

## LESSON STUDY IN TEACHING YOUNG LEARNERS: ASSISTING A DYNAMIC CLASSROOM INTERACTION

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### ABSTRACT

This research aimed to administer the teacher students to improve their English teaching especially in assisting dynamic classroom interaction to young learners. The analysis of the research was descriptive based on Lesson Study (LS) as one of the teacher professional developments. It leads teacher students develop their professionalism collaboratively. The instruments of this research were documentation, observation, and field notes. The data were taken from cycles in Lesson Study (Plan, Do, and See). There were ten research participants with different roles; five students as observers and the other were the model teachers. Therefore, this LS applied five cycles. However, the result of this research revealed that LS facilitated teacher students to enhance their teaching. It was showed from the fifth cycles with five different teacher models where the classroom interaction was dynamically performed.

**Keywords:** Lesson Study, young learner, student teacher, classroom interaction

### INTRODUCTION

Teaching English for Young Learners is sophisticated motion since teaching English in the early age is massively vital to embed in developing children's language competence especially in acquiring a foreign language (Ekin & Damar, 2013; Stakanova & Tolstikhina, 2014). When foreign language is taught to young learner, it will be engaged effectively on building-up their personal ability. Teaching English for Young Learners has been conceived that teaching second language to young learners is better than to adult learners (Nguyen, 2016) because they learn with no doubt, worry and full of energy (Uysal & Yavuz, 2015).

In the early age, children also have a good memory which is very essential to acknowledge the new materials of language. Besides, the children live and interact with the good environment and natural situation which influences them with their social activities (Vygotsky, 1962). They tend to acquire their knowledge through their eyes, ears, and hands (Scott and Ytreberg, 1990). Therefore, teaching English to young learner is absolutely distinguished from teaching other level. Teaching English early age gave fancied impacts for

them; they will be equipped by permanent linguistic basis for the next language education and rise up their betterment in their mother tongue usage. Teaching English for early age emphasizes on communicating the words they have than teaching grammatical rules or determining the sentences pattern because they comprehend new word then they will use the words (Stakanova & Tolstikhina, 2014). It purposes to introduce them with the vocabulary, or to teach them how to spell and pronounce in shaping the children's word that they learn as the future users of English.

Instead of those gifted abilities the children enclose, teaching for young learners assists dilemma for the teachers of providing an ideal teaching and learning process (Cozma, 2015; McGrath & Van Bergen, 2017). They will perceive every single teacher's attitude in the class as model and resource of knowledge without straining to shift the preeminent source for their future. Young Learners teachers should be cautious prepare themselves as role model and main resources (Sugimoto, Carter, & Stoehr, 2017). They should strive administering the short impact and the future for their pupils. In other word, the young learner's future is on their hands. Therefore, they should highly concern of their teaching-learning process.

In line with the explanation of teaching English for Young Learners, as students in Faculty of Teacher Training and Education, student teachers are needed to have a set of excellent pedagogy in order to support their teaching. Teacher students should master how to teach as well since they will teach in class and interact with their students (Fitchett & Heafner, 2017). In addition, teacher students are required to be good to handle the class to build a very good classroom condition. Hence, they have to balance the theories and practices appropriately.

This research is focused on the teacher students in providing dynamic classroom interaction in teaching English for Young Learners as their field practices before seeing as they never have teaching experiences before. This research also investigate how Lesson Study support improvements in order to create a good teaching and learning process because it has provided precious impact for teacher students on their related subject matter and greater on their pupils (Bjuland & Mosvold, 2015). LS is one of professional developments since it has covered as a model faculty's schooling through collaborative learning assessment and sustainable development based on collegiality principles and mutual learning to build a learning community (Cajkler, Wood, Norton, & Pedder, 2013; D. Nickerson, Fredenberg, & Kinsella Druken, 2014; Myers, 2012)

Lesson study has been developed in Japan over a century (Bjuland & Mosvold, 2015; Groves & Garner, 2008; Kostas, Galini, & Maria, 2014; Kusanagi, 2013; Ylonen & Norwich, 2013). This has been introduced as “Jugyokenkyuu” (Kanauan & Inprasitha, 2014), which is meant as teachers’ professional development collaboratively. Many countries have adopted Lesson study to improve their education so that it has created the trend to adjust Lesson study as a part of teachers’ development. More than 60 countries has been joining organization of lesson study (Had & Jopling, 2016). In Indonesia, Lesson study has been introduced since 1998 (Towaf, 2016; Wahono, Perdana, Study, & Pemula, n.d.) It was developed by three Universities such as Universitas Pendidikan Indonesia (UPI), Universitas Negeri Yogyakarta (UNY), and Universitas Negeri Malang (UM). The first year of Lesson study focused on pre-service teachers’ development. Lesson study showed significant impact to the student teacher’s development. It was proved by the betterment of their GPA (Susilo et. al, 2011).

