



Students' Experience in Using Lesson Study in Microteaching

Class at English Department of UNP

Putri Wahyuni¹, Yuli Tiarina²

¹ English Language and Literature Department, The Faculty of Languages and Arts, State University of Padang

² English Language and Literature Department, The Faculty of Languages and Arts, State University of Padang

Email : pputriwwa@gmail.com¹, yulitiarina986@gmail.com²

Article History

Submitted: 2020-11-05

Accepted: 2020-12-01

Published: 2020-12-02

Keywords:

Experience, Lesson Study, Microteaching

Abstract

Lesson Study is a learning improvement system originating from Japan. It is a new innovation in Microteaching classes to help students work collaboratively in the English Department of UNP. The purpose of this research is to find out students' experience in using Lesson Study in Microteaching class. The population of this research is the third year students of the English Department, Universitas Negeri Padang. There were 70 students taken through purposive sampling as the sample. The instrument of this research was a questionnaire and interview to support the data. The questionnaire consisted of 54 questions and divided into four sections; Plan, Observation, Reflection, and Profit. The experience of the students in using Lesson Study was categorized into negative experience, moderate, and positive experience. To support the data questionnaire the researcher made a description from the data interview. The result shows that the students' experience in using Lesson Study is a positive experience. This fact was supported by the students' mean score was 3,76 indicates a positive experience. The difficulty felt by the students was in the observation stage, and the most helpful stages were the reflection stage.

©2020 The Author(s) Publish by Jurusan Bahasa dan Sastra Inggris FBS UNP. This is an open access article under the CC-BY-NC license (<https://creativecommons.org/licenses/by-nc/4.0/>)

How to Cite: Wahyuni, P., & Tiarina, Y. (2020). Students' Experience in Using Lesson Study in Microteaching Class at English Department of UNP, 9. (4): pp. 700-710, DOI: [10.24036/jelt.v9i4.110328](https://doi.org/10.24036/jelt.v9i4.110328)

INTRODUCTION

Lesson Study is a learning improvement system originating from Japan. Lesson Study was introduced by Makoto Yoshida. In terms of language, Lesson Study is derived from two words in Japanese namely "jugyo" which means "lesson" or learning, and the word "kenkyu" which means "study" or assessment (Isoda, 2007).

In 2008 - 2014 Lesson Study began to be implemented in universities through LEDIPSTI (Lesson Study Dissemination Program for Strengthening Teacher Education in Indonesia) program. As an educational institution that aims to produce qualified teachers, Universitas Negeri Padang (UNP) must design a good learning process in order to achieve these goals and the success of the Japanese state in implementing Lesson Study should be a model.

Rusman (2013) states the purpose of Lesson Study are (1) giving a better understanding of how students learn and the teacher teach, (2) Obtain certain learning outcomes that are beneficial to other teachers in carrying out learning, (3) improve systematic learning with collaborative inquiries, (4) build a pedagogical knowledge from other teacher. According to Suryani (2016) microteaching Lesson Study is an alternative for the student teachers to practice their teaching to their peers or real students, and also to improve their teaching experiences and to be more meaningful through improving teaching techniques. It combines the aspects from microteaching and Lesson Study.

Not only improve teaching skills (Toman, Cimer, & Cimer, 2014), microteaching classes also aim to train students to think critically (Arsal, 2015), increase self-esteem (Celik, 2019), and increase self-confidence (Wangchuk, 2019). Subadi (2007) stated that the purpose of microteaching are (a) To help student teachers master special skills, so that there is no difficulties in real teaching practice, (b) To increase the level of learning competency for student teachers, and (c) To find their own shortcomings and how to fix it. According to Nichols., & Jennifer, R. (2017) the four essential rules of 21st century learning are (a) Instruction should be student centered, (b) Education should be collaborative, (c) Learning should have context, and (d) Schools should be integrated with society. It means 21st century learning has creative and collaborative characteristics. So that microteaching class has not trained students to collaborate or work together, that's why the implementation of Lesson Study as a new innovation in teaching and learning process in microteaching class.

At the English Department of Universitas Negeri Padang (UNP), student teachers who have started the sixth semester get offers of microteaching courses

before they begin to practice as a young teacher in the next semester. This research focuses on the experiences of students. Through experience, students can learn and find out if what they are doing is really what they want to do (Milwaukkee, 2016). Likewise, with the learning process, students who have good experience in the learning process feel a positive effect on them. The end of an experience is a good time to reflect on learning. With experience in using Lesson Study, students acquire new skills, learn more about teaching, explore further strengths and interests, and test self-motivation.

