

**STUDENTS' EXPERIENCE IN USING LESSON STUDY IN
MICROTEACHING CLASS AT ENGLISH DEPARTMENT OF
UNIVERSITAS NEGERI PADANG**

THESIS

*Submitted as Partial Fulfillment of the Requirements to Obtain
Bachelor of Education (B.Ed) in English Language Education Program*



Putri Wahyuni

16018061/2016

Advisor :

Dr. Yuli Tiarina, S.Pd., M.Pd.

NIP.19770720 200212 2 002

**ENGLISH LANGUAGE AND LITERATURE DEPARTMENT
FACULTY OF LANGUAGE AND ARTS
UNIVERSITAS NEGERI PADANG**

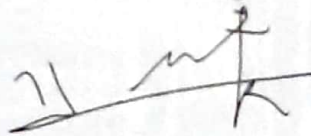
2020

HALAMAN PERSETUJUAN SKRIPSI

Judul : Students' Experience in Using Lesson Study in
Microteaching Class at English Department of Universitas
Negeri Padang
Nama : Putri Wahyuni
NIM/TM : 16018061/2016
Program Studi : Pendidikan Bahasa dan Sastra Inggris
Jurusan : Bahasa dan Sastra Inggris
Fakultas : Fakultas Bahasa dan Seni

Padang, 18 November 2020

Disetujui oleh,
Pembimbing



Dr. Yuli Tiarina, S.Pd., M.Pd.
NIP. 197707202002122002

Mengetahui
Ketua Jurusan Bahasa dan Sastra Inggris



Desvalini Anwar, S.S., M.Hum. Ph.D.
NIP. 197105251998022002

HALAMAN PENGESAHAN LULUS UJIAN SKRIPSI

Dinyatakan Lulus Setelah Dipertahankan di Depan Tim Penguji Skripsi
Program Studi Pendidikan Bahasa dan Sastra Inggris Fakultas Bahasa dan
Seni Universitas Negeri Padang
dengan judul

“Students’ Experience in Using Lesson Study in Microteaching Class at
English Department of Universitas Negeri Padang”

Nama : Putri Wahyuni
NIM/TM : 16018061/2016
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Bahasa dan Sastra Inggris
Fakultas : Bahasa dan Seni

Padang, 18 November 2020

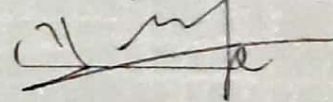
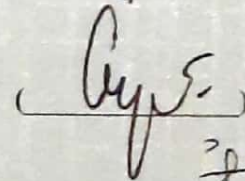
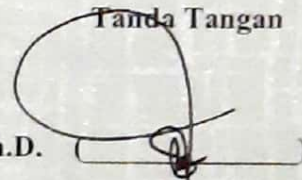
Tim Penguji

1. Ketua : Prof. Dra. Yenni Rozimela, M.Ed., Ph.D.

2. Sekretaris : Dra. Aryuliva Adnan, M.Pd.

3. Anggota : Dr. Yuli Tiarina, S.Pd., M.Pd.

Tanda Tangan





UNIVERSITAS NEGERI PADANG
FAKULTAS BAHASA DAN SENI
JURUSAN BAHASA DAN SASTRA INGGRIS
Jl. Prof. Dr. Hamka Air Tawar, Padang 25131 Tlp. (0751) 447347
Web: <http://english.unp.ac.id>

SURAT PERNYATAAN TIDAK PLAGIAT

Saya yang bertanda tangan dibawah ini:

Nama : Putri Wahyuni
NIM/TM : 16018061 / 2016
Prodi : Pendidikan Bahasa Inggris
Jurusan : Bahasa dan Sastra Inggris
Fakultas : Bahasa dan Seni

Dengan ini menyatakan bahwa Skripsi/ Tugas Akhir saya dengan judul *Students' Experience in Using Lesson Study in Microteaching Class at English Department of Universitas Negeri Padang* adalah benar merupakan hasil karya saya dan bukan merupakan plagiat dari karya orang. Apabila suatu saat terbukti bahwa saya melakukan plagiat maka saya bersedia diproses dan menerima sanksi akademis maupun hukum sesuai dengan hukum dan ketentuan yang berlaku, baik di institusi UNP maupun masyarakat dan negara.

