

The Study of the Effectiveness of Coaching Program for Pre-service Teachers to Communicative Listening-Speaking Skills

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ABSTRACT

This study aimed to investigate the effectiveness of the coaching program in communicative listening-speaking skills for pre-service teachers. The subjects for the study were 20 pre-service teachers. They were coached for 18 hours (3 consecutive days). The instruments were coaching plans, a pre-post evaluation to test the pre-service teachers' knowledge on communicative listening-speaking skills, an evaluation form to assess the pre-service teachers' performance and a questionnaire on the effectiveness of the coaching program. The data gathered was statistically analyzed by mean and t-test. The findings of this study revealed that: 1) The pre-service teachers' knowledge and understanding of listening-speaking skills through Communicative language teaching activities were significantly increased at .01 level. 2) The pre-service teachers' performance in teaching listening-speaking skills got an increased rate at 4.52 level. 3) The quality of the coaching program garnered an effectiveness rate at 4.70 level. 4) The satisfaction questionnaire was at the highest increase rate at the 4.74 level. The coaching program was a viable process. The coach keenly directed the program with a well-thought-out plan about the objectives and goals. The program's substance and exercises outfitted the pre-service teachers' information and comprehension of the hypothesis and practice that brought pre-service teachers' execution in educating listening-speaking aptitudes. At long last, a compelling coach who has a ton of involvement in educator professional advancement can break the ice between the coach and pre-service teachers to accomplish informative Listening-Speaking educating abilities during teaching practicum before the pre-service teachers can genuinely be professional teachers in the future.

INTRODUCTION

The CLT approach is an instructional methodology that veers away from language selective spotlight on educating and offers familiarity and precision, with just a small spotlight on sentence structure (Richards, 2006). In the Thai setting, Thai English instructors who have been answerable for giving Thai understudies data and aptitudes in English correspondence have had the most fundamental activity in the learning system's total (Kongkerd, 2014). The issues in utilizing CLT ineffectively in Thailand can be traced back to educators who, as the organizations of the execution of CLT in school, had different challenges identifying with the instructors' low capability and their absence of certainty.

Shaping future instructors of English in Thailand is a pivotal factor to be effective as per the strategy change concentrating on improving pre-service teachers to have the ability to show informative language. According to Reynolds (2000), if pre-service teachers have a clear perception of demonstrating framework and apply that indicating strategy into the homeroom works out, they would be persuasive, capable teachers later on. Furthermore, Dikdere (2009) the

instructing practicum empowers and redesigns pre-organization instructors' data, capacities, and experiences. Even more, altogether, it offers them an opportunity to continue with scholarly and master advancement.

Although the English educator training system gives a practicum to all pre-service teachers, it was discovered that pre-administration instructors still do not have the learning and aptitudes in educating English (Pierce 2007; Yuwono & Harbon, 2010). Yuksel (2008) and Kim and Kim (2004) explored pre-administration educators' appraisals about their real teaching execution. Pre-service teachers worry about "how" and "what" to instruct. Since educating English is now focusing on CLT, Thai English teachers are presently liable for realizing the course of action. Nevertheless, the request is how the Faculty of Education trains pre-service teachers to serve them to produce quality instructors later on. Subsequently, the current examination expects to handle this issue in CLT in a Thai setting by preparing the pre-service teachers to help them out to have a sensible appreciation of CLT practices and apply them in their respective homerooms. Consequently, this examination researched how

a planned instructing program for training pre-administration educators can improve open language showing capacity before teaching practicum.

The population used in this study included 85 pre-service teachers from 5th-year class who studied in the English Program (Bachelor of Education), Faculty of Education. They enrolled in the course "Internship 1" (1001501) in the 1st semesters of the 2019 academic year and had to take teaching practicum in actual and real secondary school contexts. The 20 participants were selected by purposive sampling to participate in the coaching program. This program lasted for three days with intense preparation to strictly exhibit and apply CLT standards to English instructing and learning exercises in the first semester of the 2019 academic year. The aims of the study were the followings: 1) to investigate the development of pre-service teachers' communicative language teaching knowledge and understanding the theory and practice before teaching practicum, 2) to investigate the pre-service teachers' performance in teaching listening-speaking skills, 3) to investigate the pre-service teachers' effectiveness in the coaching program of communicative listening-speaking skills, and 4) to examine the pre-service teachers' satisfaction with the coach. Furthermore, this study contributed to the field of teacher professional development for pre-service teachers since there is little research on the coaching program after the training session was implemented. The findings provided empirical evidence to support as follows: 1) the effectiveness of the coaching program, which can enhance pre-service teachers CLT ability, 2) pre-service teachers are able to create activities based on CLT principles gained from the preparation program to the classroom, and to offer worthwhile knowledge for teacher educators, supervisors who plan to create the coaching program for pre-service teachers, including the training session.

