



**Proceeding International Conference on Lesson Study**



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**ICLS**

INTERNATIONAL CONFERENCE  
ON LESSON STUDY

# Proceeding

## International Conference on Lesson Study

“ Professional Learning Community through  
Lesson Study for Promoting Student Learning”

**14<sup>th</sup> - 16<sup>th</sup> September 2017**  
**Lombok, West Nusa Tenggara, Indonesia**



Supported by



## **PROCEEDING**

# **INTERNATIONAL CONFERENCE ON LESSON STUDY**

“Professional Learning Community Trough Lesson Study for Promoting Student Learning”

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**PROCEEDING 8<sup>th</sup> ICLS**

**INTERNATIONAL CONFERENCE ON LESSON STUDY**

“Professional Learning Community Trough Lesson Study for Promoting Student Learning”

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## INTRODUCTION

September 11, 2017

The theme of the 8th ICLS is “Professional Learning Community through Lesson Study for promoting student learning” is appropriate to respond the current issues in education, especially the issue related to the quality improvement through teaching and learning process.

This theme is expected to assist/contribute towards the quality improvement through the inclusivity of teaching and learning process that can be gained from many studies of researchers, practioners, workers in education professional learning, school improvement, curriculum development and other fields that can help to promote its goals.

The ICLS is the annual meeting at Hamzanwadi University in East Lombok West Nusa Tenggara from september 13-16, 2017. This conference is organised by Hamzanwadi University in cooperation with Indonesian Association of Lesson Study (ICLS) and the Ministry of Research, Technology and Higher Education.

We proudly announce that we have invited some experts: Prof. Manabu Sato, Gakushuin Uni, Japa, prof. Petter Duddly (President of WALISUK), Prof. Cristin Lee (NU), Prof. Siriripaane Swanmonka - Chulalongkorn University Thailand., Carly Klein, Windesheim University of Nedherland and Prof. Sumar Hendayana, Ph.D (President of ICLS Indonesia).

We would like to say thank you to all invited speakers and participants who share their ideas to complete the agendas in this conderence, we also provide you to visit some schools as our partners in this Lesson Study.

It is a great honor for us and all commitee to be the host at the 8th ICLS 2017. Welcome to Lombok, have a nice conference and get ready to be inspired and challenged. Thank you.

**Khirjan Nahdi**

The vice Rector of Academic Division  
Hamzanwady University

## TABLE OF CONTENT

COVER .....	i
INTRODUCTION .....	v
TABLE OF CONTENTS .....	vi

No	Name	Title	Page
1	<b>Sitti Rohmi Djalilah</b>	The Implementation of Lesson Study at Hamzanwadi University	1
2	<b>Agung Pramujiono<sup>1</sup>, Tri Indrayanti<sup>2</sup></b>	The Implementation of Discovery Learning Model for Word Formation in Morphology Subject of Morphophonemics Material Throughopen Lesson	12
3	<b>DanangPrastyo<sup>1</sup>, Wahyu Susiloningsih<sup>2</sup>, &amp; ArifMahya Fanny<sup>3</sup></b>	Cooperative Learning of Stad Type in Basic Socialsciences Course as an Effort to Improve Student Learning Activities in LSLC Program	19
4	<b>Farida Nur Kumala<sup>1</sup>, Nury Yuniasih<sup>2</sup>, Muhammad Nur Hudha<sup>3</sup></b>	Is Difficult to Apply PBL Based on Lesson Study?	27
5	<b>Erwina Oktavianty</b>	Improving Quality of Earth and Space Science Lecturer Through Lesson Study	33
6	<b>Muhfahroyin<sup>1</sup>, Anak Agung Oka<sup>2</sup></b>	Profiles of Contextual Teaching Material for Forest Prototype-Based Collaborative Learning	40
7	<b>I Made Citra Wibawa<sup>1</sup>, I Komang Sujendra Diputra<sup>2</sup>, I Nyoman Laba Jayanta<sup>3</sup></b>	Improving Teacher's Professionalism Through School-Based Lesson Study at SD Laboratorium Undiksha Singaraja	46
8	<b>Juliasih<sup>1</sup>, Wullan Novianasari<sup>2</sup>, Fransiska Dwi Setiyahandayani<sup>3</sup></b>	Developing quality of learning and teaching English as a Foreign Language Through Lesson Study at Gagas Ceria Primary School, Bandung Indonesia	51

No	Name	Title	Page
9	<b>Suwito</b>	Developing Students Learning Attributes through Collaborative Learning Based on Flipped Classroom	60
10	<b>Intan Indiaty<sup>1</sup>, Eko Retno Mulyaningrum<sup>2</sup>, Ernawati Saptaningrum<sup>3</sup>, and Azizul Ghofar Candra Wicaksono<sup>4</sup></b>	The Development of Lesson Study through Learning Community in Mathematics, Science and Information Technology Education Faculty of Universitas PGRI Semarang	70
11	<b>Hafsah, H M. Yunan<sup>1</sup>, Zedi Mttaqin<sup>2</sup>, Sawaluddin<sup>3</sup>, Devi Mayasari<sup>4</sup>, Rima Rahmania<sup>5</sup></b>	Increasing Students Ability in Analysis Learning Curriculum 2013 Through Sustainable Discussion Methode	85
12	<b>Dedy Juliandri Panjaitan</b>	Domino Games To Improve Learning Outcomes	94
13	<b>Agus Salim<sup>1</sup>, Sudirman<sup>2</sup></b>	Developing Interview and Joke Learning Model in Speaking Class at IKIP Mataram	104
14	<b>Fathurrahman Imran<sup>1</sup>, Heri Hidayatullah<sup>2</sup>, Edi Firman<sup>3</sup></b>	Developing EFL Critical Reading Syllabus and Materials for Student of the English Department – IKIP Mataram	116
15	<b>Habiburrahman<sup>1</sup>, Rahmat Sulah Hardi<sup>2</sup>, Baiq Desi Milandari<sup>3</sup>, Sri Maryani<sup>4</sup></b>	Implementing Collaborative Learning Strategy By Using Mind Mapping To Increase Student'S Activeness And Understanding In Syntax	128
16	<b>Fatimatul Khikmiyah</b>	Teaching Perspective of Pre-Service Mathematics Teachers	138
17	<b>Eko Andy Purnomo<sup>1</sup>, Hascaryo Pramudibyanto<sup>2</sup>, Enny Dwi Lestariningsih<sup>3</sup></b>	The Implementation of Lesson Study Towards Students' Spatial Thinking Ability on Multivariable Calculus Subjects	147
18	<b>Nanang Rahman, Nurmiwati, Hidayati</b>	The Effectiveness of Lesson Study on The Improvement Of Learning Quality	155

