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Lesson Study Contribution to Curriculum Implementation at Classroom Level

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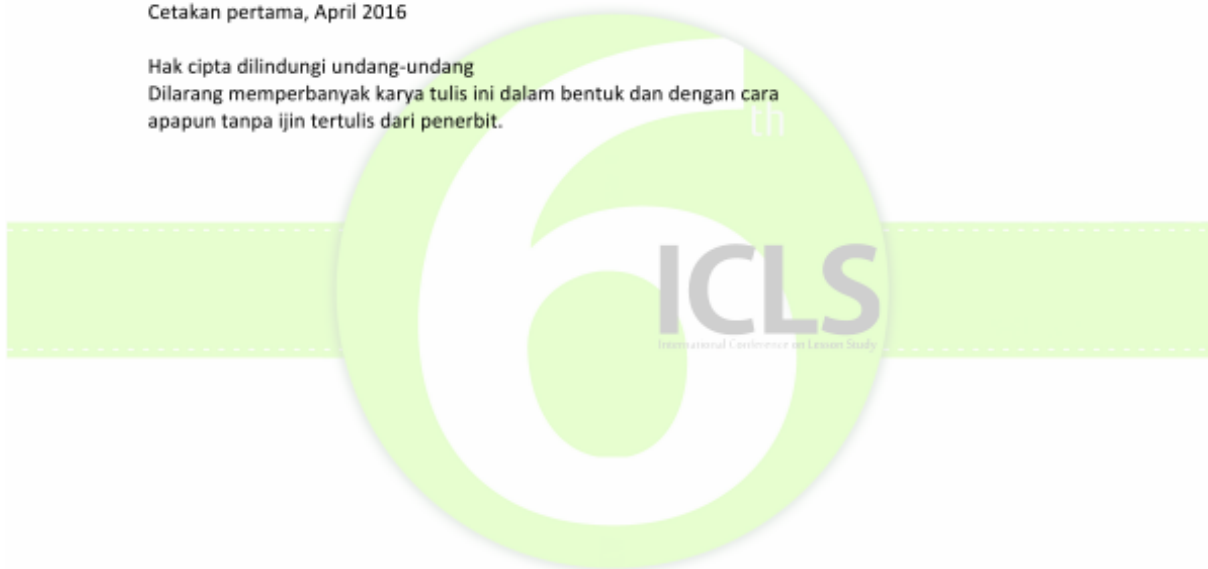**PROCEEDINGS SEMINAR OF INTERNATIONAL CONFERENCE OF LESSON STUDY 2015**

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CONTENTS

Improving Students' Independence Learning through Think Pair Share Learning Model

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Abstract

Cooperative Learning through its various models offers a good opportunity for teachers to develop pedagogical competence and for learners to understand the material and build strong character in them. One model offered in a cooperative learning is Think-Pair-Share (TPS). This model focuses learning activities to learners in order to explore the potential of self-confidence, independence and social attitudes. The aim of this paper presents the results of the application of TPS learning model to improve student learning independence toward variety of grammatical patterns in Advanced Grammar class. Based on the results of the application of the TPS for 4 cycles in the form of Lesson Study activity employing instruments of observation and interviews, it indicates that students' independence is formed significantly with positive indicator parameters. Independence arises because of the provision of the trust of teachers in the learning process with TPS models. This model is very effective when the steps are implemented in accordance with the order of this model; the process of thinking followed by forming groups and ends with sharing activities. The use of unmoving visual media strongly supports the effectiveness of this model to produce mastery of the material and the establishment of student independence.

Key Words: Inependence Learning, Think Pair Share

One component of language that is very important in learning the English language is Grammar. Grammar often gets more attention from students of English language education. It is very reasonable considering the following factors: 1) students are still carried a way by the atmosphere of learning language when they are in high school where Grammar becomes the focus of English learning up to a level of assessment or evaluation, 2) there seems a demand for the success of learning English with grammar as the primary measure of it, 3) English language learning in both junior and junior high school levels are still oriented towards the mastery of grammar, 4) More credits are given to the Grammar in the learning process in college, 5) Grammar is complicated.

