

THE APPLICATION OF *LESSON STUDY* AND STUDENTS' ENGLISH LEARNING ACHIEVEMENT

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Abstract

Lesson Study is a school system to improve instruction by conducting collaboration among teachers to plan, observe and reflect the lesson. This system provides one way in which teachers can systematically improve instruction and decrease teacher isolation. Lesson study provides a process for teachers to collaborate and design lessons while examining successful teaching strategies to increase student learning. This paper aims at elaborating the experience of SMPN 1 Srandakan Bantul Yogyakarta in implementing Lesson Study focusing on the correlation between students perception on Lesson Study toward the students English learning achievement. The students' perception on Lesson Study involves the teacher performance, the class activity, media and the environment that are created by the teacher during the lesson. While the students' English learning achievement are taken from the final exam score of semester I in the 2011/2012 academic year. The finding indicates that the students' perception on Lesson Study had a positive and strong correlation with the students' English learning achievement. Recommendation drawn from this study included an emphasis on improving Lesson Study as a way to improve teachers' performance in conduction lesson which will consequently improve students' English learning achievement.

Keywords: *Students' perception, Lesson Study, Students' English learning Achievement*

A. INTRODUCTION

In Junior high school, English is one of the important subjects in curriculum because it defines the students' graduation in the end of their study. English teachers have worked hard to improve the students' achievement. They drilled the students with many English exercises; more over they conducted additional session for English after school. Consequently, many students get bore and frustrate. This condition is happened in most of junior high school including SMP N 1 Srandakan. For many years, most of English teachers in SMPN 1 Srandakan apply conventional methods of teaching. They come into classes and explain the materials without inviting students' participation. Each teacher also works by his or himself in preparing the material, planning the class activities and evaluating the students' achievement. In result, there is no effective process of teaching and learning in the class. Most of the students get stuck and bore. Students think that study is only about listening to the teacher, memorizing the

concept and doing the exercise. Consequently, they do not have motivation to study and get low achievement in every subject matter, especially in English.

On December 2007, SMP Negeri 1 Srandakan was established as one of the pilot schools of “Lesson Study Berbasis Sekolah” (LSBS) by Japan International Cooperation Agency (JICA). SMPN 1 Srandakan has applied Lesson Study on every subject, in all level, and for all teachers. Lesson study has changed the way of English teacher conducting the lesson. There are four English teachers in SMPN 1 Srandakan that has a forum for them to share, do reflection and discuss the better teaching learning process. They always invite the students’ participation in teaching learning process with new method, new media and new performance. The teachers always motivate the students to learn English by cultivating all of their abilities. They realize that motivation is very important aspect for the students to reach better achievement, especially in English.

Through the above background, the researcher would try to and analyze the correlation between the students’ perception on *Lesson Study*, and their English learning achievement.

B. DISCUSSION

Perception is a process which involves the recognition and interpretation of stimuli which register in our sense (Rookes and Willson, 2000:1). Perception relates to how we make sense of our environment and sensation refers to the basic stimulation of the sense organ. Perception is our sensory experience of the world around us and involves both the recognition of environmental stimuli and actions in response to these stimuli. Through the perceptual process, we gain information about properties and elements of the environment that are critical to our survival. Perception not only creates our experience of the world around us; it allows us to act within our environment.

Perception includes the five senses; touch, sight, taste smell and taste. It also includes what is known as proprioception, a set of senses involving the ability to detect changes in body positions and movements. It also involves the cognitive processes required to process information, such as recognizing the face of a friend or detecting a familiar scent. When the thing is visible and touchable, it will generate people attention to get idea or perception toward that thing. Then, people will have some justifications and decide the characteristic of the thing.

Abdul Rahman Saleh and Muhib Abdul Wahab (2004: 88) define percepti on as the process of combining and organizing the data of our senses (sensing) to be developed in such a way those we can realize all around us including ourselves. Based on the definition above, perception is a conscious process of interaction between people and their environment. People will always have perception because people always interact with their environment. It is a natural process of human.