No	Name	Title	Page
19	<b>Rahmawati Upa'</b>	Formative Assessment Used By Pre-Service Teachers in Classroom Teaching Practice Through Lesson Study	163
20	<b>Abdul Karim<sup>1</sup></b>	Implementation of Leasson Study in Spatial Analysis Course	172
21	<b><sup>(1)</sup>Abdul Sakban, <sup>(2)</sup>Maemunah, <sup>(3)</sup>WayanResmini, <sup>(4)</sup>ZainiBidaya &amp; <sup>(5)</sup>AchmadDjunaidi</b>	Improving Multicultural Learning Through Brainstorming Method by Students Group Discussions in Civic Education and Pancasila Program	178
22	<b>Aprianoto and M. Asrul Hasby</b>	Developing A Model of Intercultural-Based Language Learning for Teaching English Speaking Skill	189
23	<b>Ika Oktavianti, Yuni Ratnasari</b>	Implementation of Lesson Study on Tematics Learning Based Local Wisdom of Paticulture	197
24	<b>Nur Fauziyah</b>	Reconstruction of Mathematical Concept through Guided Discovery Learning	205
25	<b>Fhela Vhantoria Ningrum</b>	Improving Lecturer's Professionalism Using Lesson Study Based on Computer-Supported Collaborative Learning With Moddle	215
26	<b>BenidiktusTanujaya, Jeinne Mumu, Purwati, and Freddy N. Lohi</b>	Development Instruction Quality of Statistics with Think Pair Share through Lesson Study for Learning Community on FKIP UNIP	229
27	<b>Iwan, Jan H. Nunaki, and Aksamina M. Yohanita</b>	Learning Quality Development of Microbiology with Cooperative Model of TSTS	236



No	Name	Title	Page
		through Lesson Study Activity in Biology Education Study Program of University of Papua	
28	<b>Jan H.Nunaki, Aksamina M. Yohanita, and Silvia H. K. Sirait</b>	Cooperative Learning Based on Ethnic Collaboration on General Biology, Subject Cellonfor the First Semester of FKIP UNIPA Manokwari	243
29	<b>Jeinne Mumu, Purwati, Nurhasanah, andBenidiktus Tanujaya</b>	Developing Vector Space Construction Capability through Analogical, Abstraction and Generalization Process in Lesson Study Activity Based on Papuan Wisdom, Satu Tungku Tiga Batu	247
30	<b>I Wayan Karmana dan Taufik Samsuri</b>	Teaching Student Critical Thinking Skills and Conceptual Problem Based Learning Model	255
31	<b>Ratih Christiana</b>	Session Study Model's (Study of Lesson Study in Guidance and Counseling)	262
32	<b>Sri Suryanti</b>	Students Involvement In Learning Process	266
33	<b>I Ketut Sukarma<sup>1</sup>, Muhammad Asy'ari<sup>2</sup>, danIwanDody Dharmawibawa<sup>3</sup></b>	Teaching Analytical Decision Making Ability And Mathematical Problem Solving with Conflict Cognitive Strategy Learning Model	276
34	<b>Hobri<sup>1</sup>, Dafik<sup>1</sup>, Susanto<sup>1</sup>, Sunardi<sup>1</sup>, &amp; Suratno<sup>2</sup></b>	The Development Of Research-Based Curriculum Through Research-Based Learning And Lesson Study For Learning Community	282
35	<b>Rohmy Husniah<sup>1</sup>&amp; Slamet Asari<sup>2</sup></b>	Using Poetry To Enhance Students' Enthusiasm And Activity For Basic Reading Class	291

No	Name	Title	Page
36	<b>M. Yusuf Fajar<sup>1</sup>, Erwin Harahap<sup>2</sup>, Ichi Sukarsih<sup>3</sup>, Onoy Rohaeni<sup>4</sup>, and Didi Suhaedi<sup>5</sup></b>	Implementation of Lesson Study on Integral Calculus Course	230
37	<b>Sri Setyaningsih<sup>1</sup>, Tri Saptari Haryani<sup>2</sup>, Prihastuti Harsani<sup>3</sup></b>	Development of Lesson Study for Learning Community to Increase Empowerment of Teachers and Quality of Learning Innovation in the Faculty of Mathematic And Natural Sciences Of Pakuan University	231
38	<b>Padlurrahman</b>	The Effects Of Instructional Methods and Attitude on Student's Learning Outcomes in Writing Scholarly Work (Experimental Study on Study Program of Indonesian and Art Language Education STKIP Hamzanwadi Selong)	315
38	<b>Sri Wahyuni</b>	Improving Students' Writing Skill On Expository Text Through Web Blog	327
40	<b>Marhamah</b>	The Implementation Of Lesson Study In Natural Science Learning At Mts. Muallimat NW Pancor: To Train Students' Science Process Skill	339
41	<b>Dukha Yunitasari</b>	Students' Learning Achievement of Civic Education of Early Childhood Education Program Hamzanwadi University, 2016-2017 (Trend Analysis Based on Evaluation Components)	345
42	<b>Muhammad Rapii<sup>1</sup>, Zalia Muspita<sup>2</sup></b>	Learning Eyes Under Entrepreneurship, Practice of Production Unit And Motivation to Readiness Entrepreneurs Students	351

