COACHEE-CENTERED COACHING
Toward the Implementation of Learner-Centered Learning in the Context of Indonesian 2013 Curriculum

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Abstract

Coaching is a type of professional development focusing on professional dialogue to build teacher capacity to enhance the success of learning and the quality of education in general. Coachee-centered coaching gives model to the coachees the implementation of learner-centered learning. This paper describes the model of presenting coaching materials through coachee-centered coaching dealing with the implementation of 2013 curriculum in EFL class. The study was designed qualitatively. The data were accessed from 6 teachers of English at State Islamic Junior High School in Semarang-Indonesia (MTsN2 Semarang). The materials and the procedures of implementation were formulated based on need analysis through teaching observation, lesson plan analysis, and Focus Group Discussion. In term of material presentation, the coachee-centered coaching was implemented through such methods as Demonstration, Scientific Approach, Lecturing and Discussion, Problem-Based Learning, Task-Based Learning, Inquiry Learning, Presentation-Practice-Production.

Keywords: coachee-centered coaching, pedagogic competence, EFL class

Introduction

Teacher pedagogical competence as a part of teacher professionalism may be developed through workshops, self-observation/monitoring, coaching, team teaching, teaching portfolios, action research, lesson study, etc. Coaching is devoted primarily on teaching learners new skills. There are four steps required to deliver the skills. The steps are: (1) presentation of the theory or skill, (2) demonstration of the skill, (3) repeated opportunities to practice the skill under both simulated and actual classroom conditions, (4) repeated feedback on the practice efforts (Keith & Robert, 1991: 200-204).

Lofthouse, Leat & Towler (2010, p. 8) have defined coaching as focused professional dialogue aims at aiding the coachees in developing certain professional skills to improve their teaching repertoire. The coachees are commonly given space to experiment new classroom strategies. As it purposes to enhance teaching repertoire, coaching needs to meet the following key qualities: (1) promoting professional dialogue on teaching issues that are of interest to the coachee, (2) planning, developing and evaluating teaching activities in collaborative way, (3) facilitating experimentation and reflection, (4) fostering reflection that will help effective teachers when planning and evaluating their teaching by discussing pedagogical issues in their teaching (McGrane & Lofthouse, 2010, p. 188).

"Coaching is inherently a reflective process." (Jackson, 2004, p. 57) As a reflective process, coaching is directed at making better changes to the sector becoming its focus of attention. In educational field, coaching program is a form of teacher professional development expected to improve the quality of teaching learning process, which ends up with the quality of students' outcomes. In EFL class, reflective practices may be done through journal writing, peer observation, lesson report, and classroom action research. The area may be covered in the reflection are teachers' and learners' beliefs, teacher decision making, teachers' role, the structure

of a lesson, classroom interaction, classroom activities, and language use (Richard, 2007, p. v-vii). Such a comprehensive reflection contributes to the better EFL class and students' language competence and performance, which is prospectively achieved through learner-centered learning.

Meanwhile, the Indonesian 2013 Curriculum, through the Permendikbud No. 65/2013, 81A/2014, 103/2014, and 22/2016 on the Process of Learning suggests fourteen principles to gain graduate competence standard and content standard as follow: (1) From informing to learning, through learning activities, learners are stimulated to search for rather than given information, (2) from teacher as the only source of learning to varied sources of learning, (3) from textual to process approach which emphasizes on scientific approach, (4) from content-based learning to competency-based learning, (5) from partial to integrated learning, (6) from learning which ends up with sole answer to multi dimensioned answers, (7) from verbal learning to learning which facilitates applied skills, (8) the improvement of balance between physical and mental skills (hard and soft skills), (9) learning which prioritizes culturalization and empowerment of learners as long-life learners, (10) learning which implements modeling values, boosts students' ideas and willingness, and grows students' creativity, (11) learning which is not only conducted at school, but also at home and at students' community, (12) learning which implements the principle that anyone is teacher, anyone is student, and anywhere is class, (13) learning which makes use of information and communication technology to enhance the efficiency and the effectiveness of learning, (14) learning which acknowledges individual cultural background differences of learners. By implementing such principles a teacher will be good at designing and implementing learner-centered learning which stimulate students to be autonomous and self-directed. The awareness of learning anywhere, anytime, from anyone will bring students to have good competitive performance.