Factors that influence perception

Perception is not merely about the process of sense but it mostly about a psychological process. Based on Abdul Rahman Shaleh dan Muhib Abdul Wahab (2004: 118-119), there are some factors that influence perception they are;

a. Selective attention

There are many stimuli that people receive every single minute from the environment, but not all of the stimulus should be responded. Each people has own consideration to focus their attention only for certain stimulus, so not all object of stimulus will appear as observation object for people.

b. The stimulus characteristic

The dynamic stimulus that appears and move among the static stimulus will be more attractive, the bigger stimulus will also have more attention than the smaller one, and more contrast stimulus will give stronger attention. There are many object in people environment, static and dynamic object. People will easily catch the dynamic object than only static object

c. Value and individual need

An object that becomes a need for individual will be easier to percept than the unimportant object. There are many objects around the people life, but people will tend to focus on object that become their need and interest

d. Past experience

People past experiences are the strongest factors that influence how people have perception toward their world. People brain capacity defines the way and also the quality of their perception. People who have more experience will have better way to percept something than people who has lack of experience. Students with many good learning experiences will have better quality of perception about learning than students who have little learning experience.

After people get objects of stimulus from their environment, they will process the objects and consequently, people have justification or value that objects. The result of people justification toward the object then called as a perception. In addition, the perception will influence people reaction reflectively.

Through interaction and study, people can compare their past experiences with the phenomena they face recently. By those processes, people can make a better decision and define their action toward the object they face recently.

Lesson Study

Lesson study comes from Japanese term *jogyokenkyu*. This term is composed by two words *jogyo* and *kenkyu*. *Jogyo* means lesson and *kenkyu* means study or research (Fernandez and Yoshida 2004: 2). Philosophically, *Lesson Study* consists of the study or examination of teaching practice. In *Lesson Study*, teachers examine and evaluate their teaching by inviting other teachers to observe their class during the teaching process.

Lesson study refers to a process in which teachers progressively attempt to improve their teaching methods by working with other teachers to examine and critique one another's teaching technique (Takuya Baba, 2007:2). *Lesson Study* becomes a model of teachers' training trough effective and incessant discussion based on mutual learning in order to form learning community.

Based on Bill Cerbin (2011: 3), Lesson Study is the way for teachers to improve the practice of those teachers who participate in it and to build knowledge that can be used by other teachers to improve their practice. In addition, Lesson Study is a system that provides opportunity for the teachers to be professional and progressive. Lesson study is a simple idea to improve instruction with teachers' collaboration in planning, observing, and reflecting the lesson.

1. Characteristics of Lesson Study

Fernandez and Yoshida (2004: 223) state that Lesson Study allows teachers to come together to develop their pedagogical knowledge and skill. Lesson study gives teachers chances to observe teaching and learning process in the classroom. By looking at actual performance in the classroom, teachers are able to develop a common understanding or image of what effective teaching practice entails, which in turn helps students understand what they are learning.

Lesson study also keeps students at main stream of material and professionally develops their activity of learning. Lesson study provides an opportunity for teachers to carefully examine the student learning and understanding process by observing and discussing actual classroom practice. This opportunity also enhances the role of teachers as researchers in the classroom. Teachers establish a hypothesis from their teaching experience by giving certain ways or methods in certain materials so that the students are able to learn and test it in the classroom with students. Then the teachers collect data while observing the students during the lesson and determine whether or not the hypothesis worked in the classroom.

2. Lesson Study Process

Fernandez and Yoshida (2004: 7-8) argue that there are six steps in lesson study, they are

a. Collaboratively planning the study lesson.

Lesson study begins by teacher coming together to plan the lesson. Teachers share their ideas for how best to design the lesson by drawing on their past experiences, observations of their current students, their teacher's guide, their textbook, and other resource books.

Student is the main consideration in planning the lesson in Lesson Study. Masami Isoda, et al (2002: 4) states that in lesson study, there are some considerations in planning the lesson,

- 1) What do students currently understand about this topic?
- 2) What do we want them to understand at the end of the lesson (and unit)?
- 3) What's the "drama" or sequence of experiences that will propel students from 1 to 2?
- 4) What kinds of student thinking (including problems and misconceptions) do we anticipate in response to each element of the lesson? How will we use these to foster movement from what students currently understand to what we want them to understand?
- 5) What will make this lesson motivating and meaningful to students?

