

CLASS MANAGEMENT AND TEACHER ANALYSIS : AN ACTION RESEARCH LESSON STUDY TOWARD LANGUAGE CLASSES (ENGLISH, ARABIC, AND CHINESE)

Muhammad Yunus Anis¹, Abdul Malik², Kristina³, and Karunia⁴

Sebelas Maret University (UNS), Jalan Ir. Sutami 36 A Kentingan Surakarta, Indonesia

Corresponding e-mail: yunus_678@staff.uns.ac.id

Abstract

A class in a teaching process has significant role, and also a teacher or a lecturer should manage the class well to get a best teaching process. This teaching process needs an attention to gain the aims of teaching process. So that, to manage the class well regulated, the teacher or lecturer have to do the research lesson (collaborative learning lesson study) to accommodate the factual problems of the class and students. This research will find out the factual problems of language classes, how to build a factual strategy of collaborative learning through lesson study, especially English Class, Arabic Class, and Chinese Class. The dominant factual problems in the language classes will be collected and then analyzed to find the meeting point among the foreign language classes. Thus, the language teachers or lecturers will work together and discuss about solution of problems in the language classroom, and then they should avoid the problems that appear in the class. This research will give some recommendations what should the teacher manage in the language class (Arabic, English, and Chinese Class). The teachers of foreign language can improve the quality of learning and make stronger collegiality among the language teachers. The data in this research will be analyzed by the qualitative method, descriptive analysis. To get the data accurately, the data was taken from the videos and pictures which had been captured during the English Class, Arabic Class, and Chinese Class in the Faculty of Cultural Science (FIB UNS). The result from this research is every single class has a problem with a unique character. This unique character is caused by the division of language class into a theoretical class and a skill analysis class, such as: conversation class, listening class, writing or composition class, and reading class in English, Arabic and Chinese Language.

Keyword:

Class Management, Research Lesson/ Lesson Study, English Class, Arabic Class, and Chinese Class, Collaborative Learning.

1. INTRODUCTION

Language teaching has many characteristics in the process of teaching. This is caused by the division of language class into theoretical class and language skill class. In this research, we will find out the problems from the class management and teacher analysis. Both class management and teacher analysis can be elaborated by the lesson study. Lesson study is a development model of teaching profession through considerable study collaboratively and continuously. This activity is based on the principle of colleague and mutual learning to build up the learning community. In this case, the learning community consists of some foreign language teachers, they are: English teacher, Arabic teachers, and

Chinese teacher in the faculty of cultural science. They made a group collaboratively to do the research lesson.

To do the research lesson there are three important steps, such as: (1) plan, (2) do, and (3) see (look at the figure 1). For the plan, all teachers arrange the schedule for doing the research lesson. The first time is (Chinese class), the second is (two Arabic classes), and the last or the third is (English class). When doing the lesson study, the teachers have found many characteristics through the class and the teacher. From the class, we can find not only some active students in the class, but also the active teacher in the class. So that, the action research in the class is very significant, because it can make the language teachers

doing the self analysis from their self. Action research is “of the teachers, by the teachers, for the teachers”, where teachers need to analyse their own personalities during teaching in the language class. For example, the teacher seems to be bearing in the class while the students came late. Some students made noises in the class and also operated smart phone during the teaching. These are some problems which is usually found in the class. So that, by doing the lesson study, the teachers can make the evaluation for their self to gain the better class management.

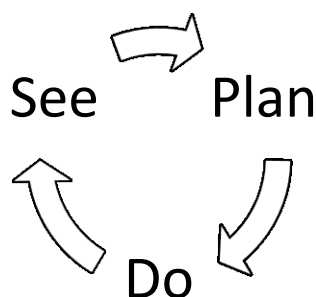


Figure 1 : the main steps of lesson study

2. METHOD AND THEORETICAL FRAMEWORK

This qualitative case study research aimed to study the collaborative teachers in foreign language lesson, English, Arabic, and Chinese. The steps to do lesson study are: (1) by making the group of lesson study, (2) focusing in lesson study, in this case, there are: Chinese Dictation class, Arabic Phonology class, American Thought Study class, Arabic Conversation class, and English Book Report Class. From these classes, we have divided into theoretical language class and language skill class, (3) arranging the plan study, in this section the researchers have prepared the time schedule for doing the lesson study, not only the time but also the lessons through language class, (4) doing action plan of study in the class and observing the class, some of the teachers who devote theirself to doing research took the pictures and videos during the lesson study, (5) doing reflection and analysing the study that has been planed before, (6) planning for the next lesson study action.

