

English Teacher Performance through Education Process-Standard Implementation (EPSI) using Peer Coaching-Grow Me Model (PC-GMM)

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Abstract

This study aims to improve senior high school English teacher performance in implementing Indonesia education national process-standard by using peer coaching-grow me model. It used quantitative and qualitative approach and conducted Kemmis & McTaggart action research model. The research result are: (1) peer coaching-grow me model implementation can improve the teacher performance in learning process of planning, implementation and assessment; (2) peer coaching-grow me model program will increase the education process in school if it was done continuously and collaboratively; and then (3) the English learning process will be more meaningful to students if the English teachers also continuously and collaboratively implementing this instructional model. Peer coaching activities which applies grow me model can improve English teacher performance in planning, implementation and assessment. This action model can improve English teacher performance stages of GLOW (means shines): *galvanized* (G) means, the teacher get energy and momentum because of he/she can see the objective clearly; *liberated* (L), means the teacher can differentiates something important freely; *open-minded* (O), means the teacher has openly ideas to any opinion and thoughts; and *well-grounded* (W), means the teacher has good comprehension about his/her job.

Keywords: Education process-standard implementation, Peer coaching-grow me model, Teacher performance improvement

Rationale

We noted that English is spoken by at least a quarter of the world's population. It is important, too, to realise that this means it is not spoken by three quarters of that same population. However, it is clear from the way its use has grown in the last decade that this situation is about to change. But by how much? ... English teaching, like many other professions and disciplines, is almost overwhelmed by acronyms and initials. For example, we talk about *ESP* (English for specific purposes-English for specialities such as nursing or paper technology or banking) to differentiate

it from general English (English taught in most schools and private language institutions). We use *EAP* (English for Academic Purposes) to describe courses and materials designed specifically to help people who want to use their English in academic contexts (Harmer, 2007, pp. 6 & 7).

English teacher performance is indicated by instructional process quality. This shows about education mutual in the class instructional process implementing by the teacher. And then the teaching and learning process is closely being the teachers responsibility. So that, the instructional process is very important aspect of education system. In order to

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get good education quality, the Indonesia government has stated the national education standard which consists of process standard.

In implementation of the right education process standard for gathering its objective, of course needs *in-service education and training* to the teachers. This defines as education got by the teacher who implements school curriculum which designed specifically based on the needs. Until now the training implements more to classical, uses limited time, and attended by many participants. It is not effective and the result will be not satisfaction. The teachers tends still to do instructional process as their habit.

Peer coaching is being one program of the teacher performance improvement which involve colleagues applying in school where they teach for implementing process standard of education. The model of this program is grow me and so the problem comes from: (1) how is the teacher performance in designing his/her instructional process through peer coaching program? (2) how is the teacher implementing the instructional process through peer coaching program? (3) how is the teacher performance in implementing assessment strategy through peer coaching program? And (4) is the peer coaching-grow me model can improve teacher performance in implementing process standard of education?

Teacher performance

Performance means something reached, prestige showed, and work ability. It is work prestige, work implementation and job accomplishment or one work performance. Performance is an act done by individual or group present and for other individual and group. It means that one performance can be measured if there is another (Schecher, 1994, p.30). It is a concret manifestation and can be observed transparantly or is being the realization of a competence (Kember, 2004, p. 27). It is output derives from processes, human or otherwise. It is a kind of one attitude or organization behavior which orientates to prestige.

eacher performance is the performance result reaching by the teacher in instructional planning, instructional acts implementation through educative interaction among teachers and students in class, including opening instructional act, teaching material organization, method and media using, and instructional sources. Presenting instructional metaterials, motivation of student involvement in learning process, using of teaching time effectively, and closing the instructional acts are being the teacher performance result. Implementing instructional result assessment and evaluation and how to use it is also being the teacher performance.

Some teachers, those we might call our great teachers, have a knack for moving students up those motivation

levels. If we visited their classrooms, we would see, week by week, fewer and fewer students working at levels three and four, more and more at levels one and two. Somehow these teachers are able to inspire students to work harder than they were initially inclined to work. As a result, the students tend to climb what we call the active learning ladder (Harmin and Toth, 2006, p. 4). For more clearly this figure 1 describes the Active Learning Ladder.

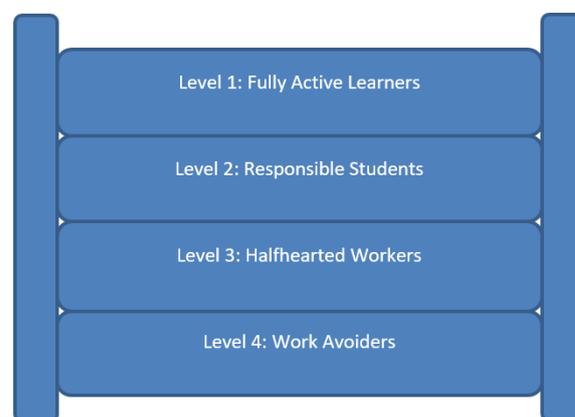


Figure 1.Active Learning Ladder

Harmin and Toth (2006, pp.6-7), describes five key student abilities as the following. All students have an inherent ability to live with *dignity* (D), to engage tasks with *energy* (E), to be appropriately *self-managing* (S), to work in *community* (C) with at least some others, and to be *aware* (A) of what is going on around them. Collectively, these DESCAs abilities point to the heart of students' best, most productive selves. **D** is for dignity, students have an innate ability to live and work with dignity, as do we all. Moreover, deep down, students *want* to live and work with dignity. They do not want to feel belittled, demeaned, diminished, unimportant, unworthy. Yet traditional school practices, in fact, frustrate students' impulses to do so. Our task, if we want to inspire students to be fully active learners, is to run our classrooms in a way that is comfortable to us, nourishing, never depressing, students' ability to work with dignity. We might, for example, take care to: (1) avoid embarrassing students, as by temporarily backing off when some feel blocked or are otherwise unable to learn what we are asking them to learn, (2) use only those discipline procedures that communicate care and high respect for students, (3) find practical ways to give students credit whenever they do the best they can, even when that falls far short of mastery, (4) announce high expectations without raising unproductive anxieties in low-ability students.

E is for energy, students also have a natural ability to engage life energetically. They in fact, *want* to engage life energetically. They suffer when they must sit still or stand around for too long with nothing much to do. We do well to nurture that ability to live energgtically. It's after all what we, too, want. We certainly do not want students handling schoolwork apathetically or slumping in class listlessly. Nor

do we want them running wildly out of control. Rather, we want students to engage schoolwork with a comfortable, steady flow of energy. To build on and draw out students' ability to do that, we might, for example: (1) use very small groups, preferably pairs, to reduce chances that some students will be left uninvolved in group work, (2) adopt instructional procedures that allow students to occasionally move about so they can vent any built-up restlessness, and (3) use whole-class choral work for information we want students to memorize.

S is for self-management, all humans also have the ability to self-management, and we would do well to develop this in our students. We do not want students asking us every little question that comes to mind. Rather, we want them to think for themselves, managing themselves as intelligently as they can. This is what they, too, want. They do not want to be bossed. Nor do they want to fly about out of control. To nurture students' self-managing ability, we might: (1) include choice in each homework assignment; for example, give options on how many questions to answer or on how to handle a topic, (2) allow students to select their own work partners, chairs in the room, or focus for a small-group discussion, and (3) ask each student to make a personal plan to tutor a younger student.

