

A Sustainable Professional
Competence Training Model for
High School EFL Teacher

ENGLISH
TEACHER

THE
PROFESSIONAL
ENGLISH
TEACHER

ENGLISH TEACHER
PEER COACHING MODEL

Dr. Selvi Panggua, S.Pd., M.Pd
Prof. Dr. H. M Basri Wello, M.A
Prof. Dr. Baso Jabu, M.Hum
Dr. Nur Aeni, S.Pd., M.Pd

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UU No 28 tahun 2014 tentang Hak Cipta

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**ENGLISH TEACHER PEER COACHING MODEL: A SUSTAINABLE
PROFESSIONAL COMPETENCE TRAINING MODEL FOR HIGH SCHOOL
EFL TEACHER**

Selvi Panggua... [et al.]

Desain Cover :
Selvi Panggua

Sumber :
Selvi Panggua

Tata Letak :
Zulita Andan Sari

Proofreader :
Mira Muarifah

Ukuran :
viii, 38 hlm, Uk: 15.5x23 cm

ISBN :
978-623-02-2890-2

Cetakan Pertama :
Mei 2021

Hak Cipta 2021, Pada Penulis

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PENERBIT DEEPUBLISH
(Grup Penerbitan CV BUDI UTAMA)

Anggota IKAPI (076/DIY/2012)

Jl.Rajawali, G. Elang 6, No 3, Drono, Sardonoharjo, Ngaglik, Sleman
Jl.Kaliurang Km.9,3 – Yogyakarta 55581

Telp/Faks: (0274) 4533427

Website: www.deepublish.co.id

www.penerbitdeepublish.com

E-mail: cs@deepublish.co.id

PREFACE

This model is designed and developed in support of the English Teacher in sustain their Professional competence during their career of teaching. It was designed and developed based on their need's priorities. It provides steps of implementing the model and one training material.

Aims

The rationale behind the development of this model is that EFL teachers need sustainable professional development during their career of teaching. They need to keep up-date their skills and competence in order to create their teaching and learning interesting as a result improving their students' competence.

How to use this model

This model comprises Introduction of the Model, Objective, Organization of Teacher Training, the conceptual mapping of high school EFL teacher' professional competence in Indonesia, overview of Peer Coaching as the basis of the model, steps how to implement of this model and its example, training syllabus and the session plans, and one training material. It is better to read this booklet from the introduction till the end of this booklet in order to understand well how to implement the model. The first part gives teacher participants an introduction of the model, then followed by the explanation of the model's objectives and how to organize the teacher training by implementing the model. The model also describes what is the conceptual mapping of teachers' professional competence based on the teacher's law no 16 (2007). This booklet also provides an overview of Peer Coaching as the basis of the model. Steps of

implementing of this model are in four steps namely Pre-conference, The observation, Post-conference and Reflection. In addition, it also provides an example of step by step of implementing of this model and one training material.

Supplementary Material

The **supplementary material** section provides additional training material and resources for teachers' use and reference. The following items are included in this section: Introduction, Training Materials and Evaluation.

TABLE OF CONTENTS

PREFACE	v
TABLE OF CONTENTS	vii
Introduction	1
Objectives.....	2
Organization of Teacher Training.....	3
High School EFL Teacher’s Professional Competence.....	4
Overview of Peer Coaching	7
The Steps of English Teacher.....	10
Peer Coaching Model	10
Examples of Implementing English Teacher Peer Coaching Model.....	16
Training Session Plan 1 – 3: English Proficiency	23
Template of English Teacher	30
Peer Coaching Model	30
Curriculum Vitae of The Authors.....	34

INTRODUCTION



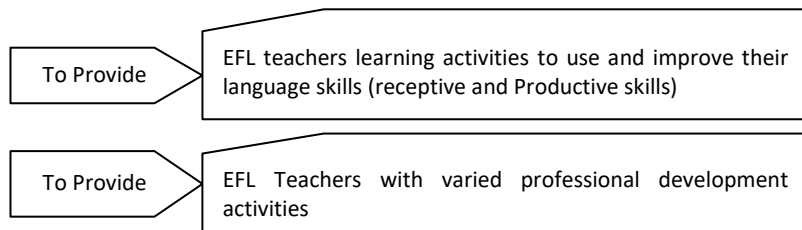
*Picture 1: Peer Coaching Model
Source: Private documentation*

The English Teacher Peer Coaching Model (13 hours) was designed based on the result of need analysis given to the English teachers in Toraja, Indonesia. The model was devoted to specific curricular themes designed to complement the current training curricula as the result of professional competence training needs priority of high school EFL teachers in Toraja Indonesia, namely: English proficiency and professional development activities.

ENGLISH TEACHER PEER COACHING MODEL

OBJECTIVES

Based on the result of teacher self-assessed Professional competence level and its importance level, then the training needs priority of teachers are in two cluster of competencies namely Language proficiency and professional development activities. The aim terminal objectives of the training are as follow:



This goal will be pursued through cross-curricular themes, resources and activities, to be tested in schools (formal education and informal educational events). In addition, the planned activities will assist the participating EFL teachers in developing their professional competence, discovering their own abilities and strengths and enhancing their social skills, while finding opportunities to collaborate with other high school EFL teachers through the activities developed in this model.

ORGANIZATION OF TEACHER TRAINING



It is recommended that teacher trainers use this model with groups of up to 4 to 10 teachers. Teacher herself/himself will decide whether she/he would like to be a coached teacher or to be a coach teacher. They would also decide their suitable time.

The modules are planned for weekly face-to-face sessions of 2 hours, during 6 consecutive weeks. Teachers are expected to develop their own lesson plans during 15 additional independent study hours to assist preparation of lesson plans doing reflections.



HIGH SCHOOL EFL TEACHER'S PROFESSIONAL COMPETENCE



*Picture 3: Dealing with Professional High School Teacher
Source: Private documentation*

According to the Ministry of National Education Law No 16 (2007), the professional competence of high school teacher are as follow:

- Mastery of the material, structure, concepts, and scientific mindset that support the teaching subjects
- Developing the teaching learning materials creatively
- Improving teacher professionalism continuously by doing reflection
- Using information and communication technologies for self-improvement

While the high school EFL teacher's professional competence are:

- Having linguistic knowledge, discourse, sociolinguistic and strategic levels
- Mastering the reception and production of all aspects of oral and written English

The Concept mapping of High School EFL Teacher's Professional Competence in Indonesia

(Adopted and modified from law of teacher and lecturer no.16 2007)