How to make a group in lesson study is by (1) hiring or recruiting the members of the group, (2) determining the commitment of

the teacher’s tasks in the class, (3) determining the meeting time schedule, and (4) deciding the rules of the lesson study group. As we know that education is the heart of national development and it is very vital for society. So that, to get a better quality from education is very necessary. One of the way to get a better quality of education is by focusing on lesson study in the foreign language class such as:

- 1) To determine the scope of topic problems.
- 2) To formulate the focus of problems or the main purpose of solving problems
- 3) To choose some certain lessons or topic of study.

By doing certain lesson or topic of study, teachers can analyse their own personalities. Teachers need to analyse their own personalities and practice tendencies from specific concepts and a situation theory (Kawakawi, 2014:977). To get a better class management, the language teachers should arrange the plans study such as:

- 1) What’s kind of topics that now are being understood by the students in the foreign language class. For example in the theoretical class of Arabic Phonology, the teacher will describe about the different between phonetic and phonemic, so the teacher should know the capacity of students about the characteristics of sound in Arabic language. Moreover, the teacher should know has the student understood about the minimal pairs in Arabic language for explaining the different between phonetic and phonemic.
- 2) In the last session, what will we (as a teacher in lesson study) admire from the students. This is very important from the teachers in the class to deeply understand about the outcome from the study. When we divided the class into theoretical class and class based on skills, we will find that the outcomes are different. Theoretical class needs a deeply comprehension about the theory until the students can explain and describe well in the simple way about the theory that has been taught in the class. But in the class based on the skills, such as the dictation and the conversation class, the teacher must gain the obvious outcomes about the capability of students to do.

3) What kinds of questions and experiences that make the students move from a certain comprehension into the other comprehension.

4) What will the student do in that lesson? And is there a problems?

5) What can make student to be motivated with this lesson?

6) What kind of evidences that will be needed through (a) student's study, (b) student's motivation, (c) student's behavior (what does student do in the class) and so on. After that, the evidences will be collected and discussed in the group of lesson study.

Every teachers has their own specific personality, style, and profesional skills. Thus, the effectiveness of each foreign language classroom must be slightly different. To get a better results about the effectiveness of each classroom, we can do the lesson study and observation. The general ways to do the lesson study are in the following ways.

1) The certain teacher who has been choosed by the group, does the implementation of plan study. In this research, we have arranged the time schedule for the lesson study as in the following table 1.

3. Findings and Discussion

No	Lesson	Number of Video	Name of the Teacher	Time Schedule of Lesson Study
1	Chinese Dictation Class (Comprehensive Class)	Video 1	Miss. Kristina	September, 9 th 2015, at 15.00 o'clock, at Building 1 room 107B, Faculty of Cultural Science (FIB UNS)
2	Arabic Phonology Class	Video 2	Mr. Muhammad Yunus Anis	September, 15 th 2015, at 07.30 o'clock, at Building 1 room 106, Faculty of cultural Science (FIB UNS)
3	American Thoughts Class	Video 3	Miss. Karunia	September, 28 th 2015, at 11.00 o'clock, at Building 1 room 211, Faculty of cultural Science (FIB UNS)
4	Arabic Conversation Class	Video 4	Mr. Abdul Malik	October 1 st 2015, at 07.30 o'clock, at Building 1 room 308 (language laboratory), Faculty of Cultural Science (FIB UNS).
5	English Book Report Class	Video 5	Miss. Karunia	October 27 th 2015, at 13.00, at Building 1 room 204, Faculty of Cultural Science (FIB UNS).

Table 1. Time Schedule of Language Lesson Study

2) And the other teachers and the expert-teacher become the observant in the class during the lesson study, especially at language class (Chinese, Arabic, and English). In the Chinese class, dictation becomes the observed class and in the Arabic class, conversation becomes the observed class. Both class are based on the skill of students to write and talk comprehensively. The finding of the research lesson is the teacher should to be communicative with the student and active to go around the students to check their writting of Chinese language. From the class, we can find that the smart students always sit in front of the class, with the smart group students also. It caused the distribution of knowledge in the class is

running unwell coordination. The evidence from this case can be looked at video 1 and video 4 of this research. In the other side, American thoughts class and Book Report class are the observed class belong to English class and Phonology class becomes the observed class belongs to Arabic class. The three classes that mentioned in the last are classes based on theoritical class. The teacher should manage the class well when the teacher was explaining about the theory of language. The finding of our research mentioned that the teacher in theoritical class should give the examples of theory that easily being understood by the students, the example that near with the life of students, so the students can understand the theory that delivered by the teacher in the class. This conclusion is based on the reflection of the lesson study. The evidence

can be looked at video 2, video 3, and video 5. In the book report class, the teacher should be active to ask the students about their attainment in reading the book in homework task. It is very necessary to know the capability of students doing the book report.

