

## CHAPTER V

### 5. Conclusion, Recommendation and Limitation of the Research

This chapter presents the conclusion of this research about the teachers' perception on classroom management, assessment, and teaching strategy, which includes teaching material, teaching media, and teaching strategy in English teaching before and after the implementation of the lesson study. This chapter also includes the conclusion of the descriptive analysis of the lesson study implemented in English teaching. In addition, this chapter also presents the recommendation for the next researcher.

#### 5.1. Conclusion

Concluding the first research question about the teacher' perception of classroom management, assessment, and teaching strategy in English teaching before and after the implementation of the lesson study, the research concluded that the implementation of the lesson study could change the teachers' perception on classroom management, assessment, and teaching strategy which included teaching material, teaching media, and teaching technique. It was evidenced by the teachers' answers in the questionnaire indicating the teachers' perception before and after the implementation of the lesson study.

Before the lesson study implementation, the teachers seldom conducted classroom management such as arranging the students and teacher seat position, and implementing the classroom rules. The reason was because, before the lesson study implementation, the teachers had some difficulties in managing the class and they preferred teacher-centered method in conducting teaching and learning, which made the students learn passively such as listening to the teacher and doing some task in the text book. In addition, the teachers also seldom arranged the time and implemented the rules during teaching and learning process. However, after the implementation of the lesson study, the teachers were familiarized to collaborate and share each other, which made the teachers understand more about lesson plan development and class management.

Lukman Arif Rachman, 2019

*TEACHERS' PERCEPTION ON CLASSROOM MANAGEMENT, ASSESSMENT, AND TEACHING STRATEGY IN ENGLISH TEACHING BEFORE AND AFTER LESSON STUDY IMPEMENTATION (A Mixed-Method Study at Senior High Schools in Bandung)*

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

In addition, before the implementation of the lesson study, the teachers preferred to assess the students' cognitive aspect only, and seldom assessed students' psychomotor and moral value. As stated in the interview, the reason was because the teachers faced some difficulties in developing the rubric assessment of the psychomotor and moral value aspects. However, through the sharing process during the implementation of the lesson study, the teachers were facilitated to develop the rubric for assessing moral value and psychomotor. Therefore, after the implementation of the lesson study the teachers could assess the students' cognitive, psychomotor, and moral value. In addition, the teachers also preferred to use monomodal assessment than multimodal assessment before the lesson study implementation because the teachers had some difficulties to use multimodal assessment. Before the lesson study implementation, the teachers also preferred to assess students' receptive skills, particularly reading, than students' productive skill because the teachers believed that the main priority of teaching English was preparing students for examination, which mostly included reading and grammar.

During the lesson study implementation, the teachers could develop and share how to use and develop multimodal assessment by using ICT media. Therefore, after the implementation of the lesson study, the teachers did not have difficulties in using multimodal assessment by using ICT. Moreover, the teachers' perception that the most essential thing in teaching English was preparing students only for examination could be changed through the lesson study implementation. After the implementation of the lesson study, the teachers realized that the students' productive skills such as speaking and writing should also be improved and assessed.

In terms of teaching materials, before the lesson study implementation, the teachers preferred to use non-authentic material such as using textbook only than using authentic media. The reason was because the teachers had some difficulties in developing and using authentic material. Therefore, they preferred to use textbook as the sources for teaching materials. In addition, before the implementation of the lesson study, the teachers perceived that the teaching material should be based on the syllabus. However, in developing and selecting the

material, the teachers should also consider the students' need and students' difficulties in learning.

Moreover, before the lesson study implementation, the teachers seldom developed the material since they were used to use the textbook as the sources for material. Therefore, the teachers seldom evaluated and modified the material based on the students' need. However, modifying and evaluating the teaching material was essential since the condition and the difficulties faced by the students in every class were different. The reason was because the teachers perceived that evaluating and modifying the material weren't necessary and considered that evaluating and modifying material were difficult for them.

However, after the implementation of the lesson study, the teachers could use authentic material by using ICT media. This was because, during the lesson study implementation, the teachers could share and learn together the use of ICT media in developing authentic material and how to evaluate and modify the material. Therefore, after the lesson study implementation, the teachers realized that the teachers should modify and evaluate the teaching material to make teaching and learning process effective since the condition and the difficulties faced by students were different in every class. Thus, the teachers should develop and select the material based on the students' need.