C is for community, students, as do we all, have an ability to get along and relate comfortably with at least some others. And they want to do so. They do not want to be rejected or isolated. Rather, they want to be in community with at least some others. If, then, we want to elicit students' more cooperative and generous abilities, we might: (1) structure lessons so students can often help one another, (2) encourage talkative students to create enough space for all students to be able to speak out, and (3) set up support groups in which students learn to support one another over an extended time period.

A is for awareness, finally, all students are aware beings. They have the ability to be alert, wakeful, observant, attentive. And they have an innate *longing* to be aware. They are not meant to be bored. Indeed, it is their very nature to *avoid* boredom. And we, of course, want students to stay alert and aware. That recommends we do not repress but rather develop this awareness ability. To do so, we might: (1) find a way to help slower learners without boring faster learners, (2) change whatever we are doing whenever we notice student attention sliding, as by changing topics or procedures, (3) avoid having quick thinkers answering all our questions, as by having all students jot an answer on scrap paper or share answers in pairs before we discuss correct answers, and (4) include activities students are highly interested in completing, as by asking students to construct a toothpick model of an idea, teach a concept to a younger student, or solve a real problem showing up in school.

Education process standard

Education process standard of instructional is minimum standard which must be fulfilled by school education connected to the instructional organization. This process standard consists of instructional process planning, instructional process implementation, instructional result assessment, and instructional process controlling. Instructional process is as change in human performance or as performance potentiality cause from learning experience and interaction with the world (Januszewski & Molenda, 2008). Instructional is also new knowledge, skill, and behavior development as individual interacts with information and environment (Smaldino, et.al.). Instructional process is activity started from designing, development, implementation, and evaluation which makes the learning process be. Instructional process is designed for making the learning process to get the hope competencies. Instructional plan is a mean which can help teachers to be more energetic to do the job function. Good instructional plan can help reaching the instructional objectives more economic, on time, and gives opportunity to be more easy to monitor and control its implementation. Instructional plan can be meaningful to teachers as self control in order to make correction about his/her instructional ways. The teachers must design the instructional plan which is not meaningful for himself or herself, but it is meaningful to students. According to *Pasal 20 PP No. 19/2005*, instructional process planing consists of syllabus and instructional implementation plan which includes of instructional objectives, instructional materials, instructional method, learning sources, and learning result assessment.

Instructional process implementation is being the core of educational acts in school. Instruction process is the teaching-learning implementation in class which is being the core of educational activities in school. The instructional process implementation is being the implementation of instructional process planning which had been organized and designed by teacher in syllabus and the plan of instructional process. The plan of instructional process is being the main source by teacher in implemting instructional process in each time alotment in class. Instructional process implementation consists of introduction act, core act and closing act. In introduction act, the teacher: (1) prepares students physicaly to attend the instructional process, (2) ask questions connected to student schemata and the materials will be taught, (3) explains the instructional objectives or the basic competences which will be reached, and (4) state the instructional materials with their acts description suitable with syllabus. The core instructional implementation is being the instructional process for reaching the basic competences. This is done interactively, inspiratively, joyful, challenging, and motivate students

to be active participants and give enough space to them for being creative and independent suitable with their potentiality talented, motives, physical and psychological development. And then the teacher must use method of instruction suitable with student characteristics and the subject matter which consists of exploration process, elaboration and confirmation.

In the context of instructional assessment result, the learning result assessment is done by the teacher based on the principles of the whole learning, sustainability, and objectivity. The whole learning of learning result assessment means the assessment must be included of cognitive domain, affective domain, and psychomotor domain which describe student development and behavior change. Instructional assessment must be competency based, that is as the part of instructional acts implemented for understanding student competences reaching of knowledge, skill, and attitude.

Peer coaching-grow me

Coaching is the process which trainer help others to improve performance through learning process. In implementing the learning process, it must be done situation analysis which is experienced, constructing the instructional target/objectives, choosing and implementing action suitable with the instructional plan, checking progress, and evaluation the instructional process and the performance.

Peer coaching is a process of belief where two or more teachers work collaboratively to reflect the instructional practice, to make correction and develop new skill, share ideas, teach each other, observe class, and to solve problem. Peer coaching is the process where teachers work together to enrich curriculum and pedagogy in the subject matter and then to make relationship among the subject matters (Beavers, 2001). It is a way of professional development which refers to improve collegiality and develop instructional process. It focus on collaborative development, making correctness and share knowledge and skill. In this, teachers receives support, feedback and helping from colleague. It help teachers to minimize isolated feeling among the teachers, improving ability for implementing instructional strategies effectively and positive school climate. It is being the professional development method for improving collegiality and correcting instructional process. The teachers share experiences, give input each other, give motivation, correcting instructional skill togetherly and to solve problem in class.

The peer coaching principles are: (1) sustainable process objects to improve performance suitable with the teacher job function which hope can impact to student successful instructional result, (2) improving students and teacher successful in reaching the instructional objectives stated, (3) to analyzed and discuss the instructional materials,

(4) to make decision based on the real data, and (5) to use different training model for difference object. And implementing of peer coaching program is hoped can support: (1) collaboration among the teachers, (2) sharing ideas, (3) there is togetherness feeling among the teachers, (4) professional dialog will be, and (5) improving of the competences.

Peer coaching models can be described, defined, and called with various ways. Each model a little differences but all have the same end objective, that is to improve teaching-learning process and involve all colleagues in order to reach the instructional objective. Peer coaching separated in mirror coaching, collaborative coaching, and expert coaching. Generally, there are three phases of peer coaching, they are: (1) observation and feedback (the teacher observe colleague instructional process, and then giving positive feedback from what it was observed), (2) the application of the new instructional process (the teacher transfer the new teaching-learning strategy for then can implement effectively in class), and (3) problem solving (the teacher work together in group which is being the part of solving problem collaboratively. For example, the grow me model from Ng Pak Tee (<https://libris.nie.edu.sg/publication/grow-me-coaching-schools-ng-pak-tee-2nd-ed>), retrieved at 18.10, Thursday, 3 May 2018.

Peer coaching is a professional development process in which educators voluntarily work together to improve their teaching and/or mentoring skills. It offers a collaborative, non-judgmental and non-evaluative approach to refining professional knowledge and skills. The Stanford Medicine Teaching and Mentoring Academy's Peer Coaching program provides the following benefits: Allows participants to create stronger ties with colleagues and enhances the community of educators in Stanford Medicine; Enhances participants' sense of professional skill and efficacy; Provides participants a deeper understanding of best practices in teaching and learning; Encourages reflection and analysis of teaching practices; Improves teaching performance in part by imparting a wider repertoire of instructional strategies and resources; Improves student achievement and enhances student progress; and Fosters mutual learning and development for both the coach and the participant educator.