- 3) The important thing in this session is documentation, such as video, camera, and writing on the sheet paper. We have given the number for every videos of lesson study to get the data of this research. After that, collaboratively we analysed in the group of lesson study.

Reflection and Analysing the result of observation (after doing the lesson study in the class) is very important, to gain the best result in the lesson study, the teachers should do the reflection and analysing the result of observation. This activity is followed by the language teachers and one expert teacher.

- 1) Reflection from the executor teacher who has been done the lesson study. This activity can make the teachers doing self analysis from the teaching process.
- 2) General reaction from the observers also can help the teachers doing self analysis.
- 3) Presentation and discussion about the data processing from the obsevers. In this section the data processing is very important, because from this data (videos and pictures of lesson study), the teachers can know the factual conditions of the class. Some findings from the video data, that the students who were sitting in the corner always had a class problems, such as: playing the phone, joking with the others students, and also we find the group of active students sitting together in front of the class. We also find the students who pretended to be understood in the lesson. From this reflection, the language teachers can make self analysis, what should do in the class, what shoul manage in the class, to get the better condition in the language class, although theoritical class or class based on the skill. Both of them can be done in the good condition if the teacher doing the reflection on the optimum manner.

- 4) The reaction and suggestion from the observers of lesson study. To complete the reflection we should gain many suggestion from the observers of lesson study.

Doing the next Lesson Study should be done after doing the reflection of lesson study. This part is necessary to keep the continuance of collaborative learning in foreign language class. This part is based on the main principle of research study (see, plan, and do, figure 1). The main items that should be noticed and paid attention in lesson study are as in the following ways:

- 1) To find the benefit, advantage, and added value from the activity of lesson study which has been done together in the group.
- 2) Does the lesson study give us a new perspective in the daily teaching and learning.
- 3) Does the lesson study help the language teachers to develop the teacher's knowledges about the learning material and also the knowledges about the learning which is based on the development of students.
- 4) The lesson study also can increase the competents of teachers in teaching professionalization.
- 5) The activity of lesson have to be collaborative, productive, and supportive.
- 6) The language teachers should ask theirself, "have they made progression in class management and comprehensive language class after doing the lesson study?"
- 7) The members of lesson study group should get the benefits and the uses after doing the lesson study. The involvement of all members during the lesson study is very important.
- 8) The lesson study activity also give the benefits and the uses to the other people outside the group. They must get the new informations and benefit result from the lesson study.

4. CONCLUSION

Learning foreign language is very important to develop the quality of student's intelligent. This is especially important in

language action research which is “of the teachers, by the teachers, for the teachers”, where teachers need to analyze their own personalities from the reflection activity of lesson study. Video analysis of qualitative descriptive study conducted by researchers as the main data of class management and self teacher analysis. The result from this research is every single class (Chinese, Arabic, and English) has a problem with a unique character. This unique character is caused by the division of language class into a theoretical class and a skill analysis class, such as: conversation class, listening class, writing or composition class, and reading class in English, Arabic and Chinese Language. The language teachers should give the optimum attention during the lesson study, especially in the reflection part, this is caused by the importance of reflection to manage the class in better conditions than before. The reflection and self analysis from lesson study are very important to manage the next performance in the class. Finally, the result of this study are expected to provide an overview and make a recommendation to the foreign language teacher’s self analysis based on the research lesson collaboratively and continuously.

5. REFERENCES

- Mishan, Freda. 2005. *Designing Authenticity into Language Learning Materials*. USA: Intellect.
- Kawakami, Tomoko. 2014. “Class Management and Teacher Analysis: An Action Research Lesson Study”. Proceedings World Association of Lesson Studies International Conference 2014 in Bandung, Indonesia. Page 977.
- Parera, Jos Daniel. 1997. *Linguistik Edukasional: Metodologi Pembelajaran Bahasa Analisis Kontrastif Antarbahasa, Analisis Kesalahan Berbahasa: Edisi Kedua*. Jakarta: Penerbit Erlangga.
- Setiawan, I Gusti Agung Nyoman. 2014. “Lesson Study in Application of Faculty of Mathematics and Natural Science Undiksha for Development Higher Order Competence and Local Wisdom and Local Genius”. Proceedings World Association of Lesson Studies International Conference 2014 in Bandung, Indonesia. Page 453.
- Vitoria, Linda. 2014. “Improving Students’ Interactions in Learning Mathematics Through Lesson Study”. Proceedings World Association of Lesson Studies

International Conference 2014 in Bandung, Indonesia. Page 457.