

CHAPTER I

INTRODUCTION

This chapter presents a general description of the paper. It covers background of the study, aims of the study, research questions, significance of the study, clarification of terms, and paper organization.

1.1 Background of the Study

English is a compulsory subject which is learnt by students in all level educations. English is important because it is the international language over the world. Learning English enables people to get access in communicating and obtaining knowledge. Besides, 'the role of English in a great deal of scholarship and research in areas as broad as science and technology' (Emilia, 2005:1). In short, considering the importance of this language, English should be learnt by students.

Indeed, learning English for some students is difficult. The difficulties can be caused by several factors. First of all, the concept of tenses makes students puzzled in learning English. It is because their native language (Bahasa Indonesia) does not have that rule. The second difficulty is pronunciation problem influenced by first language (L1) interference. Since the rules of English pronunciation are very complex, occasionally this leads the students to have a wild lunge at a pronunciation which is almost wrong (Wallace, 1982). The third difficulty is in developing four skill languages (listening, speaking, writing, and reading). In fact, listening, speaking, writing, and reading in teaching English process are important to support language

performance and communication (Brown, 2001). The fourth difficulty is student limited vocabulary. Students may find some new vocabulary items during classroom activity, but it is hard to remember and recognize when they find them in another text (Wahyudi, 2008). Moreover, the method of learning English in the classroom produces passive learners (Keating, 2007). In learning English, learners need a free comfort zone which gives them an opportunity to participate in the classroom. Those facts indicate students' difficulties which have always been marked in the English teaching.

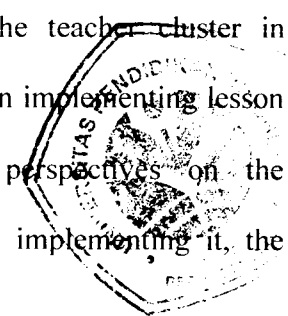
Due to the difficulties of students in learning English as discussed above, the improvement of teaching instruction can be one of the ways to solve students' difficulties. In recent years, UPI (Universitas Pendidikan Indonesia) and the province government of West Java collaborate to develop the strategy to enhance the quality of teaching in each subject through lesson study in several cities in West Java such as Karawang, Bandung, etc. (Supriatna et al, 2010 cited in Emilia, 2010). Lesson study is well-known as a process in which a small group of teachers collaboratively plans, teaches, observes, revises and reports results on a single class lesson (Cerbin and Kopp, 2006). Teachers collaborate with their colleagues to plan, observe, and reflect on the lessons.

Lesson study is a simple idea with a complex process (Lewis, 2002). The simple idea of lesson study makes teachers easy to get benefits from knowledge of their colleagues. Thus, they can improve the teaching instruction and performance. While it seems so simple in terms of idea, lesson study also is a complex process.

Teachers with their colleagues should arrange a goal setting, careful data collection on student learning, and protocols that enable productive discussion of difficult issues (Lewis, 2002).

Furthermore, lesson study gives other benefits not only for teachers but also for students. Teachers can make sense of educational ideas within their practices, change their perspectives about teaching and learning, learn to see their practices from student's perspective and enjoy collaborative support among colleagues (Takashi, Watanabe, Yoshida, 2006:201). Besides, students will get the benefits from lesson study. Teaching and learning activity in the classroom will be more interesting, it can encourage students to learn (Krisnawan, 2010). However, up until now research on lesson study especially on teachers' and students' perspectives on lesson study has not been well observed, especially in research site.

Therefore, this study attempts to find out how the teachers and students perceive the implementation of lesson study at one of the teacher cluster in Kabupaten Bandung Barat. Besides, the teachers' difficulties in implementing lesson study are investigated. Moreover, by discovering the perspectives on the implementation of lesson study and teachers' difficulties in implementing it, the implementation of lesson study can be better in the future.



1.2 Aims of the Study

The study aimed at:

1. Finding out teachers' and students' perspectives on the lesson study

2. Finding out the difficulties faced by the teachers during the implementation of lesson study

1.3 Research Question

Relevant to the purpose above, the research is guided by two questions:

1. How do teachers and students perceive the implementation of lesson study?
2. What the difficulties are faced by teachers during the implementation of lesson study?

1.4 Significance of the Study

The results of this research are expected to contribute and give some informative input in teaching and learning English as a foreign language in terms of theory, profession and practice.

From theoretical perspective, the result of this study can enrich theories of lesson study. Thus, this study will be a reference of study which investigates the similar variables. Further, professionally, it is expected to inspire English teacher about lesson study, as a consequences, teachers will improve their professionalism.

Moreover, practically, this study can motivate English teachers to create teaching and learning activity more exciting for students through improving their professionalism. As a result, students will be more creative and get opportunity to express their idea during the activity. In addition, the researcher can expand experiences on both conducting the research and writing an academic paper.

1.5 Clarification of Terms

1. Perspective is a particular attitude towards or way of regarding something (*Oxford Dictionary, 1991*)
2. Lesson Study is a process in which a small group of teachers collaboratively plans, teaches, observes, revises and reports results on a single class lesson (*Kopp and Cerbin, 2006*)

1.6 Paper Organization

The research is divided into five chapters:

Chapter I Introduction

This chapter presents a general description of the paper. It covers the background of the study, the aims of the study, the research questions, the significance of the study, the clarification of main terms, and the organization of the paper.

Chapter II Theoretical Foundation

This chapter consists of theories related to this research that are taken from books, internet, journals, etc.

Chapter III Research Methodology

This chapter contains methodology of the research, which includes the subject, the steps, and procedures of the research and instrument.

Chapter IV Data Presentation and Discussion

This chapter provides the explanation on the analysis of the data and the result of the research. The result includes the answer of the research question.

Chapter V Conclusion and Recommendation

This chapter consists of conclusions and recommendation of the research. The paper ends with bibliography and appendix.