The EFL Teacher's Competence	No	The Concept Mapping of EFL Teacher's Competence
The mastery of language aspects in English	1	Teacher masters the linguistics aspects
	2	Teacher masters the discourse aspects
	3	Teacher masters the sociolinguistics and strategies aspects.
English Language Proficiency	4	Teacher's mastery of Listening Comprehension skill
	5	Teacher's mastery of Speaking skill
	6	Teacher's mastery of Reading skill
	7	Teacher's mastery of Writing skill
	8	Teacher's mastery of English Grammar
	9	Teacher's mastery of English vocabulary
	10	Teacher's mastery of English Pronunciation
Academic Areas	11	Teacher's mastery of General linguistics
	12	Teacher's mastery of Applied linguistics
	12	Teacher's mastery of Applied linguistics
	14	Teacher's mastery of English Phonology
	15	Teacher's mastery of English Syntax
	16	Teacher's mastery of Sociolinguistics
	17	Teacher's mastery of Semantics
	18	Teacher's mastery of English Morphology
Other Professional Competencies	19	Teacher's mastery of Curriculum development
	20	Teacher's mastery in designing Lesson planning
	21	Teacher's ability in testing construction, administration and scoring
	22	Teacher's ability in Evaluating and monitoring

The EFL Teacher's Competence	No	The Concept Mapping of EFL Teacher's Competence	
		students' progress	
	23	Teacher's ability in Preparing teaching materials	
	24	Teacher's mastery of using audio visual aids	
	25	Teacher's mastery of using language laboratory	
	26	Teacher's ability in varying classroom activities	
	27	Teacher's mastery of principle of language pedagogies	
	28	Teacher's ability of text book and material selections	
	29	Teacher's ability in classroom management	
	30	Teacher's ability of teaching English for specific Purposes	
	31	Teacher's ability in teaching English to children	
	32	Teacher's ability in teaching English for business and technology	
	Professional Development Activities	33	Teacher's ability in doing self- reflection
		34	Teacher's ability in improving teaching and learning process based on his/her reflection
35		Teacher's ability in doing action research	
36		Teacher's ability in using computers in foreign language teaching	
37		Teacher's ability in using internet sources and materials in language teaching	
38		Teacher's ability in using social medias and others in language teaching	

OVERVIEW OF PEER COACHING

Peer Coaching will be assigned by teacher her/himself. Teacher who teaches the same course and grade level, it may teacher at other school. Peer coaching is an informal way in which teachers can “buddy up” to improve and observe one another teach and discuss what happened during a single teaching encounter. Peer coaching occurs when a teacher, with some prior training, invites another teacher or leader to coach each other and observe their classroom. There is always a reflective conversation afterwards to share feedback and exchange ideas about their professional competence, educational strategies, teaching focus, group dynamics, and student engagement.



ENGLISH TEACHER PEER COACHING MODEL

This booklet describes the steps a peer coaching should follow, based on experience and review of the literature, to effectively coach and observe a peer teacher and provide meaningful feedback.

Purpose: Non-evaluative professional development strategy where educators work together to discuss and share teaching practices, observe each other's classrooms, provide mutual support, and, improve teaching competence and in the end, enhance teaching to enrich student learning.

Purpose: All teachers or selected leaders.

Peer Coaching/Observation of teaching enables professional educators to:



Engage in discussion about the improvement of teacher's competence and the best teaching



Reflect and gain insight on their professional competence instructional practices



Provide mutual support to enhance teacher's competence in teaching and enrich student learning

The purpose Peer Coaching is to:

- ✓ Develop trust and rapport
- ✓ Develop an identity as a mediator of thinking
- ✓ Utilize conversation structures for planning, reflecting and problem resolving
- ✓ Develop teachers' autonomy and sense of community
- ✓ Develop higher levels of efficacy, consciousness, craftsmanship, flexibility and interdependence
- ✓ Utilize the coaching tools of pausing, paraphrasing, and posing questions
- ✓ Use data to mediate thinking

THE STEPS OF ENGLISH TEACHER PEER COACHING MODEL

Step 1:

- Pre-conference (Clarify expectations in Professional Learning)

When a teacher invites you to conduct a peer observation of his/her classroom, begin by identifying domain for the observation. Explain that any written notes or documentation will not be shared with supervisory staff unless the teacher chooses. **Be sure to stress that the observation results and discussion will be confidential and provided only to the teacher being coached and observed.**

When selecting a teacher to be the coached, consider what you hope to gain from the experience. You may want to observe an individual who teaches the same grade level. In any case, you should consider what you hope to gain from the experience.

In this step, set **the date, time, place, role of coach, focus of observation** and so forth. In addition, the teacher can discuss the nature of the class to be observed, kind of



competencies or skills she/he might want to be focused, material being taught, the teacher's approach to teaching, the style or types of students in the class, the level of learners in the class, typical patterns of interaction and class participation, and so on. It is also necessary for the participants to decide jointly on such factors such as how often the coach teacher should observe, what should be observed specifically, what does she/he expect the students to know by the end of the class, are there specific learning scenarios that he/she struggled with as a teacher?

Possible questions for Pre-Observation:

1. How can I be of help to you?
2. What specifically do you wish me to look for?
3. What specifically do you wish me to know?
4. Is there a particular student you would like me to watch?
5. What are your objectives and expectations for the lesson?
6. How long would you like me to observe?
7. When can we get together after the lesson?

Step 2:**• The Observation**

Using the Peer Observation Tool provided. The coach or teacher observer observes the other's classrooms. Classroom observation can be focused on almost every aspect of the class, including both its teacher and students, but in this model, it is hoped to focus on teacher's professional competence.

To record information obtained from the observation, a variety of techniques such as video recording, field notes, written narrative or checklist of critical incidents can be used. The inviting teacher/coach focus on establish a non-evaluative role for observers through giving



them tasks to complete that involve collecting information rather than evaluating performance. Teachers need to have a clearer understanding of the role of observation and its potential for helping to improve teacher's competence and develop a reflective orientation to their own teaching.

Step 3:

• Post-Conference



Picture 4: Post-Conference: Collaborative
Source: Private Documentation

Immediately following the observation, ask the teacher to write down his/her own reflection about the class.

1. If you were asked to teach this class again, describe one thing you would do exactly the same and one thing you might change.
2. Describe at which point in the class the students were most engaged. Least engaged?
3. Provide feedback that is useful for reflection and growth as a teacher. Review the peer observation tool together after the observation.
4. Begin on a positive note

5. Share reflections rather than giving advice
6. Provide time for the teacher observed to suggest the most appropriate changes and improvements to make
7. Stick to only what you observed in the classroom by providing quotes from the teacher and students.
8. Avoid judgments
9. Avoid common negative feedback
10. Note the start time, date and classroom for the teaching session via in person, as well as where you can meet her/him before the observation.

Post-Conference Questions

1. How do you think the lesson went?
2. Can you recall what the students were doing that made you feel this way?
3. What do you remember about what you did or the strategies you used?
4. How does this compare with what you expected would happen?
5. What could be some reasons it happened this way?
6. Would you like me to share what I observed?
7. In the Post-conference, the coach could be mirroring, collaborative or expert.

Step 4:

- Reflections

In this step, the teacher and the coach both can make reflection in depth over the result of classroom observation in order to improve better practice and teacher's professional competence.



