

THE DEVELOPMENT OF LEARNING ACTIVITIES IN PRONUNCIATION PRACTICE CLASS THROUGH *LESSON STUDY*

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Abstract

This study aims at describing the development of learning activities in pronunciation practice class through lesson study. The number of sample is two passive students (student A and B) obtained by using purposive sampling. The instruments of this research are observation sheet and documentation. The data are analyzed quantitatively. The result of this research shows the learning activities development of student A and B has fluctuated. The learning activities of student A has increased from 2.25 to 2.7 in the second cycle, both in fairly active category. It becomes 2.55 in the third cycle and 2.25 in the fourth cycle. While the learning activities of student B has increased from 2.35 with fairly active category to 3.05 with active category in the second cycle. In the third cycle it becomes 2.65 and in the fourth cycle it becomes 2.5. It means lesson study can improve the learning activity of passive students to be fairly active or active.

Keywords: development, learning activity, lesson study, pronunciation

Abstrak

Penelitian ini bertujuan mendeskripsikan perkembangan aktivitas pembelajaran pada kelas *Pronunciation Practice* melalui kegiatan lesson study. Jumlah sampel yang terlibat sebanyak dua orang mahasiswa. Instrumen penelitian ini berupa lembar observasi dan dokumentasi. Hasil penelitian ini menunjukkan bahwa terdapat fluktuasi pada perkembangan kemampuan mahasiswa A dan B yang menjadi sampel. Mahasiswa A mengalami peningkatan dari 2,25 menjadi 2,7 pada siklus kedua, kemudian menurun menjadi 2,55 pada siklus ketiga dan 2,25 pada siklus keempat. Mahasiswa B juga mengalami pola yang sama, peningkatan dari 2,35 menjadi 3,05 pada siklus kedua, kemudian menurun menjadi 2,65 pada siklus ketiga dan 2,5 pada siklus keempat. Dapat disimpulkan bahwa lesson study dapat meningkatkan aktivitas belajar mahasiswa yang awalnya pasif menjadi lebih aktif.

Kata kunci: perkembangan, aktivitas pembelajaran, lesson study, pronunciation

Introduction

One of the problems faced by education in Indonesia is the weak learning process. In the implementation of education standard process, teacher is the

important component because the goal of the process based on the teacher as the main technical organizer at schools. To improve the quality of education, teaching learning process must be enhanced. This will happen if every educator faced a problem, they can take it as a material for studying continuously. The teacher needs to update their ideas and be willing to practice it. By that way, the teacher is developing on her profession.

The capability of teacher in presenting the materials can arouse students' motivation to study, it is the individual achievement that can indicate the professionalism level of teacher itself. The first step that we need to notice in creating the high quality of students is how to make the students love the material that presented by the teacher. Even if learning approach or method done by the teacher in the class is good, it will be less important and face a lot of obstruction if the students do not love the materials presented.

One of way to reach the success in teaching learning process is by using *lesson study*. Stigler and Hiebert (2009:152) stated that *lesson study* is a form of teacher development as well as a program for improving teaching. *Lesson study* was firstly developed in Japan and implemented as a teacher professional development program. Experts in education in America, Europe, and Australia learn from the Japanese *lesson study* and develop it in their respective countries.

In the other side, English is considered as important subject to be learned since many fields in human life, especially education uses English as the language to communicate and to share knowledge and information. But as non native speakers of English, there are a lot of students get difficulties to learn it, especially in pronouncing the language. Related to the explanation above, this study was conducted to describe the development of students learning activities in pronunciation practice class through *lesson study*.

Literary Review

Learning Activities

Learning activities are physical and psychic activity that cannot be separated. Physical activity is shown by the student movement in the limbs to create something, play, or work, so the students do not just sit, listen, see, or to be passive. All components play their role and his desire is mobilized in order to

work optimally, as well as following the teaching process actively. Those explanation is supported by Piaget's opinion in Nasution (1995:89) who said that learning activity is the activeness that includes physical and spiritual activity, both of which cannot be separated. Then, the meaning of learning activity in this research is the activeness to do activity which utilizes physical and psychic to achieve certain cognition development, where students are given the opportunity to be active in the class.