- 6) What evidence from the lesson will help us reflect on our goals for learning and student development? For example, what data should we collect regarding student learning, motivation, and behavior, what forms are needed to collect it, and who will be responsible for each piece?

- b. Seeing the Lesson Study in Action

The group of teachers chooses one of them to teach the lesson to the students. This implementation of the plan involves the other teachers as observers and each has lesson plan sheet in hand.

- c. Discussing the Lesson Study

The group then comes together to reflect on the lesson they have seen in classroom. Teachers share what they observed as they watched the lesson and provide their reaction and suggestion.

3. Lesson Study In SMPN 1 Srandakan

Lesson study is introduced in SMPN 1 Srandakan on Desember 2007. One of the requirements to apply Lesson Study in a school is that the school should have 4 parallel classes. It means that there are at least four classes at one level of class. In applying Lesson Study there must be important principles as the requirements, they are:

- a. The schedule of lesson study and open class should not disturb the regular schedule of the teachers.
- b. The lesson study group is formed by considering the subject matter and level of class.
- c. Senior teacher or expert becomes the coordinator of the group.
- d. Follow the mechanism of Lesson Study.

SMPN1 Srandakan has 45 teachers with 12 groups of subject matters. Each group has opportunity to open class every Saturday. Firstly, each group of subject plan the lesson. Teachers discuss the material, media, technique and equipment that are required in teaching learning process in the class. In planing the lesson, teacher should answer some questions; what problem should the students work on, whatmanipulative should students be provided, how will the students be encouraged to discuss their work, and how to conclude the lesson.

In this planning session, teacher will come with different perspective, some teacher will start with the material point of view, some teachers will explore his or her experience in conducting lesson at the same class, and some will start with media that is required to support the student in learning. Those differenciation will stimulate discussion among teachers. Each teacher has difference experiences and they will maximize the performance.

After deciding the plan, teachers make a quitionaire which contain some questions. The quetionaire will be the guiden for observers in obsserving the lesson. Then, they choose one of them to perform the plan in the class. On Saturday, they are ready to open their class. While observing the class, observers should fill out and answer some questions as follow:

- a. Is there any interaction between students and teacher? And How?
- b. Is there any interaction between student and student?

- c. Can the student learn from the lesson, who and how?
- d. Is there any student who cannot learn from the lesson? Who and why?
- e. Is there any interaction between students and media? How?

The question can be vary. It depends on the teacher who is conducting the lesson.

Having the lesson, the teacher and observers will have a reflection forum. The reflection will be delivered by a moderator. First, the moderator asks the teacher to share his/her feeling during the lesson. Then moderator will invite observer to share their finding during the lesson. During exploration of the finding, a teacher is assigned to record all of the discussion in the reflection and give the record to the teacher who has open the class.

Research Methodology

This study is correlational study which uses statistical technique to show whether and how pairs of variables are related. The subject is the students of SMPN 1 Srandakan. The instrument used is questionnaire.

B. CONCLUSION

Based on the average score of the questionnaire, it shows that the average score of students' perceptions on Lesson Study is 96,4 with 49,4% of the subjects were below the average scores and 51.6% of the subjects were above the average scores. The data above shows that the Students Perception on Lesson Study in SMPN 1 Srandakan is Very Good.

Most of the Students agree that Lesson Study:

1. Improves students, activity during teaching learning process
2. Improves students' interest in learning English
3. Improves the communication between teacher and student
4. Improve the interaction among student in team work
5. Improves the teacher's creativity in providing media
6. Improves teacher's creativity in conducting lesson
7. Engages student to question actively
8. Makes teachers become more varied in delivering material
9. Makes teachers teach better
10. Improves effective learning

Finally, the hypothesis testing shows that The finding indicates that the students' perception on Lesson Study had a positive and strong correlation with the students' English learning achievement.

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