EXAMPLES OF IMPLEMENTING ENGLISH TEACHER PEER COACHING MODEL

Step 1:

• *The Pre-Conference*

In this phase the coached teacher will:

1. Determine the particular focus of observation and specify how the data are to be collected
2. To describe her main concern on the designing of lesson plan which is using ICT sources and materials in language teaching



In this phase, the coach will:

1. Facilitate the inviting teacher to focus on her main concern of the lesson plan design process.
2. Ask the inviting teacher about the students' characteristics and needs in order to design an appropriate lesson plan which uses ICT sources and materials.

Step 2:

• *The Observation*



In this phase the inviting teacher will:

1. Design a lesson plan which is using ICT sources and materials in language teaching
2. Focus on the particular data that she/he feels in control of discussion about the lesson plan design

In this phase, the coach will:

1. Facilitate the coached teacher to design lesson plan which is using internet source and materials on computer in language teaching
2. Give advices
Provide solution if the coached teacher needs any help to solve her/his problem.

Step 3:

• ***The Post Observation (Mirroring/Collaborative/Expert)***

Mirroring

The coach just hands the data from the observation over to the inviting teacher and let him/her ask questions if she/he needs.

The inviting teacher analyze the data alone



Collaborative

In this phase, the coach teacher will:

1. Ask the inviting teacher to reflect on what happened as expected or planned and what happened differently
2. Discuss and analyze the result of data observation collaboratively
3. Solicit feedback about the coaching strategies employed



In this phase, the inviting's teacher will:

1. Decide what to do with the data
2. Analyze on the result of data observation
3. Reflect on his/her performance
4. Determine what changes to make

Expert

In this phase, the coach will:

1. Guide the inviting teacher to analyze her/his lesson plan
2. Facilitate the coached teacher to do reflection on the process of designing her/his lesson plan
3. Facilitate the coached teacher to revise her/his lesson plan based on her/his reflection
4. Share some of those she/he had seen others use and then ask the coached teacher to consider which might best suit for her.



Step 4:

• **Reflection**

In this step, the coached teacher will reflect on the feedback given by the coach teacher about his/her lesson plan which is using ICT sources and materials and decided what should do in order improve her competence and her teaching in order be a professional English teacher.



TRAINING SYLLABUS

Teacher's Competence Standard		Performance Indicators	Learning Strategy/The 2PC Training Model Activities	Media	Time Allocation	Recommended Learning Resources
Core Competence	Based Competence					
a	b	c	e	f	g	h
Mastery of the material, structure, concept and the scientific mindset that support the teaching subjects	Mastering the reception and production of all aspects of oral and written English language (listening comprehension, reading, speaking and writing), and its language components (Grammar, vocabulary, pronunciation)	1. To comprehend authentic listening materials spoken by native speakers	<ul style="list-style-type: none"> Coach as an expert Adviser 	CD Audio, Laptop and LCD, Whiteboard and Marker	3 x 150 Minutes	English Proficiency Training Material. New Headway Upper Intermediate Students' Book, Fourth Edition, Chapter 12.
		2. To comprehend an authentic reading text	<ul style="list-style-type: none"> Problem Solving 			
3. To Present a 10 minutes Oral and written presentation	<ul style="list-style-type: none"> Idea sharing 					
	Professional Development Activities	1. To simulate a teaching class by using internet source and materials on computer in language teaching	<ul style="list-style-type: none"> Materials Development 	CD Audio, Laptop and LCD, Whiteboard and Marker	2 x 150 Minutes	Designing Authenticity into Language Learning Materials by Freda Mishan (2005), Chapter 11: ICT (Information Communication Technology)
		2. To simulate a language teaching scenario by using social medias in language teaching	<ul style="list-style-type: none"> Co-Planning Lessons 			

References:

1. New headway Upper Intermediate Students' book, fourth Edition Chapter 12
2. Guidelines: A Cross-Cultural Reading/Writing Text (2007), Ruth Spack. New York: Cambridge University Press.
3. Techniques & Principles in Language Teaching, Third Edition, (2011), Diane Larsen-Freeman and Marti Anderson, New York: Oxford University Press
4. Approaches and Methods in Language Teaching, Richards and Rodgers Second Edition: (2010). Cambridge University Press
5. General English Syllabus Design for the General English Classroom (1984). Brumfit, C. J. Great Britian: Pergamon Press
6. Language Curriculum Design (2010). I.S.P Nation &Jhon Macalister. New York: Routledge Taylor and Francis Group.
7. Designing Authenticity into Language Learning Materials by Freda Mishan (2005), Oregon, USA: Anthony Rowe Ltd. Chapter 11: ICT (Information Communication Technology)

TRAINING SESSION PLAN 1 – 3: ENGLISH PROFICIENCY

Training Session Plan 1 – 3: English Proficiency

Training' Name: The
English Teacher Peer
Coaching Model

Designed and developed by: Selvi Panggua
Email: selvipanggua@ukitoraja.ac.id
Duration: [3 x 150 minutes]

Expected Outcomes:

1. To comprehend an authentic listening material spoken by native speakers
2. To comprehend an authentic reading text
3. To Present a 10 minutes Oral and written presentation



Training Session Description:

1. The first step is to design activities for enabling EFL teachers to practice the receptive Skills (Reading and Listening) and the Productive skills (Speaking and Writing) in English
2. The second step is to design learning environment that enable EFL teachers to develop their receptive and productive skills (English Skills)
3. The third step is to design activity that enable EFL Teachers to practice their English Skills
4. The fourth is to design activity that enable EFL teachers to present their English Proficiency through Oral and Written Presentation

Learning Strategy:

1. Coach as an expert Adviser
2. Problem Solving
3. Idea sharing

Recommend Materials/Learning Resources:

English Proficiency of English Teacher Peer Coaching Model
New Headway Upper Intermediate Student's book, Fourth Edition, chapter 12


Step by Step

Activity: Syntax of the English Teacher Peer Coaching Model	Time
<p>The Pre-Conference:</p> <p>In this phase the coached teacher will:</p> <ol style="list-style-type: none"> 1. Explain the aspects of English Skills and language components she/he might want to be improved 2. Clarify the desired focus of observation and specify how the data are to be collected. <p>The coach's role is to facilitate the coached teacher to:</p> <ol style="list-style-type: none"> 1. Be a consultant to help the teacher learn or refine particular skills or language components she/he might want to improve 2. Be adviser to give advices to the coached teacher 	20 minutes
<p>The Observation:</p> <p>In this phase, the coach teacher will:</p> <ol style="list-style-type: none"> 1. Observe the data observation as has been discussed in the pre-conference. 	100 minutes

Activity: Syntax of the English Teacher Peer Coaching Model	Time
2. Take notes In this phase, the coached teacher will: <ol style="list-style-type: none"> 1. Comprehend an authentic listening material 2. Comprehend an authentic reading text 3. Present the result of his/her comprehension towards the authentic reading and listening materials through an oral and written presentation. 	
The Post Conference (Mirroring/Collaborative/Expert) Mirroring: <ol style="list-style-type: none"> 1. The coach just hands the data from the observation over to the coached teacher and let him/her ask questions if she/he needs. 2. The inviting teacher analyze the data alone Collaborative : In this phase, the coach teacher will: <ol style="list-style-type: none"> 1. Ask the coached teacher to reflect on what happened as expected or planned and what happened differently 2. Discuss and analyze the result of data observation collaboratively 3. Solicit feedback about the coaching strategies employed In this phase, the coached teacher will: <ol style="list-style-type: none"> 1. Decide what to do with the data 2. Analyze on the result of data observation 3. Reflect on his/her performance 4. Determine what changes to make Expert: In this phase, the coach will: <ol style="list-style-type: none"> 1. Guide the coached teacher to analyze his/her performance 2. Facilitate the coached teacher to do reflection 3. Share some of those she/he had seen others use and then ask the coached teacher to consider which might best suit for her/him 	20 Minutes
Concluding session: Which learning points that should be reinforced or repeated?	10 minutes

Activity: Syntax of the English Teacher Peer Coaching Model	Time
Decide what has been learned in this session to previous and upcoming content? Consider asking trainees to reflect upon what they have gained in this session.	