Educators interested in working with a peer coach complete a questionnaire on the TMA Meet the Coaches webpage. Prospective participants can review peer coaches' biosketches to identify a coach they would like to work with, or let the TMA find a match for you. The coaching process will begin with a conversation and goal setting. It may involve classroom observations, video coaching, phone and in-person meetings to achieve the participant's goals. It may also involve the educator observing the peer coach and reflecting together with them on the teaching

they observed. Coaching is confidential and we expect the coaching process to last for at least a year, but this can be negotiated between the peer coach and educator to last longer. Participants who complete the coaching program may be eligible to apply to be peer coaches (<http://med.stanford.edu/academy/programs/peer-coaching.html>), retrieved at 15.48, Thursday, 3 May 2018.

The Peer Coaching Program offers interested faculty and academic teaching staff the chance to work closely with an expert teacher from outside their department (someone not involved in their formal evaluations) to receive feedback and suggestions about one's teaching. Participants will likely complete some or all of the following with their coach: syllabi review, course goals discussion, class session observations (one may be videotaped), and post-observation reviews and discussion (<https://www.uww.edu/learn/improving/peercoach>), retrieved at 16.45, Thursday, 3 May 2018.

As Community Based Learning Fellows this past year, the presenters had the opportunity to learn about the best practices of designing and leading a community based learning (CBL) course. After a summer of planning, they piloted their newly modified courses during the fall semester. During this workshop, they will provide an overview of the planning process and their courses, along with sharing some "lessons learned" from the initial implementation. Specifically, the workshop will cover ideas for setting up functional partnerships, blending course content with the CBL projects, and creating CBL assessments. There will be time available for a discussion of available resources, upcoming CBL events on campus, and any other questions from attendees about planning and implementation. Participants will learn: Ideas for reflections and assessments for CBL projects; Examples of necessary forms and logistical planning for creating lasting community partnerships; and Tips for integrating course content with CBL projects (<https://www.uww.edu/learn/improving/learnworkshop/ws1718>), retrieved at 16.30, Thursday, 3 May 2018.

Peer coaching is a confidential process through which two or more professional colleagues work together to reflect on current practices; expand, refine, and build new skills; share ideas; teach one another; conduct classroom research; or solve problems in the workplace. Although peer coaching seems to be the most prominent label for this type of activity, a variety of other names are used in schools: peer support, consulting colleagues, peer sharing, and caring. These other names seem to have evolved, in some cases, out of teacher discomfort with the term *coaching*. Some claim the word *coaching* implies that one person in the collaborative relationship has a different status. This discomfort is to be expected because the label may imply to some an inequality among colleagues that is inconsistent with the historical norm of a nonhierarchical structure

within the teaching ranks. As research and experience inform us, "The reality is that a teacher has the same 'rank' in his or her last year of teaching as the first" (Sizer 1985). Teachers have the same classroom space, number of students, and requirements. Regardless of how coaching relationships are labeled, they all focus on the collaborative development, refinement, and sharing of craft knowledge.

Peer coaching has nothing to do with evaluation. It is not intended as a remedial activity or strategy to "fix" teachers. Several school systems have supported peer coaching as a way to increase feedback about instruction and curriculum. One teacher, reflecting on the support that peer coaching offers before the formal evaluation process, described it as "a dress rehearsal before the final performance." Another spoke of peer coaching as "a time when you can take risks and try out new ideas, instructional strategies, or different approaches to the curriculum and discuss the results with a trusted colleague."

In the context of the Types of Peer Coaching, Peer coaching is as individual and unique as the people who engage in it. Some peer coaching involves two or more colleagues working together around the shared observation of teaching. In this instance, there is generally a pre-conference, an observation, and a post-conference. The teacher who invites a coach in, referred to as "the inviting teacher," steers the coaching process. The inviting teacher identifies the focus of the observation, the form of data collection, guidelines for the coach's behavior in the classroom during the observation, the parameters of the discussion of observed teaching, and the date and time of the observation. Other types of peer coaching might involve a pair or a team of teachers co-planning a lesson or curriculum unit. Still other types might involve problem solving, videotape analysis, or study groups. Some coaching may occur between an expert and a novice or between experienced and less-experienced teachers.

Shulman (1991) suggests still another approach in which teachers share stories about teaching experiences. This approach conceptualizes teaching as a narrative act and provides a nonthreatening way for teachers to share pedagogical knowledge. For example, within a small group of teachers, one teacher discussed how she explained to students why certain elements on the periodic table are called *noble elements*. The metaphor she related to students suggested that noble people have everything they need; therefore, students should remember that noble elements don't need anything, either. Another teacher recalled a story of how nobility tend not to mix with other social groups. Noble elements, accordingly, don't mix with other elements. By sharing stories in this way, teachers increase their technical repertoire within a "safe" context—teachers feel safe because the activity in which they collaboratively engage is storytelling and cannot be confused with advice

giving, an activity shunned in many school cultures.

Other teachers have used the peer coaching process to conduct action research. In this situation, a teacher formulates a set of hypotheses about classroom practices and develops a plan to test them by asking a colleague to observe and take notes. Later, the colleagues discuss and analyze the data. Some teachers have kept reflective journals of their findings over time.

An additional form of out-of-classroom coaching is called "Talk Walking" (Caro 1991). This strategy is designed to help teachers engage in (1) collegial dialogue focused on instructional and curricular issues and (2) physical exercise, an element frequently missing from the teacher's work day. When Talk Walking is used in a workshop, it can help teachers integrate new learnings with existing classroom practices.

After a workshop segment has been completed, teachers are asked to reflect on how they might use the content they have just learned back on site. They then pair up and go outdoors for a walk, during which they discuss their reflections about the applicability of the training to their own classrooms. Talk Walking can also be used in the schools, independent of a workshop. In this setting, teachers arrange a time to meet for a walk during which

they might discuss plans for a specific lesson, reflect upon a unit that has been taught, talk about specific students, or share recent reflections or learnings related to curriculum and instruction. Collegial dialogue of this nature has both cognitive and physical implications for teacher growth. It also fosters the development of trust among colleagues committed to sharing craft knowledge and serves to create professional norms of experimentation while encouraging teachers to learn from one another. In the all too busy day of a teacher's life, Talk Walking brings exercise and fresh air—two important elements for teaching and thinking—into the daily routine.

The forms peer coaching can take are limitless. It might focus on instructional strategies, curriculum content, classroom management practices, specific students, particular problems, or instructional skills such as questioning techniques or process skills to generate higher-order thinking. These activities might occur within the classroom or in the teachers' lounge or workroom. Two individuals, a trio, or a team might work together in peer coaching arrangements. Figure 2 shows a variety of the forms peer coaching can take. These may be formal arrangements and involve a structured pre- and post-conference focused around an observation, or informal arrangements such as a storytelling session.



Figure 2. Forms of Peer Coaching Activities

In peer coaching, the focus is on the teacher as learner. Fullan, Bennett, and Rolheiser-Bennett (1990) describe four aspects of the teacher as learner—the technical, the reflective, the research, and the collaborative—which are played out in a variety of coaching experiences. They suggest:

The mastery of a technical repertoire increases instructional certainty; reflective practice enhances clarity, meaning and coherence; research fosters investigation and exploration; collaboration enables one to receive and give ideas and assistance. Each aspect has its separate tradition of research and practice. These aspects should be integrated and offer a useful framework for conceptualizing a variety of coaching activities that have at their core the notion of the teacher as learner.

