



## Issues of Using Lesson Study at English Department of Universitas Negeri Padang

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### Abstract

*Lesson study is an alternative program for the teacher to see the social interaction of students' learning process and to stimulus and development learning practices. This research is focused on issues of using Lesson Study at English department in Universitas Negeri Padang. This research population took in the class at English Department Universitas Negeri Padang. This study also sees the lecturer experience about the issue in using Lesson Study the benefits and difficulties based on the lecturer perspective. This research is conducted by using descriptive research design. The source of the research were lecturers of English Department Universitas Negeri Padang who have been using Lesson Study in the class. The study shows some issues for lecturers such as time constraints, less understanding of Lesson Study context, campus policy change, and build lecturer's skills professionally.*

### Keywords:

Lesson Study, Issues, constraints.

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## INTRODUCTION

Lesson Study refers to the process of instructional improvement that teachers jointly plan, observe, and discuss (Lewis: 2000). At Universitas Negeri Padang Lesson Study began in 2004 through IMSTEP program continued with SISTTEMS programme in 2006-2008. During 2013, 7 lecturers of Universitas Negeri Padang came back from Japan who had chance to learn Lesson Study (LSLC development team UNP: 2018). Many expansions and improvements are needed to make Lesson Study exist in the learning-teaching field. Lesson study is an alternative program for teacher to see the social interaction of students' learning process and to stimulus and development learning practices. The implementation of Lesson Study gives the chance for communities to improve student learning and involve collaborative efforts among students (Iksan: 2014). Lesson study has been implemented in many fields such as: physical, science, history, and many others, but few in the language field.

Mon (2016) revealed in his study Issues Relating to the Implementation of Lesson Study in the Malaysian Education Context. The study mentions 5 terms of issues in implementing Lesson Study. the macro level and the micro level. The macro levels are the lack of teachers' awareness of professional development, and the

examination-oriented culture rooted in the education system. On the micro levels are the time, teachers' workload and the perception of teaching observation. Ogebo (2019) presented 3 themes of implementing Lesson Study: teacher's professional knowledge, teacher's attitudes and benefits, and contextual factors and challenges. Kanellopoulou (2019) revealed that the study is to investigate the contribution of Lesson Study in improving of internship and preservice teacher during the decade by relevant researchers. Lesson study was implemented by integrating the microteaching training for the course curriculum and pedagogy. Kim (2019) focuses on the challenges of implementing Lesson Study in Cambodia. The researcher revealed that Lesson Study helped teacher in improved teacher and students learning. This study also states that by making Lesson Plan together improved teacher's capacity. Lesson Study increased teacher's understanding about student's difficulties in specific topic.

In the Lesson Study there are 3 cycles or stages: Planning, Implementing and Reflecting. Before do the stages participants should make a Learning Community to do the Planning section. Professional learning communities provide opportunities for teachers to (a) identify the appropriate questions to increase the student's ability(b) share experiences in the classroom with a group, (c) identify issues of equality and equivalence, and (d) allow the teacher to learn, implement teaching and enhance student achievement in the classroom. (Rant: 2008). Learning community also links the student each other in that group. It continuous of teacher and student increases the collaborative learning with supporting each other in the culture of collaborative learning.

In this study, the researcher focused on the issues of using Lesson Study in language field. This research population took in the class at English Department Universitas Negeri Padang. This research is expected to be worthy to increase student ability in the learning process. Especially for the teacher will be, Lesson Study can be implemented in the English learning process at the school

## **METHOD**

This study involves issues of using Lesson Study at English Department. This research is conducted by using descriptive research design. Nassaji (2015) states that the goal of descriptive research is to describe the phenomenon and its characteristic, usually the descriptive research is concerned of what rather than how or why something has happened. Qualitative research involves various sources to understanding of individual participants, perspectives, opinion, and attitudes (Nassaji: 2015).

The source of the research were lecturers of English Department Universitas Negeri Padang who have been using Lesson Study in the class. The source consists of lecturer in microteaching class, paragraph writing class, and lecturer who has experience in using Lesson Study at English Department. In this research interview is used as the research instrument. As states in Codo (2009) that interview data is designed to speech sample related to information of respondents.

