

## The Implementation of Lesson Study in English Language Teaching in MAN 1 Mojokerto

**Felza Wiranadya Agustin**

English Department, The Faculty of Languages and Arts, Universitas Negeri Surabaya

[felzaagustin@mhs.unesa.ac.id](mailto:felzaagustin@mhs.unesa.ac.id)

**Drs. Fahri, M.A.**

English Department, The Faculty of Languages and Arts, Universitas Negeri Surabaya

[fahri@unesa.ac.id](mailto:fahri@unesa.ac.id)

### Abstrak

Di sekolah-sekolah Indonesia, Bahasa Inggris menjadi salah satu mata pelajaran paling penting untuk diajarkan di dua tingkat kelas, khususnya di sekolah menengah atas. Sayangnya, mempelajari bahasa Inggris merupakan hal yang tidak mudah karena bahasa Inggris tidak digunakan sebagai bahasa utama dalam komunikasi siswa sehari-hari. Para siswa tentunya memiliki kemampuan berbeda dalam menguasai bahasa. Dengan demikian, kualitas guru dalam mengajar harus dijaga dengan baik. Lesson study dikenal luas sebagai salah satu teknik terbaik dalam melanjutkan pengembangan profesionalitas guru. Lesson study menawarkan guru strategi untuk menemukan proses belajar-mengajar yang baik melalui tiga tahap yaitu tahap perencanaan, observasi, dan refleksi. Oleh karena itu, penelitian ini bertujuan untuk mengetahui bagaimana pelaksanaan lesson study dalam pengajaran bahasa Inggris untuk siswa kelas sebelas dan apa tanggapan guru terhadap implementasinya. Subjek penelitian ini adalah semua guru Bahasa Inggris yang bergabung dalam lesson study. Penelitian ini menggunakan desain kualitatif sebagai metode pengumpulan data. Sementara itu, teknik pengumpulan data adalah observasi dan wawancara. Oleh karena itu, instrumen yang digunakan untuk mengumpulkan data adalah catatan lapangan dan panduan wawancara. Berdasarkan data, hasil menunjukkan bahwa guru telah menerapkan semua tahap dalam pelajaran pelajaran meskipun tidak sistematis. Selain itu, dari hasil wawancara, dapat diketahui bahwa lesson study bermanfaat bagi guru untuk membantu praktik mengajar mereka di kelas.

**Kata kunci:** *lesson study, pengembangan profesionalitas guru, proses belajar mengajar, pengajaran Bahasa Inggris*

### Abstract

In Indonesian's schools, English becomes one of the most important subjects to be taught in two grades level, particularly in senior high school. Unfortunately, learning English is a challenge as English not primarily spoken by Indonesian's students in their daily communication. The students might have different abilities in mastering the language. By this case, teachers' quality in teaching must be well maintained. Lesson study is widely known as one of the best technique in continuing professional development. It offers a teacher a strategy to find a good teaching-learning process through three stages namely planning stages, do stages, and see stages. Accordingly, this study aimed to know how the implementation of lesson study in English language teaching for eleventh graders and what are the teachers' response towards its implementation. The subjects of this study were all of the English teachers joining lesson study. This study using qualitative design as a method for collecting the data. Meanwhile, the data collection technique were observation and interview. Therefore, the instruments used to collect the data were field notes and interview guide. Based on the data, the result showed that the teachers implemented all the stages in lesson study, even though it is not systematically. Besides, from the interview result, it showed that lesson study is helpful for the teachers to assist their teaching practices in the classroom.

**Keywords:** *lesson study, teacher professional development, teaching and learning process, English language teaching*

### INTRODUCTION

In Indonesia's schools, English language becomes one of the compulsory subject to be officially taught throughout secondary school, which is three years in junior high school and three years in senior high school. It also become a subject that will be tested in national examination. Hence, students have to learn English well.