Approaches to Peer Coaching, there are a variety of approaches to peer coaching. One type is designed to help teachers transfer into classroom practice new skills they have learned in a workshop or training session. This type of coaching usually follows training in specific strategies or methods. For instance, if the training has addressed the elements of a lesson strategy such as concept attainment, the coaching process would revolve around how the teacher is implementing that strategy in the classroom. Teachers pair with consultants or one another so that feedback can be given about the application of the new strategy in the classroom. The focus of peer coaching activities in this context is directly related to the workshop or training

Other approaches to peer coaching involve colleagues working collaboratively around issues unrelated to a specific focus generated by shared training. This type of peer coaching relies on a teacher-specified focus. Here the approach is intended to increase professional sharing, to refine teaching practices, and to enhance teacher reflection. It may also include conducting action research, solving problems related to instruction or curriculum design and delivery, or resolving problems with specific students. Regardless of the type or approach, peer coaching efforts all share a collaborative quest to refine, expand, and enhance knowledge about the teaching profession. These approaches make learning about the business of teaching accessible to all teachers in the workplace. While coaching activities may involve only segments of a school staff, collectively they can increase the climate of collegiality *if they become an integral part of life at the school and if the school culture provides a hospitable environment*. But this is not always the case. Ironically, some of the same factors that provide a rationale for coaching cause coaching attempts to be stifled or fail (<http://www.ascd.org/publications/books/61191149/chapters/A-Definition-of-Peer-Coaching.aspx>), retrieved at 17.23, Thursday, 3 May 2018.

There are a number of different versions of the GROW model. The following table presents one view of the stages but there are others. The “O” in this version has two meanings. The following table 1 describes the stages of Grow.

Table 1. Stages of GROW

G	Goal	The Goal is the end point, where the client wants to be. The goal has to be defined in such a way that it is very clear to the client when they have achieved it.
R	Reality	The Current Reality is where the client is now. What are the issues, the challenges, how far are they away from their goal?
O	Obstacles	There will be Obstacles stopping the client getting from where they are now to where they want to go. If there were no Obstacles the client would already have reached their goal.
	Options	Once Obstacles have been identified, the client needs to find ways of dealing with them if they are to make progress. These are the Options.
W	Way Forward	The Options then need to be converted into action steps which will take the client to their goal. These are the Way Forward.

content. Research has shown that this approach promotes skill transfer (Joyce and Showers 1980). However, if this is the only form of coaching that teachers experience, the process may become routine and the coaching may turn into coaching as unreflective practice (Hargreaves 1989), wherein teachers simply go through the motions of labeling the implemented behaviors and consequences. When this happens, the aspects of the lesson about which the teacher is genuinely curious may go unaddressed (Robbins 1984). To be effective and sustained over time, coaching activities must have a deliberate focus. And the focus must be one that matters to the individuals involved.

As with many simple principles, any user of GROW can apply a great deal of skill and knowledge at each stage but the basic process remains as written above. There are numerous questions which the coach could use at any point and part of the skill of the coach is to know which questions to use and how much detail to uncover.^[2]

The following is a very simple example of using the GROW model to achieve a goal. This example deals with weight loss. If the client wants: “To bring my weight down to 120 pounds in three months and keep it down”, that is their *Goal*. The more heartfelt and personal, the more

meaningful the goal is to the person and the more likely they will be to commit to and achieve the goal. The GROW approach would then be to establish the *Reality* by stating what their weight is now. The coach would then ask awareness questions to deepen understanding of what is happening when the client tries to lose weight, thus identifying the *Obstacles*. These questions could include: When you have been able to lose weight — what made the difference?; What is the difference between the times you are able to keep weight off and the times when you put it on again?; and What would have to change for you to be sure you could lose the weight and keep it off?

If the client genuinely answers these questions they will discover new information about what works and does not work for them in terms of weight loss, and create some potential for change. It then becomes possible to create some strategies or *Options* which get around the *Obstacles*. These could include looking at which diets or exercise regimes work best, or finding a specific type of support. Once the client knows the strategies that are likely to work they can establish a *Way Forward* which involves taking action steps. This is where they commit to what they will do in the short term to put the strategies into effect. For instance, one action might be asking a particular person for support, and another might be to buy a different selection of foods.

GROW neatly highlights the nature of a problem for coaching purposes. In order for a problem to exist in coaching terms there has to be two elements present. Firstly there has to be something that the client is trying to achieve — the *Goal*. Then there has to be something stopping them achieve that goal — the *Obstacle(s)*. Using GROW automatically breaks a problem down into these component parts. The same principles can be applied whatever goal or problem the client has. GROW can be used on technical problems, issues regarding processes, strategy questions, interpersonal issues and many more. The model can also be used by a group who are all working on the same problem or goal (https://en.wikipedia.org/wiki/GROW_model), retrieved 1.35, Friday, 4 May 2018.

How the GROW Model Works? The GROW Model is an acronym standing for (G)goals, (R)eality, (O)ptions and (W)ill, highlighting the four key steps in the implementation of the GROW Model. By working through these four stages, the GROW Model raises an individual's awareness and understanding of: their own aspirations; their current situation and beliefs; the possibilities and resources open to them; and the actions they want to take to achieve their personal and professional goals. By setting goals which are *inspiring* and *challenging* as well as specific, measurable and achievable in a realistic time frame, the GROW Model successfully promotes confidence and self-motivation, leading to increased productivity and personal

satisfaction. The Will element of the fourth stage in the model is the barometer of success. It relates to volition, desire and intention.

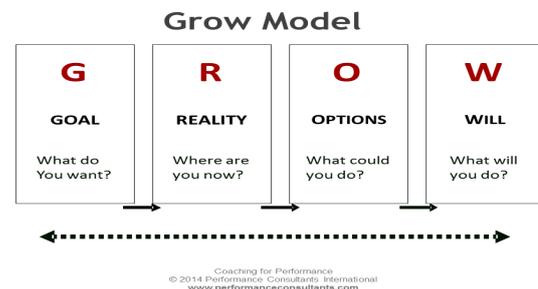


Figure 3. Grow Model

(<https://www.performanceconsultants.com/grow-model>), retrieved at 2.00 am. Friday, 4 May 2018.

English instructional

Moore (2005, pp. 8-10), in the context of skills of effective teachers, stated effective teaching is a complex occupation requiring the development of knowledge and essential teaching skills, as well as continuous professional growth. After a thorough analysis of current research, Danielson (1996) suggested four main skill areas for effective teaching. Effective teachers (1) engage in quality planning and preparation, (2) prepare a positive classroom environment, (3) use proven instructional techniques, and (4) exhibit professional behavior. In quality planning and preparation, many people assume all you really need to be an effective teacher is an understanding of content. They assume that once you know your content, it is simply a matter of telling others what you know. In reality, knowing your subject is only part of the instructional process. Effective teachers must spend considerable time and energy planning the activities, materials, and evaluation elements associated with teaching the content. Effective teachers need (1) a knowledge of content and pedagogy (know their subject and how to teach it), (2) a knowledge of students (know how students learn and develop), (3) the ability to select instructional goals (set appropriate expectations), (4) a knowledge of resources (can locate materials and people that will enhance instruction), (5) the ability to design instructional (can plan effective lesson plans), and (6) the ability to design student evaluation (can design fair and meaningful evaluation). Effective teachers must carefully orchestrate these elements into a coherent teaching plan of instruction.

