

CHAPTER I

INTRODUCTION

1. Background

Over the past two decades, the studies focusing on the lesson study say that lesson study as the teachers' collaboration which can be the solution of the school to improve the teachers' quality in teaching (Lewis, 2004). Regarding to the lesson study program, the lesson study was firstly established in Japan aimed at developing the quality of teachers and education in elementary level. In Indonesia, the lesson study is necessary to conduct in the schools as a program to improve the quality of teaching and learning process in the classroom. Basically, the lesson study is not a strategy or method of teaching, but it is a continuous collaboration among teachers to share and reflect the teaching and learning process in the classroom.

In lesson study, teachers collaborate to develop the lesson plan, implement the teaching and learning process, observe and reflect the implementation in order to modify the lesson plan which makes the teachers can evaluate the weaknesses of their own teaching and learning process. In addition, teachers will have a learning community to improve their professionalism in teaching. Mulyana (2007) suggests that the lesson study is one of the teachers' ways to improve their professionalism by reflecting the teaching and learning process based on collectiveness and mutual learning to develop a learning community among the teachers. In English teaching, Nasruddin & Nurrachman (2016) conducted a research about the implementation of the lesson study in English learning which found that there were some difficulties faced by English teachers in conducting the lesson study because the limitation of the time which can used by the teachers to implement lesson study and the regulation of the schools which isn't totally suport for lesson study implementation.

According to most of the studies about the purposes of the lesson study implementation that one of the purposes in implementing the lesson study is to change the teachers' perception on teaching process because the perception of the teachers can determine the teaching and learning process in the classroom and the quality of education in the institution (Hendayana, 2006). Regarding to English

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teachers' perception in English teaching, Gultom (2015) stated that there are various teachers' perceptions of English teaching. Many teachers consider that English teaching is similar with science teaching, but it differs in the content. On the other hand, other teachers consider that English teaching should be more of teaching the language skills, which means that it takes a long time to train the students to become fluent in English. Rachman (2015) investigated the English teachers' perspective in the same three high schools where this research was conducted before the implementation of lesson study. The findings revealed that most of the English teachers believed that the main priority of teaching and learning English was preparing the students to pass the examination with a high score. Most of the English teachers argued that they were not really concerned with improving students' English skills such as speaking, listening, writing, and reading.

Many studies have reported that the lesson study is also aimed to make the teachers have a same perception in teaching and make the betterment in teaching and learning. However, in Indonesia, the implementation of the lesson study in senior high school is not popular comparing to the lesson study implementation in elementary and junior high school levels. Additionally, in English teaching, the implementation of lesson study is not common comparing to lesson study in Science teaching which makes poorly understood for the study on the implementation of the lesson study in English teaching and learning especially in English teachers' perception in English teaching. In order to address this problem, the research is focusing on the investigation of the English teachers' perception in English teaching in senior high school before and after the lesson study implementation.

1.2. Research Questions

1. Does the implementation of the lesson study change the teachers' perception on classroom management, assessment and teaching strategy in English teaching?

2. To what extent the lesson study implementation can change the teachers' perception on classroom management, assessment and teaching strategy in English teaching?

1.3. Research Objectives

This research aimed at investigating senior high school English teachers' perception on classroom management, assessment, and teaching strategy before and after the implementation of the lesson study. Moreover, this research also observed the implementation of the lesson study in English teaching in order to gain an in-depth understanding about the effectiveness of the lesson study in senior high school levels.

1.4. The Scope of the Research

The research investigated the perception of sixteen English teachers before and after the implementation of the lesson study in three private senior high schools under the same foundation. The three high schools were selected since the schools were the only schools in conducting the lesson study in high school level and in all subjects including English. The research was emphasized on the teachers' perception on classroom management, assessment, and teaching strategy which is adapted from Marble et.al (2000) and Rido & Nambiar (2016).

