

The Implementation of Lesson Study in Learning English to Increase the Students' Result to Students Offerings C in Malang University

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ABSTRACT

This study aims to find out how the application of Lesson Study and the results of Students' Learning Offerings C in Malang University. This type of research uses Classroom Action Research (CAR) using a descriptive-qualitative approach. The subject of the research was 28 students of Offerings C in Malang University. In this study shows that the application of Lesson Study through three stages, namely planning (Plan), implementation (Do), reflection (See) can improve student learning outcomes. The results showed that there was an increase in the application of Lesson Study which included the stages of planning (Plan), implementation (Do), reflection (See) and student learning outcomes from cycle I to cycle II, based on research data in cycle I and cycle II, experience an increase in success according to what is expected.

Keywords: Lesson Study; Students Achievement.

INTRODUCTION

Learning is a combination of student learning activities and teaching activities by teachers (Putri, Jamal, and Wati, 2016). The process of interaction between teachers and students in a class in a certain way that is done through information seeking both independently and in groups aimed at building cognitive structures is called the learning process. Students must have the skills to find and solve problems to get a concept correctly. This is in accordance with the change in the learning paradigm, which was initially centered on the teacher (teacher centered) which turned to be student-centered (student centered), where there was a shift from the workplace system to the work system through the team. (Gusnawati, Zainuddin, and Wati, 2016).

In general, the quality of Indonesian education in the field of education is still relatively low. According to data obtained from the trend of educational science conducted in 2011. Students in Indonesia cannot answer questions that require reason or process skills but can only answer questions in the form of memorization (Hendrayana, 2007). This identifies that there are problems in the learning process because a good learning process should produce good test scores, either questions in the

form of memorization, questions that require reason and questions that contain process skills.

Based on preliminary observations conducted by researchers specifically to offerings class C students at Malang State University, which amounted to 28 students, the average score of repeat learning outcomes at the end of the 2018/19 Academic year semester was below the minimum completeness standard. From student learning outcomes, all student students are not complete. This is because the lack of strategy variations used by teachers during the English learning process is only centered on the teacher, while students play an active role.

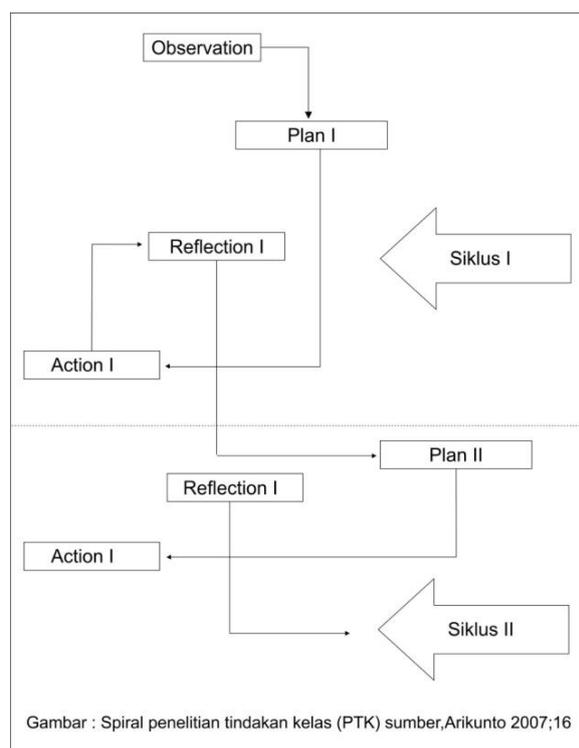
Based on the description above, the researchers tried to overcome the problem of student learning outcomes at Class C at the State University of Malang by using Lesson Study based cooperative learning. This is supported by research conducted by Anggis (2016) and Aris (2014) which proves that by using the cooperative model of barbaric Lesson Study can improve student learning outcomes.

Based on the background, the formulation of the general problem to be examined is; how do you improve student learning outcomes through a cooperative model based on Lesson Study for

students Offerings C in Malang University? The question of the researcher you want to achieve as follows; (1) how is the implementation of the learning plan (RPP) implemented by using the Lesson Study based Cooperative learning model? (2) What are the students' social skills in the learning process with the Lesson Study-based Cooperative learning model for students Offerings C in Universitas Negeri Malang? (3) How do the learning outcomes of students Offerings C in Malang University use Cooperative learning models based on Lesson Study?