No	Name	Title	Page
		Vocational High School	
43	<b>Baiq Fatmawati</b>	Inquiry Learning to Train Creative Thinking Student	357
44	<b>Suhartiwi<sup>1</sup>, Muhammad Rokyan<sup>2</sup></b>	The Effectiveness of Group Counseling Service With Trait and Factor Approach to Reduce The Problems in Selecting Students' Career	364
45	<b>Sapiruddin<sup>1</sup>, Tsamarul Hizbi<sup>2</sup></b>	The Implementation of Discovery Learning to Improve the Students' Critical Thinking Ability through Lesson Study in Quantum Physics Class	372
46	<b>Muhammad Zamroni Uska<sup>1</sup>, Rasyid Hardi Wirasasmita<sup>2</sup></b>	The Application of Guided Exercise Methods through Lesson Study to Improve Early Childhood Teachers' Skills in Creating LKA Media	379
47	<b>Nunung Ariandani</b>	The Implementation of Problem Based Learning in Science of Nutrition Subject to Increase Critical Thinking Capability Through Lesson Study	386
48	<b>Sarwati</b>	The Influence of Group Investigation (GI) Model Towards Analyzing Capability Through Lesson Study on Grade X Students of MA Mu'allimat NW Pancor in 2016/2017 Academic Year	397
49	<b>Muhammad Halqi<sup>1</sup>, Aprilia Andriana<sup>2</sup></b>	Implementation of Learning Realistic Mathematic Education (RME) Through Lesson Study Activity to Increase Student Critical Thinking Ability (Case Study of the eight grade of SMP Lab. Hamzanwadi Pancor Academic Year 2014/2015)	404

No	Name	Title	Page
50	<b>Hajriana Arfah<sup>1</sup>, Ahmad Zamzam<sup>2</sup></b>	The Contribution of Exposure Frequency to English to Speaking and Writing Performance of EFL Learners at Junior High School in Indonesia	420
51	<b>Muhamad Juaini</b>	Cooperative Strategy in Developing Sharia Products (Case Study on Cooperation Sharia in Lombok Timur)	435
52	<b>Muhamad Ali</b>	The Effect of Probing-Prompting Methods on Student Learning Achievement in Economy Subject year X Senior High School (Sman) 01 Sakra Timur in East Lombok Regency School Year 2016/2017	442
53	<b>Nuraini</b>	The Effects of Instructional Strategies and Science Process Skill on Biology Toward Students Achievement in ITs Mu'Allimat NW Pancor	449
54	<b>Nurul Fajri</b>	The Effect of Problem Based Learning (PBL) Toward Student's Critical Thinking Ability for The Tenth Graders of MA. Mt. Mamben Lauk in The School Year 2016/ 2017 by Lesson Study Form	463
55	<b>Husnayati Hartini</b>	Increasing Science Process Skills on Plant Physiology Through The Lesson Study	472
56	<b>Edy Waluyo</b>	The Implementation of Learning Constructivism Mathematics Investigation Model in Improving Activities and Students' Learning Result	478
57	<b>Khirjan Nahdi<sup>1</sup>, Zainul Yasni<sup>2</sup></b>	Education and Social Responsibility	489

No	Name	Title	Page
		Critical Awareness, Continuous Responsibility and Participation	
58	<b>Baiq Desi Dwi Arianti</b>	The Implementation of Project Based Learning on Database Practicum Class to Improve The Students' Motivation and Achievement in The Informatics Education Program Of Hamzanwadi University	496
59	<b>Hasrul Hadi<sup>1</sup> dan Sri Agustina<sup>2</sup></b>	Quality of Lesson Study Program on The Learning Outcomes in Evaluation of Geography Subject	504
60	<b>Muhammad Zainul Majdi<sup>1</sup>, Farhana Muhammad<sup>2</sup>, Herlina Martini<sup>3</sup></b>	Developing Illustration Drawing-Based Economic Market Lesson For Class X of MA Mu'allimin NW Kelayu	515
61	<b>Moedjito</b>	Improving University Students' Pronunciation of English Vowels /i/ and /e/ through Quiz-Demonstration-Practice-Revision (QDPR)	523
62	<b>Mulianah Khaironi</b>	The Implementation of Scientific Approach in The Early Childhood Learning	534
63	<b>Yuyun Febriani<sup>1</sup>, Rohini<sup>2</sup></b>	Enhancing Student Activeness of Primary Students on Science Learning Process Through Lesson Study	543
64	<b>Nurul Mu'minin MZ<sup>1</sup>, Atiaturrahmaniah<sup>2</sup></b>	Literate Generation Through Collaborative Learning	551
65	<b>Baiq Aryani Novianti<sup>1</sup>, Ayu Rosalina<sup>2</sup></b>	Effectiveness of Inquiry Learning Through Lesson Study to The Students' Ability Analysis	554
66	<b>Kholida Ismatulloh</b>	The Influence of Peer Tutoring and Group Discussion on The Students' Physics Achievement and Motivation	559