Training Session Plan 4-6: Professional Development Activities (ICT)

Training' Name: The 2PC Training Model	Duration: [2 x 150 minutes]
<p>Expected Outcomes</p> <ol style="list-style-type: none"> 1. To simulate a teaching class by using ICT sources and materials in language teaching 2. To simulate a language teaching scenario by using social medias in language teaching 	

Training Session Description:

1. The first step is to discuss the students' characteristics and needs in order to design an appropriate lesson plan which uses the ICT sources and materials
2. The second step is to share and discuss how to choose appropriate and suitable ICT teaching sources and materials.
3. The third step is to design a lesson plan by using ICT sources and materials
4. The fourth step is to simulate the implementation of the new lesson plan as made at the third step
5. The fifth is to design and simulate a lesson plan by using appropriate social media

Learning Strategy:

1. Materials Development
2. Co-Planning Lessons
3. Co-Teaching Lessons

Recommend Materials/Learning Resources:

Designing Authenticity into Language Learning Materials by Freda Misan (2005), Chapter 11: ICT (Information Communication Technology)

Step by Step

Activity: Syntax of the English Teacher Peer Coaching Model	Time
<p data-bbox="148 1147 367 1174"><i>The Pre-Conference</i></p> <p data-bbox="148 1180 509 1238">In this phase the coached teacher will:</p> <ol style="list-style-type: none"> <li data-bbox="168 1244 509 1367">1. Determine the particular focus of observation and specify how the data are to be collected <li data-bbox="168 1373 509 1553">2. To describe her main concern on the designing of lesson plan which is using ICT sources and materials in language teaching 	<p data-bbox="893 1147 1019 1174">20 minutes</p>



<p>In this phase, the coach will:</p> <ol style="list-style-type: none"> 1. Facilitate the inviting teacher to focus on her main concern of the lesson plan design process 2. Ask the inviting teacher about the students' characteristics and needs in order to design an appropriate lesson plan which uses ICT sources and materials 	
<p><i>The Observation</i></p> <p>In this phase the inviting teacher will:</p> <ol style="list-style-type: none"> 1. Design a lesson plan which is using ICT sources and materials in language teaching 2. Focus on the particular data that she/he feels in control of discussion about the lesson plan design <p>In this phase, the coach will:</p> <ol style="list-style-type: none"> 1. Facilitate the coached teacher to design lesson plan which is using internet source and materials on computer in language teaching 2. Give advices 3. Provide solution if the coached teacher needs any help to solve her/his problem. 	100 minutes
<p><i>The Post Conference (Mirroring/Collaborative/Expert)</i></p> <p><i>Mirroring:</i></p> <ol style="list-style-type: none"> 1. The coach just hands the data from the observation over to the coached teacher and let him/her ask questions if she/he needs. 2. The coached teacher analyzes the data alone <p><i>Collaborative</i></p> <p>In this phase, the coach teacher will:</p> <ol style="list-style-type: none"> 1. Ask the coached teacher to reflect on what happened as expected or planned and what happened differently 2. Discuss and analyze the result of data observation collaboratively 3. Solicit feedback about the coaching strategies employed <p>In this phase, the coached teacher will:</p> <ol style="list-style-type: none"> 1. Decide what to do with the data based on the advice given by the coach 2. Analyze on the result of data observation 	20 Minutes

<ol style="list-style-type: none"> 3. Reflect on his/her performance 4. Determine what changes to make <p>Expert: In this phase, the coach will:</p> <ol style="list-style-type: none"> 1. Guide the inviting teacher to analyze her/his lesson plan 2. Facilitate the coached teacher to do reflection on the process of designing her/his lesson plan 3. Facilitate the coached teacher to revise her/his lesson plan based on her/his reflection 4. Share some of those she/he had seen others use and then ask the coached teacher to consider which might best suit for her. 	
<p>Concluding session: Which learning points that should be reinforced or repeated? Decide what has been learned in this session to previous and upcoming content? Consider asking trainees/coached teacher to reflect upon what they have gained in this session.</p>	10 minutes

TEMPLATE OF ENGLISH TEACHER PEER COACHING MODEL
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PEER OBSERVATION FORM

Peer Coaching Purpose: Non-evaluative professional development strategy where educator work together to discuss and share teaching practices, observe each other's classrooms, provide mutual support, and, in the end, enhance teaching to enrich student learning.

Teacher's name :

Teacher Observer :

Name of School :

While I was in your classroom today, I noticed..... (Observer will only write, say what they see and hear in the classroom)	Areas for growth (Observer and Teacher will write on this side together during the reflective meeting)

**PEER COACHING REFLECTION TOOL
POST CONFERENCE**

Teacher’s Name :
Grade Level/Subject area :
Observer :
Date :

What’s Working:	Areas of Growth/Challenges:
Teacher’s Next Steps:	Observer’s Next Steps:

PROTOCOL FOR THE PRE-CONFERENCE

Name of the teacher :
Grade Level/Subject (s) :
Name of Observer :
Date of Pre-Observation Conference :

The following questions should be used to guide discussion during the pre-observation conference. Response to the questions below will help the observer understand your classroom.

1. How can I be of help to you?
2. What specifically do you wish me to look for?
3. What specifically do you wish me to know?
4. Is there a particular student you would like me to watch?
5. What are your objectives and expectations for the lesson?
6. How long would you like me to observe?
7. When can we get together after the lesson?

PROTOCOL FOR THE POST-CONFERENCE

Name of the teacher :
Grade Level/Subject (s) :
Name of Observer :
Date of Post-Observation Conference :
Date of Classroom Observation :

The following questions should be used to guide discussion during the pre-observation conference. Response to the questions below will help the observer understand your classroom.

1. What are the strengths and limitations of your current practice?
2. What do you need to keep doing well?
3. What are the things you need to change?
4. What is the best way for you to move forward?
5. How can you learn from success, no matter how small?
6. What does the evidence of positive development look like, and how far is this evidence trustworthy?