In the world of education, English contributes to the students' success in future life. Through achieving the ability to spoke and write using English, it can create great opportunities for them to get a higher education or getting a good job in English-speaking environments worldwide. Accordingly, English is not only become the demand for education but also become every students'

necessity in order to be able to communicate with people around the world (Broughton et al., 2010).

Unfortunately, English is not primarily spoken by Indonesian students in their daily communication. It is learnt as a foreign language, which means that students will normally have different level in learning the language. For instance, some of them who have good basic skill in English language will learn English language easily compare to them who have no experience at all. Indeed, every student have different levels of difficulties while mastering the English language. By this case, students need a best solution to help them learning English language easily.

Since the teaching and learning process includes students and teacher as the main components, teacher plays the most significant roles in the success of students learning (Mulyasa, 2005). A teacher, who is become the facilitator in students learning process, have to be able to find a way to help the students meeting their learning goals. For instance, before conducting the teaching and learning process, teacher should be able to make a lesson plan which consisting of particular approach, method, techniques, materials, and media as well as learning stages that can support the success of the teaching and learning activities in the classroom. Hence, teacher can create a good classroom conditions with active, innovative, creative, and fun learning activities. Moreover, students will be well motivated to learn and they will be more actively engaged in the classroom.

From those explanations, it is quite clear that improving the teaching quality nowadays becomes the major in education. In other words, teacher professional development is important since the teacher need an alternative way to conduct the class with more effective and innovative teaching method, so that the students can learn easily and effectively (Bicaj & Treska, 2014).

Lesson study is a kind of professional development that has been used successfully to help the teacher finding a solution on how to conduct the class with those requirements mentioned. Lesson study is neither a method nor an approach. It is more likely a strategy used by group of teachers to assist their teaching practices so that they can provide students with good teaching and learning process in the classroom. In other words, lesson study provides a way for the teachers to find a good method and techniques for helping the students reaching their learning objectives effectively. Lesson study is firstly applied in japan as the alternative way to find the better and effective technique in the context of teaching and learning process (Hollingsworth & Oliver, 2005). Lesson study involves small groups of teacher meeting regularly to work collaboratively on a series of steps stated by Stigler and Hiebert (1999). The step is

summarized as follows; identifying the goals of students' learning, preparing the lesson plan, teaching and observing the lesson, revising the lesson based on the data collected from the classroom observation, and then re-teaching the complete revised lesson plan until the better learning achieved. For completing these few steps of collaborative lesson study, a group of teacher are required to cooperate and share their ideas, opinions, and conclusions of the research lesson. Lesson study aims to help the teacher to growth their knowledge in practicing the teaching, to have great improvement in pedagogy, and lastly to understand students' learning (Lewis, 2000). Thus, the central focus of lesson study is on students' learning rather than evaluating the teacher performance in teaching.

According to Lewis (2000), Japanese lesson study is beneficial for the teachers in solving the problem they might find during the teaching and learning process. It provides the opportunities for the teacher to build their professional learning communities, to deepen their understanding of curriculum and pedagogy, and to develop their ability to do observation, analysis, and reflection. In consequences, the teacher can easily improve their professionalism, especially in the teaching practices which then leads to the students' enhancement in learning and performances.

In order to support those statements, the researcher will mention about the several results of lesson study research conducted by different researchers in English language learning. First, Coşkun (2017) in her research entitled "The Application of Lesson Study in Teaching English as a Foreign Language", reveals that Lesson Study is beneficial for helping the teachers to have good quality in teaching. For instance, finding the weak points of the lesson and knowing what the students need the most in the learning process. Then, Gok (2016), in his research about lesson study in English language teaching, which aims to find out how lesson study integrated into English language teaching and the teachers' reactions towards the implementation of lesson study, finds that lesson study can be a good method for EFL teachers' professional development. It gives many benefits such as helping the teacher to gain their knowledge on the nature of learning, to do professional learning, to learn from each other by sharing ideas whilst working collaboratively, and to build teacher confidence in learning a new thing. In consequence, they can teach the students very well and able to provide the students need while having the learning activities.