Demikianlah pernyataan ini saya buat dengan penuh kesadaran dan rasa tanggung jawab sebagai anggota masyarakat ilmiah.

Diketahui oleh:

Ketua Jurusan Bahasa dan Sastra Inggris

Desvalini Anwar, S.S, M.Hum., Ph.D.
NIP. 197105251998022002

Saya yang menyatakan,



Putri Wahyuni
NIM. 16018061

Abstract

Wahyuni, Putri. (2020). Students' Experience in Using Lesson Study in Microteaching Class at English Department of Universitas Negeri Padang. Thesis. Padang: English Language and Literature Department. Faculty of Languages and Arts. Universitas Negeri Padang.

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 instruments of this research was a questionnaire and interview to support the data. The questionnaire consisted of 54 questions and divided into four stages; Plan, Observation, Reflection, and Advantages. The experience of the students in using Lesson Study was categorized into negative experience, moderate, and positive experience. To support the data instrument the researcher made a description from some 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 stage were the reflection stage.

Key words: *Experience, Lesson Study, Microteaching*

Abstract

Wahyuni, Putri. (2020). Students' Experience in Using Lesson Study in Microteaching Class at English Department of Universitas Negeri Padang. Thesis. Padang: English Language and Literature Department. Faculty of Languages and Arts. Universitas Negeri Padang.

Lesson Study adalah sistem peningkatan pembelajaran yang berasal dari Jepang. Ini adalah inovasi baru dalam kelas Microteaching untuk membantu siswa bekerja secara kolaboratif di Jurusan Bahasa Inggris UNP. Tujuan dari penelitian ini adalah untuk mengetahui pengalaman siswa dalam menggunakan Lesson Study di kelas Microteaching. Populasi penelitian ini adalah mahasiswa tahun ketiga Jurusan Bahasa Inggris Universitas Negeri Padang. Sampel berjumlah 70 siswa yang diambil melalui purposive sampling. Instrumen penelitian berupa angket dan wawancara untuk mendukung data. Kuesioner terdiri dari 54 pertanyaan dan dibagi menjadi empat tahap; Rencana, Pengamatan, Refleksi, dan Manfaat. Pengalaman siswa dalam menggunakan Lesson Study dikategorikan menjadi pengalaman negatif, sedang, dan positif. Untuk mendukung data instrumen peneliti membuat deskripsi dari beberapa wawancara. Hasilnya menunjukkan bahwa pengalaman siswa dalam menggunakan Lesson Study merupakan pengalaman yang positif. Fakta ini didukung oleh nilai rata-rata siswa adalah 3,76 yang menunjukkan pengalaman yang positif. Kesulitan yang dirasakan siswa ada pada tahap observasi, dan tahap yang paling membantu adalah tahap refleksi.

Key words: *Experience, Lesson Study, Microteaching*

ACKNOWLEDGEMENTS

Alhamdulillah *alamin* thanks to Allah SWT, the lord of every living creature that has given me health, ability, and strength to finish this thesis entitled “Students’ Experience in Using Lesson Study in Microteaching class at English Department of Universitas Negeri Padang” as one of the requirements to obtain the Bachelor degree (B.Ed) in English Department, Faculty of Languages and Arts. Also, *Shalawat* and *Salam* delivered to the greatest leader for human beings, the Prophet Muhammad SAW.

In doing this study, it is impossible to finish it without contribution, helps, suggestions, and comments from many people. I greatly indebted and thanks so much to each of them, that I would like to express my gratitude to :

1. My advisor and also my academic advisor, Dr. Yuli Tiarina, S.Pd., M.Pd. who has given me so much attention, support, time, suggestion, guidance, and advice from very beginning until finishing this stage of this study.
2. The examiners, Prof. Dra. Yenni Rozimela, M.Ed., Ph.D. and Dra. Aryuliva Adnan, M.Pd. who have given me suggestions and ideas toward the development of this thesis.
3. The validator, Dr. Nofrion, M.Pd.
4. All the lecturers and staff of the English Department for sharing my precious knowledge and learning experience in college.

Then, I would like to express a great deal of gratitude to my beloved mother Asni Armeida for her pray, love, affection, and care that never cease for me. I love you so much, mom. I also express my gratitude to the best person in my

life, Hasbi Adrison and Siska Willyani Putri who always support me and give me much strength to become a good person for them and myself.