Although the implementation of Microteaching Lesson Study last semester was not the first time in the English Department, it is still relatively new. Several years before the implementation of Lesson Study was implemented by an English department lecturer, Prof. Dr. Yenni Rozimela, M. Ed., Ph.D. with the research title "Exploring the Challenges of Collaboration Planning in the Implementation of LSLC in Microteaching" which focuses on explaining the practice of collaborative planning at the plan stage. While students' experience and student perception have not much been investigated. This study tries to fill this gap. Especially in revealing how their experiences in using Lesson Study. Not only that, but also inform what are the benefits and the difficulties felt by the student while undergoing the microteaching Lesson Study. In order to be valuable input for lecturers to modify or improve the implementation of Lesson Study Microteaching in the English Department for better results.

METHOD

This research was descriptive quantitative research because this research was designed to analyzed how students' experience in using Lesson Study in Microteaching class based on the cycles of Lesson Study. Quantitative research focused on gathering numerical data and generalizing it across groups of people or to explain a particular phenomenon (Babbie, Earl R. 2010).

The subject of this study were the third year students who have taken Microteaching class at the English Department of Universitas Negeri Padang. There were 70 students who became participants in this research. The study used a

questionnaire as the instrument and interview to support the data. The questionnaire was focused on students' experience per-stages and the interview focused on the difficulties and the benefits felt by the students in using Lesson Study in Microteaching class. The interview was done to nine students taken from three students from each category, negative, moderate and positive experience.. The experience of the students in using Lesson Study were categorized into *negative, moderate and positive*. The data were analyzed descriptively.

Table 1
Average Score Interpretation (Rahman, N. H. A., Ismail, H. N. & Khalifah, Z. 2019)

| Mean range | Category | Interpretation |
|-------------|----------|-------------------------------|
| 1.00 – 2.33 | Negative | Generates negative experience |
| 2.34 – 3.67 | Moderate | Generates moderate experience |
| 3.68 – 5.00 | Positive | Generates positive experience |

RESULT AND DISCUSSION

Research Finding

The research finding can be seen in the following table. The table shows the students' experience based on the mean score per-stages.

Table 2
The Summary Score (Mean) of Students' Experience in using Lesson Study

| | Statement | Min | Max | Mean | Std. Deviation | Level |
|-------------|-----------|------|------|------|----------------|----------|
| Planning | 1-11 | 3,09 | 4,03 | 3,75 | 0,789 | Positive |
| Observation | 12-25 | 2,51 | 4,26 | 3,72 | 0,912 | Positive |
| Reflection | 26-34 | 3,19 | 3,91 | 3,66 | 0,832 | Moderate |

| | | | | | | |
|-----------------------------------|-----------|-------------|-------------|-------------|--------------|-----------------|
| Profit | 35-54 | 3,21 | 4,53 | 3,92 | 0,822 | Positive |
| All Questionnaire Statement | 70 | 2,51 | 4,53 | 3,76 | 0,841 | Positive |

The mean score between 3,68 until 5,00 indicates that students' experience in using Lesson Study in Microteaching class is positive. Table 4.1. above shows that the mean score of planning stage, observation stage, and profit part is more than 3,68 and less than 3,67 categorized as positive experience. Only one stage that categorized as moderate experience. The highest mean score is from profit stage (M=3,92), followed by the Planning stage (M=3,75), Observation stage (M=3,72), and Reflection stage (M=3,66).

The interview was done to nine students who had taken the Microteaching class at English Department of UNP. They were taken from three students who got a positive experience based on the questionnaire score, three students who indicates a moderate experience, and three students indicates a negative experience. It was done to get the data about what are students' difficulties and the benefits of Lesson Study in Microteaching class.

1) Students' Difficulties

Based on the interview data, the writer found out students' difficulties apply Lesson Study in Microteaching class. Generally, it was difficult for the students' in making Lesson Design, unifying opinions by the Learning Community members, and implementing what has been planned at the Planning stage. Those difficulties were caused by several factors. First, the students' did not understand what Lesson Design is. Second, it was difficult to have the same opinion with fellow members. Last but not least, the students' felt very confused when applying what they have been planned on the Future Mapping in teaching practice.

2) The Benefits of Lesson Study

Based on the interview data, the writer found out some benefits of Lesson Study in Microteaching class. Some of the respondents have the same

opinion in expressing the benefits of Lesson Study, Lesson Study makes everything easier. students argue that Lesson Study makes it easier for them to compile learning designs. Unlike a Lesson Plan that is made in such a way with a large number of pages, Lesson Study offers a very practical Lesson Design called Future Mapping.

Discussion

Based on the overall findings above, students' experience in using Lesson Study indicates that positive experience, this statement were answered the first research questions. The students gain collaborative experience through Microteaching Lesson Study (Cavin, 2007). However, a disaster emerged that shook all corners of the earth and could not be avoided (Covid-19) making the teaching and learning process not fully face-to-face. Even so, the teaching and learning process for the microteaching course was still carried out using the Lesson Study.