RESEARCH METHODS

This type of research is classroom action research. Class action research is reflective research by carrying out certain actions in order to improve or enhance learning practices in the classroom more prose (Suroso, 2007; 20). The approach taken in this study is a qualitative approach. Qualitative research seeks to express symptoms thoroughly and in accordance with the (holistic contextual) context through collection from natural settings by utilizing researchers as key instruments. This classroom action research is carried out in the form of a cycle to achieve the desired target. This research consists of four main components, namely planning, action (acting), observation (observing), and reflection (reflecting).



Gambar : Spiral penelitian tindakan kelas (PTK) sumber, Arikunto 2007;16

The subjects of this study were students Offerings C in Malang University in the 2018/2019 school year consisting of 12 male students and 16 female students. Thus the number of research subjects was 28 students. The location of this class action research is in Malang University which is located at Semarang Street No 05 Malang. Malang University is one of the best Universities in East Java. This university is one of the State Universities in Malang which is favored in the field of Education. It is proven that the University held a Lesson study program which aims to create a reliable teaching workforce. The time for conducting this class action is carried out in two months, namely in August and September 2018.

To obtain data that truly reflects the variables, this study uses data collection instruments in the form of observation sheets for teacher learning implementation, and student learning outcomes test sheets. Data collection tool in this study; 1. Results of the pre-test and post-test, 2. The results of the observation or which include the observation of the teacher, namely how to open and close the lesson, utilize the time, suitability of the method, and interaction with students.

The procedure of data collection carried out in this study is by observation techniques, interviews, and written tests. The description of each technical procedure is as follows; 1. The initial observation activity is carried out at the target University to collect preliminary data which is done by interview. Interviews were conducted with subject teachers and for students. The questions raised in this activity are about the learning process that is often used in the classroom, student achievement, student behavior and teacher behavior in the classroom. Interviews are carried out on two different sides to get the full data and not just from the point of view. Interviews were conducted outside of lesson hours so as not to interfere with the learning process that was in progress and at different times between interviews with teachers of English Language classes Dr. Suharyadi, MP. d and interviews with Galuh Tri S. students Written tests every cycle of learning were carried out 2 times, namely the time before the action was taken in the form of a pre-test and after the action was taken in the form of a post-test. The test given is in the form of a written test with the questions of each test amounting to 8 items, 5 questions are objective and three questions are subjective.

RESULTS AND DISCUSSION

The implementation of Lesson Study in Structure I in teaching subjects to improve the learning outcomes of students Offerings C in Malang University can be described as follows;

1. Application of Lesson study in Structure I, subject learning to improve the learning outcomes of students Offerings C in Malang University.

Cycle I

A. 1st Cycle I meeting

The first Do meeting of the first cycle, the teacher's initial activities taught material about, "simple present tense". Learning is done in accordance with the RPP that was compiled at the time of the Plan. The implementation is carried out on Monday lesson 1-2 or at 07:30 a.m. The initial activity of the teacher's model begins the lesson by greeting. After that the model teacher told the class leader to lead the prayer and read the student attendance list. After that the model teacher shares the pre-test questions with students to work on and tells students to collect again. Then the teacher model conveys the learning objectives that will be implemented. At this meeting the students entered all. Then the model teacher mentions standard competencies and basic competencies. Then the model teacher shows a picture to students who allude to the simple present tense formula. Then the model teacher explains the simple present tense formula. Then the model teacher explains that today the learning model that will be used is group assignment. At the core activity, the lesson then starts with a short lecture on the material, simple present tense," when the teacher lectures the model explains a little about the material presented. After finishing explaining the teacher's material the model invites students to learn with a group assignment model. At the end of the learning activity, the teacher model gives 15 minutes of time allocation to students for student learning because the teacher will provide a post-test question about the material explained by the teacher by giving an allocation of 15 minutes. After all students have finished working on the post-test the teacher model collects the questions and closes the lesson by saying hello.