Research Question

1. How did the coaching program affect the pre-service teachers' ability to communicative listening-speaking skills?
2. How did the coach help the pre-service teachers based on personal improvement?

LITERATURE REVIEW

Teaching Practicum

The practicum is contrived as a recognizable piece of a program to get ready to start educators. The educating internship is a necessary segment of the program to prepare pre-administration instructors (Tuli & File, 2009). Salvatore (2010) stated that pre-service teachers in the practicum state could coordinate hypothetical, useful, and experiential learning in a natural school setting. Hodge, Davis, Woodward, and Sherrill (2002) stated that educating practicum emphatically influenced the pre-administration instructors' outlook towards their work and the children they worked with. The other examination presented that pre-administration educators granted positive notions in the internship. For

example, they began the course with raised models. They accepted this teaching practicum as something fun and fascinating. For them, this is their chance to put into practice what they were instructed concerning training. Only several of them were on edge and reluctant to endure through the educating practicum. The teaching practicum is one of the required subjects that understudy educators must finish to have an excellent chance to rehearse what they have realized during their course work in genuine school study halls (Darling-Hammond, 2006). El Kadri and Roth (2015) stated that the educating practicum is seen as a maintained activity to incorporate cheerful educators into the demonstrating establishment and give them the requisite possibilities and experiences in the unfeigned teaching course of action.

Teaching practicum is a preparatory course that gives pre-service teachers a hands-on, field-based experience in teaching and learning management in educational institutions where those pre-service teachers will gain the necessary experience in the course before truly becoming professional teachers.

Communicative Language Teaching (CLT) Ability

Communicative Language Teaching (CLT) is a demonstrative technique that assumes a significant job in current language training. For educating practicum, CLT serves the national and institutional approach as the best approach to rehearse students' informative expertise dependent on this present reality circumstances through numerous hands-on learning exercises. Consequently, pre-service teachers must be well-outfitted with CLT information and the capacity for a viable presentation (Pei-long, 2011; Ying, 2010; Tsai, (2007). Richards and Platt (1992) defined "Communicative Language Teaching" as dealing with unfamiliar or second language education, which plans to create informative language ability. Richards and Rodgers (2014) claimed that CLT expects to incorporate four capabilities of language, showing competency, and accomplish the objectives of language education for correspondence. CLT is a methodology of four aptitudes of language instructing for the improvement of informative language ability. Informative Language Teaching is characterized as the understudies being given essentialness and inspiration inside the classroom.

Communicative Language Teaching (CLT) is an additionally sequenced learning venture as indicated by the understudies' reasoning procedure that interfaces with language securing and language abilities, including the available fitness for the understudies to utilize the language obtaining to convey. Through the learning and showing process, instructors need to raise the familiarity with how to give a chance to the understudies to utilize the language; all things considered, circumstances, and given undertakings are identified with genuine correspondence managing showing the executives in the classroom. The teachers contribute authentic material to promote the students' communicative competence. CLT emphasizes the excellent attitude of the students in using communicative English (Richards, 2006).

Furthermore, Kwon (2017) studied Thai teachers' perceptions toward the execution of open language educating

of English that he uncovered that it was hard to utilize English reading material to advance informative skill as the course readings were not chosen with the purpose of setting CLT targets. Besides, they feel sufficiently prepared to execute Communicative Language Teaching effectively. Also, all educators additionally expected that the instructing techniques that would be taught and underscored in the preparation program ought to be portrayed, illustrated, and demonstrated well by the coach and ought to be pertinent to their understudies' learning styles. They also expected that the teaching methods would complement and supplement their existing teaching style and be used in their classroom teaching.

From the investigation, the coaching program with CLT in Thailand is ineffective because the substance and exercises that coaches get do not provide the show CLT exercises. They are without chances to take part in the workshop for permitting the educators to learn by doing, without managing how to make the reading material to advance informative capability. Subsequently, the CLT capacity was unmistakably not a wonder.

