Lesson Study Activities in Teaching English: A View from Undergraduate Students' Research

Muhammad Affan Ramadhana¹, Patricya Febiola Rudhy Noble²

Affiliation: English Language Education, Universitas Cokroaminoto Palopo¹,²

(affanramadhana@uncp.ac.id¹)

Abstract

As a program implemented initially in Universitas Cokroaminoto Palopo since 2013, lesson study becomes commonly studied by lecturers and students. Several research papers have also been published for the past few years. This research, however, aims at explaining only researches on lesson study in students’ theses from 2015 – 2018. We took the data from the collection of undergraduate theses in the university library. There are thirteen total theses collected, which are classified into two kinds: researches on perception and researches on teaching materials in learning activities. Lectures perceive lesson study as a perfect approach to be used in carrying out the teaching and learning process on campus. In terms of teaching materials, the most dominantly studied are vocabulary, pronunciation, and reading. It was also noted that the trend number of researches on lesson study decreased each year.

Keywords: lesson study, undergraduate thesis, Teaching English

1. Background

One of the problems or topics of education that has recently been interesting to discuss is about lesson study, which appears as an alternative to overcome the problem of learning practices that have been considered to be less effective. As it is understood, that learning practices in Indonesia have, for a long time, tended to be done conventionally, through oral communication techniques. This kind of conventional learning practice is more likely to emphasize how teachers teach (teacher-centered) than how students learn (student-centered), and as a whole, it generally does not contribute much to improving the quality of student learning processes and its outcomes.

To change the habit of learning practices from conventional learning to student-centered learning is indeed not easy, especially among teachers who “refusal to change innovation.” Lesson study is selected and implemented as an effective way to improve quality, as when appropriately designed, will make a professional and innovative teacher. By implementing lesson study, teacher can determine the necessary competence of students, planning, and implementing learning (lesson) effectively.

Lesson study has been implemented at Universitas Cokroaminoto Palopo and has become a significant priority on the Faculty of Teacher Training and Education. Several research papers have also been published by lecturers and students for the past few years (Abbas & Ramadhana, 2016; Damayanti, 2017; 2019; Damayanti, Hastuty, Crestiani, Saruman, & Irwan, 2018; Hasby & Muthmainnah, 2019; Indah, Crestiani, & Ramadhana, 2018; Suardi, 206;
Thayyib & Syam, 2015; Thayyib, 2019). The fact remains that lesson study activities still have constraints in its implementation, which leads to the central question in this research: (1) What can we conclude, in terms of general perception, from researches that have been conducted in Universitas Cokroaminoto Palopo? and (2) What materials were taught by teacher-researchers while implementing lesson study?

2. Method

We took all students’ thesis of English Language Education Universitas Cokroaminoto Palopo from 2015 – 2018, which covers researches on lesson study to be corpus and ended up with 13 theses. Then, we looked at the title of the thesis, the material presented, the method used, the location of the research and the instruments used by the thesis. We grouped the data according to the theme obtained from the whole thesis. The data is divided into two based on themes; teacher-student perceptions and teaching materials on learning activities. After being grouped, we explained in detail for each data obtained about the differences and similarities between one data and other data. Then, we review, compare, evaluate, and provide information about the data obtained.

3. Results & Discussion

Perceptions of Lesson Study

In the first part, we present the perception of lesson study, including perception for learning about the effectiveness of lesson learning for teachers, lecturers, and students. From the results of research conducted from thirteen theses, there are five theses that discuss the perception of lesson study, and the most dominant ones are students’ perception. They mostly discuss how the application of lesson study in the teaching and learning process, the effectiveness of lesson study in terms of helping teachers in the teaching and learning process, and offering to use lesson study to facilitate students while conducting the teaching and learning process.