Padang, October 20, 2020.

Putri Wahyuni

TABLE OF CONTENTS

Abstract	i
Abstract	ii
TABLE OF CONTENTS	v
LIST OF TABLES	vii
LIST OF FIGURES	viii
LIST OF APPENDICES	ix
CHAPTER I	1
INTRODUCTION	1
A. Background of the Problem.....	1
B. Identification of the Problem.....	5
C. Limitation of the Problem	6
D. Formulation of the Problem	6
E. Research Question	6
F. Purpose of the Research.....	6
G. Significant of Research	7
H. Definition of Key Terms	7
CHAPTER II.....	9
REVIEW OF RELATED LITERATURE	9
A. Lesson Study	9
1. Learning Community	10
2. Planning (Plan).....	11
3. Implementing (Do).....	12
4. Reflecting (See).....	14
B. Definition of Experience	15
C. Microteaching.....	18
D. Review of Related Studies	20
D. Conceptual Framework	25
CHAPTER III	26
RESEARCH METHODOLOGY.....	26
A. Research Design.....	26

B. Population and Sample	26
C. Research Instrument	27
1. Instrument	27
2. Validity and Reliability	27
D. Technique of Data Collection	29
E. Technique of Data Analysis.....	30
CHAPTER IV	32
FINDINGS AND DISCUSSION.....	32
A. Data Presentation.....	32
B. Findings	33
1. Students' Experience in using Lesson Study in Microteaching Class	33
2. Summary of the Total Response Students' Experience in using Lesson Study in Microteaching Class	39
3. Interview	41
C. Discussion	45
CHAPTER V.....	49
CONCLUSION AND SUGGESTION	49
A. Conclusion.....	49
B. Suggestion	49
BIBLIOGRAPHY	51
APPENDICES	55

LIST OF TABLES

Table 3.1 Content of the Questionnaire	27
Table 3.2 Reliability Interpretation (Lestari, 2015)	28
Table 3.3 Interview Guide.....	29
Table 4.1. The Summary Score (Mean) of Students' Experience in using Lesson Study in Microteaching class	39
Table 4.2. Summary of the Total Response of Students' Experience in using Lesson Study in Microteaching class	40

LIST OF FIGURES

Figure 2.1. The Cycles of Microteaching Lesson Study	9
Figure 2.2 Procedure of Microteaching	19
Figure 2.3. The Conceptual Framework of the Research.....	25
Figure 4.1. Graphic Representation of Planning Stage	33
Figure 4.2. Graphic Representation of Observation Stage.....	34
Figure 4.3. Graphic Representation of Reflection Stage.....	36
Figure 4.4. Graphic Representation of LS Profit	37

LIST OF APPENDICES

Appendix 1: Content of Students Experience Questionnaire.....	55
Appendix 2: Students' Experience in using Lesson Study Questionnaire	56
Appendix 3: Average Score Interpretation	68
Appendix 4: Data Tabulation	69
Appendix 5: Interview script.....	83
Appendix 6: Surat izin penelitian.....	115
Appendix 7: Surat Validator	116
Appendix 8: Google form screenshoot	118

CHAPTER I

INTRODUCTION

This chapter presents the description about the introduction of this research. It consists of some parts which deal with background, identification, limitation, formulation, research questions, purpose, significance of the problem and definition of key term. Each part is presented systematically.

A. Background of the Problem

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 order to improve learning outcomes and to test the effectiveness of their teaching, teachers in Japan apply Lesson Study as a systematic process to see these results. Lesson Study could also be done in collaboration with teachers who teach different subjects at the same school or teachers from different schools who teach the same subjects. Because there have been many improvements in learning outcomes achieved by students in Japan, many countries are following this system of learning improvement to be implemented in their country.

Japan has implemented Lesson Study since the 19th century, then followed by the United States since 1995. The application of Lesson Study also began in Indonesia since 1998 – 2004 by *JICA (Japan International Cooperational Agency)* through *IMSTEP (Indonesian Mathematics and Science*

Teaching Education Project) program which began in science department in order to improve the quality of mathematics and science education in Indonesia. 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.