Characteristics of communicative activities

It has been said that in Communicative Language Teaching (CLT), instructors have the chance to pick study corridor practices depending upon what they think would be best for their understudies to learn and additionally develop their educational limits in the goal language. One beneficial thing to note is that in CLT, the center ought to perform some activity, which means learning by doing. It does not end with merely knowing yet ceaselessly doing the demonstration of correspondence where the students rely on rehashing it repeatedly until they can impart well in the objective language. This procedure has five highlights that are basic in correspondence. UK Essays (2015) vividly identified these features:

Information Gap – in daily conversation, one may know something unknown to others. The purpose of communication is to bridge this gap by interacting with each other verbally.

1. Choice – the learners have the freedom to choose what they will say and how they will say it.
2. Feedback – in interaction, there is usually some aim behind communication.
The crucial thing is that the way the other person reacts is evaluated based on that aim.
3. Learning by Doing – the learners are expected to be involved in the process by practicing, acting, and doing communication to be able to understand the language effectively.
4. Mistakes are not always a mistake – in the early stage of learning to communicate in a foreign language, mistakes are inevitable. If the teacher hunts for grammatical errors to correct them every time the students commit them, they may lose confidence in using the target language.

Hence, CLT's ability in the context of this study refers to the teaching performances of pre-service teachers gained

after attending the preparation program, as reported in the findings based on the six CLT principles introduced by Richards (2006, p.13).

The Effectiveness of Coaching Program

Coffey and Gibbs (2002) explained coaching's effectiveness that coaches could advance pre-service teachers' experiences by providing them with opportunities to plan. Coaches implement and reflect upon teaching strategies for differentiated learning, drawing upon shared practicum experiences as examples of how differentiation works and facilitating reflection-in-action processes. The coachees can adjust teaching during implementation. Qualities and skills are essential for the effectiveness of the coach. It is viewed as fundamental that the coach is educated, experienced, and a fruitful expert. Significant characteristics include trust, regard, agreeability, sympathy, adaptability, and mindfulness. Significant aptitudes have listening abilities, relational abilities, and relational skills (Lord, Atkinson, & Mitchell, 2008). More precisely, Hamlim (1990) noted that teachers would continue to learn more about how to teach when working with students in the teaching environment, reflecting on their teaching, and observing their most successful colleagues. Professional development of this nature will make the school a learning place for both novice and master teachers, thereby enhancing the school as a learning place for students as well. The best possible jobs of the coach are additionally required in preparing pre-service teachers. So the researcher will apply the employment of the coach as the individual who trains pre-service teachers to rehearse the ideal aptitudes, watch pre-service teachers expertly and give positive target input (Smith & West-Burnham, 1993).

Techniques and activities in the coaching program

Techniques and activities support the pre-service teachers to take an interest in the instructional course. Besides, the methods and exercises in instructor's preparation give a chance to trade learning through different encounters with other people. It upgrades information and creates abilities.

Doff (2012) expressed that supporting the pre-service teachers to participate in the coaching session consisted of three primary activities:

1. Demonstration: pre-service teachers see the image of the action obviously, how it adequately upgrades their comprehension and memory;
2. Discussion: pre-service teachers have the chance to share and talk about learning more, encounters; and
3. Pair and Group Activities: pre-service teachers are permitted to cooperate to create exercises and thoughts; they share the remarks among their gathering to condense the ends.

Woodward (1992) said that a workshop is a significant action to encourage the pre-administration instructors through learning by doing. They gain from both substance

and procedures that apply to genuine practice to improve their insight and aptitudes in educating. Pre-administration instructors take an interest in instructional courses to pick up learning and understanding appropriate to the homeroom. Those activities are the demonstration, discussion, pair and group activities, and workshops.

The roles of an effective coach

For this part, the roles of coaches/mentors are significant because the coach/mentor can influence the pre-service teachers' teaching ability whenever the coaches/mentors can run on the excellent role model. The researchers suggested the roles of the coaches/mentors as below:

Queensland Government (2012) claimed that the roles of coaches are:

1. Coaches should facilitate exploration of needs,
2. Coaches have motivations skills,
3. Coaches have a thought process,
4. Coaches have observation skill,
5. Coaches are the good listener to make positive interaction,
6. Coaches ask questions to reflect the pre-service teachers,
7. Coaches use questioning techniques to identify solutions,
8. Coaches support goal setting and assessment,
9. Coaches encourage commitment to action,
10. Coaches maintain positive thinking,
11. Coaches are non - judgmental point of view,
12. Coaches work within pre-service teachers' area of personal competence, and
13. Coaches manage good relationships with pre-service teachers.