The existence of Covid-19 is not used as an excuse for obstruction of the teaching and learning process, Lesson Study is still implemented by the existing system. There is a stage of planning, observing, reflecting, and working together with fellow learning community members that have been formed in the first week of the microteaching class. There is not much difference in the system being run, it's just that lectures are transferred to the online system. That is why students' experience in using Lesson Study categorized as positive experience.

Futhermore, after discussing how the students' experience was, the next discussion is to answer the second research question. Generally, the difficulties felt by the students were at the stage of uniting opinions because of exchanging ideas, and how they implemented what they had planned in the previous planning stage. However, the difficulties they experienced while using the Lesson Study, did not continue to be a difficulty. The students admit that Lesson Study is very useful and has an easier system when compared to the system they know before the Lesson Study.

Compared to the three stages in Lesson Study the planning stage is one of the stages they think they understand, because the stage they are going through is the

planning stage which is also directly guided by the lecturer. Different from the planning stage, observation stage has a different level of difficulty. At the beginning of the learning or observation process, some students found out it difficult to put their concentration (Purwanti & Hatmanto, 2019). This makes them feel that actually, the stage which has the highest difficulty level is the observation stage. Based on the data obtained during the interview, some students stated that they had difficulty remembering the stages they had written in future mapping. Not only that, what they imagine is very different from what they face when they practice it firsthand. This difficulty is also caused by a lack of ability to cover up with unexpected events during teaching practice.

If the difficulty is in the planning and observation stages, it is different from the reflection stage. This stage describes how the benefits of Lesson Study are felt by students. They can provide criticism, suggestions and express what they see during the observation stage. The students can learn about contextual things, and the learning atmosphere is designed to be fun and enjoyable.

In conclusion, students experience in using Lesson Study in Microteaching class indicates a positive experience. The most difficulty felt by the students were in the observation stage and the reflection was a very beneficial stage.

CONCLUSION

The study showed that students' enjoyed using Lesson Study in Microteaching class. The students' were aware that Microteaching class without Lesson Study was very difficult. Based on the data questionnaire, students' experience in using Lesson Study indicates a positive experience within the Mean score is 3,76 (3,68 or above indicate the positive experience). Based on the data interview, the stages that indicated as the most difficult is the observation stage, they said that the observation stage is more difficult than the planning stage which also has a difficulty level. The last stage of the three stages in the Lesson Study is a stage that has many benefits, from criticism and suggestions by the lecturers and the class members to help them to develop their skills in teaching, change their mindset in preparing the next lesson.

Based on these findings, some suggestions are proposed. First, to support the teaching and learning process, Lesson Study should be introduced and implemented in wider contexts, then to improve teaching skills, the lecturers can apply Lesson Study-based learning in Microteaching class at Universities. Second, Lesson Study is a sustainable teacher professional development, and thus its implementation should be continuously maintained.

Hopefully, the result of this study can give a more valuable contribution to the readers, experts, or researchers to increase understanding and experiences about Lesson Study. For further researchers who want to conduct similar topics as the researchers, it is suggested to conduct a study by using different methods and designs. By using other methods, the result will be richer.

REFERENCES

- Ampadu, E. (2012). *Students' Perception of their Teachers' Teaching of Mathematics: The Case of Ghana*. International Online Journal of Educational Sciences. Anglia Ruskin University, UK.
- Arsal, Z. (2015). *The effect of Microteaching on the critical thinking dispositions of pre-service teachers*. Australian Journal of Teacher Education.
- Babbie, E. R. (2010). *The Practice of Social Research*. Belmont, 12th Edition.
- Butun, M. (2019). *Mathematics Teachers' Early Lesson Study Experiences in Turkey: Challenges and Advantages*. World Journal of Education. Sivas Cumhuriyet University, Sivas, Turkey.
- Cambridge. (2008). Cambridge Dictionary : *Make Your Words Meaningful*.
<https://dictionary.cambridge.org/>
- Celik, C., & Odaci, H. (2019). *Does child abuse have an impact on self-esteem, depression, anxiety and stress conditions of individuals?* The International Journal of Social Psychiatry.