Lesson Study is an alternative that emphasizes social interaction in building teachers knowledge of students' learning and stimulate the development of teaching practices. 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. The implementation of Lesson Study in microteaching allow student teachers to determine the best way to improve their teaching practices. 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 does microteaching improve teaching skills (Toman, Cimer, & Cimer, 2014), but also aims 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. The teacher who teaches in microteaching class uses several techniques in order to achieve pedagogical competence, but the techniques that have been used only focus on individual pedagogical competencies. 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. Different from previous years that taught students to be independent, this year's microteaching class implemented a Lesson Study that guided students and was expected to help students undergo microteaching classes. In this course, the students teachers will be grouped of five members, each group will be involved in three cycles of planning, implementing, and reflecting (Suryani, 2016).

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). For example, students sometimes think whether this is useful in the future or is it detrimental, if it is profitable they will do it repeatedly and so on. Some so many students find that they do not like something or do not enjoy it after they try to do it. 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.

The reason that make this study different from the previous study is in this study is focuses on microteaching Lesson Study which is guided directly by the lecturer. Fernandez (2002) found that teachers' intellectual involvement and collaborative collaboration was very beneficial and motivated the students. Not only motivating but also participating in the three cycles of Lesson Study process. The stages are (a) setting goals, (b) planning research lesson, (c) teaching, observing and data collecting of the research lesson, (d) evaluation, feedback and re-teaching, and (e) reflection, formulation and sharing final results (Stepanek, Appel, Leong, Mangan, & Mitchell, 2007).

Therefore, based on all description above, the writer decided to conduct a research in order to find out how are students' experience in using Lesson Study in microteaching class, the difficulties, and also the benefits felt by the students at English department of Universitas Negeri Padang.

B. Identification of the Problem

Based on the background above, the identification of the problem in this study is a follows. First, the implementation of Lesson Study in microteaching class at English department. Second, students' experience in using Lesson Study in microteaching class at English department of UNP. Before the implementation of Lesson Study, the students designed their lesson plans by themselves so that they do not work collaboratively at all. Meanwhile, in the last semester, Lesson Study was implemented in the Microteaching class which taught them to work in groups. This condition brings them to a different experience. In previous studies, students had positive experiences in using Lesson Study.

C. Limitation of the Problem

Based on the identification above, the writer limits the study on describing students' experience in using Lesson Study in microteaching class at English department. Specially, it focuses on the students who takes microteaching subject.

D. Formulation of the Problem

Related to the limitation of the problem above, the writer formulated the problem into "How are students' experiences in using Lesson Study in microteaching class ?"

E. Research Question

The research question were formulated as follow :

1. How are students' experiences in using Lesson Study in microteaching class ?
2. What are the benefits and difficulties by the students in using Lesson Study in microteaching class ?

F. Purpose of the Research

Considering research question above, the purpose of this research could be generalized as follow :

1. To describe students' experience in using Lesson Study in microteaching class at English department of Universitas Negeri Padang .
2. To inform the benefits and difficulties by the students when implementing Lesson Study in microteaching class.

G. Significant of Research

The writer hopes that the result of this research gives some benefits for the readers. Firstly, this study is expected to give contribution for the English Education, especially related to the implementation of Lesson Study in microteaching class at English department of UNP. Second, this study is expected to give information to the readers about students' experience, the benefits and the difficulties in using Lesson Study in microteaching class. By knowing these things, a suitable learning will be created based on their needs. Furthermore, the writer also hopes this research can give knowledge for the readers in general information about Lesson Study and this implementing in microteaching class at English department, and it is also expected to be a reference for those who want to research the same cases.

H. Definition of Key Terms

In understanding the topic of this research easily, the writer would like to present the definition of key terms, they are :

- a. Experience : Experience is the result of natural contact with the five human senses. Derived from the word experience. Experience allows someone to know and the result of this knowledge is then called knowledge.
- b. Lesson Study (or *jūgyō kenkyū*) : A teaching improvement process that has origins in Japanese elementary education, where it is a widespread

professional development practice. There are three cycles of Lesson Study, planning, implementing, and reflecting.

- c. Microteaching : A teacher training and faculty development technique whereby the teacher reviews a recording of a teaching session, in order to get constructive feedback from peers and/or students about what has worked and what improvements can be made to their teaching technique.

CHAPTER V

CONCLUSION AND SUGGESTION

A. 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.

B. Suggestion

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.

BIBLIOGRAPHY

- 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.