The coach's role is to help learners achieve their goals by acting as counselor, facilitator, advisor, and guide. Furthermore, the coach is to be a role model for the coachee (Zainal. A. N, 2006). According to Bolch (2001), some coaches insist on face-to-face meetings, while others rely more on phone calls or e-mail discussion. Most coaches agree that the personal touch is best when establishing a coaching relationship. To react effectively, the coach must: (1) have explicit objectives and plans; (2) be a decent communicator; (3) have the information and pertinent abilities about the applicant's territory of intrigue; (4) have the option to build up a decent and expert relationship; and (5) be adaptable in management procedures relying upon the individual prerequisites (Zainal. A. N, 2006). The coaches' roles can assist the coachees in bridging the gap between theory and knowledge through reflective questioning (Barnett, 1995; Bolam et al., 1995).

The general roles of coaches involve providing resources and opportunities for development, helping coachees to set high but achievable goals, making realistic plans, monitoring progress, providing feedback (Smith & West-Burnham, 1993), and providing a role model (Carter & Lewis, 1994; Anderson & Shannon, 1988). Coaching is a strategy that the coach uses to give advice and guidance for pre-service teachers to grow individually as professional educators. The proper roles of the coach are also needed in training pre-service teachers.

So it will be applying the roles of the coach as the person who trains pre-service teachers to practice the desired skills, observe pre-service teachers professionally and give positive and objective feedback (Smith & West-Burnham, 1993).

To respond adequately, a coach must: (1) have particular objectives and plans; (2) be a decent communicator; (3) have the information and significant aptitudes about the competitor's zone of intrigue; (4) have the option to set up a decent and expert relationship; and (5) be adaptable in management systems relying upon the individual necessities. In keeping up a proper connection, the administrator and supervisee must have particular objectives or targets. The relationship will zero in on these, and the two players must trust, regard, understand is straightforward with one another. A compelling director will approach a scope of educating and learning strategies and will have the option to adjust to individual supervisees and to give explicit and centered criticism to encourage learning. A decent relationship can make the two players all right with meeting usually and offering thoughts or information to a view to pre-service teachers' improvement. As an understudy, one must be anxious to learn, improve one's mindfulness, gain from missteps and triumphs, create and apply new abilities and configuration activity plans or schedules. Furthermore, he/she should be industrious, principled and dedicated, open to analysis, ready to tune in to other people, and to talk straightforwardly.

RELATED RESEARCH STUDIES

The session covers relevant coaching programs based on an extensive review of the literature and looking for the effectiveness of the program that affects pre-service teachers' ability to teach Listening-Speaking skills. The details are presented below.

Adnyani (2015) studied a case study that aimed at exploring pre-service teachers' perceptions of the PPG-SM3T program for their professional development. It was found that generally, pre-service teachers who took preparation program in a university response positively toward the program. It was found to be very effective for most of them as a preparation to be professional teachers.

Wolf (2018) studied the impacts of pre-service training and coaching on kindergarten quality and student learning outcomes in Ghana. This study showed that the program improved knowledge and implementation of the national curriculum for individuals both when they were student-teachers and, the following year, when they became newly qualified teachers (NQTs). There were mixed impacts on professional well-being, increasing personal accomplishment and motivation.

Tarwiyah, Dewi, & Widyaningrum (2018) educated about coaching program and found that the educational practices of Indonesian schools today are executed under the 2013 Curriculum. Although it has been implemented five years, problems with its realization are still found. It is partly due to insufficient knowledge and skills of teachers regarding planning, implementing, assessing, and evaluating sequence learning processes. Coaching is one of the professional development programs which may enhance

teachers' skill and will. It emphasizes a good relationship between the coach and the coachee so that they can work as coworkers to make the coachee feel at ease to consult the problems of learning. This paper shares some experiences of a coaching program to develop seven teachers' pedagogical competence of 5 Islamic Junior High Schools in Semarang. The implementation covers assessing needs, developing materials, designing assessments, presenting materials, implementing the materials, and making a reflection.

Coaching programs can enhance pre-service teachers' abilities, support the knowledge and understanding so they can conduct learning, planning, and evaluation based on hierarchical learning principles. The coaching program also encourages pre-service teachers to have a good relationship with the coach to discuss learning problems. The coach reflected their qualifications as a qualified teacher. Therefore, pre-service teachers are more motivated to be professional teachers in teaching practicum.

RESEARCH METHODOLOGY

Participants

The participants in this study included 20 of the total 85 pre-service teachers who were in their 5th-year level and were majoring in the English Program (Bachelor of Education), Faculty of Education. They were selected by purposive sampling to participate in the three-day program. Such a sampling technique was employed so that the author obtained specific quantitative data from the pre-service teachers. They enrolled in the teaching practicum course for further analysis to serve the research objective.