Curriculum Vitae of The Authors



Selvi Panggua was born in Rantepao, Tana Toraja, on June 25, 1981, in South Sulawesi, Indonesia. She is the second child of Thomas Panggua (the late) and Elly Tandi. She completed her undergraduate study in 2003 in English Education at Universitas Kristen Indonesia Toraja. She earned her Master degree from Universitas Pelita Harapan, Jakarta Indonesia. She is a lecturer at Universitas Kristen Indonesia Toraja. She is currently a Doctorate student at Universitas Negeri Makassar. She attended some international conferences as the presenter, namely: The presenter in International Conference of Language Education (ICOLE), International Conference on Language Education, International Conference on Education, Science, Art and Technology (ICESAT) (2017), the presenter in The 15th Asia TEFL-64th TEFLIN International Conference, co-hosted by Universitas Negeri Yogyakarta (2017), the presenter in Seminar Presentation of PKPI Program Northern Illinois University, USA (2016). She also has publications list, such as: Self-assessed Professional Competence of High School EFL Teacher in Toraja Indonesia (International Journal of English Linguistics/CCSENET); A Classroom Action Research at The Second Year Students of Indonesian Maritime Academy AIPI Makassar.



Basri Wello was born in Maroanging, Enrekang, Makassar, Indonesia on November 05, 1952. He is a professor of English Education at English Department of State University of Makassar, Indonesia. He graduated his S-1 from IKIP Ujung Pandang in 1977, S-2 from the Cansas University of US in 1987 and graduated his doctoral program from Hasanuddin University, Makassar, Indonesia in 1999. He is an Education Specialist with over 20 years of experience in the education sector in Indonesia. His various areas of expertise include curriculum design, and establishment of the baseline for the school system in Indonesia, school program assessment and evaluation, pre-service and in-service teacher training, school accreditation, teacher certification, and higher education management. For the last few years, he has been largely involved in Project Evaluation funded by USAID namely MBE final Evaluation (SCECID, USA), DBE Mid-term Evaluation (TMG, USA), DBE Final Evaluation (JBS, USA), Aceh Polytechnique Evaluation and A Gap Analysis of Teacher Training Institute in Indonesia (JBS, USA), Indonesian Tracer Study (JBS-USAID), USAID PRIORITAS final Evaluation (MSI-MESP). Recent publication includes; Intercultural Communication at Higher Education Context: Portrait and Practices (August 2017), Investigating the Students' Strategies in Developing Intercultural Communicative Competence (ICC) Model in Indonesian Context (Nov.2017).



Baso Jabu completed his undergraduate studies in 1987, majoring in Teaching English as a Foreign Language (TEFL) at Ujung Pandang Institute of Teacher Training and Education (currently Universitas Negeri Makassar), Indonesia. He completed his master's and doctoral degrees in the field of applied linguistics at Hasanuddin University in Makassar, Indonesia, in 1995 and 2007, respectively. He was awarded a Specialist Certificate in Language Testing at the Regional Language Centre Singapore in 1996. Professor Jabu is former Director of the Language Centre at Universitas Negeri Makassar, where he manages training in some foreign languages, as well as the Indonesian language for non-native speakers. He is currently as the Second Assistant Director of Postgraduate Program of Universitas Negeri Makassar. He is a lecturer, and has been teaching English as a foreign language at Universitas Negeri Makassar for more than 20 years. Prof. Jabu is a member of TEFLIN (Teaching English as a Foreign Language in Indonesia) and MLI (Indonesia Linguistic Society). His research interests are TEFL and language assessment.



Nur Aeni M. was born in Selayar in 1988. She is an Assistant Professor of English Education Department at Universitas Negeri Makassar. She earned her master and doctoral degree on English Education Program from the Pascasarjana Universitas Negeri Makassar, Indonesia. She attended some International Conference as the Presenter and Keynote Speaker, namely: Brown Bag Seminar at Northern Illinois

University, DeKalb, USA, Closing Ceremony of PKPI in 2016 at Northern Illinois University, DeKalb, IL, USA, ACE 2021 at Pakistan. International Conference on language education, TEFLIN International Conference in 2018, International Conference on Education. Science, Art and Technology in 2018: AsiaTEFL 2020 International Conference (Kintex, Goyang, South Korea, virtually), Madurai, Tamilnadu, India in 2021. She is a member of TEFLIN and AsiaTEFL. Her areas of interest and research are Teaching English as Foreign language (TEFL), Teaching English Oral Communication, English Oral Communication Apprehension, & ELT Material Development and Evaluation. She can be reached at ainiminollahi@gmail.com & nur_aeni@unm.ac.id

MATERI PELATIHAN KOMPETENSI PROFESIONAL GURU BAHASA INGGRIS

The English Teacher Peer Coaching Model

The English Teacher Peer Coaching Model

ENGLISH PROFICIENCY

Materi Pelatihan Guru Bahasa Inggris

Jam Pertemuan: 3x150 menit

PENULIS:

Dr. Selvi Panggua, S.Pd., M.Pd

Prof. Dr. H. M Basri Wello, M.A

Prof. Dr. Baso Jabu, M.Hum

Dr. Nur Aeni, S.Pd., M.Pd

DAFTAR ISI

BAB I PENDAHULUAN	1
A. Kompetensi yang Tercakup	1
B. Pentingnya Mempelajari Bahan Pelatihan Ini	1
C. Tujuan.....	1
BAB II MATERI PELATIHAN	2
A. Siklus 1: <i>Listening</i>	3
B. Siklus 2: <i>Writing</i>	4
C. Siklus 3: <i>Reading</i>	5
D. Siklus 4: Discusing And Preparing Presentation.....	5
E. Siklus 5: Speaking/Oral Presentation Through Powerpoint Presentation	6
BAB III EVALUASI	7
DAFTAR PUSTAKA	9
APPENDIX: Script of the Video	10

BAB I

PENDAHULUAN

A. Kompetensi yang Tercakup

Modul/materi ini disusun dan dimaksudkan untuk membekali peserta pelatihan dalam meningkatkan keterampilan dasar guru Bahasa Inggris yaitu keterampilan *listening, speaking, reading, dan writing* melalui model *the 2PC Training Model*. Pada akhir materi pelatihan ini, peserta diharapkan mengalami peningkatan dalam prioritas kompetensi yang mereka butuhkan.

B. Pentingnya Mempelajari Bahan Pelatihan Ini

Materi pelatihan ini memberikan latihan dan kesempatan kepada peserta/guru untuk meningkatkan prioritas keterampilan dasar dalam bahasa Inggris peserta meliputi keterampilan *listening, speaking, reading dan writing*.

C. Tujuan

Tujuan penulisan materi ini adalah agar peserta mampu:

1. Mengenali kemampuan peserta dalam keempat kompetensi dasar bahasa Inggris
2. *Me-review* dan mengevaluasi kembali keempat kompetensi dasar mereka dalam bahasa Inggris
3. Mendemonstrasikan kompetensi peserta dalam kompetensi dasar bahasa Inggris melalui presentasi lisan dan tertulis

BAB II

MATERI PELATIHAN



Keterampilan dasar dalam bahasa Inggris yaitu *listening*, *speaking*, *reading* dan *writing* merupakan empat keterampilan yang harus dikuasai oleh setiap guru bahasa Inggris selain penguasaan *grammar* dan komponen bahasa Inggris lainnya. Keterampilan dasar ini seharusnya dikuasai oleh setiap guru bahasa Inggris dan menggunakannya dalam proses pembelajaran, sehingga siswa akan mengalami pengalaman berbahasa Inggris melalui komunikasi dengan guru baik dalam kelas maupun dalam kelas. Namun sayangnya, fakta di lapangan menunjukkan

bahwa tidak semua guru menguasai dengan baik keempat keterampilan tersebut.