At the first See meeting of the first cycle, it was held on Monday August 20 2018, the Observer attended by 3 persons, Imelda Mallipa, AmriniShofiyani, and M. Dzikrul Hakim who were fellow model teachers. This activity was held at 10:00 a.m. to 11:30 in the Lecturer room. Various input and responses from

observers regarding the implementation of simple present tense learning that can be used as an improvement in the next meeting. The first was Imelda Mallipa explaining the learning that was held in students Offerings C in Malang University had gone well. Almost all students are enthusiastic in the implementation of learning, almost all students are active, but there are still many students who are still passive and chatting themselves for example absent number 7 students. Regarding the model teacher Imelda Mallipa explained that the model teacher lacked mastery of the material and was unable to manage the class well, that's what a source of problems or problems that make students passive. In this activity the assignment of the model teacher group was able to run well, all students were enthusiastic and actively working on the quiz. The second Observer is AmriniShofiyani said the model teacher was good, had opened the lesson well with AmriniShofiyani also explained in explaining the material, the model teacher seemed to lack the mastery of the material but in the management of the classroom teacher the model had implemented well. There are still passive students, namely students absent numbers 3 and 1. The third observer is M. Dzikrul Hakim stated that the model teacher is good at opening the lesson, has done it well, but the model teacher still looks nervous in the beginning of learning. M. Dzikrul Hakim explained that in opening the teacher's lesson the model was well accompanied by greetings and prayers. In explaining the teacher the model has not fully mastered the material and occasionally sees the book. Almost all students are active except students absent numbers 2 and 5 chat alone. In the closing activity the model teacher has implemented it well accompanied by material conclusions.

B. 1st Cycle II meeting

The first meeting of the second cycle, the teacher models teaching material about, "simple past tense," Learning is done according to the RPP that was compiled at the time of the Plan. Same with the previous meeting the implementation was carried out on Monday 27 August 2018 to 1-2 or 07:30 a.m. Till 45.45 Just as the previous meeting the lesson begins with a short lecture on the material, "simple past tense," when the teacher lectures the model explains a little about the material to be delivered. After finishing explaining a little the teacher's material the

model provides the opportunity for students to learn for 5 minutes for learning preparation with the group assignment model. The teacher explains about the way or rules of the game. Then the teacher divides the class into 7 groups according to the absent number of one group consisting of 6-7 students. The model teacher distributes identification cards to students which contain questions and answers that will be matched by students in groups. The model teacher does not give more direction to students regarding the rules of the assignment game, because students have understood the rules or how to play during the previous meeting. Just like the previous meeting on the final activity of learning the teacher concludes about today's learning material. Then the teacher gives an interaction for 15 minutes for students to learn, because the teacher will provide a post-test question about the material explained by the teacher. After completing the study, the teacher shares the post-test questions with students by providing an allocation of 15 minutes. After students finish working on the post-test, the teacher concludes the question and closes the learning by greeting. The implementation of the 1st Do has gone well according to what was planned in the RPP, but there are still shortcomings that must be corrected in the next meeting.

The first meeting of the second cycle was held on August 27, 2018, just like the previous meeting of the Observer who attended a number of 3 persons, AmriniShofiyani, M. Dzikrul Hakim, and Imelda Mallipa who were fellow model teachers. This activity was held at 10:00 a.m. 11.30 at the Lecturer Room. Various inputs and responses from the Observer regarding the implementation of simple past tense learning, so that it can be used as an improvement for the next meeting. The first, AmriniShofiyani said that the learning carried out in Offerings C class students at the State University of Malang had gone well. Not all students are active; there are still visible passive students for example absent numbers 20, 16 and 12. In carrying out the opening of the learning model teacher has implemented it well, in explaining the material the teacher has seen more mastery than the previous meeting. In the assignment of model teachers the group can run well, all students are enthusiastic and active in working on the quiz problem. But the model teacher is less able to allocate time well. In terms of closing the lesson, the time first runs out, before the teacher model explains the conclusions of the learning material. The second Observer was M. Dzikrul Hakim said the model teacher was good at opening the lesson. In terms of explaining the

material the model teacher has seen more mastery over the material than the previous meeting. But there are still students who are themselves examples of absent numbers 11, 13 and 23 who are chatting alone outside the material. The model teacher does not allocate time well, the time first runs out, before the model teacher closes the lesson. The third Observer was ImeldaMallipa stating the model teacher had carried out the learning well, in opening the lesson the model teacher did not look panic compared to the previous meeting. The model teacher seems to have mastered the material in explaining it. But students absent numbers 17 and 22 are still passive and chatting to themselves. Less model teachers can allocate time well at the end of learning.