In terms of teaching media, before the implementation of the lesson study, the teachers perceived that using ICT media was difficult. Thus, the teachers preferred to use textbook as the media in teaching because using textbook was easier than using ICT media. Moreover, the teachers never developed the media for teaching since the teachers used textbook as teaching media. However, during the implementation of the lesson study, the teachers could learn and share each other the way to use ICT media as teaching media. Therefore, after the implementation of the lesson study, the teachers perceived that using ICT media and developing their own media were not difficult.

For the teaching technique aspect, before the lesson study implementation, the teachers preferred to select the teaching technique, which were categorized into teacher centered. The reason was because the teachers preferred to focus on

Lukman Arif Rachman, 2019

**TEACHERS' PERCEPTION ON CLASSROOM MANAGEMENT, ASSESSMENT, AND TEACHING STRATEGY IN ENGLISH TEACHING BEFORE AND AFTER LESSON STUDY IMPEMENTATION (A Mixed-Method Study at Senior High Schools in Bandung)**

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

improving students reading skills and grammar since the teachers perceived that preparing students for examination was the main priority in English teaching. Therefore, the teachers conducted drilling technique, and the students learned from the tasks from the textbook. However, after the implementation of the lesson study, the teachers realized that they should use the teaching technique, which could make the students learn actively. In other word, the teachers should use teaching techniques, which are categorized into student-centered.

Regarding to the second research question about to what extent can the lesson study implementation change the teachers' perception in English teaching, could be concluded by regarding of how did the implementation of the lesson study in English teaching. The teachers implemented the lesson study for three cycles. However, since the lesson study was recently introduced in English teaching, in the cycle 1, the teachers were still confused about the implementation of the lesson study. In the cycle 1, there was still domination from some teachers in the discussion. In addition, in the cycle 1, the teachers were focused on the teachers' teaching activities rather than the students' learning process.

However, in the cycle 2, the teachers could implement the lesson study better than in the cycle 1. In the cycle 2, the domination from some teachers could be decreased. In addition, the teachers could focus on reflecting the students' learning process, and not the teaching process. In the cycle 3, the teachers could implement the lesson study better than the cycle 2. The teachers could focus on the students' learning process, and all teachers could have active participation in the discussion.

In the implementation of the lesson study, the topic was emphasized on teaching recount text. The reason was because, the teachers often faced some problems in teaching recount text such as students limited vocabulary, students understanding to structure and tense used in recount text, and students motivation in the learning process. In solving the problems, the lesson study was designed in three cycles in order to get enhancement.

In the process of planning in cycle 1, model teacher and the other teachers collaboratively designed the lesson and lesson plan. The lesson plan was modified

Lukman Arif Rachman, 2019

**TEACHERS' PERCEPTION ON CLASSROOM MANAGEMENT, ASSESSMENT, AND TEACHING STRATEGY IN ENGLISH TEACHING BEFORE AND AFTER LESSON STUDY IMPEMENTATION (A Mixed-Method Study at Senior High Schools in Bandung)**

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

in cycle 2. In the cycle 1, the learning process tended to be teacher-centered, and students had less opportunities to practice. However, in cycle 2, students had more chances to practice and work together with the other students. Nevertheless, some modification should be done in cycle 3 since students still had less motivation to participate in learning process because teacher did not give students pressure such as making a game and giving reward to students. Moreover, the media used in cycle 2 should be added to make the students' learning process more effective.

## **5.2 Recommendation and Limitation of the Research**

There are several recommendation that may be useful for teachers and other researchers. First, teachers should keep implementing the lesson study in English and every subjects. In addition, other teachers in different level and subjects should implement the lesson study to improve the quality of teaching and learning and the teaching quality through teachers' collaboration. For researchers in similar field of study, the next research should investigate the lesson study implementation, which focuses on students' improvement as the impact of teachers' quality improvement. Moreover, it is also suggested to the other researchers to investigate the effect of the lesson study implementation on the other subjects. Furthermore, it is recommended that the further research should involve a large number of participants to gain more accurate data.

There were some limitations in this research such as limited time available to investigate the implementation of the lesson study in which there were only three cycles used for the investigation. Moreover, the teachers' understanding of the lesson study were limited since the lesson study was recently introduced for teachers to be implemented.