Pada Buku Guru, bagian Petunjuk Pengarah Bahasa Inggris halaman 31 Kurikulum 2013, jelas dikatakan bahwa Guru sebagai Model. Bagi peserta didik guru adalah “Model” pengguna Bahasa Inggris, lisan dan tulisan. Oleh karena itu, guru harus berupaya memberikan keteladanan/model dalam menggunakan bahasa Inggris yang baik dan benar secara lisan maupun tulisan. Jadi, jelas bahwa guru harus menjadi model pengguna Bahasa Inggris bagi siswanya.

Materi pelatihan dalam pelatihan ini dikembangkan dan disajikan tahap demi tahap yang akan dilalui secara rinci oleh peserta pelatihan baik secara individu, berpasangan (*peer*) dan kelompok. Terdapat lima siklus dalam materi pelatihan ini yang akan mengarahkan peserta pelatihan tahap demi tahap untuk peningkatan kompetensi mereka khususnya *English Proficiency*.

A. SIKLUS 1: LISTENING

Pada tahap ini fasilitator akan memutar video yang merupakan *authentic material* yang diambil dari program YouTube. Topik dari video tersebut adalah “*The seven rules for Excellent Speaking*” by A.J Hoge yang diunduh dari <http://LearnRealEnglish.com>. Topik ini merupakan sebuah video yang menjelaskan tentang tips berbicara dalam bahasa Inggris. Menurut Morley dalam Murcia (2001), salah satu prinsip dalam mengembangkan materi *listening comprehension* yaitu relevansi materi dengan si pembelajar. Oleh karena itu materi ini dipilih karena relevan dengan kebutuhan peserta *training* dan disampaikan langsung oleh *native speaker*. Peserta *training* memerlukan *training* untuk peningkatan *English Proficiency* yaitu *Listening, Speaking, Reading, dan Writing*.

Masing-masing peserta akan menyimak video tersebut (*listening for comprehension*). Pada saat pertama kali menyimak, peserta cukup menyimak saja dan tidak menuliskan apapun tentang informasi yang

didengar dan ditontonnya. Pada saat video diputar untuk kedua kalinya peserta dapat menuliskan hal-hal pokok yang dianggap penting. Bila memungkinkan peserta dapat menonton video tersebut sebanyak tiga kali.

B. SIKLUS 2: WRITING

Selanjutnya, pada siklus ke dua, peserta secara individual menuliskan poin-poin penting (*listening and summarizing information*) yang telah disimak melalui video tersebut. Kegiatan menulis ini dapat berupa *outlining, giving the gist of a message* kemudian mengembangkan beberapa paragraf berdasarkan poin-poin tersebut dengan menggunakan bahasa mereka sendiri. Dalam mengembangkan paragraf, peserta memperhatikan *the three parts of a paragraph* (tiga unsur atau bagian dalam paragraph) sebagaimana disebutkan oleh Oshima dan Hogue (2006) yaitu:

1. *The topic sentence*, menjelaskan tentang ide pokok paragraf yang membatasi topik tentang satu hal pokok yang akan didiskusikan secara spesifik dalam satu paragraph tersebut.
2. *Supporting sentence*, menjelaskan atau mendukung *topic sentence* dengan memberikan informasi lebih jelas tentang topik tersebut.
3. *Concluding Sentence*, memberikan sinyal atau penanda bagian akhir dari sebuah paragraph dan menunjukkan bagian penting dari paragraph tersebut yang perlu diingat oleh pembaca.

Pada tahap ini peserta juga perlu memperhatikan tata bahasa, penggunaan *vocabulary* (kosakata) *coordinating words, subordinating words, conjunctive adverbs* dan *transition signal* yang tepat dalam mengaitkan satu paragraf dengan paragraph lainnya serta *unity* dan *coherence*.

C. SIKLUS 3: READING

Pada tahap ini, fasilitator akan memberikan *script* dari video yang telah ditonton peserta kemudian peserta akan membaca dan menyimak *text* tersebut dan mengecek kembali tulisan yang telah mereka tulis pada siklus sebelumnya (siklus 2). Selanjutnya peserta akan memeriksa dan mengoreksi kembali tulisan tersebut sesuai dengan apa yang mereka telah baca. Pada bagian akhir siklus ini peserta akan menjawab beberapa pertanyaan berdasarkan *script* video tersebut.

Questions:

1. *What is the first rule for excellent speaking according to this video?*
2. *What is phrase?*
3. *Why should study phrases instead of individual words?*
4. *What else can you learn by studying phrases?*

D. SIKLUS 4: DISCUSING AND PREPARING PRESENTATION

Setelah masing-masing peserta membaca *text video* yang telah mereka nonton, kemudian peserta akan mendiskusikannya bersama dengan pasangannya (*Peer*) mengenai pengalaman mereka dalam mendengar dan menuliskan apa yang mereka simak dan dengarkan melalui video tersebut. Mereka dapat menyatakan kesetujuan atau ketidaksetujuan mereka dengan *content* dari video yang telah mereka dengarkan.

Berdasarkan hasil *sharing* dan diskusi yang dilakukan peserta, maka dalam siklus ini peserta akan membuat sebuah presentasi dalam bentuk *PowerPoint presentation* yang ditulis dalam bahasa Inggris dan akan dipresentasikan dalam bahasa Inggris selama kurang lebih sepuluh menit.

E. SIKLUS 5: SPEAKING/ORAL PRESENTATION THROUGH POWERPOINT PRESENTATION

Hasil diskusi setiap pasangan peserta pelatihan dalam siklus 4 selanjutnya dipresentasikan secara *oral* dalam *group* yang terdiri dari dua pasang peserta secara bergantian. Fasilitator dan peserta lainnya dapat memberikan *feedback* kepada masing-masing pasangan peserta.

BAB III

EVALUASI

Kegiatan setelah pelatihan adalah *follow up* atas kegiatan semua siklus pada materi pelatihan. Evaluasi dilakukan untuk mengetahui sejauh mana peserta pelatihan mengalami peningkatan keterampilan yang diharapkan untuk ditingkatkan. Kegiatan evaluasi ada dua macam, yaitu evaluasi melalui presentasi secara oral pada siklus 5 dan evaluasi proses secara keseluruhan kegiatan training. Evaluasi performance yaitu evaluasi guru dalam kemampuan *oral and writing presentation* dalam waktu kurang lebih 10 menit. Sedangkan evaluasi proses dilakukan dengan siklus/langkah-langkah *English Teacher Peer Coaching Model*.