In the classroom environment, effective teachers must create and maintain an environment in which learning can take place. Planning classroom environments that allow for positive student learning experiences requires skill at (1) creating an environment of respect and rapport (create caring teacher-student and peer relationships), (2) establishing a culture for learning (create an environment in

which learning is valued and meaningful experiences occur), (3) managing the classroom (success at management of the business of the classroom), (4) managing student behavior (effectively responding to appropriate and inappropriate student behavior), and (5) organizing physical space (positive use of classroom space).

Instructional techniques must be planned that will captivate the interest of students and motivate them to learn. Techniques would include such skills as questioning, using student ideas and contributions, and reinforcing. Effective teachers plan and use instructional techniques that (1) communicate clearly and accurately (use strong verbal and written communication skills), (2) use effective questioning and discussion techniques (use different types of questions and responses), (3) engage students in learning (actively involve students in learning), (4) provide feedback to students (provide information on progress), and (5) are flexible and responsive (spontaneously modify lessons based on feedback).

In professional behavior, teaching often goes beyond traditional classroom instruction. Effective teachers embrace these extra tasks and strive to improve their knowledge and skills in instruction while working to make significant contributions to their school and community. They work to become true professionals. True professional teachers (1) reflect on their teaching (thoughtfully consider what was taught and how well it was taught), (2) maintain accurate records (keep written records to document student learning), (3) communicate with families (stay in written and verbal contact with families to support student progress), (4) contribute to the school and district (support functions of the school and district), (5) grow as professionals (take courses and workshops and consult with others), and (6) show professionalism (serve as advocates for students and families).

English instructional is indicated from a good teacher, a good learner, to manage teaching and learning, describe learning and teaching, describe language, and teach language. Jeremy Harmer (2015, p. 6) described these as the following. Good teachers must possess ability to give interesting classes, using the full range of their personality, the desire to empathise with students, treating them all equally however tempting it is to do otherwise, and knowing all their names. In the context of investigated the kind of language teachers use with students. It should at all times be comprehensible, and especially when giving instructions, it should be clear and well staged. And in the context of discussed the relative merits of students talking time and teacher talking time, teacher talking time can have uses-helping students to acquire language-but should not predominate at the expense of students talking time. In stressing the need for variety within a secure setting, teachers need to walk a fine line between predictability and

surprise, without lurching into either monotony or anarchy. At the end the teacher must have ability to respond flexibly to what happens in class, even while attempting to follow a pre-arranged plan.

Good learners differ from each other in age and level. Issue of motivation, the student, desire to learn, even when it isn't present, positive experiences in the classroom may change the student's attitude-for the better. Good learners take some of the responsibility for learning themselves. Whilst being sensitive to their own educational and cultural background, teacher should try and encourage the practice of self-study. Good learners are willing to experiment, listen, ask questions and think about how to learn. This implies the desirability of using appropriate study skills. Adult learners like adolescents, they can be disruptive (though in different ways), that they can be quite nervous about learning but they also have more world knowledge and a greater tolerance for serious learning. And in the context of the different levels which students can reach, it has been seen that in the choice of language and activities, what is important is to choose appropriately.

To manage the English instructional concerning the teacher's physical presence, it should pay attention to our proximity to the students, think about how much teacher moves around the class, and consider the appropriateness of teacher's behavior in general. Teachers need to make contact with their students, especially eye contact, the fact that teachers need to be clearly audible without shouting in a disagreeable way and stressed the need for variety in the way teachers use their voices. Different activities call for different voices, and the varied use of the voice makes for more interesting classes. It is important for teachers to conserve their voices, perhaps their most important instrument. Teachers need to mark stages and changes of activity clearly so that students know what's going on. The successful teachers knew how to start classes and also how to close them so that there was a feeling of completeness. Teachers should look at different ways of arranging a class physically, from orderly rows to separate tables; uses of orderly row classroom and need to keep in touch with what's going on and involve all the students in such a situation. Circles, horseshoes, and especially tables make a class less regimented and teacher-dominated, whilst recognising that rows have their uses, and that the other arrangements are not without disadvantages. Teachers can group students: whole class, groupwork, pairwork, and solowork. The advantages of groupwork and pairwork and looked at times when solowork comes as a great relief to students. Whole-class teaching is extremely beneficial in certain circumstances too. Teacher need to try out new techniques and that, crucially, they need to evaluate them too. In particular, they need to be able to find out whether the students found them useful and/or enjoyable. And then teachers can use a variety of means to keep track of their

students' progress-an important part of class management.

Another aspects of English instruction are about describing learning and teaching, the language skills instruction and how to plan lessons/the instructional materials. In learning and teaching, the elements necessary to learn language in the real world: exposure, motivation and use. There are three elements necessary for successful learning and teaching in class: engage (E), study (S), and active (A). And there are three different lesson sequences which contain the E-S-A elements. In straight arrows lessons, the order is E-S-A, but in boomerang lessons, teachers may move straight from an engage stage to an active stage. Study can then be based on how well students performed (E-S-A). Patchwork classes mix the three elements in various different sequences (e.g. E-A-A-S-A-S-E-A ... etc.). there are different models which people have used to describe teaching such as presentation, practice, and production (PPP), task-based learning which puts the task first and language study last and communicative language teaching with its twin emphasis on appropriate language use and activation methodology. PPP is a form of straight arrows lessons, while task-based learning is more like boomerang or patchwork sequences. Communicative language teaching is responsible for the modern emphasis on the active stages of lessons. Good teachers vary the ESA sequences they use with their students to avoid monotony and offer a range of learning sequences. The three elements are always present, but in many and different combinations.

Students need to be exposed to language in order to study it. They need to understand its meaning, its construction and practice it. Students can be exposed to language by the teacher using it for them to listen/see, by listening to tapes, by reading texts and by looking at computer printouts. In each case, the students are given chances to see or hear the language before they are asked to produce it themselves. Looked at many ways of making sure that students understand the meaning of words and grammar. Teachers can show objects, pictures and drawings. They can use mime, gesture and expression, they can use check questions to make sure students understand concepts. They can use time lines for verb tenses for example or explain meaning by listing opposite meanings. They can get more advanced students to write dictionary definitions and then compare them with the real thing. Teachers discuss many ways in which we can help students to understand the construction of words and sentences including: isolating the bits and saying them, demonstrating stress and intonation through exaggerated vocal delivery and the use of arm gestures, showing how forms are contracted using hands and fingers, writing tables on the board which make constructions clear or asking directly questions which prompt students to discover facts about construction for themselves. The next is how teachers can get students to practise the language they are studying including choral or

individual repetition, using prompt words to get students to make sentences, asking students to practise questions and answers in pairs or asking students to write their own sentences. Teachers ask why students make mistakes and said that two main reasons are interference from their own languages and errors caused by their natural language development. Making mistakes and errors is part of the process of language learning.