Table 1. Perception of lesson study

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>T1’15</td>
<td>The student’s perception toward the implementation of lesson study in learning and teaching process at the fifth semester students of Cokroaminoto Palopo University</td>
<td>Students perception</td>
</tr>
<tr>
<td>T2’16</td>
<td>Students perception towards the implementation of lesson study at Cokroaminoto Palopo University</td>
<td>Students perception</td>
</tr>
<tr>
<td>T3’18</td>
<td>Students perception about lesson study in Cokroaminoto Palopo University</td>
<td>Students perception</td>
</tr>
<tr>
<td>T4’16</td>
<td>Teachers and students perception on lesson study at SMPN 3 Palopo</td>
<td>Teachers and Students perception</td>
</tr>
<tr>
<td>T5’15</td>
<td>The English lecturers’ perception of lesson study in Cokroaminoto Palopo University</td>
<td>Lecturers perception</td>
</tr>
</tbody>
</table>

For this reason, the lesson study needs to be further developed to motivate students to be more creative and innovative, as well as being able to collaborate in groups. It becomes the main media for students and prospective teachers in applying lesson study.

The need to explore the potential of lesson study results in more detail and has shown that there are various results that can be achieved by lesson study. It is important to note that this is only part of the work that needs to be completed to improve our understanding of lesson study.
However, it still not suggest that the lesson study cycle changes student outcomes in schools, and a report has shown that there was little impact of lesson study on student outcomes, which is caused by substantial variables (Mynott, 2018; 2019). However, similarly, it should not be forgotten that student learning will be necessary for each lesson study evaluation (Godfrey et al., 2018). Instead, it is all about keeping every field of evaluation in perspective.

From the results of the perception and also the lesson study activities, it was stated that lesson study is beneficial in the learning process. When lesson study is directly applied, in this case through class action with various kinds of material taught, lesson study succeeded in making students creative and understanding material well as well as being able to collaborate in groups that made the character of students formed and model teachers only needed 3 to 4 cycles. For this reason, it can be seen a comparison of the above explanation, which does not suggest the lesson study cycle to change the results of students in real schools when lesson study is applied in schools even in the University lesson study, which has an outstanding impact on student learning outcomes. Even lecturers, teachers, and students suggest using lesson study and developing it.

Teacher perception of lesson study is beneficial for teachers starting from plan, do and see. In the plan, the teacher can exchange ideas with other teachers to discuss learning planning in class. After that, at the do stage, there is an observation team that looks at the development of students in the classroom. At the see stage or reflection of the observation, the team advises the teacher to improve or develop the initial planning to next planning and so on. This is what is meant to facilitate the teacher in the learning process so that the teacher can see the development of students during the learning process in the classroom.

Lesson study also creates a basic guideline for the need to improve the quality of the learning process through direct observation of the learning under study. Furthermore, lesson study upholds the value of educators, because lesson study recognizes the importance and difficulty of teaching, which is translating educational standards, necessary frameworks of education and learning practices in the classroom.

Lectures perceive of lesson study as a perfect approach to be used as planning in carrying out the teaching and learning process on campus because lesson study increases the activities of students more than the activities of lecturers even though there is a reciprocal relationship between lecturers and students. In the teaching and learning process, lecturers more often form groups, one of the characteristics of lesson study, namely dividing students into groups so that they form discussion groups in order to make students creative, innovative, and also able to work together in groups.

For that lesson study activities for lecturers need to be reproduced so that all lecturers can apply lesson study in the teaching and learning process. Because a lot of positive impacts obtained by lecturers in implementing lesson study such as lesson study will produce professional and innovative lecturers, by doing lesson study the educator will be more concerned about the right of students to learn as well as possible, think about how to do the best learning, more often make the learning implementation plan better because of the results they thought of one lecturer will be given by his lecturer friends to improve or improve the quality of the learning plan, jointly choosing and applying various learning strategies or methods or learning materials that are appropriate to various situations, conditions, or learning problems faced by the lecturer.

From the explanation above, we can conclude that the importance of lesson study is used in planning the teaching and learning process by lecturers, teachers, and students. Moreover, the benefits obtained when implementing lesson study are to make students become creative, innovative, and able to work together while for lecturers and teachers to facilitate the teaching process can also know the ability of students.
Teaching Materials in Lesson Study