Referring to the rationale of the above factors Grammar has become one of the important foundation in mastering English. This paper puts Grammar as an object of Lesson Study with several institutional and academic reasons as follows: 1) Grammar is a representation of a thorough understanding of grammatical mastery of the English language, 2) Grammar is aimed and prepared to complete the student competence in facing the challenges of mastering TOEFL which of course contains a variety of complicated grammatical patterns. Of the two reasons, the second one is the basis in determining the focus of Lesson Study. Its focus is on students' Independence learning for Grammar subject.

In accordance with the standard of competence specified in Grammar, the students are expected to understand the kinds and types of patterns of English Grammar. This competence implicitly requires students to be more sensitive, responsive, intelligent and independent in dealing with various issues concerning the grammatical forms of English language. However, the situation in the classroom does not seem run positively as envisioned. Empirically and based on the observation results of student learning, the learning process that takes place in the classroom still tends to be teacher-centered so that students are less active and productive. This has an impact on the low absorptive capacity where the average student learning outcomes for Grammarsubject is still moderate (Score: BC - B) while the average score of TOEFL is still in the range of 430-450. This achievement would not touch the student-dimensional sphere itself that is how students are supposed to learn and how to get vivid understanding.

Based on the observation, lecturers prefer applying teacher-centered models because it does not require practical equipment and materials to teach. They just sufficiently explain the concepts, patterns of grammar available in textbook or other reference. In this case students are not taught using learning strategies that can make them understand how learning, thinking, self-motivated and independent be formed. This problem often arises and is felt by teachers who focuse more on understanding the patterns literally. Thus, students gained insight into the complex and complicated sense by fully depending on the teachers. This Independence learning then becomes the focus of Lesson Study.

Based on the phenomenon of the above problems, it is necessary to apply a learning strategy that can help students to understand the teaching materials and applications contextually. One of the changes that need to be taken are learning orientation which is initially teacher-centered to student-centered orientation, expository methodology to participatory, and textual approach becomes contextual one. One interesting innovation accompany the change of the paradigm is the implementation of innovative and constructive learning models. As quoted by Trianto in Joyce (1992: 4), he says that the learning model is a plan or pattern that is used as a guide in planning for learning in the classroom or learning tutorials and to determine the devices of learning including books, movies, computers, curriculum, etc.

Furthermore, Joyce revealed that the learning model directs us to design learning in helping learners in such a way so that the goal can be achieved. One of the few models of learning that mean that the learning model Cooperative (Cooperative Learning).

Cooperative Learning arises from the concept that students will more easily find and understand the complicated and difficult concepts if they were in discussions. This will provide the opportunity for all students to be actively involved in the process of thinking and learning. Cooperative Learning is a learning strategy that involves a group of students working in collaborative in achieving a common goal (Eggen and Kauchak, 1996: 279). The intended destination is the achievement of understanding on the object studied by promoting student independence.

The application of Cooperative learning model on English Grammar is appropriate and reasonable. This is in line with its objectives that emphasis more on the thorough understanding of the various grammatical patterns in the sense of TOEFL preparation matter emphasising on the structure and written expression (structure and written expression). However, from a variety of types of cooperative learning model that is like; JIGSAW, STAD, TGT, TPS and NHT, the use of cooperative learning model i.e Think-Pair-Share (TPS) based on the characteristics and with a very appropriate modifications is relevant to be applied in teaching English Grammar with the background of learning problems encountered by learners.