Time

In the first semester of the 2019 academic year, the three-day coaching program at the university

Data Collection

The researcher was the coach who conducted the coaching program using the plans that got some ideas from the pre-service teachers. The data collected from the 20 pre-service teachers as follows:

1. The pre-post test assessed the 20 pre-service teachers' knowledge and understanding of Communicative language teaching theory, the Communicative language teaching activities, and the Communicative language teaching listening-speaking skills. The pre-post test was 30 multiple choices for comparing before and after the knowledge and understanding of attending the coaching program.
2. The questionnaire on the pre-service teachers' performance to create the lesson plan, present the teaching, and demonstrate the activities. It was assessed by the pre-service teacher to pre-service teachers in their performances while they were offering and exhibiting in the coaching program. There were ten items on a five rating scale from 5=highest to 0 = lowest.

3. The questionnaire on the coaching program's effectiveness, there were ten items in five rating scale from 5=highest to 1 = lowest. The pre-service teachers assessed the effectiveness of the coaching program after finishing the program.
4. The pre-service teachers' satisfaction with the coach who conducted and facilitated the activities. There were 15 items for the pre-service teachers to evaluate the coach's roles while the coach was doing on duty.

Data Analysis

The data gathered was statistically analyzed by T-test and Mean as follows:

1. The data analysis from the pre-service teachers' knowledge and understanding before and after attending the coaching program, the test was analyzed pre-service teacher individually through t-test with SPSS program.
2. The evaluation form to assess the pre-service teachers' performance, the data was five-point rating scale from 5= highest to 1 =lowest and analyzed by Mean that from the pre-service teachers' opinions to their friends in presenting and demonstrating their performances. The meaning of the criteria was:
4.51 - 5.00 = highest performance
3.51 - 4.50 = high performance
2.51 - 3.50 = modulate performance
1.51 - 2.50 = low performance
1.00 - 1.50 = lowest performance
3. The questionnaire on the effectiveness of the coaching program was collected from the pre-service teachers' ideas about the program potentially. The questionnaires were five-point rating scale from 5= highest to 1 =lowest. The analysis was Mean, the meaning of the criteria was:
4.51 - 5.00 = highest effectiveness
3.51 - 4.50 = high effectiveness
2.51 - 3.50 = modulate effectiveness
1.51 - 2.50 = low effectiveness
1.00 - 1.50 = lowest effectiveness
4. The pre-service teachers' satisfaction with the coaching program. The questionnaire was used to evaluate the pre-service teachers' satisfaction with their coach. The questionnaires were five-point rating scale from 5= highest to 1 = lowest. The analysis was Mean; the meaning of the criteria was:
4.51- 5.00 = highest satisfaction
3.51- 4.50 = high satisfaction
2.51 - 3.50 = modulate satisfaction
1.51 - 2.50 = low satisfaction
1.00 - 1.50 = lowest satisfaction

FINDINGS

The data analysis from the instruments to assess the pre-service teachers can be detailed as follows:''

1. The test consists of 30 items for the multiple choices and using the scoring to compare the difference before

and after the coaching program. The result has shown that the knowledge and understanding after the coaching program for three days had significantly increased at 0.01 level. It presented that the program enhances the pre-service teachers' knowledge and understanding of communicative listening-speaking skills increasingly, as shown in Table 1.

- The evaluation form assessed the pre-service teachers' performance. There are ten items for evaluating the pre-service teachers' performance in designing the lesson plans, demonstrating the teaching according to their lesson plan through the communicative language teaching listening-speaking activities. The result has shown the five points rating scale in 4.52 at the highest level, as shown in Table 2. The meaning of the rating scale (R. A.,1932)

The result of the pre-service teachers' performance showed a 4.52 level; it means that the coaching program has the highest effectiveness. When the researcher categorized each topic that concern with the total average was found that activities are appropriated with the learners' ability,

- The questionnaire on the effectiveness of the coaching program was the five points rating scale. There are ten items in this questionnaire. The result has shown that the average was 4.70 at the highest level in Table 3.

The result showed that the coaching program was the highest effective program for pre-service teachers.

- The pre-service teachers' satisfaction with the coach was the five points rating scale. There are twenty items in this questionnaire. The result was shown that the average was 4.74 at the highest level in Table 4.

Table 4 showed the pre-service teachers' satisfaction with the coach was at the highest level.

DISCUSSION

According to the findings, as shown in the previous section, the designated three-day coaching program contributed to the increase of pre-service teachers' realization of CLT activities. It brought positive changes that can be interpreted that the participants possess CLT knowledge and understanding in teaching communicative listening-speaking skills.