Lesson Study field spread out not merely on certain levels of education but to all level of education, including in early childhood education (Dudley, 2014). Hence, the researcher considers the importance of Lesson Study in teaching English for young learners specially done by teacher students to have real practices of providing joyful interaction with young learner students. This motion is very precious motion due to Lesson Study in teaching young learners.

## **Method**

This research used qualitative case study. This was concerned to investigate the student teachers in providing a dynamic classroom interaction to young learners. This research involved teacher students at English Language Education Department of Faculty of Teaching and Education University of Muhammadiyah Malang who should teach English for Young Learners as the requirement to achieve their elective courses’ project, Teaching English for Young Learners (TEYL). TEYL has been offered for the students since 2005-now. The department believed that teaching English for young learners would be experienced in students’ future. There were six grade classrooms in EYL which each class handled by ten student teachers. In addition, this research was focused on the third grade because this grade needed premier treatments among the grades. It consisted of 5-7 years old. They inclined to learn while playing. Therefore, the teacher should equip a dynamic classroom. The data was collected using observation, questionnaire, and documentation analysis. The researcher observed and took notes in every phase. The researcher also hoped to provide observation

template to aid in gathering the data. Moreover, the researcher used documentation as the supportive data such as teachers' teaching preparation, pictures, and video recorded of the classroom activity.

This Lesson Study implemented for five cycles in which with three phases in every cycle (Figure 1).

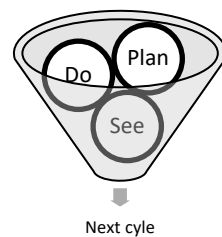


Figure 2. (Susilo et. al, 2011).

Regarding to *Plan* phase, LS team collaboratively planed the learning process by determining the team into some roles; First, four teacher students were the models. Each teacher student model should make teaching preparation for one meeting and implement it. Further, one teacher student was the moderator, 4 teacher students as observers, and another as the documenter. After setting the team into different roles, the team discussed together the teaching preparation to obtain practical input. The last equipped facilities for the teaching.

The next phase was *Do*. In this phase, the models implemented the teaching preparation according to the agreed learning scenarios in the previous phase. However, the observers observed the learning process in accordance with the scenarios. The last phase was *See*. This phase evaluated the learning processes as a note for present teacher model to give input for the next teacher model in further cycle.

## RESULTS AND DISCUSSIONS

### Cycle 1

*Plan*, in this stage the model teachers and observer planed together the teaching preparation in which it would be implemented in the teaching and learning process (Towaf, 2016). The model teacher who thought in this cycle is a female, the age was  $\pm 20$  years old. She had no prior experience to teaching young learners. The model teacher created a teaching preparation. It was one of the task must be fulfilled by every teacher in EYL program. In advance, it was copied and distributed to the other teachers to get review and feedback as

eight students. Each student gave feedback on the teaching preparations elaborated by the model teacher. Moreover, the suggestions were using an easy and understandable language of instruction, focusing on one sub skill since the model teachers were not experience yet in teaching, completing the components of teaching preparation since there were some points missing in creating the teaching preparation like time allotment, creating an appropriate pre-teaching activity based on the material given, giving a lot of input for the students to assist more understanding, having more detail activities, and providing appropriate scoring rubric.

In *Do* phase, the model teacher set the learning processes into three stages; Pre-teaching, The model teacher invited the learners to sing a song as the password to enter the class. While in whilst teaching, they were guided to share the learners daily activities. They were also requested to comprehend the language features related to the topic. Next, the model teacher challenged to form a peer formation to try interview their partners about their daily activities, and the teacher model some learners randomly invited to come in front to draw their teammates' activities. Lastly, the model teacher managed guessing gesture to measure the learners' level understanding of the topic.

*See* (Reflection), from the learning processes in this phase could be taken as a consideration for the next cycle (cycle 2), both in terms of positive side or the things that must be prepared in the next cycle. Therefore, there were several evaluations for further cycle. The first, the teacher model must concern the learning processes should administer the learners with authentic material which have been appropriate with their daily life, to cope massively their understanding (Oguz & Bahar, 2008). The second, in line with the materials, the learning processes for young learners should use imitative and drilling techniques as the characteristics of young learners, so that the students could imitate their teacher as one of learning resources because they learned through imitating and repeating what they have been seen (Scott and Ytreberg ,1990; Uysal & Favuz, 2015).