No	Name	Title	Page
67	<b>Muhammad Ripli<sup>1</sup>, Teni Olivia Hartanti<sup>2</sup></b>	The Effectiveness of Group Consolidated Services With A Transactional Analysis Approach to Improve Students' Communication Skills	566
68	<b>Wawan Muliawan<sup>1</sup>, Danang Prio Utomo<sup>2</sup></b>	Learning Cooperative Talking Stick Through Lesson Study  To Improve Critical Student Capabilities About At The Vertebrata Zoology Eyes  (Lesson Study In Vertebrate Zoology Courses)	578
69	<b>Nila Hayati</b>	Improving The Students' Learning Activities on Methods of Assessment Class By Applying Group Discussions Through Lesson Study	591
70	<b>Ristu Haiban Hirzi<sup>1</sup>, Nusuki<sup>2</sup></b>	Developing PBL-Based Instructional Kit on Open Ended Problem Oriented to The Students' Achievement and Belief	599
71	<b>Marfuatun<sup>1</sup>, Azizurrahman<sup>2</sup></b>	Students' Improvement Through Time Management Module of MA NW Ketangga Suela in The Academic Year 2016-2017	606
72	<b>Yosi Nur Kholisho<sup>1</sup>, Marfuatun<sup>2</sup></b>	Developing Adobe Flash-Based Educational Game as A Learning Media for Elementary School/Madrasah Ibtidaiyah Students in Selong	614
73	<b>Zahratul Fikni</b>	Choosing And Developing Learning Materials	623
74	<b>Tarpin Juandi<sup>1</sup>, Mijahamuddin Alwi<sup>2</sup></b>	Improving Students' Critical Thinking Ability to Introduction	633

No	Name	Title	Page
		Course of The Main Physics Through Lesson Study	
75	<b>Suhirman, Mulianah Khaironi, Zuhut Ramdani</b>	Problemsidentification Of The Implementation Curriculum 2013 in PAUD Islahul Ummah	638
76	<b>Burhanuddin, Yuniar Lestarini</b>	The Effect of Cooperative Learning Model Type Role Playing on IPS Learning Result of fourth graders SDN 3 Suralaga	647
77	<b>Fitri Aulia, M. Pd. I, Arina Mufrihah, M.Pd.I</b>	Increasing Undergraduate Students' Understanding of Child Development Through Reading and Analysing Novel "Totto Chan"	653
78	<b>Herman Wijaya</b>	The Principle of Civility in the Speech-Act in Trading in Weekly Market In Tebaban—Suralaga	663
79	<b>M. Deni Siregar</b>	Islamic Ethic-Based Educational Profession Material toward the Students' Profession Responsibility Improvement of the Early-Child Education Study Program of Hamzanwadi University	674
80	<b>Siti Maysuroh<sup>1</sup>, Hairi Abdillah<sup>2</sup></b>	A Study On Teaching Speaking Using Video Exchange Project	684
81	<b>Musifuddin</b>	Providing Information and Individual Counseling Services To Increase Student Cylics in MA NW Wanasaba	693
82	<b>Nur Adiyah Yuliastri, Moh. Alwi Ashari</b>	An Effort to Develop Naturalist Intellengence by Using Field Trip Method	700

No	Name	Title	Page
		(Classroom Action Research in Kindergarten B TK PGRI 30 Pringgasela, 2017/2018)	
83	<b>Selamet Riadi Jaelani, M.Pd.</b>	The Implementation of Quiz-Demonstration-Practice-Revision (QDPR) Learning Model to Improve University Students' Knowledge of English Pronunciation and Their Ability to Pronounce English Back Vowels /u:/-/o/	707
84	<b>Mimi Alpian</b>	Statistics Learning In Language Education Studies Program (Study on Arabic and Indonesian Language Education Program)	717
85	<b>Hartini Haritani<sup>1</sup>, Qudsiatun Hasanah<sup>2</sup></b>	The Influence of Problem Based Learning (PBL) Model Towards Student's Analysis Capability Through The Activity of Lesson Study in Seventh Grade Student of MTs. Mu'allimat NW Pancor in 2016/2017 Academic Year	725
86	<b>Baiq Shofa Ilhami, <sup>1</sup>, Muhammad Husni, <sup>2</sup></b>	Optimizing The Role of Parenting on Early Childhood Education Trough Lesson Study for Learning Community	732
87	<b>Arif Rahman Hakim<sup>1</sup>, Saprudin Jauhari<sup>2</sup>, Yul Alfian Hadi<sup>3</sup></b>	The Development of Series Pictur Media on Indonesian Language Subject of Writing Free Poetry Material	738
88	<b>Baiq Suprapti Handini</b>	Challenges of Teacher Collaboration to Improve Language Teaching: a Constructivist Perspective	744
89	<b>Indra Himayatul Asri</b>	Influence of Use of Project Based Learning (PJBL) LearningModels to Ability	754



No	Name	Title	Page
		Think Creative Students of Ecosystem Materials Class X Sma Al-Hamzar Tembeng Putik Lesson Year 2016/2017	
90	<b>Laxmi Zahara<sup>1</sup>, Norma Yunita<sup>2</sup></b>	The Effcet Of Problem Based Learning (PBL) Model Through Lesson Study On Students' Critical Ability	760
91	<b>Maman Asrobi</b>	Trait Based Assessment on Teaching Writing Skill For EFL Learners	770
92	<b>Muhammad Gazali</b>	The Effectiveness of Team Pair Solo Method on Students' Creative Thinking Ability through Lesson Study	779
93	<b>Muh. Irfan</b>	Benefaction Values in Sesenggak Sasak of Dasan Lekong	789
94	<b>Susilawati<sup>1</sup>, Muh. Fahrurrozi<sup>2</sup>,Jalaluddin Akbar<sup>3</sup></b>	Economic Development Based on Life Skill in Management Material in Improving Student Learning Interest of MA NW Gereneng	800
95	<b>Titin Ernawati</b>	Literature Learning Based On Gender Perspective	811
96	<b>Ari Prasetyaningrum</b>	The Use of Puppets In Teaching Speaking For Junior High School Students	817
97	<b>Usuluddin</b>	Approaches To Teaching English Composition Writing At Senior High Schools in East Lombok Regency	826
98	<b>Yus Setriarini</b>	Enhancement of Learning Outcome And Student'S Response on Biology Class Through Implementation of Stad Model in Smp Negeri I Sukorejo-Pasuruan	843