Cycle II

A. 1st Cycle II meeting

The 1st meeting of the second cycle. The initial activity of the teacher learning model begins with greetings. Then the model teacher will attend the students and provide identification cards according to the absent numbers posted on each student's back. At this meeting, students also enter all. Then the teacher conveys the learning objectives. The model teacher explains that the learning model used in this learning is, "Collaborative Learning," which is in accordance with what was planned in the previous Plan stage. Learning begins with a short lecture method on material. Next the teacher displays a slide about the material on the projector. Next the teacher models explain the material through the slide. After finishing explaining, the model teacher provides 10 minutes of time allocation to students to prepare themselves for the Collaborative Learning game. After completing the Collaborative Learning game, just like the previous meeting at the end of the learning activity the teacher concludes about today's learning material. Then the teacher gives 15 minutes of time allocation to students for independent learning because the teacher will provide a post-test question about the material explained by the teacher. After completing the study the teacher shares the post-test questions with students by providing a time allocation of 15 minutes. After all students have finished working on the post-test the teacher collects the questions and closes the lesson by saying hello.

At the first See meeting, the second cycle was held on Monday August 31, 2018. Observer who attended a number of 3 people namely

The Implementation of Lesson Study in Learning English to Increase the Students' Result to Students Offerings C in Malang University

AmriniShofiyani, M. Dzikrul Hakim, and AdiIsma who was a colleague of the model teacher. This activity was held at 10:00 a.m. to 11:30 in the Lecturer room. Various input and responses from observers regarding the implementation of simple future tense learning, so that it can be used as an improvement for the next meeting. The first, AmriniShofiyani explained that the learning held by students Offerings C in Malang State University had gone well. Almost all students are enthusiastic in implementing learning, almost all students are active, and in explaining the material it is good. However, there are still many students who are still passive and chatting on their own examples of absent student numbers 10. In collaborative learning material activities the model teacher can run well, all students are enthusiastic in participating in the game. But this time the teacher was not able to manage the class well. The teacher does not reprimand students who are busy and still explain the material. In allocating time the teacher has carried out learning well. The second Observer was M. Dzikrul Hakim, the teacher had implemented it well, in opening the teacher's lesson it was good, in explaining the teacher's material was also good and had carried out well, but there were still students who were self-made and the teacher let the absent student number absent 17 and 12. In closing the learning the teacher has implemented well accompanied by conclusions. The third Observer is AdiIsma stating that the teacher has carried out learning well. In this opening the teacher has started with greetings and prayers. The teacher has also been seen mastering the material in explaining. But there are still students who come out of the context of the lesson, the number 9 absent students play mobile phones. In closing the lesson the teacher has done it well.

B. Second Cycle II meeting

The second meeting of the second cycle, the teacher teaches material about, "simple future tense," Learning is done according to the RPP that was compiled at the time of the Plan. Same with the previous meeting the implementation was carried out on Thursday school hours 1 - 2 or at 07.30 s. d 09.45, the students Offerings C in Malang University. The initial activity of the teacher model begins learning by greeting. Then the beginning of the learning model of the teacher to attend students and provide identification cards in accordance with the absent numbers affixed to the backs of each student. At this meeting all students entered all. Then the teacher conveys the purpose of these

learning namely simple future tenses according to what was planned in the previous Plan stage. Just like the previous meeting the lesson begins with a short lecture on the material. Next the teacher displays the slide. After finishing explaining, the teacher of the model gives an answer for 5 minutes to students to prepare themselves for the game of simple future tenses. Then the teacher invites students to play simple future tenses. After completing the simple future tenses game, just like the previous meeting at the end of the lesson, the teacher concludes about today's learning material. Then the teacher gives time allocation to students for 10 minutes to learn because the teacher will provide a post-test question regarding the material explained by the teacher. After completing the study the teacher distributes post-test questions to students by providing a time allocation of 10 minutes. After students finish working on the post-test the teacher collects the questions and closes the learning by greeting.