In addition, the 2013 Curriculum also accommodates the 21st century skills which are represented through creating varied learning activities and conducting proper assessment. The integration of 21st century skills mainly deals with learning ability and innovation comprising critical thinking, problem solving, innovation, creativity, communication, and collaboration (Wang, 2014, cited in Asowayan, Ashreef, & Aljasser, 2017, p. 105). Integrating the skills, teachers need to be good at designing and implementing student-centered learning accommodating the skills. Teachers must be prepared for more complex work environment, have good literacy in the use information and communication technology.

Considering the characteristics of learning of 2013 Curriculum which are covered in its fourteen principles, the presentation of the materials was also done through coachee-centered coaching. That kind of presentation was expected to model "learner"-centered learning and to familiarize the coachees with some of teaching methods which were approppriate with the principles of learning of 2013 Curriculum.

This paper describes the implementation of coachee-centered coaching. The coaching program covered three activities, i.e. Focus Group Discussion, Presentation of Materials, Implementation of Materials, and Reflection. The description mainly focuses on the presentation of seven of the fifteen materials, i.e. Using Songs in EFL Class, Learning Principles and Activity-Based Learning, Scientific Approach, Inquiry Learning, Teaching Grammar, Problem-Based Learning, Assessing Attitudes, Knowledge, and Skills.

Methodology

This study is descriptive qualitative study, which was carried out with six EFL teaches of an State Islamic Junior High School in Semarang-Indonesia (MTsN2 Semarang), who taught first, second, and/or third year.

The coaching program was aimed at strengthening the teachers' pedagogic competence dealing with the implementation of the Indonesian 2913 Curriculum. Before proceeding the coaching program, observation of teaching learning process, review of lesson plan, and interview with the EFL teachers through Focus Group Discussion were done. All the activities were carried out to identify the area of problems of the implementation of 2013 curriculum ranging from planning, implementing, assessing and evaluating, from which the choice of coaching materials and the procedures of coaching were fixed.

Findings and Discussion

It has been mentioned in the previous part that coachee-centered coachingwas expected to model "learner"-centered learning and to familiarize the coachees with some of teaching methods which were appropriate with the principles of learning of 2013 Curriculum. It was also aimed at giving model of participant-centered activities. Besides, that kind of material presentation proved the teachers that promoting the implementation of meaningful learner-centered learning was not only on the lip surface since the coach also modeled the learning. That modeling might energize the coachees to bring the practice in their classes.

The material presentation spent six meetings in six weeks. Each meeting lasted 70 minutes. The table below shows the materials presented and discussed from the first to the ninth meetings together with the methods of delivery:

Table 1. List of Materials and Methods

Week	Material	Method
1	Using Songs in EFL Class Learning Principles and Activity-Based Learning Learning Methods in the 2013 Curriculum	Demonstration Scientific Approach Lecturing and discussion
2	Teaching Vocabulary Scientific Approach Inquiry Learning	Demonstration Problem-Based Learning Task-Based Learning
3	Teaching Grammar Problem-Based Learning Genre-Based Instruction	Demonstration Scientific approach Task-Based Learning
4	Teaching Listening and Speaking Contextual Learning	Lecturing and discussion Lecturing and discussion
5	Teaching Reading and Writing Assessing Attitude, Knowledge, Skill	Lecturing and discussion Inquiry Learning
6	Process Skills (Planning, Implementing, Assessing and Evaluating A Lesson)	Presentation-Practice-Production

Researcher as the resource person implemented participant-centered sessions. It was represented through the choice of method in every session. Before starting the session, the researcher usually shared or invited the teachers to share some teaching strategies, warmer, or filler in the form of game or song. Each material was supported with individual or pair worksheet.

As the materials were packed based on need analysis of the teachers, they joined almost every session enthusiasticaly. Some questions were raised. The big problem of the presentation session was the limitation of time. Two learning hours were not enough to discuss every matter sufficiently. To cope with this problem, worksheets were usually done outside the meeting and discussed in the next meeting before the session began.

In fact, the teachers' understanding of the materials still needed to be improved. This was proven from the way they did their worksheet which was still imperfect. Some questions were not answered and some answers were not written comprehensively. That might be due to much schoolwork they had to handle, which spent most of their time at the school.