No	Name	Title	Page
99	<sup>1</sup> Neny Endriana, <sup>2</sup> Abdul Aziz	Experimentation Math Education Realistik Indonesia And The Problem Based Learning ( PBL ) To Problems Solving In Terms Of AQ Student On Lecture Mathematics High School Grade III Academic Year 2016 / 2017	852
100	<b>M. Junaidi Marzuki, Hamzani Wathoni</b>	Bullying in English Language: Case study of Student of Pre-service Education Program, Lombok, Indonesia	861
101	<b>Nyoto Suseno<sup>1</sup> &amp; Riswanto<sup>2</sup></b>	Developing Collaborative Habits of Prospective Teachers	869
102	<b>Fahrurrozi<sup>1</sup> dan Raudi Mardiana<sup>2</sup></b>	The Effect of Discovery Learning Method Through Lesson Study in Terms of Problem Solving Skills, Motivation, and Social Skills	877
103	<b>Baiq Yuliana Rizkiwati<sup>1</sup>Muhammad Zainul Majdi<sup>2</sup></b>	Development Of Teaching Materials With Authentic Assessment Based On Paikem In Learning And Learning Process Subject	888
104	<b>Fathurrahman Imran, HeriHidayatullah dan Edi Firman</b>	Developing EFL Critical Reading Syllabus and Materials for Students of the English Department-IKIPMataram	896
105	<b>Wahyudi<sup>1</sup>, Ni Nyoman Sri Putu Verawati<sup>2</sup>, Syahril Ayub<sup>3</sup></b>	Validity of the Inquiry-Creative-Process Learning Model to Promote Critical Thinking Skills	909
106	<b>Muh. Fahrurrozi<sup>1</sup>, Khaerani<sup>2</sup></b>	Effects of Thinking Empowerment Strategy Through Questioning on Students' Thinking Activity and Ability in Economic Subject X Class in Islamic Senior High School (MA Al-	921

No	Name	Title	Page
		Ijtihad Danger Masbagik Sub District)	
107	<b>Muhammad Djamaluddin<sup>1</sup>, Yupi Kuspani Putra<sup>2</sup></b>	Developing Teaching Media of Interactive Video CD Tutorial Using Camtasia Studio Application and Macromedia Flash	932
108	<b>Huzani Jailani<sup>1</sup>, Isfi sholihah<sup>2</sup>,Lutfi Muktar<sup>3</sup></b>	Development of Economic Materials Based on Android Applications on Koperasi Lesson Section For Senior High School Year of Learning 2017-2018	946
109	<b>Doni Septu Marsa Ibrahim</b>	Innovative Learning : E material	958
110	<b>Iwan Jazadi<sup>1</sup>, IGA Widari<sup>2</sup></b>	Interaction and Negotiation of Meaning in Two Different Contexts of English Lessons	963
111	<b>Sri Utaminingsih<sup>1</sup>, Muh. Syafei<sup>2</sup>, Slamet Utomo<sup>3</sup>,Edris Zamroni<sup>4</sup>, Ika Ari Pratiwi<sup>5</sup></b>	Development Management of Lesson Study Learning Community (Case Study at Muria Kudus University)	971
112	<b>M. Marzuki</b>	The Effect of Local Excellence-Based Cooperative Script through Lesson Study Activities in Increasing the X Graders' Cognitive Learning Achievement	980
113	<b>Sukuryadi<sup>1</sup>, Agus Herianto,<sup>2</sup>Ibrahim Ali<sup>3</sup></b>	Improvement of Student Learning Outcomes Through The Application of Student Facilitator and Explaining (SFAE) Learning Model on Digital Map Making Material (Action Research on Semester Vi Students of Geography Education Studies Program FKIP UM Mataram 2016/2017)	986

No	Name	Title	Page
114	<b>Udin Supriadi &amp; Munawar Rahmat</b>	The Lesson Study Approach to Increase the Teaching Quality of Student of Islamic Religious Education	995
115	<b>M. Mugni Assapari</b>	Implementation of Lesson Study in Higher Education as a Strategy in English Instruction Lecture at Dakwah Faculty of Islamic State University Mataram,	1006
116	<b>Herman Afrian</b>	The Influence of use of Video in Increasing Learning Achievement in Cultural Speech Basis of Sport Physiology	1014
117	<b>Didik Daniyantara. M.Or</b>	Effort To Increase Dribble Basketball Learning Outcomes Through Approach To Playing Student Class X Ma Nw Abbul Baroqat Village Bunkate Lesson 2016/2017	1020
118	<b>Lalu Erpan Suryadi</b>	Relationship of Explosive Muscle Limb Power with Smash Ability in Volleyball Gameat SME Penjaskesrek Hamzanwadi University.The Goal to be Achieved in this Research is to Determine Whether or not the Relationship of Explosive Muscle Limb Power with Smash Ability in Volleyball Game on SME Penjaskesrek Hamzanwadi University in 2017	1034
119	<b>Suryansah</b>	Improving Basic Stability Of Students Locomotors In Physical Education Learning, Health And Recreation (Penjaskesrek) Through Traditional Games (Study on grade V students SDN Bogak Praya, Central Lombok 2016/2017)	1040