Diedrich in Sardiman (2011:101) divided learning activities into eight groups namely: visual activities, oral activities, listening activities, writing activities, drawing activities, motor activities, mental activities, dan emotional activities. The researchers use that classification as reference to collect the data in pronunciation practice class. In this study, the researchers only took seven categories that suitable for the students activities in learning pronunciation practice. They were visual, oral, listening, writing, motor, mental, and emotional activities.

Lesson Study

Lesson study was developed in Japan since the late 1900's. Japanese Teachers in this *lesson study* activities were planning and assessing learning through observation with an aim to motivate students. *Lesson study* in Japan was organized by the teachers in a district or a group of teachers of the same subject. The most popular *lesson study* in Japan was known as *konaikenshu* which was held at the school and developed since the 1960s. *Konaikenshu* means *school-based in-service training* or *in-service education* within the school or *in-house workshop*.

After a lot of successes and through various evolution, in the 90s centuries, *Kounaikenshu* evolved into *Jugyou Kenkyuu*. One of experts who popularized the term *jugyou kenkyuu* itself is one of the Japanese educational reformer named Prof. Manabu Sato, who is a lecturer at the University of Tokyo. He noted the need for a change in the pattern of closed learning, the change is the creation of learning communities in schools and opened the as wide as learning process in the classroom to be observed by anyone, opened learning techniques that will accept

an input from anyone who observed it, so that the learning process can be developed (Fahrudin, 2011:24)

The term of *lesson study* itself was first introduced by Makoto Yoshida, an education expert from Japan on his doctoral dissertation at Chicago University, which was then regarded as one of the pioneers who pioneered the application of *lesson study* in America together with *Catherine Lewis*, she is an education professor from Mills College, Oakland. *Lesson study* is growing in the United States since the events of the Third International Mathematics and Science Study (TIMSS), which was a study to compare the learning achievement of 8th grade mathematics and science in 1995 (Fahrudin, 2011:25).

Lesson study in Indonesia evolved through Indonesian Mathematics and Science Teacher Education Project (IMSTEP) which is implemented since October 1998 in three IKIP (Teacher Training College). Today, *lesson study* in Indonesia began heavily socialized to serve as a model in order to improve the learning process of students, even in some schools have started to put into practice. Although at first, *lesson study* was developed in basic education, but currently there is a tendency to be applied also in secondary education and even higher education.

Takahashi, Watanabe, and Yoshida (2006:201-202) describe three unique characteristics are what makes *lesson study* so popular. First, *lesson study* provides teachers an opportunity to see teaching and learning in the classroom in a concrete form. Teachers to focus their discussions on planning, implementation, observation, and reflection on classroom practice. Second, *lesson study* keeps students at the heart of the professional development activity. It provides an opportunity for teachers to carefully examine the student learning and understanding process by observing and discussing actual classroom practice. Third, *lesson study* is teacher-led professional development. Through it teachers can be actively involved in the process of instructional change and curriculum development.

The steps of *lesson study* have been discussed by many educators. Fernandez and Yoshida (2004:7-9) promoted six steps for structuring a good *lesson study*, which are: (1) Collaboratively Planning the Study Lesson, (2) Seeing

the Study Lesson in Action, (3) Discussing the Study Lesson, (4) Revising the Lesson (Optional), (5) Teaching the New Version of the Lesson (Optional), and (6) Sharing Reflections about the New Version of the Lesson. Then, there is a simplified steps of *lesson study* as explained by Sukirman (2006:100-101). The steps are:

1) Plan (Planning)

During the *lesson study* planning phase, the participants first identified the problems found in the classroom. The identification of the problem accompanied by the solution taken are related to the teaching material, schedule, students' characteristic, class condition, teaching method, teaching media, experiment kits, and evaluation toward the teaching process and result.

Additional discussion focused on the collection of data on the observation sheet, especially about determining the indicator of good teaching- learning process seen from the aspect of teacher and students. Those indicators were written based on the lesson plan and approaches used to reach out to students during the teaching learning process.

2) Do (Implementing)

In this phase, a teacher applies the lesson plan while other teachers and expert observed the process using the prepared observation sheet. Lesson observation sheet needs to be owned by the observers before the study began. The observers take place in the class that allow them to observe the students activities. During the learning, observer are not allowed to talk with other observers and do not interfere the students' activities and concentration. The observers can perform the learning activities through video recording camera or digital photos for documentation purposes and further study materials. In addition to collect information, the presence of observers in the classroom is also meant to learn from the ongoing learning and not to evaluate teachers (Hendayana, 2007:34).

