



SNAP TO READ

THE EFFECTIVENESS OF MENTOR COACHING ON PREPARING TEXT-BASED LESSON PLAN BY STUDENT TEACHERS

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Abstract:

This paper will present the result of the study aimed at investigating the impact of online mentor coaching strategy on the process of making Text-Based Lesson Plan by student teachers using Edmodo. The participants were students who are going to conduct field practice in the following year. The study was descriptive qualitative in nature and the data were obtained from the observation, documents (students' lesson plan) and interview. The result showed that the student teachers responded positively on the use of Edmodo because of its flexibility. They prefer consulting through Edmodo because it enhances their confidence and their final Lesson Plan can be implemented well during the micro teaching.

Keyword: *mentor coaching, lesson plan, Edmodo*

The increasing demand for skilled English teachers has made teacher institutions compete to produce qualified teachers to meet the demand. It needs a good preparation to answer this challenge. One of the important things in the stage of teaching learning process is Lesson Planning (Brown, 2007).

Based on informal interview with student teachers doing the field practice in schools around Bandung, it was found that one of the problems is understanding the curriculum adapted by the schools, i.e. curriculum 2006 (Emilia, 2011) and curriculum 2013 and interpret the curriculum into the lesson plan that they will implement in the class. One of the causes is the lack of preparation they got before the field practice.

In “Belajar dan Pembelajaran Bahasa Inggris: subject, the student teachers will be required to demonstrate teaching in front of their peers. Therefore they have to make lesson plan as a guideline of their teaching. This is the reason why this research was conducted, to help student teachers prepare better lesson plan for their teaching.

This research is aimed at portraying the impact of Online Mentor coaching on Lesson Planning by student teachers. The expected result was that student teachers can interpret the curriculum into an effective text-based lesson plan.

Mentor Coaching

One important component in teaching preparation program is teaching practice both in the classroom integrated in teaching methodology subject or in the field. As a part of a journey to be professional teacher, they need to learn to observe how their mentor teacher teaches, prepare for their own teaching, practice the teaching, and reflect upon their own teaching. Research shows that the mentor has significant roles in developing student-teacher’s teaching profession. Butler and Cuenca (2012), for example, suggest that mentors have variety of roles, which cover instructional coach, emotional support system and socializing agent.

Mentoring itself is not something new. Formally organized mentoring programs for beginning teachers have existed for more than a generation of teacher (Darling-Hammond & Scaln, 1996). The importance of mentoring is highlighted, for example, a principal of a school in Winconsin, who reflected that her mentor when she was a beginning teacher was a safe person from whom she got the guidance and support (Ganser, 2005).

Mentoring and coaching are terms which are often used interchangeably. Mentor Coaching, however, is often defined as the form of coaching from the more knowledgeable people, in this case the lecturers/field practice supervisors to those inexperienced (student teachers). B(Garvey, 2003, Brady & Broadbent, 2006, Onchwari, 2006, Nolan, 2007, cited in Zepeda, 2012, Hudson & Nguyen, 2008, and Ambrosetti & Dekkers, 2010). Besides, Jones (2001), defines mentoring as ‘being there’ (Feiman-Nemser et al., 1993) until providing assistance for student teachers (Tomlinson, 1995). In this study, mentor coaching is defined as the coaching from the lecturers to the student teachers by providing models and assistance to the student teachers before they perform their teaching.

The impact of technology has brought about changes in the field of mentoring, as well. Mentoring is not limited to face to face interaction between mentor and mentee anymore. In Texas, ‘telementoring’ was included to enhance face to face mentor support through electronic means (Collin County Community College, 2002). So, the mentors provided support and guidance through electronic media, be they email, videoconferencing, discussion chat, etc.).

The previous study on Mentor Coaching by Onchwari (2006) investigated the effectiveness of mentor coach model in teacher professional development. A more recent study by Bukari (2015) exploring the role of mentoring on the quality of teachers in Ghana indicated that student teachers perceived benefits and challenges of the mentoring program. The study interviewed 18 teacher trainees about their experience. The mentoring consisted of two stages, the first one was the ‘In-In’ stage in the classroom where they mainly learned about theoretical issues, and the second stage was ‘Out-Out’ stage where they conducted teaching practice at school under the assistance of the mentors. The finding showed that the mentees found it beneficial to learn the methodological aspect as well as mentors’ assistance in preparing the lesson, even though they also found challenges, such as the feeling of left alone with nobody to consult, which means that

the mentor was not always available for them. This suggests that when conducted appropriately with a good cooperation between mentor and mentees, mentoring can be expected to significantly improve student teachers' teaching quality.

This study will, therefore, fill the gap because the mentor coaching is conducted in the class, integrated in the subject, supported with ICT, meaning that the lecturer will always be there for assistance. Even though the students did not do the actual teaching practice outside of the classroom (field practice), but they did it with their friends as the audience.

Lesson Plan

Lesson Plan, according to Farrell (2002) is teachers' ideas on what to do in the teaching learning process. Meanwhile, Richards & Bohlke (2011: 7) say that "A good language lesson consist of much more than a series of activities and exercises that the teacher has strung together to occupy classroom time-and it involves much more than simply presenting the material in the textbook." This implies that a language classroom not only consists of activities to fulfill the teaching hours but also many things that help the achievement of the objectives of language learning. A detailed definition by is proposed by Nesari (2014), who says that Lesson plan is a written description of education process in which it is shown what, when, where and with which method learners should learn and how they should be assessed. Put it simply, it is like where to go and how to get there.