No	Name	Title	Page
120	<b>Siti Lamusiah<sup>1)</sup>, Titin Untari<sup>2)</sup>, Arpan Islami Bilal<sup>3)</sup></b>	Application Of Talking Stick Method In Course Writing Semester Iv Education In Indonesia And Sastra Indonesia Fkip University Muhammadiyah Mataram	1049
121	<b>Eva Nurmayani</b>	The effectiveness of local folktales in teaching reading at tenth grade of SMA Negeri 1 labuhan haji in the school year 2016/2017	1059
122	<b>Eka Zuliana<sup>1</sup> and Henry Suryo Bintoro<sup>2</sup></b>	Learning Trajectory On Thematics Learning Process Of Elementary School Students By Using Marionette Tangram	1066
123	<b>Eko Susetyarini<sup>*1)</sup>, Ainur Rofieq* dan Roimil Latifa*</b>	The Implementation Of Lesson Study-Learning Community At Sma Negeri I Sumberpucung For Biology Subject	1075
124	<b>Aini Haziah Amirullah<sup>1</sup> Zanaton H. Iksan<sup>2</sup></b>	The Role of Peers in Mathematics Learning Process for Students Who are not Proficient in Malay Language through Lesson Study	1084
125	<b>Sri Damayanti</b>	The Teachers' Response toward the Pre-Service Students Activities	1093
126	<b>Hidayah Ansori<sup>1</sup>, Agni Danaryanti<sup>2</sup>, Elli Kusumawati<sup>2</sup></b>	Lesson study as media for smp teacher To increase the pattern of mind and quality of learning mathematics in smp negeri 14 banjarmasin	1103
127	<b>Eny Winaryati, Andari Puji Astuti</b>	"4c's Characters" On The Implementation Of Learning "Basic Concept Of Assessment" Through Lesson Study	1113
128	<b>Muhammad Sururuddin</b>	Application Of Learning Innovation Through Innovative Learning For Sharing Student Character In Learning Science Social Knowledge (IPS) Basic School	1124

No	Name	Title	Page
129	<b>Yus Setriarini</b>	Enhancement Of Learning Outcome And Student's Response On Biology Class Through implementation Of Stad Model In Smp Negeri I Sukorejo-Pasuruan	1140
130	<b>Ika Oktavianti, Yuni Ratnasari</b>	Implementation Of Lesson Study On Tematics Learning Based Local Wisdom Of Paticulture	1150
131	<b>Wiwi Wikanta, Peni Suharti, Lina Listiana, and Ruspeni Daesusi</b>	Lesson Study Of Brave And Confident Attitude Transformation Of Student In Expressing Opinion Through Colaborative Learning In Biology Lecturing In Umsurabaya	1154
132	<b>Fitria Fatichatul Hidayah</b>	Implementation of Lesson Study towards Science Process Skills in The Basic Chemistry Practicum Subject	1162
133	<b>Delmira Syafrini</b>	Lesson Study: From The Improvement Of Learning Activities For The Social Side Harmonization In Learning (Study: Application of Lesson Study in Urban Sociology Course in Sociology Department of State University of Padang)	1186
134	<b>Muhammad adib nazri</b>	A study on teachers' filled-pause in teaching english (a case of english teachers at <i>ma darul muttaqien nw perian</i> )	1196
135	<b><sup>1</sup>Muhyiatul Fadilah, <sup>2</sup>Rahmadhani Fitri</b>	Preservice Students' Metacognition Awareness Achievement As The Effect Of Peer Lesson Study Practice	1209
136	<b>Yulia Agustina</b>	The Use Of Semantic Mapping And Its Effect On Teaching Reading Viewed From Students' Intelligence	1220
137	<b>B. Fitri Rahmawati<sup>1</sup>, Badarudin<sup>2</sup>, Sri Setyawati, Mulyaningsih<sup>3</sup></b>	The implementation of Guided Discovery Methods to Improve Students Interest and Learning Activities in Statistics	1237

No	Name	Title	Page
138	<b>Paulina</b>	Lesson Study: Teaching Reading Techniques in English as a Foreign Language Learning	1242
139	<b>Harina Fitriyani<sup>1</sup>, Uswatun Khasanah<sup>2</sup>, Abdul Taram<sup>3</sup></b>	Lesson study for learning community: The implementation on mathematics education study program of ahmad dahlan university	1252

## Implementation of Lesson Study in Higher Education as a Strategy in English Instruction

Lecture at Dakwah Faculty of Islamic State University Mataram,

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### ABSTRACT

Strategy in English Instruction is an obligated lecture at KPI (Communication of Islamic broadcasting Department), Dakwah Faculty of Islamic State University Mataram. This lecture was given to student as a candidate teacher. There are some problems happened during this lecture such as: student activity in questioning do not fluent, reading motivation, English communication practice, English speaking practice and the capability of student in discussion still weak, sometime lecture preparing not optimal. Lesson study is an activity to improve lecture quality. Generally, it consist of three parts, those are: plan, do, and see. To implement lesson study at Strategy in English Instruction lecture is conducted several stages, those are: discuss with the colleague for preparing lesson plan, work sheet for student, all activity in open lesson, and reflection after open lesson. There are four times for open class activity. The method that used in each open class depends on the topic of discussion. The student are divided into small group with 3 to 4 student, doing student worksheet, reading the topic that can be discuss, and then presentation their result discussion in class. The result of the implementation lesson study can be improving the quality of this lecture such as: the increasing of student activity in questioning, reading motivation, English communication practice and English speaking fluently the capability of student in discussion, and lecture preparing can be optimal.