Pair- learning model Think-Share is developed by Frank Lyman et al from the University of Maryland in 1985. Referring to the opinion of Lie (2002: 57) he said that Think-Pair-Share is learning that gives students the opportunity to work independently and in collaboration with others. In this case, the lecturer plays very important role to guide studentsto conduct discussions, so as to create a learning atmosphere more lively, active, creative,

effective and fun. It is obvious that through Think-Pair-Share learning model students can directly solve problems, understand the material as a group and help one to another, make a conclusion (discussion), and present to the class as one of the evaluation of the learning activities that have been carried out. These steps are the characteristic of of TPS where the students were given more time to think, respond and cooperate in their scope to create an independent atmosphere of teacher centered learning patterns. As a result, relying on the lecturer will be reduced and independence learning can be created (self learning). The purpose of this paper is to describe the effectiveness of the learning process on Grammar class using Think-Pair-Share (TPS) in creating independence of the student to understand the lecture material in the learning process in the classroom. This goal originated from a problem where the level of understanding of students in Grammar issues is still complex and complicated with a power of dependence on the fteacher is quite high. This issue became the focus of this Lesson Study.

Through the stages of Plan, Do, See, possible positive change to the competence of lecturers, the quality of teaching and learning innovations and character development of students and teachers can be achieved. through the use of TPS with lesson study as the form of activity, academic ability can be developed through an attitude of discipline, seriousness, independence and responsibility in learning because they will be supervised (observation) and visits (reflection) both by students and by faculty observer. Based on this view it is necessary to know the independence of the student to the understanding of English Grammar.

Within this paper, the subject to be studied and as a data source is a lecturer and students (fourth semester) involved in activities for English Grammar Lesson Study subject. The lecturer has had teaching experience of 3-11 years at the college level and have experience to overflow English Grammar

subject. The implementation of Lesson Study on English Grammar is designed in 4 cycles where each cycle consists of three stages, namely 1) planning (plan) that contains activities to construct tools of learnin known as teaching plan and teaching materials. At this stage, analysis is carried out collectively related to the teaching plan and teaching materials that have been planned covering; the syllabus of Grammar, lesson plan, the material presented,students work sheet, the strategy adopted, lecturers model, and instruments of the assessment needed, 2) implementation (do) or do lectures prepared in accordance with the lesson plan. At this stage the lecturer teaches in class according to the plans and studies that have been discussed jointly by a team of Lesson Study. In addition to this activity observation is made by the team members of Lesson Study which focuses on the activities of students during the learning process.

The observer team is equipped with observation sheets that have been prepared to adjust the activity or learning steps within SAP. Recording using a video focusing portion corner of the picture in the student activities are also conducted to obtain audio and visual data as a subject of study, discussion and evaluation of the current stage of see, and 3) to reflect on and discuss based on the observation (see) by team members of Lesson Study including lecturers model of learning in the classroom shortly after completion.

See activity was attended by all the teams of Grammar including lecturers model. In the implementation of this reflection discussion, a moderator and the minutes of the run course of the discussion by delivering order of see activity. Lecturer model gets the first chance to express their opinions about the learning process that is done to then proceed by each observer. Discussion of this reflection is to obtain input, images, and positive things to do next process. Togetherness and responsibility become the spirit of this discussion and may not judge

lecturer mode. This isl because the main goal of this stage is to improve the performance of lecturers. The focus of the discussion centered on student activities, patterns of behavior and attitudes of students, student response and also the implementation of learning undertaken by lecturers, teaching plan and teaching materials. The results of this reflection will be used as a basis for planning in the next cycle.

Based on 4 cycles that have been carried out by focusing on the stages do and see, techniques and data collection instruments is then determined. There are two main data to be collected and obtained in this study. The first one is data on the extent of the independence of the student in learning to understand the material of English Grammar. And the second is data relating to the steps of learning how to use an ideal model of Think-Pair-Share (TPS). According to the type of data, this study uses data collection techniques such as interviews, observation and documentation. The instruments used to obtain data uses observation sheets, sheets draft interviews, and documentation in the form of audio-video.