The success of a coaching program enhanced the pre-service teachers' knowledge and understanding increasingly at the 0.01 level; the effectiveness of a coaching program is the highest level with 4.52. Furthermore, the pre-service teachers' performance and satisfaction were the highest at 4.70 and 4.74 orderly. The study was discussed as follows:

Table 1. The result of the test compares the knowledge and understanding before and after the coaching program

T-Test
T-Test - Paired Samples Test - April 5, 2020

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
VAR00001 - VAR00002	-14.40000	4.60435	1.02956	-16.55490	-12.24510	-13.987	19	.000

** Significant 0.01

Table 2. The result of the pre-service teachers' performance

Lesson plan	sentences	Average scoring				Total
		Remote Island	Film	Eating out	Dream	
1. The situations are appropriately set in line with the preparation activities.		4.15	4.33	4.44	4.67	4.40
2. There is an appropriate warm-up activity for Listening.		4.55	4.12	4.35	4.23	4.31
3. Activities are well-suited with the learners' ability.		4.65	4.47	4.65	4.51	4.57
4. Pre-listening activities helped the students to prepare themselves before starting the listening contents.		4.53	4.65	4.76	4.61	4.63
5. While-listening activities helped the students to understand the main ideas of the listening contents.		4.65	4.11	4.52	4.65	4.48
6. Post-listening activities helped the students to have the chance to speak English.		4.51	4.62	4.65	4.51	4.57
7. The speaking activities after listening are related to the listening contents.		4.23	4.53	4.62	4.68	4.51
8. There is checking to understand before running the activities.		4.59	4.28	4.23	4.87	4.49
9. The time is sufficient for each activity.		4.64	4.89	4.52	4.63	4.67
10. The materials are straightforward, and the activities are easy to do.		4.89	4.68	4.18	4.72	4.61
total		4.54	4.47	4.49	4.61	4.52
Meaning of the pre-service teachers' performance		highest	high	high	highest	highest

Table 3. The result of the effectiveness of the coaching program

score level	5	4	3	2	1	Average scoring	Effectiveness
sentences							
1. The objectives of the coaching plans reached the goals of the program.	14	4	2	-	-	4.60	Highest
2. The contents benefit the pre-service teachers, and they can use them in the actual classroom.	14	3	3	-	-	4.60	Highest
3. The rearrangement of the content and activities presentations are suitable.	17	2	1	-	-	4.80	Highest
4. Techniques in the coaching program while the coach is demonstrating in each step appropriately.	19	1	-	-	-	4.95	Highest
5. The time of each session is sufficient.	15	3	2	-	-	4.65	Highest
6. The pre-service teachers can use the knowledge they gained from the theory and put it into practice while attending the coaching program.	14	4	2	-	-	4.45	High
7. The pre-service teachers participate in creating lesson plans and activities.	13	4	2	1	-	4.10	High
8. The pre-service teachers have the opportunity of sharing their ideas and creative thinking among their group.	17	3	-	-	-	4.85	Highest
9. Pre-service teachers gain the knowledge, understanding to create, select and adapt the activities in teaching Communicative Listening-Speaking skills.	20	-	-	-	-	5.00	highest
10. Pre-service teachers can use the knowledge, understanding, and experiences after attending the coaching program to apply to the teaching.	20	-	-	-	-	5.00	highest
				-	-	4.70	highest

The Success of the Coaching Program

The coaching program distributed the knowledge and the understanding of teaching ability in communicative Listening -Speaking skills at 0.01, and the pre-service teachers’ performance was the highest level at 4.70. Furthermore, the effectiveness of a coaching program was at the highest level at 4.52. It showed that the pre-service teachers increased the knowledge of the ability in creating the lesson plans and communicative Listening -Speaking activities increasingly after attending the program. They discussed as follows:

The coaching program conducted program with a well-prepared plan with three important components were:

The goals and plans of the coaching program

The target of the coaching plan stresses that pre-service teachers can make the available language encouraging exercises based upon the CLT rules that give the understudies a chance needed to utilize informative English, all things considered, circumstances (Richards, Platt and Platt, 1992). Richards and Rodgers (2014) stated that the CLT teachers have to raise their awareness on how to provide the opportunity for the students to use the language in real-life situations and give the tasks related to real communication with teaching management in the classroom. Thus, the goal of the program is satisfied, given the pre-service teachers’ CLT

capacity, identified with the expanded nature of the coaching program (Songsingchai, 2019). As related to Zainal’s study about the effective coaching program that the coach should : (1) have specific goals and plans; (2) be a good communicator; (3) have the knowledge and relevant skills about the candidate’s area of interest; (4) be able to establish a good and professional relationship; and (5) be flexible in supervision strategies depending on the individual requirements. (Zainal, 2006). Thus, the pre-service teachers can make the accessible language empowering practices subject to CLT decides that give the understudies’ possibility in using useful English, taking everything into account, conditions understanding that they enhance from the 3-day program because the program conducted the goals and plans clearly.