3) See (Reflection)

In this phase, the teacher who implemented the lesson plan was given time to state his feeling during the implementation both for himself and his students. Next, time was given to observers, both expert and other teachers, to share the data they collected on the students' activity during the implementation followed

by showing of the video. The teacher of presentation, then, was asked to respond the observers' comments. The important thing in reflection is to reconsider the lesson plan developed as the basis to make improvements for the next teaching.

Research Method

This research was a descriptive quantitative one. The population of this research was the sixth semester students of English Education Study Program, Cokroaminoto Palopo University in the class A. To determine the sample, the researchers used purposive sampling. The researchers took two students as the samples in the class A by giving initial name "A" and "B". The consideration was based on the data of students' learning achievement in some previous meetings of Pronunciation Practice class before *lesson study* was done.

The instruments of the research were observation and documentation. In observing the students learning activities during four cycles, the researchers used rating scale that arranged based on the classification of learning activities by Diedrich. Observation was done in four times of open lesson (called "do" of *lesson study* steps). In conducting documentation, the researchers took some photos and videos as documents during *lesson study* cycle (plan, do, and see) in four cycles. In *plan* step, the researchers collected the videos and photos of planning process as well as lesson design picture. In *do* step, the researchers collected the videos and photos of students learning activities in the class. In *see* step, the researchers collected the videos and photos of *see* process as well as the picture of lesson design.

Findings

1. Cycle One

a. Plan

Before the open lesson started, the observers and the lecturer did *plan* step to know the competence and the steps of learning process that would be attained in the open lesson. Firstly, the lecturer mentioned "Stress and Rhythm" as the subject matter and explained the lesson plan steps namely: 1) Understanding the concept of stress in pronunciation, 2) Practicing to produce and determine the

words' stress, 3) Finishing the task of stress and rhythm. Those steps were discussed together with the observers and agreed to be applied in the open lesson.

b. Do

Table 1. The Data of Students Observation Sheet at the First Cycle

No	Students Learning Activity	Student	
		A	B
1	Visual Activity		
	The student pays attention to the lecturer	3	3
	The student concentrates on the lecturer's explanation.	2	3
	The student does not discuss with her friend in the class when lecturer explaining	2	3
2	Oral Activity		
	The student pronounces the English words	4	3
	The student discusses with her friends in discussion session	1	1
	The student delivers the result of his work to other people	2	2
3	Listening Activity		
	The student listens the explanation of lecturer	3	3
	The student listens the advice that is given by friend	2	1
	The student listens the question from lecturer or friend.	2	3
4	Motor Activity		
	The student expresses ideas	1	2
	The student gives criticism to the lecturer or friend	1	1
	Student asks question when do not understand	2	1
5	Writing Activity		
	The student focuses to write what is explained by the lecturer	2	3
	The student stays noted though at the time of presentation	2	3
6	Mental Activity		
	The student is not shy to ask	1	1
	The student is brave to answer the question	2	2
	The student gives suggestion to lecturer or friend	2	1
	The student does the assignment that is given by lecturer	3	3
7	Emotional Activity		
	The student focuses on exercises that is given	4	4
	The student looks calm when doing assignment	4	4
	Total Score ($\sum \bar{Y}$)	44	47

c. See

In this step, the lecturer explained her teaching learning activity in which she missed to make the students pronounce the words' stress together. That group assignment become students' homework. The observers explained that there were many words examples that made the students bored and some students did not bring dictionary. For the next cycle, the lecturer was suggested to use native speakers' voice in presenting the words or sentence examples.