## **Cycle 2**

*Plan.* In *Plan* phase, for second cycle was almost similar with the first cycle. The only difference was laid on the model teacher. The model teacher was a woman,  $\pm$  20 years old. Based on the teaching preparation offered by the model teacher, a significant improvement could be drawn better than cycle 1; the learning design was structured as well, the teaching preparation format, steps, time allocation, assessment, and activities have been properly fit with the purposive reflection in previous cycle. *Do*, learning stages in cycle 2 had similar

phases with previous cycle such as Pre-teaching, whilst teaching and closing. In pre-teaching, the model teacher recounted her favorite subjects. In turn, the learners should tell what their favorite subject is. In the core activities, the learners have been showed two videos the various subjects taught in the class. On the other hand, the model teacher ordered the students to sing and record the subjects which matched with their interest. At the end, the model teacher invited students to sing the song together. As the closing activity, the model teacher deduced the lesson of the day and closed the learning by praying and singing the password song together.

*See (Reflection)* Learning in the second cycle has been better than the learning cycle 1 because the learners were more active and involved in every activity in the classroom, but there were several inputs related to cycle 2 for example equip materials and media to be more authentic and provide rewards for students who have shown good performance.

### **Cycle 3**

*Plan.* In this cycle, the model teacher had similar problems with model teacher in cycle 1. *Do.* With the same stages, the model teacher started the learning process by telling a story. After telling the story, she invited the learners to guess what kind of puppet she brought. The main activity in this cycle was the learners were requested to follow the teacher instruction to make a puppet that had been shown by the teacher in the opening section. For someone who could finish their handy craft faster than others, she/he might show their puppet in front. *See (Reflection).* The learning activities in cycle 3 were much better than cycle 1 and 2 because the students were very encouraged to participate in in the class. As well, model teacher was able to manage the class well and make students curious about the next activity to be performed. Finally, the teacher applied rewards and punishment as well so that students can control the learning process.

### **Cycle 4**

*Plan.* The model teacher in cycle 3 was male, age  $\pm$  20th. The design of Teaching preparation was well prepared but one thing needed to be improved was the media that will be used because the model teacher could not show the media that would be used when the process of Plan. *Do.* The model teacher started the class by showing the sun and water images as the main topic of the activity and classifying the benefits of the sun and water for the learners. In whilst teaching, the model teacher played a video in regards to the benefits of sun

and water. Then, the model teacher invited learners to figure out the benefits of sun and water from the video while the students described the benefits the model teacher has directed the learners to ensure more acceptably comprehension among the learners. At the end of the activities, the model teacher provided a worksheet consisted of questions related to the importance of sun and water for their daily life.

*See (Reflection).* This cycle performed the learning process in accordance with the *Plan*. Besides, the interaction between model teacher and learners was not interactive since the learning process was more emphasizing on teacher center rather than the student center, where the model teacher focused on the delivery of materials by lecturing method whether the student could understand the explanation or not. Hence, the learners were tended to not notice the teachers' instructions and busy with their own activities like when the learning did not provide feedback when students could answer the questions given by the model teacher.

### **Cycle 5**

*Plan.* The model teacher in cycle 5 was a Thailand woman who automatically had different background from her learners whom incidentally was Indonesian. It was also a problem for her to design an appropriate teaching preparation with. Thus, the model teacher asked for help to design the teaching preparation for whole with the plan to be implemented in the learning process. During the process of *Plan*, the LS team ensured the model teacher knew every step in the learning process. *Do.* The model teacher started the learning activity by reviewing previous materials. Then, she preceded apperception by questioning related topic. The main activities were to invite the learners to form groups of red and green. When the students had their respective groups, the model teacher played a video entitled "where are you going?" The model teacher shuffled the video until the students followed the song in the video. Furthermore, the model teacher spread out the flashcards that consists of recreational spot when they might spend their holidays. In addition, flashcards have been obtained by the students would be used to the next activity. The activity was broad game. In the end of the activity, the model teacher ordered the learners to mention what places they could visit during the holidays.

*See (Reflection).* Different background could not be an obstacle for the teacher model. She was able to handle classes and interact with students so as to create more vibrant and dynamic classes. Model teacher was able to create a fun atmosphere so that learners could be active in the class and follow every activity that has been provided by the model teacher. In

fact, the learners were very enthusiastic about following the game given by the model teacher according to the instructions given by the model teacher. In cycle 5, this learning went dynamic and fun.

## **CONCLUSIONS AND SUGGESTIONS**

The conclusion of the above discussion of the application of LS in teaching EYL is implemented well since it carries out a dynamic learning. This could be seen from the implementation of cycle 1 to cycle 5 where the student teachers could design and succeed all learning activities, although there are some problems found in the LS, namely: student teachers have weaknesses in creating the teaching preparation. The details of planned activities have not been drawn rigidly. It leads the student teachers to rush in the learning process. Furthermore, there is one model teacher who still focuses to use teacher center. The last is the language barrier experienced by Thai-model teacher who had a different background with the students.

Thus, there are some suggestions for the implementation of conducting research-based LS. First, for teachers who will implement the model of learning should be more rigorous in the planning stages. Second, for the next researcher, it is suggested to conduct research in the context of LS-based student teachers out of the region or country distinct from learners.

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