

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This section provides an overview of the investigation leading to the conclusion, offers some suggestions, and recommendation attained from the study. This chapter consists of two sections. The first section discusses the conclusions drawn from the findings and analysis and the second section discusses the recommendations for the teachers, the decision maker, and the future research.

5.1 Conclusions

This study investigated the English teachers' perception toward Lesson Study. After having gone through the data analysis and deep investigation on the research, the researcher tries to highlight the conclusion of the main issue presented in previous chapter. The conclusion is summarized as follows:

The process of lesson study was adequately implemented to the recommended procedures of the program. This process was initiated from the government, the education office of West Java Province, collaborated with Indonesia University of Education (UPI) Lesson Study facilitators. The observations discovered the steps of LS were complete and run well. However, the quality of planning session should be managed better as it was the main foundation of the next steps. The data showed that teachers' participation in planning the lesson plan was not optimal that caused the execution process in the classroom didn't maximize students to learn.

Thus in order to establish Lesson Study, a collaborative approach which involves key personnel right from the top to the bottom of the institutional hierarchy is critical for its continuing success. Every elements of education should have similar vision on the urgency of developing teachers' professional that the program will be taken as on-going procedures and continuously developed to gain

better quality of education. The government, as policy maker, provides sufficient support both financially and opportunity for every teachers to elevate their competences. The teachers as the object and subject of the program should have strong motivation to learn and to maintain their competence through numerous programs no matter what as consequences of being provided welfare guarantee from the government and the society.

Likert-scale overall calculation for teachers' perception towards lesson study by taking into account three characteristics that determine positive perceptions over new program showed that almost 90% of Indonesian teachers tend to have positive perception towards the lesson study concept which is MGMP adopting. Therefore it can be said that the English teachers in the research site positively perceived the implementation of lesson study. Basically they believed it as one of strategy to develop their professional competence as teachers and educators in order to serve the students better than before. Even though still it was found teachers who negatively perceived Lesson Study, it become consideration for the committee and related institution to revise and evaluate the better implementation of the program.

The data also show that some respondents think that facilities, big number of students and funding can hinder the continuity of students (28%), while 22% of the teachers in this study admit that the main hindrance might come from personal factors (motivation and interest for professional development), 18% of the teachers emphasis on the importance of support from colleagues, and almost 32% of the respondents put emphasis on the proper resources and dissemination as the main concerns for the continuity of MGMP-based lesson study.

In summary, teachers learn mostly through collaborating with other teachers from Lesson Study especially in reflection session. They also plan together, apply the lesson and reflect what is going on in the classroom. They look closely at the students' activities, students' work, students' behavior, and share what they see to learn from the learning situation. Teachers in this study reported that by working together and using the Lesson Study process they built a stronger

set of teaching skills, became more aware of student learning needs, and developed strategies to meet those needs.

The recommendations for better Lesson Study are:

1. Better schedule
2. Supportive principals and city educational officers.
3. Consistent vision and understanding of lesson study conceptions.
4. Dedicated MGMP working group.
5. More support from universities to put lesson study on the right track.
6. Generous reward for participants.
7. More campaign for teacher development for better education.
8. Endorsing best action from all education stakeholders for better quality teaching.

5.2 Recommendations

Based on the findings from the study which can perhaps not be generalized to other settings, there are three recommendations.

First, it is better for the teacher to elevate their motivation to keep developing their competence both English material and teaching competence. To learn new things and new approach are not harmful for our better life. Be open-minded and look outside that many new and good things around us which sometimes ignored and out of our attention. Students need us as their model, their source of knowledge and information. Teachers should keep learning and developing to sharpen their “blade” of educational tools.

Second, the government should have a reliable master plan for developing teachers professional and the quality of education in general. Political issues should support the improvement of nation potential sources in order to achieve the national goals, to welfare the nation.

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Third, the next Lesson Study program should be better as logical consequences from previous evaluation and assessment. Indonesia has potential growth for Lesson Study program because Indonesian' character support it. Indonesian people are basically though, diligent, humble and hard worker.