Conducting coaching during school holiday might have been able to maximize the effectiveness and the efficiency of the program. The teachers would have devoted their time to the professional development program maximumly.

Due to the limited space, this paper only explains coachee-centered presentation of 4 materials only.

1. Using Songs in EFL Class

This material also funtioned as a kind of warmer. The model song was entitled *Caterpillar* with the following lyrics:

Caterpillar Caterpillar
Where are you? Where are you?
Stay in your cocoon. Stay in your cocoon
What do you do? What do you do?

Within fifteen minutes the researcher as the coach demonstrated the use of "Caterpillar" song to teach verbal and nominal sentences with the following sequence of activities.

Table 2. Presentation Sequence of Using Songs in EFL Class through Demonstration

Coach	Coachees
Modeling how to sing the song	Singing the song together
Asking the coachees to answer the questions "Where are you?" and "What do you do?" (the 2nd and the 4th lyrics)	Answering the questions
Asking the difference of construction between the answer to the first and the second question.	Identifying the difference of the construction which is nominal and verbal sentence.
Asking the difference of the construction between the first and the second question	Identifying the difference of the construction between the first and the second question
Eliciting and modeling the change of the first and the second answers into negative and yes-no question	Paying attention to the elicitation and modeling
Assigning the coachees to translate *Sayasukamembaca* 'I like reading'(verbal) and *Bukubacaaninibagus* 'This reading book is good' (nominal) and change the sentences into negative, yes-no questions, and information questions	Translating and changing the sentences into negative, yes-no questions, and information questions
Inviting the coachees to express one verbal and one nominal sentence about themselves and change the sentences into negative and interrogative	expressing one verbal and one nominal sentence about themselves and change the sentences into negative and interrogative sentences

Such a modeling also familiarized the coachees with teaching grammar through text. Most of them preferred teaching grammar deductively by not being based on text. Inductive grammar teaching through text may make students more critical and creative.

2. Learning Principles and Activity-Based Learning

Refreshing teachers with learning principles is the very basic activity to make them aware of the principles and set their EFL class based on the principles as mentioned in the Permendikbud No. 22/2016, junctoPermendikbud No. 65/2013, and Permendikbud No. 104/2014.

In addition the teachers were also refreshed with activity-based learning with such features as being interactive and inspiring, being enjoyable, challenging, motivating active participation of students, being contextual and cooperative, giving enough space to idea, creativity, and self-reliance, being based on talent, interest, ability, physical and psychological development of students.

A meaningful class will be possessed by an EFL teacher who succeeds in implementing the fourteen principles of learning and the principles of activity-based learning above. Thus, the target of learning will be reached.

Putting those materials in the second session, after the warmer session; Using Songs in EFL Class, was expected to make the teachers aware of the importance of implementing those principles in EFL class, why did the teachers need to be consistent with the principles, what would the students get through implementing the principles.

The materials were delivered through scientific approach. Presentation of those materials took thirty minutes with the following activities.

Table 3. Presentation Sequence of *Learning Principles andActivity-Based Learning*through Scientific Approach

Stages	Coach	Coachees
Observing	Having the coachees read the fourteen principles of learning and the characteristics of activity-based learning	Reading and understanding the fourteen principles of learning and the characteristics of activity-based learning
Questioning	Providing chance to the coachees to raise questions dealing with the parts of the materials they need to learn more	Raising questions dealing with the parts of the materials they need to learn more
Exploring	Providing chance to the coachees to discuss the answers to the questions and giving confirmation	Discussing the answers to the questions and paying attention to the confirmation
Associating	Having the coachees do a reflective worksheet (make reflection on the teachers' previous teachings to identify whether they met the principles and the components!)	Completing the worksheet by identifying the principles of learning which had and had not been implemented
Communicating	Having the coachees share their reflection	Sharing their reflection
Creating	Having the coachees to list and share some alternative ways to implement the principles and activity-	Listing and sharing some alternative ways to implement the principles and activity-based

based learning	learning

Most of the coachees were still unfamiliar with the fourteen principles of learning and activity-based learning. They said that the materials made them aware of what their EFL classes should be. When they were asked about some alternative ways to implement the principles and activity-based learning they came up with some ideas about teaching English through songs, game, and video.