- Drexler, Sibbet, & Forrester. (2009). As cited in Journal of Staff Development, VOL.30, Ginny Lee pg. 46.
- Fernandez, Clea, & Yoshida, M. (2004). *Lesson Study, A Japanese Approach to Improving Mathematics Teaching and Learning*. New Jersey: Lawrence Erlbaum.
- Gay, L. R., Mills, G. E., & Airasian, P. (2009). *Educational Research : Competence for Analysis and Applications*. New Jersey: Pearson Education.
- Hadiprayitno, G., & Khair, B. N. (2018). *Pemantapan kemampuan Berbasis Lesson Study di Program Magister Pendidikan IPA Universitas Mataram*. Jurnal Pijar MIPA, XII.
- Hansen, R. E. (2000). *The Role of Experience in Learning: Giving Meaning and Authenticity to the Learning Process in Schools*. Journal of Technology Education. Spring 2000.
- Hohr, H. (2011). *The Concept of Experience by John Dewey revisited: conceiving, feeling, and “enlivening”*. International Journal Study of Philosophy Education.
- Isoda, M. (2007). *A Brief History of Mathematics Lesson Study in Japan*. In Isoda, Stephen, M., Ohara, Y., & Miyakawa, T. *Japanese Lesson Study in Mathematics: Its Impact, Diversity and Potential for Educational Improvement* (pp.8-15). New Jersey: World Scientific.
- Ismail, H. N., Khalifah, Z. & Rahman, N. H. A. (2019). *Mapping the Sensory Values in the Core Zone Area of Melaka World Heritage Site*. Economics. Semantic Scholar.
- Kanellopoulou, E. M. & Darra, M. (2017). *The Planning of Teaching in the Context of Lesson Study: Research Findings*. International Education Studies. Vol. 11. No. 2. University of the Aegean, Greece.

- Lestari, N. O. (2015). *Language Learning Strategies: An overview for L2 Teachers*. The Interest TESL Journal.
- Lisdawati, I., Syahrizal, T. (2018). *Students' Perception in applying Lesson Study in Teaching Introduction to Linguistics*. STKIP Siliwangi Bandung.
- Matanluk, Katina, Khalid, J. & Ovelyn, M. (2012). *The Perception of Teachers and Students toward Lesson Study Implementation at Rural School of Sabah: A Pilot Study*. Elsevier Journal. Procedia- Social and Behavioral Sciences 90 (2013) 245-250.
- Molina, R. V. (2012). *Microteaching Lesson Study: Mentor Interaction Structure and Its Relation to Elementary Preservice Mathematics Teacher Knowledge Development*. Doctoral Dissertation. Florida: Florida International University.
- Nichols, J. R. (2017). *Four Essential Rules of 21st Century Learning*. Online]. Available: <http://www.teachthought.com/learning/4-essentialrules-of-21stcentury-learning/12>.
- Ogegbo, A. A., Gaigher, E. & Salagaram, T. (2019). *Benefits and Challenges of Lesson Study: A Case of Teaching Physical Sciences n South Africa*. South African Journal of Education, Vol 39, No. 1. Department of Physics, University of Cape Town, South Africa.
- Oxford. (2008). Oxford Dictionary. <https://www.oxfordlearnersdictionaries.com/>
- Purwanti, E. & Hatmanto, E. D. (2019). *Introducing Lesson Study to Improve Student Learning in the Classroom*. Advances in Social Sciences, Educational and Humanities Research, Vol. 353. Universitas Muhammadiyah Yogyakarta.
- Rozimela, Y. (2018). *Exploring the Challenges of Collaborative Planning in the Implementation of LSLC in Microteaching*. International Conference On Lesson Study. www.icls9.unpak.ac.id

- Sadia, W. I. (2008). *Lesson Study (Suatu Strategi Peningkatan Profesionalisme Guru)*. Jurnal Pendidikan dan Pengajaran UNDIKSHA, Mei 2008.
- Sato, M. (2012). *Mereformasi Sekolah*. Jakarta. PELITA/JICA.
- Saito, Murase, Tsukui & Yeo. (2015). *Lesson Study for Learning Community: A Guide to Sustainable School Reform*. Routledge. London & New York.
- Stepanek, J., Appel, G., Leong, M., Turner, M. M., & Mitchell, M. (2007). *Leading Lesson Study. A practical guide for teachers and facilitators*. California, USA.
- Subadi, T. (2007). *Peningkatan Kualitas Microteaching dan PPL melalui Lesson Study bagi Calon Guru Matematika pada Program Studi Pendidikan Matematika FKIP-UMS*. Universitas Muhammadiyah, Surakarta.
- Suryani, F. B. (2016). *Microteaching Lesson Study: The EFL Student Teachers' Perception*. Muria Kudus University.
- Toman, U., Cimer, O.S., & Cimer, A. (2014). *Analysis of pre-service science teachers views about the method witch*. No. October, pp. 162-172.
- Walgitto, B. (1991). *Psikologi Sosial (Suatu Pengantar)*. Yogyakarta: Andi Offset.
- Wangchuk, S. (2019). *Empowering Real Change: Leadership for a Better World Resolution*. New Acropolis.
- Yoshida, M. (1999). *Lesson Study: A case study of a Japanese approach to improving instruction through school-based teacher development*. (Unpublished Doctoral Dissertation), The University of Chicago, Illinois, United States.

<http://ejournal.unp.ac.id/index.php/jelt/article/view/8966>

<https://en.wikipedia.org/wiki/Experience>