Therefore, the lesson plan should be made based on students' need but also in accordance with the government's stipulated curriculum. One of the form of lesson plan is text-based lesson plan.

Lesson plan is one of the key factors in educational process, because teachers' ability to develop a good lesson plan will lead to better and well-prepared teaching performance. Research (Gafoor and Farooque, 2010), however, found that preservice teachers still found several problems in relation to lesson planning almost in all aspects (choosing the learning experiences appropriate to the learners, the time, the objective, even they still

perceive the lack of content mastery among them). This shows that lesson planning is one of the aspects that should be taken into consideration when mentoring student teachers.

Genre-based Approach

Genre-based approach is applied in the teaching of English in Indonesia. Genre in this context refers to “the particular usage of the language in a certain social circumstance such as interview genre, media genre, or advertisement genre, and so forth” (Chrichtie & Martin, 2000). Text can also be oral and written. Because it is related to the social function, therefore each text has different characteristics such as generic structure and linguistic feature. For example, and invitation will be different from an advertisement.

In the teaching of English, therefore, those aspects should be taken into consideration. Genre-based approach teaching follows three stages as proposed by Hyland (2003) which consists of modelling of text, where the teachers should provide the model of the texts to be learned, joint construction, where students try to jointly produce the text with their peers or with their teachers, and independent construction of text in which students write their own text independently.

Edmodo as an online consulting media.

As has been mentioned earlier, the rapid advancement of ICT influences the mode of mentoring. It is no longer limited to the face of face mode, since technology enables mentor and mentees to communicate indirectly with the help of media, which, has been conducted since 2002 with the so called ‘telementoring’. Today, the media that can be used more are more varied, and one of the media that can be used to facilitate mentoring is Edmodo.

Edmodo is a free and secure social learning platform for teachers, students and parents, even for schools and districts. It enables teachers to manage a virtual class to collaborate, connect, share content and access homework, grades and school notices.

Edmodo works like Facebook, so it is easy to use because users will be familiar with it instantly. It is also available on mobile version, which

makes it practical because it can be accessed anytime anywhere.

It offers many useful features such as note, alert, poll, assignment, quiz. It allows teachers to post assignments, check students' submitted assignments, grade and comment on them. Using Edmodo means a step closer to a paperless society because students do not need to waste paper to write their assignments. Teachers do not need to copy materials because students can access and download the material easily. Besides, teachers can communicate with students and this can help build a good rapport between teachers-students.

With those strengths compared to other social media, especially related to its easiness in uploading materials of many forms, be they document, audio, or video. In this research, Edmodo was chosen to be used in this study. It functions as a consulting media for student teachers so that they can get the flexibility of uploading their lesson plan and getting the feedback beyond the teaching hours.

Besides, research shows that integrating Edmodo into ELT appeared to have excellent potential (Al-Kathiri, 2015). Even though he conducted in different context (comparing two classes, one using Edmodo and another class without Edmodo), this can enrich the data on the various use of Edmodo in the context of ELT and teacher professional development.

METHOD

The research was conducted at English Department study program with students taking "Belajar dan Pembelajaran Bahasa Inggris" as the respondents. There are 22 student teachers who are involved in this study. This study was conducted using descriptive qualitative method, and the data were taken from observation, documents (students' lesson plan), and semi structured interview to know their responses on the use of Edmodo.

Data from observation were in the form of video recording when the student teachers conducted their micro teaching. Each observation lasted for 20 minutes. While doing the observation, the researcher consulted to the

teaching observation form which was proposed by Brown (2007) that consists of pre teaching activity, main teaching activity, and post teaching activity.

Student's lesson plan were collected based on the following cycle: submit-coaching-revised-submit-action.

FINDINGS

From the observation, it was found that students had conducted the peer teaching in the class based on the steps they wrote in their lesson plan. Starting from opening, main lesson and closing, they follow the lesson plan effectively.

Meanwhile the document analysis showed that the lesson plan prepared by student teachers was in accordance with the text-based lesson plan which consists of stages like: Building Knowledge of the Field (BKoF), Modeling of Text (MoT), Joint Construction of text (JCoT) and Construction of Text (ICoT).

The data from interview showed that student teachers have a positive responses on the use of Edmodo for mentor coaching. They say that they can use Edmodo anytime, just like using other social media. Besides, they also improve their confidence because they have a chance to discuss with their friends and their lecturer. Furthermore, Edmodo helps the understand the lesson more.

In spite of the benefits of using Edmodo, they also mentioned some weaknesses or problems, such as unstable internet connection and the inappropriate feedback from lecturers who emphasized on the grammatical aspects rather than on the content of the lesson plan (Kumaravadivelu, 2006)

CONCLUSION

This research suggests that online mentor coaching using Edmodo appears to be effective in helping students in preparing their lesson plan. Edmodo gives flexibility to student teachers in terms of time and space. Online mentor coaching helps students improve their confidence and their lesson plan

can be implemented well during micro teaching. This research, however, has some limitations, in that it only involved small number of participants and mentor coaching is limited to the area of lesson planning. It is recommended, therefore, that the next research will cover wider scope unlimited to online mentor coaching in lesson plan, also involve more participants.

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