Keywords: Lesson Study, Strategy in English Instruction Lecture

### 1. INTRODUCTION

Education has important role in human life since it determines the development and character of human. Whether a nation is well developed or less developed could be seen from the development of its education. A nation which has good education would results people with good character and civilized. One of the factors determining the education direction of a country is the curriculum.

Strategy in English Instruction is an obligate lecture at Communication of Islamic broadcasting Department, Dakwah Faculty of Islamic State University Mataram. This lecture was given to student as a candidate teacher. There are some problems happened during this lecture, such as: student activity in questioning do not fluent in English communication, reading motivation and the capability of student in discussion still weak, sometime lecture preparing do not optimal.

Lesson study is an activity that can be improve the lecture quality. Lesson study is a teaching improvement process that has an origins in the world education, where it is a widespread professional development practice. Working in a small group, teacher or lecturer collaborate with one another, meeting to discuss learning goals, to plan an actual classroom lesson (called a research lesson), to observe how it works in practice, and then to revise and report on the results,



so that other teachers can get benefit from it.

Cooperative learning is a model of teaching that can be conduct student to help each other. Student team learning is making cooperation in learning teams a routine part of a classroom organization, not an occasional fun activity. More importantly, carefully controlled studies have demonstrated that use of learning teams under specific conditions increases student achievement in English and other subjects. Roger and David in told that do not all group discussion be a cooperative learning. To get a maximum outcome, there are five substance can be conduct in cooperative learning: 1) Positive dependence, 2) Invidual responsibility, 3) Face to face, 4) Communication between member, and 5) group evaluation. The successfully of group is depend on the effort of member. All members try to be good and do the best for their group.

Students in small heterogeneous groups take roles and learn to share knowledge and tasks with one another through a variety of structures with this strategy. While different experts categorize these differently, common features of effective cooperative learning include team building, positive interdependence, group interaction, structured activity, and individual accountability. The researcher and the Lesson Study Team kept on giving random questions to each student individually after they did the worksheet to take control on their focus. Although they still did grammatical mistakes in doing their worksheet, but they seemed reluctant in confirming them to the teacher. As Brown (2007:228) said that students' errors will be reinforced in small group where students will simply reinforce each other's errors and the teacher will not get a chance to correct them.

Implementation lesson study at strategy in English instruction lecture at Dakwah Fakultas, the student divided into some group with 3 or 4 member in each group base on their cognitive ability. Each group try to find the information base on the topic that can be discuss in class. Assignments method is one of method that can be make student more active to get the information. This method was applied to ask student responsibility about their task. They have to find, read, discuss, and prepare their slide presentation about the topic. After student presentation, lecturer and student do the activity, discuss about the subject matter. At the end of this lecture student give feedback by guiding of the lecturer making a conclusion.

## **2. DISCUSSION**

### **2.1 Lesson Study**

Only a small part of students in classroom who participate actively during teaching learning process in TEYL in higher education (10 students = 30% from 40 students). The students are categorized as active students if they (1) actively pay attention when lecturer delivers materials; (2) actively ask question deals with the material that they do not understand yet; (3) actively answer the lecturer's question that its aim is to clarify the students understanding; (4) actively give a comment and suggestion for others presentation and performance. The rest of the students showed that they had low self-confidence so that they could not fulfill the requirement of active students. According to the result of the observation, it could be reported that when the lecturer gave a chance to the students to ask question about material – some students made a note about her/his question then gave it to her/his friend, some students did discussion with their friend then when the lecturer came to their seat and asked about the problem they nodded their head, then the rest of them were silent, played their mobile phone, or chatted with their pair.

Lesson study (LS) is an activity in which aimed at enhancing the learning outcomes and teaching process continuously through teacher group collaboration (Sudrajat, 2010). LS commonly consists of model teacher and its collaborator. Model teacher, lecturer is selected teacher in which his/her teaching process will be improved. Then, collaborator is a teacher, lecturer as team which help model teacher, lecturer to improve her/his teaching through planning activity, observing teaching process, then giving reflection.

LS is conducted through several steps: design, implementation, testing, and improvement (Rock and Wilson, 2005: 78). Moreover, Carbin and Kopp in Sudrajat (2010) propose six steps LS include: 1) Form a team: select the team which covers model teacher, lecturer and collaborators. It may consist of 3-6 teachers with good understanding and competence in LS program. 2) Develop student learning goals: team discuss the learning material for students as the result of LS. 3) Plan the research lesson: model teacher, lecturer and its collaborator design teaching model to reach the teaching objectives. 4) Gather evidence of student learning: model lecturer practice the teaching plan, then collaborators observe the teaching process and collect the data as the material for analyze teaching process. 5) Analyze evidence of learning: team discusses the result of teaching practice then analyzes its progress whether it reaches teaching objectives or not. 6) Repeat the process: team revises the teaching model based on the result of discussion and finding evidence in teaching practice. Then, team do the previous steps, it may be conducted 2-5 times.

Lesson study is a teaching improvement and knowledge building process. Lesson study was implemented at strategy in English instruction lecture. In this paper, will be discuss about how was lesson study be implemented in this lecture. There are three steps activity in this lecture; they are plan, do, and see.

a. Plan

In this section team lecturer in the same subject begin by selecting a topic and goals for student learning. They select a topic that interest to them. They are some topic selected from the syllabus: 1) opening and closing skill, 2) cooperative learning, 3) problem based learning, and 4) direct instruction. Figure 1. Team lecturer discuss about plan.