There are seven theses that make lesson study as a plan for delivering vocabulary, pronunciation, reading and speaking material. There is only one thesis that uses lesson study in conducting the teaching process in English Learning Media subjects. To further details the following table 2:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Material</th>
</tr>
</thead>
<tbody>
<tr>
<td>T6'15</td>
<td>Lesson study: the attitude toward cooperative learning in teaching vocabulary at the fourth semester students of Cokroaminoto Palopo University</td>
<td>Vocabulary</td>
</tr>
<tr>
<td>T7'18</td>
<td>Teaching Students’ Vocabulary by Using Words Wall Media in Lesson Study Activity at Eight Grade Students of SMP Cokroaminoto Palopo</td>
<td>Vocabulary</td>
</tr>
<tr>
<td>T8'15</td>
<td>The development of learning activities in pronunciation practice class through lesson study at the sixth semester students of Cokroaminoto Palopo University</td>
<td>Pronunciation</td>
</tr>
<tr>
<td>T9'15</td>
<td>Students’ attitude toward pronunciation practice learning through lesson study at the sixth semester of Cokroaminoto Palopo University</td>
<td>Pronunciation</td>
</tr>
<tr>
<td>T10'17</td>
<td>The use of directed reading thinking activity (DRTA) strategy through lesson study activity toward students’ reading comprehension at the eighth grade of SMPN 2 Palopo</td>
<td>Reading</td>
</tr>
<tr>
<td>T11'17</td>
<td>Improving students’ reading comprehension using herring bone technique through lesson study activity at the eighth grade of SMPN 2 Palopo</td>
<td>Reading</td>
</tr>
<tr>
<td>T12'17</td>
<td>The strategy in teaching speaking through lesson study activity at SMP Cokroaminoto Palopo University</td>
<td>Speaking</td>
</tr>
<tr>
<td>T13'16</td>
<td>Activities in learning “English Learning Media Subject” through lesson study at the fourth semester students of Cokroaminoto Palopo University</td>
<td>English Learning Media Subject</td>
</tr>
</tbody>
</table>

Based on data grouped by researchers, in table 2, there are four types of material used by seven theses, namely vocabulary, pronunciation, reading, and speaking. This is what the activities of lesson study researcher means, where lesson study is used as a plan in bringing vocabulary material, pronunciation, reading, and speaking and it turns out that the conclusions from the 7 theses are that lesson study is beneficial in improving student vocabulary, student pronunciation, reading students, and speaking students. In these activities, there are several theses using tools such as word wall media, DRTA strategy, herringbone technique. Moreover, there is one thesis that uses lesson study planning in implementing the learning process at English Learning Media subject.

The explanation above, it can be compared with previous studies that explain that lesson study, as a new method of professional development, has an underdeveloped research base. This research base is particularly insufficient in considering the impact and evaluation of lesson study cycles (Godfrey et al., 2018). Only nine articles addressing teacher and student learning and suggest that little progress has been made in addressing a fundamental limitation of current lesson study scholarship. Lesson study outcomes and evaluations need to be more clearly detailed, discussed and developed. Godfrey et al. (2018) have set out their model of evaluation-led lesson study, a welcome development for addresses LS outcomes.

In Cokroaminoto Palopo, lesson study has not much been investigated, as evidenced by the theses, which has decreased every year from 2015 – 2018. This can be seen in the data
obtained by researchers. However, lesson study is still applied as an optional approach in the internship program and has become one of the subjects in English language education. For this reason, it is necessary to evaluate lesson study so that it can be seen whether lesson study needs to be developed through several lecturers or students’ activities or lesson study is eliminated.

From some of the activities carried out, it turned out that lesson study was able to be applied in various kinds of material as well as bringing subjects even lesson study combined with the media, strategy, and also a technique. Subsequently, the researcher can conclude that lesson study can be applied in any case especially in the teaching and learning process due to its focus on the development of students’ knowledge of the material being taught. So we suggested developing lesson studies in various other activities.

4. Conclusion

To conclude, from the 13 total theses which were divided into two categories, we can say that lesson study is still an effective method that can improve the quality of learning as evidenced by the perceptions of teachers, students, and lecturers on the design as well as the application of lesson study in the learning process. Lesson study can be combined with media, strategy or technique, and in the application of lesson study material can make students active, creative and understand material. Another important consideration is that there are three most popular materials which are applied: vocabulary, pronunciation, and reading. The limitation of this study is that only 13 theses were obtained by researchers and each year research on lesson study decreased based on research data.

5. Citation and References