Appropriable contents and activities

The contents and activities of the coaching program are appropriately sequenced. They begin from the rules of educating CLT exercises to the CLT video clasp to the coaching, showing which connection the present involvement to the experience from the school setting. Also, the activities of the program are relevant, from the primary substance to the mind-boggling content to encourage the members’ learning capacity. As a coach, the specialist considered the learning procedure of improving the pre-service teachers’ ability to utilize CLT. The learning procedure is displayed through the exercises and substances that are identified with

Table 4. The result of the pre-service teachers' satisfaction with the coach

sentences		5	4	3	2	1	Average scoring		
The roles of Coach									
1.	Coach identified what pre-service teachers could or should improve.	18	2	-	-	-	4.90	highest	
2.	Coach observed as an inspiration and motivated the pre-service teachers to set their improvement targets.	19	1	-	-	-	4.95	Highest	
3.	The coach helped pre-service teachers plan how to achieve those improvement targets.	17	2	1	-	-	4.80	highest	
4.	Coach created opportunities for pre-service teachers to practice the desired skills.	15	3	2	-	-	4.65	highest	
5.	Coach observed pre-service teachers in action and gave positive objective feedback.	14	4	2	-	-	4.60	highest	
6.	The coach provided specific goals and plans.	13	3	4	-	-	4.45	high	
7.	The coach is a good role model.	16	3	1	-	-	4.75	highest	
8.	The coach used open-ended questions to reflect the pre-service teacher's ability.	14	2	2	2	-	4.40	high	
9.	The coach listened well.	17	2	1	-	-	4.80	highest	
10.	The coach is a friend who always shared problems and successes and believed in pre-service teachers' potentials.	17	3	-	-	-	4.85	highest	
11.	The coach provided a friendly atmosphere in the coaching program.	14	5	1	-	-	4.65	highest	
12.	The coach can sequence the contents appropriately in the coaching program.	19	1	-	-	-	4.95	highest	
13.	The coach was a good counselor, facilitator, advisor, and guide.	16	2	2	-	-	4.70	highest	
14.	The coach consistently met the pre-service teacher face-to-face.	15	4	1	-	-	4.70	highest	
15.	The coach has a good relationship with the pre-service teachers.	18	2	-	-	-	4.90	highest	
Average						-	-	4.74	highest

Richards (2006, p. 13), who expressed that the learning procedure for upgrading CLT capacity begins from a coach who sees how to structure available language showing exercises in the classroom. Along these lines, the coaching program gives sequencing substance and exercises to support the learning procedure of CLT. From the results above, the coaching program was effective because the pre-service teachers gain the knowledge, understanding to create, select and adapt the activities in teaching Communicative Listening-Speaking skills. They can use the knowledge, understanding, and experiences after attending the coaching program to put it into practice as they continue their teaching career. It showed that the coach planned for the coaching program supported their needs and necessity while they are at the practicum at their schools as the statistic has shown in Table 3 was 5.00 level.

Constructivism Techniques

Besides, the pre-service teachers participated in a functioning learning style since they were working on planning a CLT exercise from an open school course reading in

the workshop movement. At long last, they can gain from their show among their pair and group work. Doff (2012) expressed that supporting the pre-service teachers to participate in the training session consisted of three primary activities: demonstration, discussion, pair, and group activities. Additionally, Woodward (1992) said that a workshop is a noteworthy development to have progress in relation to what the pre-administration educators are learning by doing. They gain from both the substance and activity that applies to certified practice for improving their knowledge and capacities in teaching. Pre-administration educators are given the enthusiasm for the instructional gathering to get the learning and understanding that can be penetrated in the classroom. The result was shown in Table 3 that techniques in the coaching program while the coach is demonstrating in each step appropriately as the statistic was presented in Table 3 was 4.95 level.