### Group Discussion Activity

**G1. Why is lesson planning important?**

- Gives teaching structure, framework, and an overall shape.
- Allows you to communicate more effectively to students, parents, and peers.
- Gives time and structure to allow for development of teaching skills.
- It suggests professionalism and genuine commitment.




Figure 1. Team lecturer discuss about plan

In plan section, the lecturer also discuss about a time and strategy that can be done in this lecture. After discuss about plan, one of the lecturer be a model of lecturer in teaching. All material, such as worksheet, lesson plan, and observation sheet have to prepare before do section.

**b. Do**

In this section lecturer model be implemented lesson study to conduct that lecture. There are some strategy used in this lecture. The student divided into a group with 2-3 member. Before starting a lecture the student asked to sit in group. During this lecture the student have to follow some activity, present the topic that will be discuss in class, asking and answering question about their friend presentation, and making conclusion based on their discussion. The groups that will be present choose randomly by a lecturer.

There are some observer can be observe all activity of student during the lecture. The observer can be used the observation sheet, to know about student activity. There are some question in that sheet: 1) when the student start concentrate to study? How was the process? 2) Are there any student do not study or discuss? 3) Why they don't study or discuss? 4) Is the lecturer try to handle the student who don't study or discuss? 5) What are the advantages of this lecture that can you get today? 6) The blank space to give a chance for observer to write some comment from their observation.

There are some strategy that implement during the lecture is based on the topic will be discuss. 1) Student asked to read the topic and see the more new vocabulary before start lecture, 2) finding new vocabulary and oral practice fluently 3) make small group discuss 4) English practice well, use the contextual vocabulary around the area

By using many variation strategy to conduct this lecture, the student can be more active, and enthusiasm follow all the activity. At the end of the lecture the student must be make a small resume based on their discussion.

**c. See**

It is an activity to discuss or give a reflection after do. In this section all observer can be discuss all thing that be happened during do. See or reflex must be done as soon as possible after do. Participant includes the lesson study team members and guest observers. The moderator can start to be a guide discussion. In this discussion participant share the idea based on their observation. Based on the discussion the lecturer who takes responsibility to open the class revise the plan to the next open class.

There are some information get from the observer: 1) some student do not concentrate at the beginning of lecture, but after fifteen minutes they start to follow all activity in class, 2) some of them do not discuss in group although the lecturer try to remind them, 3) in general, the lecture be success based on plan, 4) variation strategy in teaching can make the student be more active and enjoy the class, 5) based on the discussion, team try to find another alternative, in next meeting for lecture,

Participants share their observations and examine additional evidence from the lesson, such as student written work, searching for pattern that may reveal important insight into teaching practice and student learning.

## 2.2 Lesson Study as a Teaching Improvement Process

In our view, lesson study is an exceptionally fertile context for college teaching improvement. It scaffolds reflective practice in which instructors carefully examine goals for student learning and development, design goal-oriented learning experiences, conduct a lesson, observe and analyze student learning and revise the lesson design to improve learning. Teachers examine and discuss a wide range of key issues including,

1. What are the most important goals for learning and development in the course and academic program,
2. What are the differences among students that matter most in their classroom performance,
3. How do specific strategies support changes in student thinking,
4. What knowledge do students have that serves as a foundation for the lesson,
5. What misconceptions do students have that hinder their learning, and
6. What aspects of their written work or actual classroom interactions indicate how they interpret and make sense of the topic?

Lesson study encompasses the full complexity of teaching and learning in the context of a single class lesson. Essentially, teachers have opportunities to question, explore and reflect on every phase of the teaching and learning process. Lewis (2005) suggests that lesson study creates multiple “pathways for learning” that lead to instructional improvement. According to her model, teachers’ thinking and practice may improve in multiple ways as a result of,

1. Increased knowledge of subject matter,
2. Increased knowledge of instruction,
3. Increased ability to observe students,
4. Stronger collegial networks,
5. Stronger connection of daily practice to long term goals,
6. Stronger motivation and sense of efficacy, and
7. Improved quality of available lesson plans

Lesson study offers a different way of thinking about teaching and learning. For many college teachers entering into a lesson study means approaching teaching with different assumptions and expectations. This is most evident in the way that lesson study is oriented toward student learning. An underlying principle of lesson study is that teachers need to know how their students learn in order to teach them effectively. Thus, how students learn is central at every step in the lesson study process. In the lesson planning phase teachers consider how their students are likely to interpret, construe and respond to the parts of the lesson. Observers attend to learning and thinking as the lesson unfolds. Data collection focuses on student learning and thinking throughout the lesson. After the lesson the group analyzes the evidence of student learning as a basis for making changes to the lesson.

We propose that certain features of this learning oriented inquiry are likely to mediate changes in college teachers' pedagogical thinking and practices. The patterns below have emerged in our work, but further research is needed to verify that these are, in fact, what teachers learn about teaching through lesson study.

### **3. CONCLUSION**

During implementation of lesson study at strategy in English instruction lecture, some advantage that can be get:

a. The experience of learning by student are increase:

- 1) Their activity in questioning,
- 2) Their motivation to read,
- 3) Their capability in communication,
- 4) Their responsibility in group discussion
- 5) Their responsibility in doing task
- 6) Their enthusiasm in lecture

b. Based on the lecture:

- 1) The plan for preparing lecture can be better
- 2) The implement of lecture can be optimal
- 3) The quality of lecture can be improve
- 4) The lecturer can be handle the situation during learning process

c. Suggestion:

- 1) In activity at open lesson, more observers attend that class, can be better,
- 2) Hopefully, lesson study can be implementing for all subject,
- 3) All observers must be give their report based on their observation
- 4) This activity can be support with good equipment.

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