

# **CHAPTER I**

## **INTRODUCTION**

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

### **1.1 Background of the Study**

In the content of education, teachers play a very strategic role. For that reason, improving teachers' professional proficiency has become one of the government's concerns. For many years, the government of Indonesia has attempted to enhance the quality of teachers through numerous programs along with the increasing budget allocation for improving education quality (Siddik, 2006; Sutiadi, 2008; Santyasa, 2009). Teachers, in particular, are targeted for trainings, workshops, seminars, new methods, and approach try-outs. It is hoped that providing Teachers Professional Development (TPD) will change teachers' behavior in ways that lead to improvement in student performance (Harwell, 2003).

Many projects concerning educating and developing teachers have been undertaken by both governmental institutions and collaborative programs involving foreign institutions. One of the recent endeavors intended for educators in Indonesia is "the Lesson Study" (LS). Lesson Study is held by means of the technical cooperation between the Japan International Cooperation Agency (JICA) and three Indonesian leading teacher education institutions, in which UPI is one of them. Lesson Study is a form of professional development program to improve teachers' competencies and expertise (Suratno, 2012). In addition, it can be perceived as a cycle of practice-based instruction improvement by involving teachers in active learning (Lewis, Perry, and Hurd, 2004). Further, they said it is sustained, intensive, and collaborative activity driven by data and goals to make various professional skill and knowledge more visible, to strengthen professional

community, and to improve teaching and learning resources. The practice of LS has been widely practiced in Japan and has been developed as an approach to improve teacher proficiency (Marsigit, 2007; Sutiadi, 2008; Suratno, 2012).

Since its introduction in early 2000s in Indonesia, Lesson Study has been viewed as a promising and powerful approach to teacher professional development and school improvement (Suratno et al., 2009; Suratno 2012; Copriady 2013). It is a community-based professional advancement effort where the participants work together as a team to achieve the objective of learning in the classroom which becomes one of the advantages of this program. Studies have indicated that teachers' working together with other teachers is beneficial in increasing teacher effectiveness (Garmston & Wellman, 1999; in Sickle, 2011). It is also in line with the statement of Bandura (2006) that the interactions which happen between people as they work together create synergies that make the work stronger than the collection of the individual talents.

The study of teachers' perception on Lesson Study revealed that the program was positively perceived by the participants (Sutiadi, 2008; Suratno, 2006; Sickle, 2011; Marsigit, 2006; and Shahreen and Khalid, 2011). In addition, previous studies show that teachers practicing Lesson Study often report a positive impact on their teaching practices and, as a result, students' learning from participation in the Lesson Study process (Fernandez, 2002; Marsigit 2006; Suratno et al., 2009; Sickle, 2011; Hendayana et al., 2011; Shahreen and Khalid, 2011; and Copriady, 2013).

However, many teachers are still misled in understanding the concept of Lesson Study, as Halilah (2011) found on her research in Kabupaten Bandung Barat, they could not explain comprehensively about lesson study. Suratno et al. (2009) also indicated that teachers still need assistance in comprehending and implementing Lesson Study. Teachers' misled perception about Lesson Study is somehow suspected to lead the result in reluctance to attending the program and averting to apply what is obtained from Lesson Study sessions in the classroom as well.

It is the case in Kota Sukabumi that sometimes the participants of the Lesson Study put too much attention to the model teachers, while Lesson Study puts the emphasis on the students; participant teachers observe the students during the session not to the model teacher. Therefore, in the reflection session, the model teacher feels discouraged of criticism from the participant and unwilling to proceed the program, and unfortunately this disinclination is contagious to other participants. It is in line with Riggs and Enochs cited in Sickles (2011) explain that when a teacher does not feel confident in his or her ability to teach a subject, he or she is more likely to dislike teaching the subject, which often results in avoidance of teaching the subject. In contrast, teachers with a greater perception of teaching attitude are more likely to be more committed and invest more effort in their teaching have more enthusiasm toward their teaching, be more willing to try new teaching pedagogy to better meet the needs of their students, and are more resilient to challenges (Tschannen-Moran & Hoy, 2001).

Therefore, to avoid the dead end of the teachers' professional development program, teachers, as the participants, should know the concept and the benefit of the program correctly. This situation generates a challenge for this study to investigate the implementation of Lesson Study and the teachers' perception whether it is in the right track or not so that it would be advantageous for all, teachers, students, and schools. This study is important as it will become additional information for evaluating teachers' professional development program in the sake of increasing the quality of education in Indonesia.

