

## LESSON STUDY FOR LEARNING COMMUNITY IN TEACHING ENGLISH FOR PUBLIC SPEAKING

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#### Abstract

This paper proposes lesson study as a model for improving pedagogical skill especially in teaching English for Public Speaking. The lesson study has three steps. Those are plan, do, and see. In a small group, several lecturers design the material and the methods. One lecturer is being a class lecturer of English for Public Speaking, the rest of them are being observers. The class lecturer explains about the lesson plan. The rest of them give comment and suggestion. The class lecturer apply the lesson plan which has revised to the students. The observers observe students' responds. After the class has finished, the class lecturer and the observers discuss their progress. They evaluate the class activity and make the next lesson plan. It shows that lesson study help the students to increase their understanding of English for Public Speaking. The lesson plan also give insight to class lecturer and the observers.

Keywords: *lesson study, public speaking, teaching English*

#### A. Introduction

Teaching English for Public Speaking in higher level of education such as university or campus needs a lot of methods. There are variety of teaching methods in teaching English for Public Speaking. It is believed that every method has its own advantages and disadvantages. The lecturer should find the most suitable method to be applied to the specific students. In some cases, the lecturer only sees on his/her point of view to deal with the teaching strategies. The lecturer may get difficulties to solve the problems in the class. The lecturer needs insight to help the students in understanding the material. Fortunately, Japan gives inspiration in learning teaching strategy. It is called lesson study. Lesson study is brainstorming process of one lecturer and several lecturers as observers to plan, do, dan see the teaching learning

activities. The lecturer and the observers evaluate the phenomena and plan the next activity until it is found some improvement on students' understanding. Based on Japanese study or point of view, lesson plan can be specified to be broad-based, supported the teacher-led system for increasing the teaching and learning understanding (Cerbin & Kopp, 2006). It means that every participants in lesson study especially the lecturer and observers help each other to improve the quality of teaching English.

## **B. Literature Review**

Lesson study actually has been applied in worldwide. Inspired by Japan simple idea in improving the instruction by collaborating with fellow teachers to think together about plan, observe, and reflect on lessons (Lewis, 2002). Fellow teachers in campus are called fellow lecturers in the same home base or department. The fellow lecturers share plenty of ideas to make the material being understandable. Looking aside to Western initiatives and ideas, their lesson plans are richly funded and mandated which are contradictive to Japan lesson plan; moreover Japanese lesson plan is organized by teachers based on their research and practice in school-based communities (Doig & Groves, 2011). The goal of teaching and learning of this lesson study project is helping the students to be successful in learning English for Public Speaking. "The more successfully students learn, the more likely it is that the teacher will adopt practices that encourage further successful learning" (Ingvarson, Beavis, Bishop, Peck, & Elsworth, 2004). The lecturers should learn about how Japanese teachers are empathic to their students. The Japanese teachers try the best to develop their sense about how their students learn and think (Yoshida, 1999).

Lesson study is the way to improve teaching and learning process in the classroom by collaboration between the teacher and his/her colleagues. In addition, Dudley (2011) explained that lesson study is a highly specified form of classroom action research focusing on development of teacher practice knowledge. He also said lesson study involves a group of teachers collaboratively planning, teaching, observing, and analyzing learning and teaching in 'research lessons'. In this lesson study, the researchers focus on speaking.

The lesson study of English for Public Speaking is not focused on how about the lecturer's performance. The lesson study is not under estimated the teacher explanation. It is student-centered observation. The primary focus of lesson study is how students learn from the lesson, the observers focus on students thinking during the lesson, how the students make sense of the material, what kinds of difficulties they deal with, how they answer questions from the teacher, how their thinking and mindset improve during the lesson (Cerbin & Kopp,

2006). The lecturer and the observers (fellow lecturers) work hand in hand to make English for Public Speaking being easier to be understood and applied.

Lesson study leads the lecturer and the observers to have good collaboration in teaching English for Public Speaking, be empathize to the students and see the material from students' perspectives, and help to build the students-centered class. It is in line with the theory about the advantages of lesson study that teacher express three principal benefits: increased teacher collaboration, greater understanding about students, and increase willingness and confidence to move away from teacher-led approaches (Cajkler, Wood, Norton, Pedder, & Xu, 2015).

It is believed that every lecturer on the same department has his/her experiences in teaching English. The experiences can be shared to see the phenomenon from many perspectives. Automaticly, the lesson study lead the lecturer and the observers to collaborate and try to find the best way of teaching English for Public Speaking. In lesson study, collaboration of teachers lead them to share know-how and resources, show multiple perspectives to bear on making sense of successful the students' learning and support the development of strategies (Sibbald, 2009).