Kegiatan *Peer Coaching* dilakukan sejak dari awal kegiatan training dengan memberikan kesempatan kepada para guru untuk menemukan rekan guru yang sesuai sebagai Peer (pasangan) dalam kegiatan training. Masing-masing guru memutuskan apakah menjadi *coached teacher* atau *inviting teacher (coach)*. Selanjutnya setiap pasangan dapat masuk kedalam *layer team* yang terdiri dari 4-10 guru atau lima *peer teacher*. Pada siklus 1 (satu) sampai siklus 3 (tiga), masing-masing guru akan mengerjakan setiap tugas secara individu. Namun pada siklus ke 4, yaitu *discussing and preparing presentation*, guru akan bekerja bersama dan berperan sebagai *coach* ataupun *coached teacher*. Setiap *peer teacher* akan berlatih dan mempersiapkan *oral presentation* dan pada siklus ke-5 setiap guru akan menampilkan *performance* mereka yaitu oral presentation dengan menggunakan *PowerPoint presentation* selama kurang lebih 10 menit.

Coached teacher akan menyampaikan kepada *coach teacher* tentang *skills* atau *English Proficiency* yang hendak ditingkatkan sebagai kegiatan dalam *pre-conference*. Dalam kegiatan *The Observation*, *coached teacher* akan menampilkan *performance* di depan seluruh *team* yang sudah dibentuk sebelumnya sementara itu *coach teacher* akan mengumpulkan data melalui menyimak presentasi oral melalui *PowerPoint presentation*, mengambil video, membuat catatan dan mengumpulkan semua data yang diharapkan oleh *coached teacher* sebagaimana yang telah disepakati dalam the *pre-conference* tadi.

Pada tahap selanjutnya, setelah *observation*, adalah kegiatan *post-conference*. Dalam kegiatan ini *coach teacher* akan memberikan data yang telah dikumpulkan kepada *coached teacher* dan memutuskan proses selanjutnya apakah dalam bentuk *mirroring*, *collaborative* atau *expert*.

Setelah kegiatan *Post-conference*, masing-masing guru akan melakukan refleksi terhadap keseluruhan proses mulai dari *pre-conference activities* sampai pada kegiatan *post-conference* sebagai evaluasi untuk kegiatan *training* selanjutnya.

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APPENDIX: Script of the Video



Rule # 1 For Excellent English Speaking

Hi, I'm AJ Hoge, one of the teachers of Learn Real English. And welcome to our video course.

Now, let's get started with Rule # 1 or Secret # 1. And Rule # 1 is to always learn English phrases, and to never, never study just individual words. So in this course we're going to teach you a totally new way to learn English, a totally new way to study English, so that you can speak English quickly, easily, automatically, powerfully, confidently.

So what's the old way of learning English? You know it because you learned it in school. You've been using it for years and years and years. You sit in a classroom. You've got a textbook. You memorize lists of vocabulary words. You study lots and lots and lots of grammar rules. You do lots of reading and little fake conversation drills and activities. And this is the traditional old way of learning English but we have a totally new and different way of learning it. And we're going to teach you each part of that, one part every day for a full seven days.

So let's start with Part 1, Secret 1, Rule # 1...learn phrases, not individual words. Now, of course, a phrase is a group of words. It's a group of words that naturally go together. This is very important. You see, when you only study individual words, you are doing a number of things that make learning difficult. Number one, when you study just an individual word like a vocabulary, something in a vocabulary list, or even in your notebook you write one single word and then you write the meaning or the translation, here's the problem. That word has no connections to anything else. Therefore, it's difficult for your brain to remember it.

That's why you have to keep repeating again and again. You look at that list and you try to memorize it. And then the next day you forget and then you go back and you try to memorize it again and again and again and again and again. And maybe after a very long time you might remember it. But most likely you're going to forget it, especially long-term. And yet that's the way most students are learning English and studying vocabulary.

Here's another problem with just learning single words. When you study just single words, you're not learning any grammar. But when you study phrases, you are actually learning grammar. It's kind of an effortless, easy way to learn grammar. You don't need to think about rules. You don't need to think about anything. And yet, you will be learning correct grammar when you study groups of words instead of phrases.

Let me give you an example of this. Let's just, y'know, take any phrase...like, um, a simple, simple sentence. He was a bad dog. He was a bad dog. Now, let's imagine that you're a new English student and the word bad is new for you. Of course, I know you know it, but let's just imagine you go way back to the very beginning and your first year of learning English and bad is a new word. Now the normal way of studying that, you would write it down, bad, it would be in a little, y'know, a list. And then you would study

Bad means not good, bad means not good. You'd probably translate it to your own language. And then after lots and lots and lots of time, maybe you would remember it.

Well using our system, you do something very different. You would write down that whole phrase. He was a bad dog. That's actually a full sentence. Or you could just write down was a bad dog or he was a bad dog, whatever. And then every single time you study or review, you would always, always, always study the full complete phrase. You would never just study that word, bad. You would study the whole thing.

Now by doing that you're getting free grammar. How do you know? Well, because first of all you're getting that verb, was, right? Was, and that's just going to stick in your brain, he was, he was, he was. You're also learning articles. You don't need to remember what that means. You don't have to even worry about it. And yet you know that it's correct to say, in this situation, a bad dog. He was a bad dog. Some people say a, he was a bad dog. Both pronunciations are correct. So he was a bad dog. He was a bad dog.

A lot of students have problems. When do I use a, or a? When do I not? When do I use the? And you're trying to memorize all these super complicated rules and situations for it. Forget that. It's too complicated. You'll never remember it. Just study phrases and you'll start to feel when to use it, when it's correct, when it sounds correct and when it sounds strange, when it's not correct to use those things.

And, of course, this is true for all grammar; all phrases; all vocabulary. By studying a full phrase or even a full sentence, always, always, always, you're going to get lots of grammar. You're going to learn which vocabulary words go together naturally. And you're going to know when to use them in which situations. Because sometimes, for example, there might be a situation where there are many words that mean the same thing. And yet we typically use one of them.

Like, we might say he was a bad dog. That's a common phrase, a bad dog, bad dog. We use that word bad to describe a dog who's naughty, who's not good. But we don't usually say horrendous. Now horrendous means super super bad, really terrible. And yet we don't usually say he was a horrendous dog. It sounds strange, even though the meaning is basically correct. Yet, in normal real English, not textbooks, but real English, we just don't use that word to describe dogs, not usually. I don't know why. There's no real rule about it. It's just that's what we usually do. And every language has these kind of word combinations that are more common, and other word combinations which just aren't used typically.

How do you learn that? Well you can't learn it from any rules because there are no rules about that. You have to learn it by studying phrases always. Always, always, always study phrases. Review phrases. Whenever you learn a new word don't just write down that individual word. Write down the full phrase, or even better, the full sentence that it's in. Always include the words that are around it. This is going to help you improve your English speaking ability much, much, much faster.

Even better, when you write down the phrase, also write down where the phrase came from to remind yourself of the whole situation. So you might, let's say you find a new word in a newspaper article. Well first of all, let's say the word horrendous. You're reading a newspaper article or you're listening to the radio and you hear that word horrendous. Hm, that's new, what is that? And you write it down. But you're not going to write down just that single word.