Regarding to those points, it is necessary to conduct a research on the use of Lesson Study in English language teaching. Therefore, first, the researcher wants to know about the implementation of Lesson Study in English

teaching in MAN 1 Mojokerto. The researcher will not introduce lesson study as something new since Lesson study had implemented previously by group of English teachers in MAN 1 Mojokerto. Second, the researcher aimed to know how Lesson Study implemented by English teacher help the students to learn English language.

In line with the study above, the research questions are formulated as follows:

1. How is the implementation of Lesson Study in English language teaching to eleventh graders in MAN 1 Mojokerto?
2. How are the teachers' response to the implementation of lesson study in English language teaching to eleventh graders in MAN 1 Mojokerto?

## RESEARCH METHODOLOGY

This study was a descriptive qualitative research in which the researcher acted as non-participatory observer. The aim of this research was to describe the implementation of lesson study in English language teaching. Thus, the researcher wrote the data such as the behavior, the written form or spoken words that were observed in accordance with reality (Ary et al., 2010).

The subject of this study were three English teachers in MAN 1 Mojokerto. The reasons were, first, because lesson study is a collaborative works where the participants should be more than one instructors. As suggested by Cerbin and Kopp (2006) there must be 3-6 participants to join lesson study implementation. Second, it is because of the teachers already had an experience in lesson study implementation. Through this consideration, the researcher thought that it fits the need of her research.

The study was conducted in MAN 1 Mojokerto. The researcher chose this school by considering two reasons. First, it was because of the location is near to the researcher's house. The researcher thought that she would be able to take the data easily and effectively since she spent more than one meetings to collect the data. Second, It was due to the school had implemented lesson study previously in the teaching and learning process, especially in two subjects that were Mathematic subject and English subject.

The data of this study were obtained through the observation and interview. They were collected to answer the two research questions, which are, first about the implementation of lesson study. Second, about the teachers' response towards the implementation. For the first research question, the data was a description of teachers' activities while implementing lesson study in English language teaching. Thus, the source of data came from field notes. The researcher noted down the activities done in applying Lesson Study. Meanwhile, for the

second research question, the data was in the form of transcription of interview which included teachers' feeling, opinion and ideas towards the implementation of Lesson Study. Meanwhile, the source of data was taken from the open-ended surveys given to the teachers after the implementation of Lesson Study.

According to Ary et al. (2010), the most frequently used tool in qualitative research are in the form of field work method such as interviews, document analysis, and observation. Thus, this study using two kinds of instrument to collect the data, which are field notes and interview guide.

Moreover, there were two techniques used by the researcher to collect the data namely observation and interview. Observation was basically used to obtain the data in the form of description. In this study, the researcher followed all of the process done by the teachers in conducting lesson study implementation and noted everything that were heard and seen during the process. The researcher recorded the situation and atmosphere starting from the beginning till the end of the implementation. Beside, as non-participatory observer, the researcher did not take any parts during the implementation.

Then, interview was given to the teachers after the implementation ended completely. It was conducted in the last meeting to answer the second research question. The interview was given to know the teachers feeling towards the implementation of lesson study in English language teaching. The researcher used audio recording while doing the interview with the teacher. The researcher wanted to keep the data safe by audio tape.

For analyzing the data, this study used three steps arranged by Ary et al. (2010) which were familiarizing and organizing, coding and reducing, interpreting and representing. In familiarizing and organizing, the researcher read and re-read the data that have been collected from the observation and field notes. This process aimed to make the researcher felt familiar with the data. Hence, confusion were not found while organizing the data. Organizing data included the process of transcription to analyze the data. In coding and reducing, the researcher gave as many as labels or codes to several items as needed. The researcher categorized the data which has similarities and differences to the study. Therefore, the data that were not related to the implementation were reduced easily. Besides, it made the researcher able to explain the data effectively. In interpreting and representing, the researcher finally explained the data that has been coded and reduced clearly. It was explained descriptively.