The Effective Coach

The common parts of coaches include giving asserts and opening for advancement, making a difference coaches set

high but achievable objectives, making critical plans, checking advance, and giving criticism. The result in Table 4 revealed that the pre-service teachers' satisfaction average was 4.74 at the highest level. The discussion can present into two components as follows:

The coach's experiences

The researcher in this study was a teacher for all of her life, so she has a lot of experiences in teaching and guidance to give to her pre-service teachers. The cases that showed the satisfaction in the questionnaire was she could sequence the contents appropriately in the coaching program at the level of 4.95, she identifies what pre-service teachers could or should improve, and she was observed as an inspiration which motivates the pre-service teachers to set their improvement targets at the level of 4.95 and 4.90 as expected. It presented that the experiences can help her how to manage the right characteristics for the coach as the researchers said that coaching is strategies which the coach uses to give advice and guidance for pre-service teachers to grow as professional educators. The proper roles of the coach are also needed in training the pre-service teachers. So the function of the coach is a person who trains pre-service teachers to practice the desired skills, observe pre-service teachers professionally and give positive and objective feedback (Smith & West-Burnham, 1993). Agreeing with Lord, Atkinson, & Mitchell (2008), the coach giving feedback capacity is impacted by the members' CLT capacity. Without the coach's feedback of their capabilities, a massive parcel of CLT is broken. The coach is all around arranged from the masters or pick up from self – association in guideline calling. So it'll be applying the parts of the coach as the person who trains pre-service instructors to hone the specified aptitudes, watch pre-service instructors professionally and allow positive objective criticism. A knowledgeable and experienced coach is needed to explore further this study. It is viewed as fundamental that the coach is educated, experienced, and a fruitful expert.

The coach's relationship

Significant aptitudes have listening abilities, relational abilities, and skills (Lord, Atkinson, & Mitchell, 2008). As a result above was, the coach has good relationships with the pre-service teachers at the level of 4.90, the coach is a friend who always shares problem and successes and believes in pre-service teachers' potentials at the level of 4.85, and the coach observes as an inspiration and motivates the pre-service teachers to set their personal improvement targets at the level of 4.95. It reveals that the significant aptitudes of pre-service teachers and the coach should have listening abilities, relational abilities, and relational skills (Lord, Atkinson, & Mitchell, 2008). A conventional relationship can make the two players comfortable with the assembly ordinarily, and advertising considerations or data to a view of pre-service teachers' enhancement. As an understudy, one must be on edge to memorize, make strides in one's mindfulness, pick up slips and triumphs, make and apply unused capacities and arrangement movement plans. Moreover, he/she ought to be productive, principled, and devoted, open

to examination, prepared to tune in to other individuals and to converse with them clearly. Professional development of this nature will make the school a learning place for both pre-service teachers and the coach, thereby enhancing the school as a learning place for students as well. Ambrosetti (2014) claimed that a successful coach is concerned with the advancement of the relationship between the coach and pre-service teachers, which in turn gives the supports needed for the development of the pre-service teachers' learning to all positive and desirable learning outcomes.

So the researcher will apply the employment of the coach as the individual who trains pre-service teachers to rehearse the ideal aptitudes, watch pre-service teachers give positive target input. In coaching and mentoring, the relationship gets to be central to the intuitive scenarios that happen for creating the participants.

From the related studies, the goal of the program is satisfied, given the pre-service teachers' CLT capacity, identified with the expanded nature of the coaching program (Songsingchai, 2019). The coaching projects can improve pre-service teachers' capacities, upheld the information, and seeing so they can direct getting the hang of preparation and assessment dependent on progressive learning standards. Likewise, the coaching program urges pre-service teachers to have a decent connection with the effective coach to talk about learning issues. The coach mirrored their capabilities as certified instructors. In this manner, pre-service teachers are more inspired and encouraged to be proficient educators in teaching practicum (Adnyani, 2015; Tarwiyah, Dewi, & Widyaningrum, 2018; Wolf, 2018). Teaching practicum is a preliminary course that gives pre-service teachers an active, field-based involvement with instructing and learning the board in instructive establishments where those pre-service teachers will acquire the vital experience before really turning out to be proficient instructors (Darling-Hammond, 2006; Tuli & File, 2009; Salvatori, 2010; El Kadri & Roth, 2015).

The coaching program's practicality and the effective coordination of the coach having well-established objectives and targets make the process successful. The program's substance and activities equipped the pre-service teachers' data and cognizance of the theory and practice that got pre-service teachers' execution teaching communicative listening-speaking aptitudes. Finally, a convincing coach who has a huge load of inclusion in instructor proficient progression can break the ice between the coach and pre-service teachers to achieve enlightening listening-speaking instructing capacities while teaching practicum before engaging in the realm of education as professional educators.

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