The data have been collected to analyze carefully and meticulously because the data analysis is the process of searching and compiling a systematic data obtained from interviews, field notes and documentation by way of organizing data into categories, describe into its parts, synthesize, learn and make conclusions

Result and Discussion
Prior to implementation, lesson plans have been prepared and equipped with the material, media required, exercises or problems that are packed more interactive using Hot Potatoes applications, and student worksheet. The strategy adopted is learning model called TPS. In the first cycle, the lecturer presents the material Modal Auxiliary with the goal that the student is expected to identify the types, functions and position of Modal Auxiliary, classify and

differentiate it. Learning undertaken step is divided into three, namely the introduction or pre-teaching, whilst activities, and post one. At the preliminary stage lecturers convey the purpose of the model followed by apperception by playing video exposure in accordance with the material to be presented. This activity is allocated approximately 15 minutes. At the stage of main or whilst activities, the students are given some problems of the usage of Auxiliary sentences to be thought and responded individually. In the first 20 minutes the problems are presented in the form of Hot Potatoes applications where students answer the question directly and get a response from the application directly as well and at the same time providing confirmation of the answer. Lecturer gives a little review of the problems that arise. In the learning model of Think-Pair-Share (TPS) this activity is categorized in the process of THINK. In this context we call Pre-Think. At the second 25 minutes the students are grouped to analyze and discuss the use of Modal Auxiliary with some kind. this is then called PAIR. Furthermore, students in groups for about 45 minutes present the results of the analysis and discussion to the classroom as a form of sharing of what they have discussed (SHARE). In the closing stages, each student is given students' work sheet to be done which is then covered with a review by the lecturer.

In the process of the first cycle appears that students still awkward and a bit tense, especially at the time after the video aired because when lecturers convey some questions with the intention of doing apperception students are still not able to respond quickly, well and straightforward. Many students do not understand the material in the video. However, at the stage of Think student started a little to enjoy because they were divided into groups and try to resolve the problems presented by a little bit loose. The process of identification, analysis and discussion go pretty good. Some students began to show their activity when discussing the process of pair. It

happens as well during the time of Share activity. This gives a positive impact on their work during the presentation and exercise to accomplish problems or questions provided in students work sheet.

In the second cycle, with different material, namely the use of Passive Voice and participle which aims to make students able to identify, classify and construct a sentence, video was played with different mode-contextual movie clip wherein expression of the use patterns of grammar Passive voice and participle applied in a dialog. Apperception is done to remind them about the themes to be presented. At the core stage, students were given several questions to be analyzed and presented individually. Each question has allocated 20 seconds to think about. This activity is carried out for 20 minutes including responding the given problem (pre-think). At the second 20 minutes, students are grouped for a given problem in a matter of form error analysis (think). This matter was discussed in a group(pair). For 40 minutes through a representative group of students had the opportunity to present the results of group discussions before other groups (share). For 10 minutes after the share, the students work individually and followed with closing activities.

Using more live video or contextual in apperception activities is more attractive and help students remember the material to be presented. However, when they face cases or problemsr to be analyzed and answered it turns somewhat troubled. As a consequence, at this stage of Pre Think student is rather difficult to understand the patterns of grammatical types of passive voice and participle. Students is still dependent on the lecturer and face difficulties. on the stage of Think, students begin to comprehend thoroughly and increasingly with a good degree of independence by not relying on lecturer. This circumstances bring positive impact on the process of Share that produces

a thorough understandingfollowed by a progressive results on students' worksheet.

In cycle 3, the lecturer gives the material in the form of Count nouns and non-count nouns with the aim to allow students to identify the usage of count and non-count noun, classify the use of the patterns, as well as construct a sentence with respect to the materials. As in previous cycles, in this cycle lecturer did apperception by distributing a paper with grammatical pattern of the material. Each sheet of paper was given to two students for later analysis to determine which sentences can be received with correct grammar. For 20 minutes the students were paired then do moving activities in accordance with the answers they specify. This Think activities is very interesting, innovative, and fun. Students are happy and their confidence are growing to show other couples about their mastery on a given issue. Dependence on lecturers hardly seemed on this occasion. This led to a little review from lecturer (5 minutes). In this Think activities, the students in pairs are given the problems associated with the use of Count Noun and Noun Count Noun for 20 minutes in a form of power point (Pair). Students then discuss by giving response or comments of each question. This process is called Share. During Share step lecturer in conducting the process of teaching use Hot Potatoes application evaluation as part of the withdrawal of the student's attention to the problems and discussion of the problem in order to avoid tension, confusion, and saturation. Lecturer here only act as a facilitator.