## RESULT AND DISCUSSION

### 1. The Implementation of Lesson Study in English Language Teaching to Eleventh Graders in MAN 1 Mojokerto.

In order to answer the first research question, which is about the implementation of lesson study in English language teaching, the researcher decided to do an observation for about one month. The reason is because lesson study consisting of three stages that are cyclical such as planning stages, doing stages, and seeing or reflecting stages.

#### - Planning Stages

Plan stages refers to the first stage of lesson study implementation. The process consisting of three kinds activities, such as formulating the learning goals, making a lesson plan, and designing an observation (Cerbin & Kopp, 2006). In this part, the teachers did not skip every single activities as required. The teachers had completed the activities within four meetings. Formulating the learning goals activity was found in the first meeting of planning stages. The teachers started the activity by preparing all they need, such as the syllabus and the students book. Hence, they can find the materials and the topic that would be taught to the students. The material was about narrative text, while the topic was about legend. Then, the teachers formulated the basic competence in order to make the indicators as well as the learning objective of the lesson. Afterwards, they decide how many meetings they would need for helping the students achieving those learning objectives.

For making the lesson plan and designing the study, it was found in the second meeting of planning stages. In making the lesson plan, the teachers discussed on some parts, such as choosing the appropriate method and technique, designing the media and the learning materials, and lastly making the learning stages. While discussing all of them, the teachers always focus on students need. They made every decision by involving any kinds of prediction on how the students would response to the specific activities and exercises. For instance, in choosing the technique, the teachers agreed to have discussion since the students like having team work. In choosing the media, they also reasoned that power point would help the students following the teacher's explanation. In making the learning stages, they did not forget to put games and some interesting activities to motivate the students and so many others. This is in line with Cerbin and Kopp (2006) who stated that the process of making lesson plan in lesson study usually include anticipating the students' response towards the activities, problems, or exercises given to them. However, there was one part that did not suited the theory. It was when the teacher chose the method for

teaching the students. The teacher decided to use scientific approach since they used to apply it in the classroom. They did not match it with the students' criteria as the theory suggested to.

In designing the observation, the teachers discussed on who will be the model teacher and the observer teacher and how to do the observation in designing the observation. In order to help the observer teacher observing the students' learning in the classroom, the teachers used focal questions as a guidance for collecting the data. This is as stated by Cerbin and Kopp (2006) that there are many ways to help the teachers recording the observation, such as using unstructured note-taking, focal questions, Checklist/rubrics, or videotape/audiotape.

In the third and fourth meeting of planning stages, the teachers only revised some parts of the lesson plan based on the reflection's result. The teachers changed their previous idea based on the situation they observed. They changed it even before the idea is applied. In other words, the teachers in this two meeting lesson planning did the revision based on their prediction. As a result, in the real application, it was found that the teaching became not quite inconsistent. The model teacher even missed one activity that was asking the students to make a summary as the final individual task. Besides, there was a part of revised lesson plan went unsuccessful. It was when the teachers gave a jumbled paragraph as a group work exercise. The students seemed difficult to do the task until they cheated on the internet to find the answer. Moreover, the teachers should have re-taught the complete revised lesson plan as suggested by Lewis (2000).

#### - Doing Stages

Do stages is the realization of planning stages made by the teachers. Therefore, there are two different activities that must be done in do stages. First, the implementation of learning done by the model teacher. Second, observing activities done by the observer teachers.

Since the teachers planned to have three meetings for teaching the material, the do stages were conducted for three meetings. In the first meeting, the lesson was well conducted and has followed the plan. The students were very excited with the greeting and the games "chain story" given by the model teacher. However, some of the students look bored when the teacher started to explain the material. In the second meeting, the model teacher already gave the students the team work exercise as planned. However, it was not run as expected. The students were happy with the team work exercise, but they cheated while doing the assignment. Besides, it was time consuming. Thus, the model teacher skipped one activity. In the third meeting, the model teacher had

implemented the revised lesson plan and it was going well. In other words, the activity had done completely based on its revised lesson plan. Unfortunately, the lesson spent more times. Overall, the students always gave positive response towards all the activities and exercises given by the teacher. For instance, “*yel-yel*” for greeting, games chain story for activating their prior knowledge, and jumbled text “scarlet ibis” for group exercise.