3. Inquiry Learning

Inquiry Learning (IL) puts questioning as the key of seeking knowledge or information. It covers five steps, i.e. (1) Questioning: composing some questions about the topic introduced by a teacher through a table, chart or quick questionnaire; (2) Planning: planning data collection and analysis, students may consult with the teacher some possibilities of solving the problem and whether the question has been specific; (3) Data collection and analysis: working in pairs or in group or individually to solve the problems/questions; (4) Conclusion drawing: concluding the answers to the questions; (5) Application and follow up: applying the results and exploring further questions (Direktorat Pembinaan Sekolah Menengah Pertama, 2016, p. 45).

The material was introduced through a video show using lecturing and discussion. Table 4 summarizes the activities.

Table 4. Presentation Sequence of *Inquiry Learning* through Task-Based Learning

Coach	Coachees
Playing a video describing the implementation of inquiry learning and instructing the coachees to summarize the procedure of implementing the method	Paying attention on the show and listing the procedure of implementing of implementing inquiry learning
Eliciting from the coachees procedure of implementing of implementing inquiry learning	Sharing the ideas and responding others' ideas
Giving an example of implementing inquiry learning to teach report text	Paying attention to and comprehending the example

Assigning the coachees give another example of teaching a text	Working in pairs drafting learning activities
Giving confirmation after sharing session	Sharing the ideas and responding others' ideas
Assigning the coachees to describe the activities using inquiry learning to teach a text (Choose a Basic Competence and sequence activities to teach the competence implementing Inquiry Learning. Don't forget to formulate indicators and objectives of learning!)	Drafting an activity implementing inquiry learning

	vice versa
Assigning to construct a recount text in which thecoachees use active and passive sentences	Constructing a recount text in which thecoachees use active and passive sentences

4. Teaching Grammar

The sample demonstrated in the session was teaching grammar using a text as vehicle. It was aimed at accommodating text-based learning. The material became the focus of attention was passive voice which was taught through a text entitled *Dog Attack*. The demonstration is sequenced in table 5.

Table 5. Demonstration Sequence of *Teaching Grammar through Text*

Coach	Coachees
Asking to list words may be used in a text entitled *Dog Attack* – figure 1	List the corresponding words
Feeding unidentified words, such as *stitches, bloodstains, discharged, admitted.*	Listing the additional words
Asking *Who was attacked?Where? How badly? Who was to blame? How long was she off work? What other losses did she suffer?*	Finding the answers
Asking which sentence used in the text; *An unsupervised Alsatin dog attacked her* or *She was attachked by an unsupervised Alsatin dog*	Finding the answers
Asking to conclude the voice and the construction of the two sentences	concluding the construction of the two sentences
Asking to find other passive voices in the text	finding other passive voices in the text
Asking to change the coach's active sentences into passive and vice versa	changing the active sentences into passive and

- ✖ Jessica Johnson was out walking with her husband when she was attacked by an unsupervised Alsatin dog. Jessica's leg was bitten, and she had to have stitches in two wounds. Two days later, because the wounds had become infected, Jessica was admitted to hospital. Even after she was discharged, she needed further treatment –and she was told to rest for two weeks.
- ✖ Jessica is self-employed and her business was affected while she was sick. Also the trousers and shoes she had been wearing at the time of attack were ruined by bloodstains, and had to be thrown away.
- ✖ Jessica told us, "I'm now trying to get compensation from the owners of the dog."

Figure 1. Sample Text to Teach Grammar

In the session, the coach also explain briefly about the implementation of estafette sentence with the procedures: (1) The class may stand up forming a big circle; (2) Student A makes a positive sentence in a focused tense and voice; (3) Student B corrects the sentence if it is grammatically or semantically incorrect, changes the sentence into negative if it is correct; (4) Student C correct the B's sentence or changes it into interrogative sentence directly if it is correct. The instruction may be flexibly changed based on grammar item becoming the focus of learning.

Conclusion

Coachee-centered coaching maximizes the coachees participation and activeness in coaching program. Hence, more time is given to the coachees to learn by doing, which in turn enhances the skill of implementing the coaching materials.

Experiencing in taking the benefit of involving in the model of coaching, the coachees inspire to implement learner-centered learning. The learning model is also expected to improve the effectiveness and the

efficiency of learning which is proven through the attainment of standardized learning outcomes.

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