There are reasons for using reading texts in class: for language acquisition, as models for future writing, as opportunities for language study and, of course, for practice in the skill of reading. Teachers must discuss the balance that has to be reached between genuinely authentic material (written for fluent native speakers) and material specifically designed for students. Teachers must talk about the need for topics and reading types depending on who the students are. Students need to know the difference between scanning and skimming. They need to realise how to read for different purposes including reading for pleasure and reading for detailed comprehension. There are six reading principles: reading is not a passive skill, students need to be engaged while they are reading, they need to be engaged with the content of the text, not just its language, prediction is a major factor in reading, the task needs to be matched to the topic, and good teachers exploit reading texts to the full. And then there are four reading sequences showing the use of engage and active exercises for prediction, and the need for follow-up activities. One example where the main reading activity (combining study and activating) is more like a puzzle.

The reasons for teaching writing are: reinforcement of learnt language, the development of students' language through the activity of writing, the appropriacy of the activity of writing for some styles of learning and the importance of writing as a skill in its own right. What students write will depend on level and the motivational effect of the task. In general, students should practise writing postcards, letters, forms, narratives, reports and articles as well as perhaps more frivolous tasks. Students have to study four writing sequences, tackled the difficult subject of correcting writing, suggesting that over-correction should be avoided and that teachers should always strive to be encouraging. Point out that, while handwriting is a matter of style, teachers should expect students to write clearly and legibly. In some cases, students may need special help in the shaping of letters, for example.

Speaking activities perform an active rather than a study function. It also provide opportunities for rehearsal, give both teacher and students feedback and motivate students because of their engaging qualities. There are four example types of speaking activities: information gap, survey, discussion, and role-play. Teachers should have the way to correct in speaking activities, not interrupting while they are

going on, but giving feedback later. It is suggested that there may be times when teachers need to help an activity along through prompting and perhaps participation provided it is done sensitively. Decided that speaking activities typically follow a boomerang or parchwork pattern.

There are reasons for using listening in the classroom: the need to expose students to different varieties of English, and different kinds of listening. Listening benefits to language acquisition. The needs, levels and interests of the students will determine the kind of listening that teachers use. Although it should always be realistic, it may not always be absolutely authentic. Examined the reasons why listening is different, in particular the fact that speech goes at the speaker's, not the listener's speed. There are six principles for listening: the tape recorder is just as important as the tape, preparation is vital, once will not be enough, students should be encouraged to respond to the content of the listening, not just the language, different listening stages demand different listening tasks, good teachers exploit listening texts to the full. Look at four listening sequences showing how preparation is a major part of the sequence, and showing how listening leads on to follow-up tasks. Discuss where video fits in, mentoring some video techniques and stressing that using video is not an excuse for TV watching.

Research methodology

This study aims to improve English teacher performance in implementing process standard education through Peer Coaching-Grow Me Model. This involved two senior high school English teachers. It used two circles action research of teacher performance of GLOW. It used quantitative and qualitative approach which the method of Proactive Action Research. Kemmis & McTaggart Model combined with Peer Coaching-Grow Me was used in this research. The researcher implement the action and be the observer to get the quantitative and qualitative data.

The quantitative data was got from pre-test when doing English instruction. The qualitative data was got from observation and interview. Analysis quantitative and qualitative used suitable with the research objection. The qualitative data was analyzed inductively by using *Flow Analysis* by Borg and Gall. And the quantitative data was analyzed in order to see the teacher performance change in English instructional process on pre-test and the two circles results. House & Lapan (1978) in Robin McTaggart (1991, p.

3), stated satisfaction from cooperatively improving one's skills in the view of one's fellow teachers offers professional rewards previously untapped. And then, Gideonse (1983) in Robin McTaggart stated also systematic and reflective enquiry out to become the underlying professional frame of mind that guides teachers, administrators, teacher educators, and policy officials in the daily conduct of their duties.

This proactive action based on Greenwood and Levin (1998, pp. 7-8) statements as the following: Action research is composed of a balance of three elements, if any one of the three is absent, then the process is not action research. Research: We believe in research, in the power and value of knowledge, and we believe that action research is one of the most powerful ways to generate new knowledge. Participant: We believe in participation, placing a strong value on democracy and control over one's own life situations. These values permeate the arguments and create a strong general commitment to democratizing the knowledge generation process. Action research involves trainee social researchers who serve as facilitators and teachers of members of local communities or organizations. Because these people together establish the action research agenda, generate the knowledge necessary to transform the situation, and put the results to work, action research is a participatory process in which everyone involved takes some responsibility. Action: Action research is also participatory in a second sense because action research aims to alter the initial situation of the group, organization, or community in the direction of a more self-managing, liberated state. What is defined as a liberated state varies from one practitioner to another. Some use action research to create a kind of liberation through greater self-realization. Others emphasize more political meaning of liberation, and they vary among themselves regarding how strong a political liberation agenda they advocate. Still others believe that action research occurs in any kind of research activity where there is participation by some members of the organization being studied. Although a few practitioners try to link action research and revolutionary praxis, by and large, action research practitioners are democratic reformers rather than revolutionaries.

In context of *reflection on professional action*, Michael J. Wallace (1998, 13-14), provided tools and strategies for professional reflection, as it was described in the two figures below.