You're going to write down the whole phrase that it was in. And then you're also going to make a note, you're going to put down, y'know, this came from a newspaper article about the economy. And this is going to trigger you, it's going to remind you, give you a memory cue, a memory reminder, of the full situation. So now you're not only getting just this single word. You're getting the full phrase or sentence that it's in and

you're also reminding yourself where that sentence came from. What was the general topic, what was the general situation.

And in this way you're getting a lot of extra grammar which you're learning unconsciously, easily. You don't have to think about it but you're learning it anyway. Your brain is learning it, even though you might not know that. And you're also learning when certain phrases and certain words are used and when they're not used. You're learning which situations it's used, or they are used in. And you'll, of course, know that in other situations you don't use.

Because as you learn more and more and more phrases, you begin to get this feeling of correctness. And you begin to know when to use certain words, how to use them, and you're also, how to use the grammar correctly as well.

This is so important. It's such a simple, simple little secret, a simple little trick, a simple little rule. And yet it can totally change the way you speak English and learn English. It's very, very important. So never, never, never study just an individual word, one word, always study the phrase or the sentence. And always, always, always make a note where it came from. And you want those phrases and sentences to come from real English, which we'll talk about more later, not from textbooks.

Here's another advantage of studying phrases and full sentences and always knowing the situation that they came from. Phrasal verbs, you guys know about them. You know all about phrasal verbs that are a frustration for so many students, right? Y'know, to be knocked out or knocked up, have totally different meaning, right? Knocked out is a phrasal verb, it's a two-word verb, it's a verb phrase. And to be knocked out means to like, it's like in boxing or sports, you get hit and ugh, it's like you're asleep, right? Boom, knocked out on the floor. To be knocked up means to become pregnant. We use that for women. Now there's no way if you just look at the individual words to know the meaning, right, knocked out, knocked up. It's not logical. You just have to learn each one individually.

Even better, when you write down the phrase, also write down where the phrase came from to remind yourself of the whole situation. So you might, let's say you find a new word in a newspaper article. Well first of all, let's say the word horrendous. You're reading a newspaper article or you're listening to the radio and you hear that word horrendous. Hm, that's new, what is that? And you write it down. But you're not going to write down just that single word.

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This is so important. It's such a simple, simple little secret, a simple little trick, a simple little rule. And yet it can totally change the way you speak English and learn English. It's very, very important. So never, never, never study just an individual word, one word, always study the phrase or the sentence. And always, always, always make a note where it came

from. And you want those phrases and sentences to come from real English, which we'll talk about more later, not from textbooks.

Here's another advantage of studying phrases and full sentences and always knowing the situation that they came from. Phrasal verbs, you guys know about them. You know all about phrasal verbs that are a frustration for so many students, right? Y'know, to be knocked out or knocked up, have totally different meaning, right? Knocked out is a phrasal verb, it's a two-word verb, it's a verb phrase. And to be knocked out means to like, it's like in boxing or sports, you get hit and ugh, it's like you're asleep, right? Boom, knocked out on the floor. To be knocked up means to become pregnant. We use that for women. Now there's no way if you just look at the individual words to know the meaning, right, knocked out, knocked up. It's not logical. You just have to learn each one individually.

But if you just try to study lists and lists and lists of phrasal verbs, you're going to become very confused. You'll start confusing one with the other. You're going to forget and it's horrible and you don't want to do that. It's not effective. It doesn't work. But if you learn those phrasal verbs from real situations, real sentences, real articles, real audios, real speech, and then you always study them in the whole sentence. So then you know the situation, right?

If you, if you get the whole sentence, the fighter knocked out the other fighter. And you're always studying that full phrase or sentence, the fighter knocked out the other fighter. You're going to just naturally know. Y'know, you've got that word fighter in there, helps you to remember the situation. And it helps you to remember the meaning of that phrase, knocked out.

Or you could say the woman got knocked up by her boyfriend, right? So now you're like, ah yeah, boyfriend, it gives you...it gives you a clue. It gives you an idea of the meaning of that phrase. And you'll know that you always use that phrase in situations that describe pregnancy.

This is much better than studying lists and lists and lists of phrasal verbs.

So what's our first rule, what's our first secret? Always, always, always study phrases, groups of words. Always write down a note about where the phrase came from to remind you of the situation. And no more, never again, study just individual words. And that's all. That is powerful Secret # 1, Rule # 1 for learning to speak fantastic amazing English. Start using this rule immediately today, okay?

We'll see you tomorrow for Rule 2. Bye-bye.

Buku ini didesain dan dikembangkan berdasarkan hasil analisis kebutuhan prioritas guru Bahasa Inggris sebagai bahasa Inggris dalam peningkatan kompetensi profesional. Buku ini bertujuan untuk menolong guru dalam meningkatkan kompetensi profesionalnya, menemukan kekuatan dan kemampuan mereka dalam meningkatkan keterampilan sosial sambil menemukan kesempatan kolaborasi dengan guru Bahasa Inggris lain melalui berbagai kegiatan pengembangan dalam model yang dikembangkan ini.

Buku ini dimulai dengan penjelasan tentang standar kompetensi guru Bahasa Inggris yang disusun dan diadopsi dari Undang-Undang Guru dan Dosen Nomor. 16 Tahun 2007. Selanjutnya yaitu penjelasan tentang *peer coaching model* sebagai model yang dikembangkan dalam buku ini. Buku ini juga menjelaskan langkah-langkah dalam melakukan *peer coaching* bersama dengan rekan guru yang sama-sama berkomitmen meningkatkan kompetensi profesional mereka dalam mengajar Bahasa Inggris. Ada 4 langkah kegiatan *peer coaching model* yang dijelaskan dalam buku ini, *Step 1* adalah kegiatan *pre-conference*; *step 2* adalah *the observation*; *step 3* adalah *post-conference*; dan *step 4* adalah *reflection*.

Buku ini dilengkapi dengan contoh penerapan *peer coaching* dalam 4 step yang menjadi ciri khas model ini dan disertai dengan *syllabus training* yang dapat diikuti oleh guru Bahasa Inggris yang berkomitmen mengembangkan kompetensi profesionalnya dalam pengajaran bahasa Inggris sebagai bahasa asing. Buku ini dapat digunakan secara mandiri oleh guru bersama rekan kerja atau digunakan sebagai modul dalam kegiatan pelatihan guru.



Penerbit Deepublish (CV BUDI UTAMA)
Jl. Rajawali, Gang Elang 6 No.3, Drono, Sardonoharjo, Ngaglik, Sleman
Jl. Kaliurang Km 9,3 Yogyakarta 55581
Telp/Fax : (0274) 4533427
Anggota IKAPI (076/DIY/2012)
cs@deepublish.co.id @penerbitbuku_deepublish
Penerbit Deepublish www.penerbitbukudeepublish.com

Kategori : Pendidikan

ISBN 978-623-02-2890-2



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