2. Cycle Two

a. Plan

In this plan, the lecturer had prepared the videos that would be presented in the next class with the subject matter "Intonation." The steps of learning activity were: 1) Understanding the common pattern of intonation, 2) Listening the intonation and repeat, 3) Going around to do intonation practice for collecting point. Based on the lecturer's plan, the observers suggested to make small group discussion (consist of 4-5 students) and two students as the representation of each group to listen and repeat.

b. Do

Table 2. The Data of Students Observation Sheet at the Second Cycle

No.	Students Learning Activity	Student	
		A	B
1	Visual Activity		
	The student pays attention to the lecturer	3	4
	The student concentrates on the lecturer's explanation.	3	4
	The student does not discuss with her friend in the class when lecturer explaining	3	4
2	Oral Activity		
	The student pronounces the English words	3	3
	The student discusses with her friends in discussion session	3	4
	The student delivers the result of his work to other people	2	3
3	Listening Activity		
	The student listens the explanation of lecturer	4	4
	The student listens the advice that is given by friend	2	2
	The student listens the question from lecturer or friend.	3	3
4	Motor Activity		
	The student expresses ideas	2	3
	The student gives criticism to the lecturer or friend	1	2
	Student asks question when do not understand	3	3
5	Writing Activity		
	The student focuses to write what is explained	1	2
	The student stays noted though at the time of presentation	1	1
6	Mental Activity		
	The student is not shy to ask	3	2
	The student is brave to answer the question	3	3
	The student gives suggestion to lecturer or friend	2	2
	The student does the assignment that is given by lecturer	4	4
7	Emotional Activity		
	The student focuses on exercises that is given	4	4
	The student looks calm when doing assignment	4	4
	Total Score ($\sum \bar{Y}$)	54	61

c. See

During the discussion session, the lecturer asserted her weakness during the implementation. From the observers, the lecturer got the additional information about students' activity during the learning process. The lecturer and observers prepared the practice plan in the next cycle.

3. *Cycle Three*

a. Plan

In this planning, the lecturer told to observers that there would no material explained in open lesson. The lecturer only gave time to all students for practicing English sounds with the topic: Practice Various English Sounds I. One of the observers suggested to make the students going around to pronounce the sentence in her friends paper to collect as much as point in Practice one. Then in Practice two, we agreed to do pronunciation duel based on the text video. The three plans were: 1) Practice I: Going around to pronounce the sentences, 2) Practice II: Pronunciation duel for the same sentence, 3) Practice III: Peer guided pronunciation practice.

b. Do

Table 3. The Data of Students Observation Sheet at the Third Cycle

No.	Students Learning Activity	Student	
		A	B
1	Visual Activity		
	The student pays attention to the lecturer	3	3
	The student concentrates on the lecturer's explanation.	3	3
	The student does not discuss with her friend in the class when lecturer explaining	3	3
2	Oral Activity		
	The student pronounces the English words	3	4
	The student discusses with her friends in discussion session	3	3
	The student delivers the result of his work to other people	4	4
3	Listening Activity		
	The student listens the explanation of lecturer	3	4
	The student listens the advice that is given by friend	2	3
	The student listens the question from lecturer or friend.	3	3
4	Motor Activity		
	The student expresses ideas	2	1
	The student gives criticism to the lecturer or friend	1	1
	Student asks question when do not understand	2	2
5	Writing Activity		
	The student focuses to write what is explained by the lecturer	2	2

	The student stays noted though at the time of presentation	1	2
6	Mental Activity		
	The student is not shy to ask	2	2
	The student is brave to answer the question	2	2
	The student gives suggestion to lecturer or friend	2	1
	The student does the assignment that is given by lecturer	4	4
7	Emotional Activity		
	The student focuses on exercises that is given	3	3
	The student looks calm when doing assignment	3	3
	Total Score ($\sum \square$)	51	53

c. See

In this step, the lecturer found some weakness on the teaching and learning activity that had been done, namely: only seven students presented their videos because the times was over. Based on observation of the observers, the lecturer got the information, namely there were some students only read her friends sentence without using the suitable intonation and some students was difficult to practice because the class was tight in practice one. The suggestion in this discussion was preparing the methods and tried to start at the beginning of teaching and learning activity with peer guided pronunciation practice in the next cycle.