Marble et.al (2000) investigated the teachers' perception about five domains of teaching including the teaching material, classroom management, teaching media, teaching technique, and teaching assessment. On the other hand, Brown (2001) and Richard (2011) mention that the teachers' preferences of the teaching material, media and technique are included into teaching strategy (as cited in Rido and Nambiar, 2016). Based on the explanation above, this research emphasized on English teachers' perception on classroom management, assessment, and teaching strategy before and after the implementation of the lesson study in order to investigate the influence of the lesson study implementation on the teachers' perception in English teaching.

The data of teachers' perception was collected using questionnaire and interview. In addition, the data of the implementation of the lesson study in English teaching was collected through observation using observation rubric. The observation was conducted to the three cycles of the the lesson study implementation. The teachers' perception was based on Marble et.al (2000) theory, which proposed five domains of teachers' perception on teaching including the teaching material, classroom management, teaching media, teaching strategy, and teaching assessment. Furthermore, the research also adapted the previous research from Rido and Nambiar (2016) about teachers' perception, which stated that teaching material, media and strategy were included into teaching strategy.

1.5. The Significance of the Research

This research is essential to investigate the teachers' perception on English teaching before and after the lesson study implementation. The findings are expected to be able to reveal the effectiveness of the lesson study implementation in English teaching. For the schools, the result of the research can be used to evaluate and support the purpose of the lesson study implementation about the impact of the lesson study to improve the quality of teacher in teaching and changing teachers' perception of teaching and learning process. In addition, this research also observes the implementation and the progress of the lesson study in English learning and teaching in order to know of to what extent the lesson study implementation can change the teachers' perception.

1.6. Clarification of Terms

Perception : Perception can be defined as a way of understanding something. Perception is also a way of interpreting something from five senses – touch, sight, hearing, smell, and taste (Tauseef, 2016).

Classroom Management : Classroom management is the way of how the teachers manage the condition of the class to be controlled well by teachers and create good atmosphere

	for students to make progress in learning (Gebhard, 2009).
Assessment	: Assessment refers to the process of identifying and gathering information about learners, in order to analyze the needs, lacks, and difficulties in the process of learning (Ali, 2011).
Teaching Strategy	: Brown (2001) and Richard (2011) stated that teaching strategy can be emphasized on teaching technique, material, and media used by the teachers (as cited in Rido and Nambiar, 2016).
The lesson study	: The lesson study can be defined as the effective collaboration process for teachers, because it gives advantage and opportunity for teachers to think more, and develop in detail the goal and material of students' learning (Lewis, 2004).
Implementation	: Implementation can be meant as a specified set of activities designed to put into practice an activity or program of known dimensions (Fixen, Naom, Blase, Friedn & Wallace, 2005, p.5).
Teaching	: Teaching is every activity conducted on both inside and beyond the classroom by the teacher in order to facilitate pupils in learning (Ball & Forzani, 2009).

1.7 Organization of the Paper

The organization of this research paper is as follows:

1. Chapter I Introduction

This chapter presents the background of the research, scope of the research, research questions, objectives of the research, significant of the research, clarification of main terms, organization of the paper, and concluding remark in analyzing the teachers' perception on classroom management, assessment, and

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teaching strategy in English teaching before and after the implementation of the lesson study.

2. Chapter II Theoretical Framework

This chapter discusses the related theories and researches from the experts in terms of the lesson study implementation, teachers' perception of English teaching, classroom management, assessment, and teaching strategy.

3. Chapter III Methodology

This chapter presents the research methodology employed in this research. It includes the research method, procedure, data collection, instrument, population and sample, and data analysis.

4. Chapter IV Finding and Discussion

This chapter presents the discussion and analysis about the research findings on teachers' perception on classroom management, assessment, and teaching strategy in English teaching before and after the implementation of the lesson study. Moreover, the chapter also includes the description about the implementation of the lesson study in English teaching.

5. Chapter V Conclusion and Recommendation

This chapter presents the conclusion of the research and suggestions to other researchers who try to conduct similar study related to the implementation of the lesson study in English teaching and suggestion to the teachers to implement the lesson study.

1.8 Concluding Remark

This chapter has briefly explained the background of the research, scope of the research, research questions, aims of study, significance of the research, clarification of main terms, organization of the paper and concluding remark.