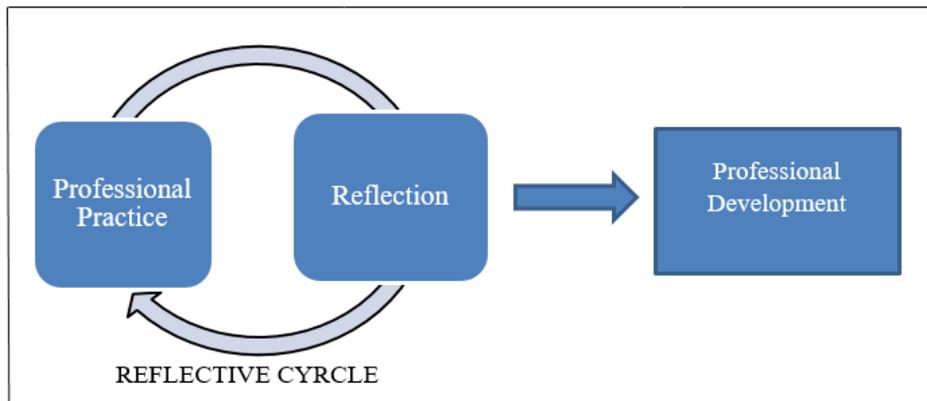


Figure 4. The reflective cycle and professional development

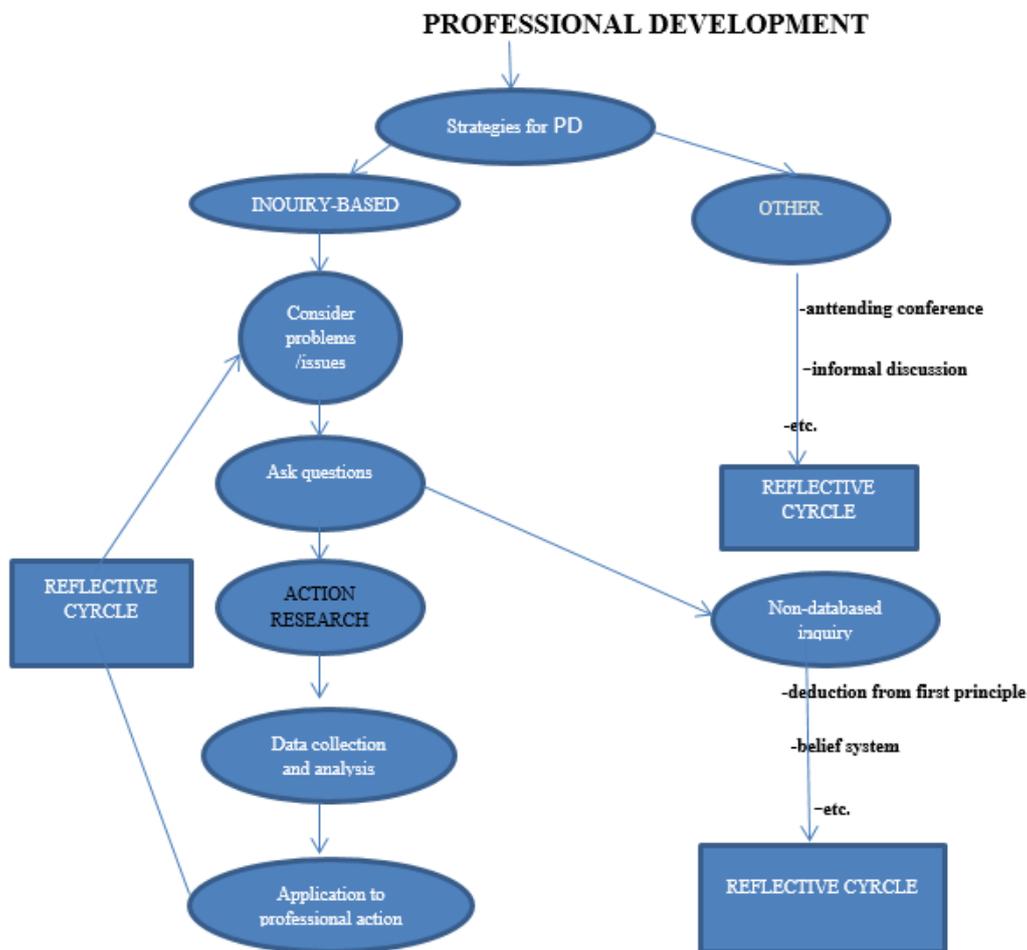


Figure 5. Professional development strategies

According to figure 3, we can understand that there is more one way into the reflective cycle. This has to be the case, since the *process of professional development varies from one person to another*. We all have our own different kinds of professional experience, knowledge, background and expertise. Strengths and needs may vary from one individual to another. We will therefore note in figure 3 that after 'Strategies for PD' there is a fork in the diagram. On the right-hand side are listed a few of the strategies which many of us have used (e.g. attending conferences, informal discussion with colleagues, etc.). such activities very often give us information or ideas which cause us to

reflect on our practice, and perhaps change it. Hence the arrow leading into the REFLECTIVE CYRCL which refers back to figure 2).

Research result and discussion

Ideally English teachers use syllabus designed togetherly by them. They must design education instructional plans for implementing education process standard stated by government. In operational context they have to design syllabus and education instructional plan for implementing process standard. There are four actions according to

Kemmis & McTaggart Model, they are *plan, action, observe, and reflect*. In plan stage, research plan and prepare anything connected to research implementation, like instruments and supporting materials for English instruction. In action and observe stage, it was applied *Peer coaching-Grow Me model*: Goal, reality, option, what next, monitoring, and evaluation. In the stage of instructional objective introduce to teachers about *Peer coaching Program*. Here the school goals reaching, especially the instructional objectives can be supported. This means that in implementing of the research the teachers must get the peer coaching criteria of *specific, measurable, attainable, relevant, and timely* (SMART) when they are teaching English.

In order to know the teachers are good to implement the *education process standard*, they were given **pre-test** which included of (1) knowledge (knowledge of government policies connected to national education standards), (2) syllabus and education instructional plan using given template, and (3) instructional performance implemented in school. In the **reality**, the pre-test result was analyzed togetherness with teachers and researcher. Each aspect of knowledge, syllabus and education instructional plan and instructional performance implemented were analyzed and got weakness findings. Based on these findings, each teacher was given opportunity to make commands to himself and herself performance and to the collegeous performances, and then it was continued by the researcher. Based on the pre-test results, it was found data of materials which must be supporting by researcher. The researcher and the teachers must make option which being the framework for what action will be chosen in order to reach the objective, that is improving teacher performance in implementing education process standard. Each action proposed must be accouted its strength and weaknesses. The researcher participants can ask researcher to give supporting material for improving the teacher performance.

What next, here the action given is deeping materials by researcher. This means to improve the teachers' (researcher participants) knowledge and skill in order they are able to plan, implement, and evaluate their English instructional process. In fact they are able to design education instructional plan. The plan is being framework for instructional practise in each of their school. And after giving suporting materials by the researcher, the teachers go school for practising what they had designed. They implemented the knowledge and skill which had been facilitated by the researcher. Based on the

English education instructional plan designed, researcher **monitor** their English instructional process in three time alotments. Along of the English instructional process, teacher as the participants can ask question to researcher and collegeus as the observers. The questions are "are the research participants has experienced development in their instructional process? Does the English instructional process need to modify in certain parts? And then the researcher continue his coaching to the involment school in this research in order to see the implementation planned togetherly. The headmaster and the English teachers of the school organized peer coaching program for each of the teacher's school. The two schools implemented peer coaching program facilitated by English teachers who were given practical action before.

The last stage of the peer coaching-Grow Me action model is **evaluation**. In this stage teachers as the research participants must evaluate themseleves, had he/she have reached the objectives which were stated with to pay attention to the weaknesses before the action was given. In this time, researcher also gave evaluation. All of the acts implemented started from the begining of peer coaching-grow me program were monitored by the researcher. In this case, the researcher observed according to the research design by Kemmis & McTaggart. Researcher noted all activities along the peer coaching-grow me program in each school together with each English teacher in the school.

In the stage of **reflection**, researcher paid attention again the peer coaching-grow me program implementing and observed what had been done concerning with the English instructional implementation process and the instructional materials/documents, discussed togetehr with teachers objectively and openly for comments, arguments, and assessments. Researcher and teachers analyzed and reviewed again what had been done from the begining. All data were alaized perfectly in order to see the weaknesses. The weaknesses related to the plan, implementation, and instructional evaluation were discussed for stating the next step.

The research was done in two circles. Data gathering were quantitative and qualitative. The quantitative data got from test result and observation and the qualitative data got from interview with teachers and students. The data about teacher schemata, first and second circles including knowledge of national education standard and the bases of educational process described in the following table.

Table 2. Comparison of Pre-test, First and Second action cycles of teacher comprehension about national education standard

Respondent	Comprehension Test		
	Pre-test	First cycle	Second cycle
1	13	21	32
2	13	25	27
3	12	25	25
4	11	23	27
5	16	22	29
6	17	20	29
7	16	23	31
8	14	20	31
9	11	21	30
10	9	16	30
Mean score	13.20	21.60	29.10

Based on the data described in the above table 1, there are improvement comprehension by the teachers to the national education standard as the bases of implementing English education instruction in senior high school. This improvement related to the observation result in the first and second action circles where the teacher performance are good enough. In the stage of implementation, it was getting data as described in the following table 2.