During the second meeting See cycle II was held on Monday September 17, 2018. Observer who attended were 3 people namely AdiIsma, AmriniShofiyani, and M. Dzikrul Hakim who were fellow model teachers. This activity was held at 10:00 A.M. 'till 11:30 in the Lecturer room. Various input and responses from observers regarding the implementation of simple future tenses learning, so that it can be used as an improvement for the next meeting. The first AmriniShofiyani explained that the learning held in students Offerings C in Malang University had gone well. Almost all students are enthusiastic in the implementation of learning, almost all students are active in carrying out the opening of the lesson, and the teacher has carried out well in explaining the material as well. No more students are passive and chat alone. In simple future activities, the model teacher has run well, all students are enthusiastic in participating in the game. The teacher looks good in class management. In allocating time, the teacher has run it well according to the RPP. The second Observer was AdiIsma stating the model teacher had carried out the learning well. In opening the lesson, the teacher already looks good with greetings and prayers. The teacher seems to master the material in explaining. Students look calm and conducive. The teacher can refuse well, proven several times that the teacher moves the crowded student seats. The

teacher can also allocate time well. The third Observer was Imelda Mallipa stating that the model teacher had carried out the learning well, the teacher did not look nervous, and started with greetings and prayers. In explaining, the teacher is seen to be able to allocate time well. This refers to the opinion of Lewis and Syamsuri, 2008³⁵ stating that Lesson Study aims; 1. Improve teacher professionalism, 2. Improve the quality of learning in the classroom.

Learning Outcomes of students Offerings C in Malang University have been applied to Lesson Study

Based on the learning outcomes of students at Offerings C in Malang University, it is known that after the first cycle and second cycle there were four meetings that the average percentage of student learning outcomes in the first cycle reached 68.8%, while classical learning outcomes only reached 42.5%. It means that the target to improve student learning outcomes has not been achieved so there are still many things that must be improved through action in the next cycle. In the second cycle it turned out that student learning outcomes had increased, all students had met the KKM value with an average learning outcome reaching 83.65%. While classical learning outcomes reached 87.5%. Based on the results of the above data it can be concluded that student learning outcomes have increased after being given a test in each cycle. This shows that the minimum target for the success of the action has been reached, so that it does not need to proceed to the next cycle. This refers to the opinion of Winkel 2005: 231 stating that the success of student learning is successful if the ability of students has reached 70%.

CONCLUSIONS AND SUGGESTIONS

Based on the results of the research and discussion about the application of the Lesson Study in the subject of Structure I learning to improve the learning outcomes of students Offerings C in Malang University, it can be seen that;1. The implementation of the StudyLesson, in Structure I is carried out in three stages, namely; 1. Planning (plan) includes the preparation of RPP, making media and making observation sheets, 2. Implementation (do) in learning activities in class and 3.Reflection (see) to explain the results of observations and findings research. And it can be

seen that the implementation of learning using the application of Lesson Studying students Offerings C in Malang University from the first cycle to the second cycle experienced an increase, visible cycle, the teacher experienced problems such as lack of mastery of material because they were unable to allocate time well there were still many less active can be eliminated in cycle II.2. Implementation of Lesson Study, in Structure Lessons It can increase the learning outcomes students Offerings C in Malang University from the first cycle to obtain an average value of 68.8% with a percentage of classical successes of 42.5%, whereas in cycle II the average value is 83.65% with a classic success percentage of 87.5%.

Suggestions obtained were put forward after carrying out research with the application of Lesson Study are;1. For teachers (a). The model teacher should better master the material in the learning process so that learning runs optimally. (b). In teaching the teacher should be able to condition the class so that students who are busy can be controlled, so that learning can run smoothly and students can be active in the learning process. (2). for further researchers (a). For the next researcher, it is expected to be able to carry out similar research that aims to improve the results of the Structure I, the students learning by applying Lesson Study with different subjects and material if needed.

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