

Development of Coaching Learning Techniques to Overcome Language Errors in Sixth-Grade Students at Al Bukhari Muslim Private Elementary School for the 2024-2025 Academic Year

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ABSTRACT

This study aims to develop coaching learning techniques to address language errors in sixth-grade students at Al Bukhari Muslim Private Elementary School for the 2024-2025 academic year. The method used is Research and Development (R&D), which includes the stages of planning, development, and evaluation. The planning stage involves a preliminary study of common language errors among sixth-grade students, as well as a needs analysis and an understanding of students' characteristics. The coaching learning technique is designed and developed based on findings from the planning stage. During the development stage, the coaching learning technique is implemented in learning situations tailored to the context of sixth-grade students. The teaching process adheres to coaching principles, such as providing constructive feedback, exploring students' potential, and guiding them to identify and correct language errors. The evaluation stage is conducted to measure the effectiveness of the coaching learning technique. Evaluation involves observing the learning process, analyzing test results, and collecting feedback from students and teachers regarding their learning experiences. By applying the coaching learning technique, it is expected that students will become more active in identifying and correcting language errors.

Keywords: Learning Model Development; Coaching Learning Technique; Language Errors