## **1.2 Purpose of the Study**

To know what is going on when Lesson Study is conducted in Sukabumi, especially in English subject, it is necessary to reveal the implementation process on the teachers' side point of view. Regarding the effectiveness of the program especially in improving educational quality in Indonesia, it is really important to evaluate the program due to teachers and students need. The study is intended to

(1) to know the process of Lesson Study program implemented in research site and (2) to investigate the perception of English teachers about Lesson Study.

### 1.3 Research Questions

In line with the objectives of this study, there are two research questions as the main problem in this study.

1. How is the program of Lesson Study conducted in English MGMP of Kota Sukabumi ?
2. What is the perception of English teachers about Lesson Study?

### 1.4 Significance of the Study

The study is significant theoretically, practically and professionally.

1. Theoretically, it is hoped that the study will enrich the theories on Lesson Study and give more information on teachers' perception on the implementation of Lesson Study and how the program of LS is implemented in many areas especially in the research site where the context of English teachers as the participants.
2. Practically, it is expected to provide a practical guidance on how to manage the Lesson Study program. It is also hoped that this study can be a reference for other researchers that focus on the implementation of Lesson Study to advance the development of teacher professionalism. Thus, the reader, especially teachers, will have inspiration and strong motivation to manage their teachings better than before to achieve the better students' mastery on English.
3. The findings are hoped to be constructive for the policy maker especially the city of Sukabumi, which emphasize its development vision on education, in this case the English Teacher Association of Kota Sukabumi. In addition this study can be used as evaluative assessment toward the implementation of Lesson Study in the English

MGMP of Kota Sukabumi for corresponding institution such as UPI, and Educational Office of West Java province.

### **1.5 Scope of the study**

This study is limited to explore the English teachers' perception and understanding on the implementation of Lesson Study especially in Kota Sukabumi. The respondents are limited to a few numbers of teachers who are involved in Lesson Study program which is facilitated by MGMP of English of Kota Sukabumi. Therefore the result of the study is intended to capture the real situation of Lesson Study implementation in the research site which cannot be generalized to other situation of similar program.

### **1.6 Clarification of Terms**

#### **Perception**

Perception is how something is regarded, understood, or interpreted. Pecher and Zwaan (2005) say that it is the set of processes by which an individual becomes aware of and interprets information about the environment. How teachers perceive innovation in education field will shape the effectiveness of its implementation, such perception may be facilitated or frustrated by the policy instruments and by environmental factors.

#### **Lesson Study**

Lesson Study is an ongoing cycle of professional development in which teachers work together in a team to plan a unit of study based on learning goals, teach the lesson while collecting data on student learning (the research lesson), discuss and revise the lesson (debriefing), and re-teach the lesson with the modifications that were made based on the findings from the prior research lesson (Fernandez, 2002; Lewis, 2002; Yoshida, 1999).

## **MGMP**

MGMP or *Musyawarah Guru Mata Pelajaran* is an independent organization established by teachers, from teachers, and for teachers located in every district/sub-district. MGMP membership includes teachers in both public and private schools/teachers in high school level. The aim of this organization is mainly to provide opportunities for teachers to interact with each other's, to share ideas, to reflect on their beliefs, and to gain new insight and information, etc.

## **Teacher professional Development (TPD)**

It is all natural learning experiences and those conscious and planned activities which are intended to be of direct or indirect benefit to the individual, group or school and which contribute through these to the quality of education in the classroom. It is the process by which, alone and with others, teachers review, renew and extend their commitment as change agents to the moral purpose of teaching; and by which they acquire and develop critically the knowledge, skills and emotional intelligence essential to good professional thinking, planning and practice with children, young people and colleagues through each phase of their teaching lives (Day 1999, p. 4).

## **1.7 Thesis Organization**

This thesis is presented in five chapters. Chapter one is the the introduction of the study which explores the background, the aims of the study, the research problems and significance of the study. Chapter two attempts to describe theoretical foundation to this study which covers discussion on the definition of lesson study, the steps of lesson study, the implementation of lesson study, the theory of understanding and theory of perception. Chapter three elaborates the research methodology used in this study. It is including the research design, the data collection methods, and the analysis of the gained data. Chapter four describes data presentation, findings, and discussion. This is

including the explanation of demographic factors, teacher perception towards lesson study, and essential factors that might support and challenge the implementation of MGMP based lesson study. And the last, chapter five is the conclusion that specifies solutions to the research questions, points out the limitations of the study and suggestions for further study.