In the whole meetings, the observer teachers were done the same activities. They followed the model teacher coming to the class, but they went at the back side of the class to do the observation. They used focal questions as their tool for doing the observation. In order to make the students feel comfortable during the learning process, all of the observer teachers at that time was also introduced by the model teacher to the students before they did the observation. This point is in line with Cerbin and Kopp (2006) who stated that during observation, the model teacher has to introduce the observer at first, and then inform the students about the purpose of them (the observer teacher) coming to the class, so that the students stay enjoy the learning process, and make it feel as naturally as possible.

#### - Seeing Stages (Reflection)

In reflecting stages, the teachers discussed the result of the classroom teaching done by model teacher and the result of the observation done by observer teachers. It always started by model teacher expressing her feeling about her own teaching, and then followed by the observer teacher giving suggestion and comments based on the result of their observation. This is in line with the theory explained by Cerbin and Kopp (2006) that reflecting activities is always start with the model teacher expressing her feeling, and then followed by the observer teacher. This reflection activity was happened for three times and it was always conducted after teaching the classroom. Unfortunately, there was an observer teacher passed one meeting for reflection stages. In consequence, the reflection stage could not be done efficiently because one thing they need the most in reflection is the result of the observation from the observer teacher as well as the suggestions or comments for a better learning.

Due to the limit member, the model teacher had double roles during the discussion, which were as the model teacher and as the facilitator. This part is not in line with the theory since it is clearly stated that the facilitator must be the one who is not involved in the process of making a lesson plan as well as applying the lesson plan. He/she must not take anyone’s side (Ono, 2011).

In conclusion, the teachers had implemented the three stages of lesson study; plan stage, do stage and see stage completely and perfectly. In planning stages, the

teachers have done the three main activities that are, formulating the learning goals making a good lesson plan and designing the observation. In do stage, the teachers had applied the two main activities that are, implementing the lesson plan in the real teaching and doing observation based on the plan that has been designed. In reflecting stage, the teachers had reflected the result from the observation systematically, which is beginning by model teacher gave her impression towards the lesson, and then responded by the observer teachers. However, the teachers did not do the implementation systematically. The teachers did not teach the complete revised lesson plan to give a better learning process for the students.

## 2. The Teachers’ Response towards the Implementation of Lesson Study in English Language Teaching to Eleventh Graders in MAN 1 Mojokerto.

In getting to know the answer of the last research question “How are the teachers’ response towards the English language teaching using lesson study?”, the researcher did an interview to all of the teachers joining lesson study implementation. The researcher used interview guidelines for conducting the interview, and it was created based on the teachers’ implementation result. In order to get more complete information, the interview is in the form of semi-structured interview. The interview was held after the lesson study implementation ended. Besides, it was done in the teachers’ room at afternoon. The researcher used audio recording to record the conversation.

Based on the interview results, all of the teachers joining lesson study showed positive responses towards the implementation of lesson study in their English language teaching. The teachers felt that lesson study is quite helpful for them to conduct a teaching-learning process easily and effectively.

First, according to the teachers’ opinion, teaching is interesting especially when they can transfer the knowledge to the students and make the students feel enthusiast to the topic they explained. By this case, three of the teachers believed that there must be some important parts that must be paid attention in teaching. One of them is making a good lesson plan that can help the teacher conducting joyful learning process, in which can build a good interaction and communication between the teachers and the students. In line with the theory stated by Rooijackers (1991) that teaching-learning process involves communication activities between teacher and students. Thus, the communication between them must be well-maintained in order to reach the success of learning.