It means that there is a significant improvement of teacher performance in instructional planning component after implementing peer coaching-grow me model program. In instructional implementation component, it can be said that from the mean score of pre-test is got 50.50 ($P1 = 50.50$), in the first cycle is got 90.20 ($P2 = 90.20$), and in the second cycle is got 115.60 ($P3 = 115.60$). it means that there is a significant improvement of teacher

Table 3. Recapitulation of pre-test result, first cycle, and second cycle of the teacher performance in implementing education process standard

Participant	Planing			Implementation			Evaluation		
	Pre-test	1 st cycle	2 nd cycle	Pre-test	1 st cycle	2 nd cycle	Pre-test	1 st cycle	2 nd cycle
	Score range: 119-90			Score range: 30-150			Score range: 8-40		
1	43	64	80	54	91	122	21	25	33
2	43	63	80	47	88	118	18	23	33
3	64	78	85	82	104	128	22	26	33
4	39	62	78	45	89	116	18	25	34
5	45	64	76	53	90	116	19	25	30
6	42	65	70	43	88	109	19	23	28
7	40	57	72	47	88	109	20	26	30
8	38	62	72	44	87	112	20	24	27
9	38	59	73	43	89	112	20	26	33
10	41	61	78	47	88	114	20	26	33
Mean score	43.30	63.50	76.40	50.50	90.20	115.60	19.70	24.90	31.40

Based on the above table 2, it can be said that the teacher performance in each component experienced improvement significantly in English instructional process. In instructional planning component from the mean score of pre-test is got 43.30 ($P1 = 43.30$), in the first cycle is got 63.50 ($P2 = 63.50$), and in the second cycle is got 76.40 ($P3 = 76.40$).

performance in instructional implementation component after implementing peer coaching- grow me model program. And in the instructional eveluation component, it can be said that from the mean score of pre-test is got 19.70 ($P1 = 19.70$), in the first cycle is got 24.90 ($P2 = 24.90$), and in the second cycle is got 31.40 ($P3 = 31.40$). it means that

there is a significant improvement of teacher performance in instructional evaluation component after implementing peer coaching- grow me model program.

And then based on the fieldnotes in implementing education process standard through peer coaching-grow me model program, beside it can improve teacher performance in designing instructional planning, English instructional implementation, and instructional evaluation, it can also improve the students English achievement. The students English achievement is impacted directly from the teacher performance in implementating English instructional through peer coaching-grow me model program.

Based on the above reseach findings, there are something which should be discussed. They are:

- The English teacher performance in implementing education process standard in designing English instructional planning. The research result showed that each one of English teacher's main task is to prepare his instructional process. The instructional plan which must be designed by teacher consists of Syllabus and instructional implementation planning (IIP). There are nine components in syllabus and ten components in IIP. The main finding in the research is the teacher do not be habituality to design syllabus by himself which will be used in instructional process. The teacher early ability to develop IIP is still far from educational process satisfaction. The teacher still is not be able enough to develop instructional activities properly and suitable with the student needs. Through peer coaching-grow me model, the teacher performance slow but sure experiences improvement. By this program, he/she have had ability to design syllabus and develop the IIP. This can improve because of the syllabus and IIP prepared by participant teachers were commented by their collegues as the input development. All of the inputs was being the materials to produce best syllabus and IIP for applying in English instructional process. The preparing IIP completed with student worksheet and instructional evaluation instrument. Principley, IIP in peer coaching-grow me model is being the inovation because it must be inovative which must fulfill the creterion of student center learning process, daily life, life skill, hands on, and the local materials.
- The English teacher performance in implementing education process standard in implementing English instructional process. The research result showed that with the peer coaching-grow me model implementation in two action cycles, it had been resulted English teacher instructional performance. The teacher ability in managing instructional activities is being the action instructional implementing plan. Anything stated in the IIP were done in the real works through his/her class management skills. And as the system, the English

instructional consists of components which are realated each other. So, there are 30 components in English instructional which should be applied by the teacher. They are devided into five sub-components. They are introduction, exploration, elaboration, confirmation, and instructional closing. The teachers' early ability in these components are not yet perfectly. They were still more behaved and being themselves as the instructional center, more dominate to give lecture beside to involve students in instructional process. And after implementing peer coaching-grow me model, their performances experienced enough significancy improvement. They are able to explore, elaborate, and cofirm and then they had been stated that students are as the instructional center, using various instructional methods, media, and techniques to make the students active in attending the English instructional process. Collaboration inter collegues in giving inputs can help them to improve their performance. This is because the collegues as the participants gave inputs as developmentally in order the peer coaching-grow me model being more effective to improve the English teachers instructional performances.

- The English teacher performance in implementing educational process in implementing English instructional evaluation. The research result showed that in the research, there are eight components which must be applied by the teachers. Along the instuctional process, it was collecting data suitable with the means and procedures of evaluation based on the basic competence or indicators which should be evaluated. The evaluation was done in the ways of performance appraisal, paper and pencil test, verbal test/interview, and personal evaluation (self evaluation). The achievement evaluation was done informally and formally in happiness situation in order to make the students can show what they had been comprehended and be able to do. The students' achievement along of peer coaching-grow me model program showed improving significantly.

Conclusion, implication and suggestion

The implementation of PC-GMM program in English instructional had been improving English teachers' instructional performance until achieving the stages of GLOW. It means that the English teachers had found energy and momentum to see clearly the instructional objectives (galvanized), they can separate something priority and something important (liberated), they had have the openminded to the posible opinions, and they had have the best comprehension about their works and functions (grounded).

PC-GMM implementing can improve teacher performance in implementing education process standard on designing English instructional implementing plan. This is needed in order to easy achieve the instructional objectives focully

and successfully. PC-GMM implementing can improve teacher performance in implementing education process standard on implementing English instructional process. English instructional process focused and prepared for students to use various innovative instructional method, techniques, and strategies. The teachers made the English instructional was being meaningful and joyful. PC-GMM implementing can also improve teacher performance in implementing education process standard on implementing English evaluation process. It had been suitable with the instructional objectives. In designing evaluation means and implementing evaluation, the teacher were always guided by evaluation principles based on the evaluation criterion.

This research implicates that the English teachers' performance in designing instructional plan can improve perfectly if they have perfect attitude to implement English instruction process mutually and have the ability to improve their English knowledge and skills in designing joyful, creative, effective, and active instructional process. The English teachers' performance in implementing English instructional process can improve perfectly if they can develop the rightness, focus to students, and always collaborate with colleagues instructional activities. The English teachers' performance can also improve perfectly if they have good knowledge and skills about the principles of doing instructional evaluation.

Based on the conclusion and implication above, it is suggested that in implementing PC-GMM English program, it is needed supporting components as the following: teachers are always relate each other based on keeping beliveness among them, there have administrative supporting (emotional, budget, and organization) from the institution, stakeholders and shareholders, there is a togetherness working among the teachers, university, and experts to develop the teacher's abilities, they must optimize to an improvement, they must have enough time to implement English PC-GMM.

The programs for developing English PC-GMM are reformulate variative instructional model such as: discussing instructional alternative strategy, design English syllabus and IIP suitable with current educational issues, design empirical act sheet for each basic competence, and discuss the used of the rightness instructional media; discuss the instructional implementing problems (problem-solving); and socializing educational changes for riching the teachers knowledge and skill by inviting experts in seminar, conference or focus discussion activities.

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