealed, the implementation of the Online Literacy Coaching program effectively facilitates the teachers' literacy skills and pedagogy. The question of how online literacy coaching programs encourage the teachers' literacy skills, and pedagogy was addressed well. The modeling session of the modules was the most prominent aspect that facilitated Coachee's literacy skills and pedagogy. In practice, the teachers were exposed to the program material about Literacy Learning: the essential of Literacy and Literacy Enrichment: what to teach and how to teach literacy to students. Besides, the modeling session fully facilitated teachers with abundant knowledge of literacy learning that helped teachers to know the kind of text, the genre of text, context, and its strategies to properly and effectively deliver those to the students. Modeling sessions that run properly and effectively by the program masters or coaches will eventually allow participants to delve into the program material decently and learn how instructional practices work with their own students (Barza & von Suchodoletz, 2016).

The implementation of the online literacy coaching program facilitated the teachers' literacy skills and pedagogy. It also showed the improvements in the literacy coaching process in facilitating teachers' literacy skills and pedagogy from cycle to cycle. The effectiveness of literacy coaching in cycle 2 has doubled that in Cycle 1 as it reached 70 %. The improvement in the literacy coaching process in cycle 2 referred to the intensive SIOP Model and SOLO session, deepened exposure to modules, professional development, and digital literacy. The follow-up session and input discussed collaboratively in the next process are crucially needed to improve the participants' performances (Gilmore, 2020; Matsumura et al., 2013). The intensive SIOP Model and SOLO in cycle 2 generated better literacy teaching practices for the teachers (coachees) as they implemented the SIOP Model lesson plan, performed SOLO strategies for teaching literacy, and handled technical devices very well.

Moreover, the implementation of Online Literacy Coaching benefited the teachers' (coachees) literacy enrichment and students' enrichment. Those benefits established the teachers to teach literacy appropriately, effectively, and efficiently as they obtained how to design simple yet effective lesson plans for teaching literacy along with its literacy teaching strategies. The teachers also improved their e-literacy skills as they could handle educational, technological devices necessary during online teaching. The implementation of online literacy coaching delivered advantages in terms of academic skills and the participants' professional

and 21st-century skills. Furthermore, this first-ever implementation of the Literacy Coaching Program held virtually on Zoom Platform and gathered eight coaches who have experience as national instructors and 32 Junior High School English teachers across Indonesia has fulfilled the needs of improving teachers' literacy skills and pedagogy declared by the Ministry of Education. Correspondingly, the Online Literacy Coaching program has explained the need to develop a deep understanding of the literacy coaching process, specifically on the online platform. Likewise, the Online literacy coaching implementation supports the previous studies on the effectiveness of literacy coaching programs for facilitating teachers' literacy knowledge, skill, and practice (Bean et al., 2015; Reichenberg, 2018; Teemant et al., 2011). Hence, this study provides essential points and appropriate steps to conduct a literacy coaching program held virtually on online platforms or devices that is beneficial and suitable for 21st learning and professional development.

CONCLUSION

The implementation of the Online Literacy Coaching has essentially fulfilled the core of literacy coaching. In practice, the performance follows the core activities of literacy coaching cycles. It adopts a collaborative, reflective, and project-based approach to develop teachers' (coachees) literacy knowledge and skills and execute professional and technical duties in literacy teaching.

In further, online literacy coaching has improved the teachers' (coachees) literacy teaching as their performance during independent application in Cycle 2 was getting better than in Cycle 1. They did an excellent job implementing the SIOP Model lesson plan, performing SOLO strategies for teaching literacy, and handling technical devices. Likewise, the teachers' (coachees) participation and performance, which were vastly better in Cycle 2, specified the improvements of the literacy coaching process session to session and cycle to cycle.

Moreover, the implementation of Online Literacy Coaching improved teachers (coachees) literacy skills and pedagogy as the teachers (coachees) properly know how to design a simple yet effective lesson plan for teaching literacy along with its literacy teaching strategies in the classroom. Likewise, improvements in teachers (coachees) eventually enhance students' literacy skills.

As the findings revealed, this study proposed three recommendations to improve the implementation of the online literacy coaching program. First, the duration of each session should be appropriately emphasized. The direct instruction and modeling in the session that

exposes participants to literacy enrichment and practice should have a long and precise time. Likewise, the literacy enrichment practice establishes an intensive and proper input for the participants. Second, nowadays, most educational and learning tools are based on technology; thus, digital literacy enrichment and TPACK should be emphasized from the first cycle. Lastly, the involvement of students' feedback and notes during the independent application session in which teachers perform microteaching should be intentionally emphasized as it can be a valuable and beneficial input for teachers' professional development.

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