The concrete steps of a lesson study should increase the professional knowledge and skills are as follows: define and research a problem faced by the students, make the lesson plan, teach and observe the lesson, evaluate the lesson and reflect on its effect, revise the lesson, teach and observe the revised lesson, evaluate and reflect a second time, and sharing the results (Stigler & Hiebert, 1999). Those processes actually can be simplified into plan-do-see activity. Those brief activities help the students to understanding English for Public Speaking.

In addition, one of the goals of lesson study is lecturer professional development. Lecturer professional development is aimed at improving teacher's knowledge, skill, and strategy in teaching. it is very useful for the students' outcome. This is in line with Doig and Groves (2011) who say that teacher professional development is driven by the need the need to both of extend and renew teacher, practice, skill, and belief. Dudley (2011) supported that lesson study helps the teacher to see the gaps between what the teacher had assumed was happening when pupils learned and what it is actually happening.

There are some characteristics of lesson study, they are: beginning with a question, driven by teacher and communicating with among colleagues. Relational reciprocal, research inform practice ,practice is research. But teachers must be the primary driving force behind change. They are the best positioned to understand the problems that students face and generate possible solutions" (Stigler & Hiebert, 1999).

Lewis (2002) as cited in Doig and Groves (2011) describes lesson study cycle as having four phases:

- Goal – setting planning – including the development of lesson study.
- Teaching the research lesson – enabling the lesson observation.
- The post lesson discussion
- The resulting consolidation learning, which has many far – reaching consequences. Here is the detail of the steps in lesson study:

#### Plan

Plan is the first step that is done in lesson study. This phase is derived from a question from the teacher to improve teaching. The teacher then discussed about his/her plan with other teachers who teach the same subject. The teachers shared about their experience, knowledge, and strategy. Then they decided to choose one strategy that will be implemented in the classroom such as plan the lesson together, select the lecturer model, and identify the classroom problems and find out the solution.

#### Do

Do is the second step of lesson study. This part is implementing the first step of lesson study. There is a teacher in the classroom and some observers. The observers observe the teaching and learning process in the classroom. They see about the students' behavior toward the strategy that used by the teacher in the classroom.

#### See

See is the last step in lesson study. This step is done after the teacher implemented the teaching and learning process in the classroom. The observers shared the result of their observation. Every observer explained about what she/he got in the classroom. They shared about the strengths and weaknesses about teaching and learning process in the classroom. After discussing, they will do reflection and make a new plan for the next teaching and learning process.

### **C. Research Questions**

Those explanation above leads the research question as follows:

How does lesson study influence English for Public Speaking?

### **D. Research Method**

The research method used in this study was qualitative case study research design. This method was used to discover phenomenon which is seen by participants' point of view

(Creswell, 2009). In line with that definition, this study was conducted to find out the influence towards the implementation of lesson study for English for Public Speaking. Moreover, this research was conducted to describe specific phenomena on the use of lesson study steps to develop students' comprehension related to English for Public Speaking Subject. To investigate such research, this method has objective based on a research question. This research was conducted to describe and explore observation result in implementing the technique.

#### **E. Participants of the Research**

The participant of the research is the seventh semester of the students of STKIP Siliwangi Bandung. The students consist of 44 students, 39 girls students and 5 students. The students take English for public speaking as one of compulsory subject in seventh semester.

#### **F. Data Collection**

The data are obtained from classroom observation. Classroom observation is done to see the students' behavior and the teacher's strategy in teaching. The observation is based on students' collaboration, communication skill, critical thinking, and creative. Then the data are analyzed to see the students' from the first cycle to last cycle.

#### **G. Findings and Discussion**

The implementation of lesson study in teaching English for public speaking.

This research involves plan, do and see stage. This research was conducted from April 2017 to Mei 2017. This research was divided into three cycles and every cycle consists of two meetings. Below is the detail activity in this research:

##### **Cycle 1**

Cycle 1 is divided into three stages, they are plan stage, do stage, and see stage.

##### **a. Plan**

Plan was done on April 4<sup>th</sup>, 2017. This stage involves a lecturer model and a group of lecturers. A lecturer model is a lecturer who assigned to teach in the cycle and other lecturers as observers. They discuss and share about teaching strategy. The material was the structure of the speech.

##### **b. Do**

Do means implementation of planning that the lecturers who have already designed. Do was implemented on April 6<sup>th</sup> 2017. In the beginning of the lesson, the lecturer model

asked the students' prior knowledge. The students came forward and wrote down the kinds of speech that they have already known. The lecturer gave feedback and asked the students to watch a video. Then the students identified the video based on the structure of the speech. The lecturer divided the students into 8 groups. Group activity is used for helping the students in learning. The students wrote their speech in a group.

c. See

See is the last stage and it is conducted to know about teaching and learning process in the classroom. See was conducted on April 7<sup>th</sup> 2017. Based on the observation, the observers shared about their observation. Most of the students did it well the task in a group, they could help each other when the lecturer asked them to write a speech. A group work can encourage the students' motivation in learning. Besides, the students could give their idea and opinion how to write a speech. Nevertheless, the observers found that one group was still confused how write a speech. So, giving clear instruction and guiding should be done in the next cycle.