## **RESULT AND DISCUSSION**

The data was collected by interviewed some lecturers at English Department Universitas Negeri Padang. The data was taken on 25 September 2020 due to 16

November 2020. The participants of this research were lecturers in English department. Most of the participants were taught in microteaching class. Participants A, B and F were a lecturer in microteaching class. The background knowledge of participants in Lesson Study were different. Some of them has known about Lesson Study for 8 years, and some of them just known for 2 years.

**Table 1.** *Time of data collected*

No.	Respondents	Time of Data Collected
1	A	25 September 2020
2	B	26 September 2020
3	C	30 September 2020
4	D	05 October 2020
5	E	02 November 2020
6	F	16 November 2020
7	G	16 November 2020

#### **a. Issues of Lesson Study**

In general, using Lesson Study at English Department is new form, some lecturers are unfamiliar in using Lesson Study. By using Lesson Study in the class shows some issues for lecturers such as Time constraints, less understanding of Lesson Study context, campus policy change, and build lecturer's skills professionally.

##### **1. Time Constraints**

Time constraints was one of the issue in using Lesson Study based on the participants. Participants mention that some of them did not implement Lesson Study cycle completely.

##### **2. Less Understanding of Lesson Study Context**

Some of participants has not enough understanding about Lesson Study knowledge. They did not know how to using Lesson Study in their class, lack of Lesson Study context caused unimplemented the cycle of Lesson Study completely by the lecturer.

##### **3. Campus Policy change**

In using Lesson Study one of the biggest factors is campus policy. By giving the rule for using Lesson Study in a campus will give better impact to implement Lesson Study well in a campus. Campus policy change is one of issues in using Lesson Study, when the campus changes the rule it will impact the system in implement Lesson Study. It needs support from all of the element in a campus to using Lesson Study.

##### **4. Build lecturer's skills professionally**

In implementing Lesson Study lecturer states that they need more prepare to come in to the class. The lecturer did planning section seriously. By knowing that their skill in teaching got notice from colleague lecturers need improve their capacity in teaching.

#### ***Discussion***

The data shows that there are three issues in using Lesson Study at English department of Universitas Negeri Padang by lecturers. Participants quote show that issues in using lesson study are 1) time constrain, 2) less understanding of Lesson Study context and 3) campus policy change. The researcher found some participants did not have enough time to implement Lesson Study cycle completely. Lesson Study needs extra time out of the schedule to be implemented for example in Plan section, participants mention that they did not do the Plan section because the learning community that they have cannot be held on Plan section schedule. Mon (2016) also found the same issue in implement Lesson Study, time constrain was one of major issue in using Lesson Study in the school. Also Ogegbo (2019) found in his study that availability of time be one of challenge in implement the cycle of Lesson Study completely.

Beside time constrain above researcher also found that less understanding of Lesson Study context is one of the issues in using Lesson Study at English department Universitas Negeri Padang. It just implements in English department and only some of lecturer who has understanding about Lesson Study context. As mention by participant in interview they just get 3 days training for understanding Lesson Study. In 3 days not all of them can follow every section in that meeting. She remarked: “*we need training and cannot be in a short time*”. It indicates that the lecturer needs more training to understand the Lesson Study context. Another issue is campus policy change as mention by the participants “*if the Lesson Study should be implemented and integrated in microteaching from the beginning should arrange the steps of Lesson Study in to a syllabus. In facts now a day it does not. actually it just adjustment from the lecturer, when they have to do Plan, when they have to*”. It indicates that there is no rules or campus policy to take concern in implementing Lesson Study. Another participant also quotes about campus policy change “*we did the class for 2 weeks, and there is an obligation from the campus to implement the Lesson Study LSLC, and we got workshop for 3 days.*” It shows that campus policy change and it caused confusion for students and also lecturer.

## CONCLUSION

This research is to found issues of using Lesson Study at English department of Universitas Negeri Padang. There are four issues that participants mention in the interview time constraints; less understanding of Lesson Study context; campus policy change; and build lecturer’s skills professionally. As result mentions above can be concluded that Lesson Study at English Department needs to be developed. Even there are some issues in using Lesson Study all of the participants revealed that Lesson Study is one of the best way to improve the learning process at English Department.

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