4. Cycle Four

a. Plan

We continued the activity in the third cycle where there was not theory and only practicing during the learning process called: Peer Guided Pronunciation Practice. Based on the suggestion in the previous see step, the lecturer would start to ask the students for presenting their videos. But before that, one observer suggested to invite the students to interact by answering some question to do pronunciation practice and it was agreed by the lecturer and other observer. We had three points of activity that would be done and presented on lesson design namely: 1) Practice I: Invite students for interacting to answer the questions, 2) Practice II: Conversation based on Videos, 3) Practice III: Strengthening for the Final Test

b. Do

Table 4. The Data of Students Observation Sheet at the Fourth Cycle

No	Students Learning Activity	Student	
		A	B
1	Visual Activity		
	The student pays attention to the lecturer	4	4
	The student concentrates on the lecturer's explanation.	4	4
	The student does not discuss with her friend in the class when lecturer explaining	4	4
2	Oral Activity		
	The student pronounces the English words	3	4
	The student discusses with her friends in discussion session	1	1
	The student delivers the result of his work to other people	1	1
3	Listening Activity		
	The student listens the explanation of lecturer	4	4
	The student listens the advice that is given by friend	1	2
	The student listens the question from lecturer or friend.	4	4
4	Motor Activity		
	The student expresses ideas	1	2
	The student gives criticism to the lecturer or friend	1	2
	Student asks question when do not understand	2	1
5	Writing Activity		
	The student focuses to write what is explained by the lecturer	1	1
	The student stays noted though at the time of presentation	1	2
6	Mental Activity		
	The student is not shy to ask	2	1
	The student is brave to answer the question	1	1
	The student gives suggestion to lecturer or friend	1	1
	The student does the assignment that is given by lecturer	3	4
7	Emotional Activity		
	The student focuses on exercises that is given	3	4
	The student looks calm when doing assignment	3	3
Total Score ($\sum \bar{x}$)		45	50

c. See

In the discussion of see step, we found there was only one plan was not done during the learning process because it had limited time or the time was over. It was the first plan that explained above. The observers explained that there were some students still talked or did her assignment when one student presenting her video to guide her friends repeating the words. One of observers emphasized to find the other way to make the students to be brave presenting their video.

Discussion

Based on the accumulated data during four cycles in the open lesson of *lesson study* at Pronunciation Practice class, the researchers got the learning activities development of student A during four cycles had fluctuated. From the data, the activities of student A has increased from 2,25 in the first cycle to 2,7 in the second cycle without changing her category which was still as fairly active. Then, she had decreased of learning activities two times in a row from 2,7 to 2,55 in the third cycle and then 2,25 in the fourth cycle. Because the decreased was not too much different changed, it did not alter the category for student A which still as a fairly active student.

The learning activity development of student B during four cycles has also fluctuated but it was different on category and mean score. From the data, the activities of student B has increased from 2,35 in the first cycle to 3,5 in the second cycle. It shows that she has changed from fairly active to be an active student in the learning process. Then, she had decreased of the activities two times in a row from 3,05 to 2,65 in the third cycle and then 2,5 in the fourth cycle. The decrease made the category of the student had also changed. She became fairly active student in the third and fourth cycles.

The researchers can conclude that there was the same development during four cycles. They had increased from the first cycle to the second cycle. Then, they had decreased to the third and also in the fourth cycle. Nevertheless, the passive students (student A and B) can be fairly active and active students in the learning process during the implementation of *lesson study*. This is because before starting the learning process, teachers and participants (observers and the researchers) of *lesson study* had discussed the situation of students in the class and the material that would be taught by selecting the teaching methods and equipment appropriate to enhance student learning.

This is in line with the theory presented by Norwich and Jones (2009:152) who said that, "*lesson study* is a form of collaborative classroom enquiry in which a group of teacher work together to improve their pupils learning by improving the way they teach aspect of curriculum, knowledge or skills, or the ways in which they develop their students as learners and citizens." So, the researchers

stated that the learning activity development of passive students had fluctuated during four cycles of open lesson. Nevertheless, *lesson study* brings the positive effect for the passive students' to develop their learning activities to be better or in the other words, they can improve their learning activity.

Conclusion

The learning activities development of passive students had fluctuated during four cycles in Pronunciation Practice class through *lesson study*. Nevertheless, the student A had changed to be a fairly active and student B had changed to be an active and fairly active during the learning process. The implementation of *lesson study* was beneficial to help the passive students to improve their learning activity in the Pronunciation Practice class. Moreover, it could make the lecturer understand the students' problems and innovate their teaching to improve the students' learning activity.

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