After doing see stage, the lecturer and the team designed new lesson plan for next meeting. The second meeting was conducted on April 13<sup>th</sup> 2017. This meeting, the students were asked to read their speech and other students gave their feedback to the them.

## **Cycle 2**

Cycle 2 was conducted from April 18<sup>th</sup> 2017 to April 28<sup>th</sup>, 2017 and it involves three stages such as plan, do, and see.

a. Plan

Plan stage is based on the feedback in cycle 1. Plan was conducted on April 18<sup>th</sup> 2017. The lecturers team discussed about the materials and lecture's strategy in teaching. The material was news anchor and radio announcer. Based on first cycle, lecturer

b. Do

In this step, the lecturer model explained about news anchor and radio announcer. The lecturer showed some videos related to the topic. Then, asking the students to identify about those videos. The lecturer showed a manuscript of radio announcer and gave an example how to be radio announcer. Then, the students tried to repeat it with the right intonation. Next activity, the lecturer asked the students to work in a group and they

made it their manuscript. The lecturer controlled the students' activity and helped them when they faced the problems in writing manuscript.

c. See

See is the last stage in lesson study. In this part, the lecturer model and observers discussed again about the result of observation. The observers found that the students were excited in learning, they could perform well to be radio announcer or news anchor. The students have high motivation, they could participate in the classroom. The lecturer did her task as a prompter in the classroom, she gave motivation to some of the students who were still shy when they performed it in front of the classroom. It is related with Harmer's theory about one of roles of teachers is prompter (Harmer, 2008). The students were motivated and they were brave when they performed it.

### Cycle 3

Cycle 3 was conducted from May 3rd 2017 to May 18 2017. It involves 3 stages, they are do, plan, and see.

a. Plan

The first stage was conducted on May 3rd 2017. Lectures team discussed and shared about the result of see and tried to give solution for the problems in the previous cycle. The lecturer model explained about the material that would be taught in the classroom. The observers gave their opinion and shared experience. The team then decided the strategy and the steps in teaching materials. The goal of the learning is the students can practice to be a master of ceremony, even in a formal or non formal situation.

b. Do

Do is the next step after planning stage. In the beginning of the lesson, the lecturer showed a video as the warmer and asked the students' opinion about it. Then, the lecturer asked the students to work in a group and gave an envelope to each group. Then, the students tried to rearrange manuscript. The fastest group got the point. Then, the lecturer explained how to be a master ceremony. The students were excited in practicing, they worked in a group and they could give feedback to their friends.

c. See

After implementing do, the lecturer model and the observers discussed about the situation in the classroom. Based on the observation, the students gave a positive

response about the materials. They were interested and could communicate well with their friends in a group.

The next meeting, they performed to be a master ceremony and it was really fun activity because they could express their skill in front of the class.

Here is the detail information based on the first cycle until third cycle.

Cycle 1	Cycle 2	Cycle 3
<ul style="list-style-type: none"> <li>- Some of the groups worked together to solve the problems in their group.</li> <li>- The rest of groups were still confused in doing their task.</li> <li>- Some of the students gave their opinion.</li> <li>- Some of the students were shy to give their opinion.</li> </ul>	<ul style="list-style-type: none"> <li>- Most of the students worked together.</li> <li>- Most of the groups did the task well.</li> <li>- The students could criticize their friends.</li> <li>- The students could task well.</li> <li>- Some of the students were not shy to give opinion and they were be brave.</li> </ul>	<ul style="list-style-type: none"> <li>- All groups did it well their task.</li> <li>- They could participate well.</li> <li>- They could give opinion and shared their knowledge in a group.</li> <li>- The students were excited when they performed in front of the classroom.</li> </ul>

## H. Conclusion

The result of the study indicates that the implementation of lesson study in teaching English for public speaking give positive impacts for both lecturers and students. The effect for lecturers can be seen through the activity of knowledge sharing in every session, such as plan, do, and see. During those sessions, it was found that the activity broaden lecturers'



comprehension and view regarding teaching strategy. Besides that, lesson study also increase lecturer's instruction in learning process among one field lecturer. They gather to discuss planning, observation, and teaching and learning reflection. As the result, the implementation of lesson study in english for public speaking improve students' comprehension related to the subject about master of ceremony, speech as the example.

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