In cycle 4, the lecturer presents the material using correlatives Conjunctions that aims to allow students to identify, categorize and collate issues regarding correlatives pattern Conjunctions. At this cycle lecturer does apperception by providing problems on correlatives Conjunctions sentence patterns with two options that can be accepted grammaticaly in the form of power point. The benchmark time is also given of any

problems. Students do a 'moving' or separate themselves by their different answer. Thus it accidentally forms two 'camps'. The logical explanation of the reasons on the problems take place on the stage of this apperception. The dynamics of the class to be fun, lively yet charming, cheerful and loose in expression. Some students are excited to give an opinion on the selection of their answers. This stage is hereinafter referred to Think that lasted 25 minutes before the lecturer played video fconcerning to the topic.

Video playback as well as a short description followed by some concrete examples usage of patterns of Conjunction correlatives seemed only a little help students' understanding of the material. This condition is evident when students review the questions presented in which the results are still not satisfactory although the dynamics of the discussion goes well, accommodating, sharing, active but it was found that this process did not offset a thorough understanding. This condition is further amended when each group had the opportunity to share with other groups. The process of understanding on the mastery of the material began to form when there is little interference from the lecturer. This is evidenced by the results of the exercise which is improving.

Of 4 cycles application it is obvious that independence appears with different parameters as an indication of the independence process. Indicators of independence refers to the opinion proposed by Hidayati and Listyani (2012). The independence of data improvement can be seen in the table below.

Conclusion

In applying the type of cooperative learning model Think-Pair-Share could effectively be done with the following steps:

1. Thinking

At this stage the lecturer conducts apperception with questions or provides the problems and issues that are directed at the introduction of the subject to think independently. In addition, the learning objectives are also presented. Format issues or cases with the use of unmoed visual media is more effectively.

2. Pairing (in pairs / groups)

At this stage the lecturer asked the students in pairs between 3-5 people each group to discuss what they study in the first stage by discussing some problems or questions, case or issue that is given by the lecturer as a follow up from what they were thinking at the time of apperception. In this phase, members of the group show the performance of each member by discussing, comparing, and determining the solutions to the problems. In addition, in this stage the lecturer gives a glimpse explanation (confirmed explanation) on any problems that arise at the end of the discussion or after each group to respond to the problems faced as a form of review of the problems that arise. The use of interactive media in presenting problems or questions is very helpful in shaping the atmosphere of a live class.

3. Sharing

In the final stage, the lecturer asks the group to share with the whole class about what they have discussed. Skill to share in the whole class can be done by designating each group to present the results of the discussion. Lecturer helps students to reflect or evaluate the results of the problems they may solve or they have discussed. Implementation of this model can be equipped with the Student Worksheet.

Self Independent	Cycle I	Cycle II	Cycle III	Cycle IV
Responsible	12 mhs/46.1%	22 mhs/84.6%	21 mhs/80.7%	24 mhs/92.3%
Inniciative	4 mhs/15.3%	6 mhs/23.07%	9 mhs/34.61%	12 mhs/46.1%
Confident	4 mhs/15.3%	8 mhs/30.7%	17 mhs/65.3%	14 mhs/53.8%
Disciplined	16 mhs/61.5%	19 mhs/73.07%	14 mhs/53.8%	23 mhs/88.46%
Independent to other	4 mhs/15.3%	11 mhs/42.3%	14 mhs/53.8%	18 mhs/69.2%

Suggestion

Application of TPS are very effective in learning. Therefore it is recommended that this strategy could be a reference to the learning process both within the regular classroom or in the format of Lesson Study. Tof he use appropriate media will also support the effectiveness of this strategy.

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