Second, when the teachers were asked about collaborative lesson plan through lesson study, all of

them agreed that it was the better lesson plan than the previous lesson plan they usually made individually. The reasons they mentioned was the same. It was because of the teachers could share their ideas and experiences to each other, so that they can decide on what's the best part to be included in the lesson plan. For instance, deciding on the proper method, technique, and media suited the classroom situations. In the real teaching, the observer teachers also confirmed that the lesson plan works well. They found that the students engaged more to the lesson. The students liked the types of activities given by the model teacher, particularly in group working activities. However, one observer teacher found that there were only some students become passive in a certain activity like when the teachers tried to dominate the class. This was in line with the theory stated by Lewis (2000) that lesson study requires the teachers to collaboratively making a lesson plan in order to find a good teaching method, technique, and media through sharing each other experiences and ideas.

Moving on the next question, which was about the students' opinion on lesson study implementation, all of the teachers said that lesson study is beneficial for them. They said it was quite helpful starting from the very beginning step of lesson study till the end of the process, which were making lesson plan together, observing the classroom activities, and lastly reflecting the result of the lesson. The teacher who roles as a model teacher stated that she was glad by having team teaching because she can make a better lesson plan and get more comments and suggestion from friends (observer teacher) to reflect on her own teaching. Thus, she said that she could know how to improve her teaching quality. This statement was also in line to Lewis (2000) who stated that lesson study is a classroom action research who mainly developed to provide teachers a way to improve their teaching practices. In other words, lesson study focuses on the teachers' development in teaching practices knowledge. One of the observer teacher, then, added that lesson study made her able to know which things good to continue in the next teaching and which don't. This situation was the same as Coskun (2017) finding that lesson study helps the teachers to know the weakness and the strength points of the lesson. Moreover, others one observer teachers gave more opinion that lesson study was not only make her able to do observation for finding which things is good and bad but also make her get more experience and reference for good teaching practices since she is still beginner. This condition confirmed the theory by Rusman (2011) that lesson study can also be a part of education for teachers in the New Year of teaching.

Last, when the teachers were asked about things they can learn from lesson study, their response were

vary. The model teacher said that lesson study help provides her several good points, such as learning about making a better lesson plan, learning about making a good media suited the students' need and classroom situation, learning from friends' experience about a good way in teaching, and lastly learning to reflect on our own teaching. This was in line with the theory stated by Subadi (2010) that lesson study gives many benefits such as helping the teacher to improve their knowledge on teaching, and to learn from others teacher experiences. Moreover, teacher "A", an observer teacher, said that lesson study taught them about the importance to do reflection, so that she can be better in teaching. Meanwhile, teacher "B" said that lesson study inspired her to design a good teaching learning process which more focuses on student-centered learning rather than teacher-centered learning. This part proofs the theory by Lewis (2000) that lesson study can be an alternative way for improving teachers' professional development.

In short, the teachers showed a good perception in implementing lesson study for their language teaching. All of the teachers agreed that the three stages of lesson study namely plan, do, see brings them to the successful teaching-learning process, especially in improving their teaching practices.

## CONCLUSION AND SUGGESTION

### Conclusion

From the analysis, it can be concluded that that the implementation was going well and successful. It has followed the three stages namely plan stages, do stages, and see stages. However, times was always being the main reason for some obstacles happen during the implementation. In applying the lesson plan in the real teaching, the teacher clearly did all the stages and activities. However, there were several points missed by the teachers. First, the teacher got more times for applying the lesson plan in the real teaching. Second, in reflecting stages, one of the teacher missed one meeting for reflection activities. As a result, the reflection activities cannot be done efficiently. The teachers had to re-discuss the reflection stages when the members' completed. Third, in lesson study, the main focus is a student's learning and needs. Hence, every decision must be oriented to the students. In the reality, the teacher chose a method based on the usual teaching method. Last, the teachers did not do the implementation systematically, especially in planning activities. The teachers changed the idea on some parts of the lesson plan, but they changed it before they applied it first. Overall, this lesson study implementation helped the teacher to conduct a good teaching-learning process in the classroom. The students were all gives positive response towards every activity,



media, and exercises given by the teacher. All of the students were very enthusiast during the learning process.

Furthermore, the teachers' responses were positive. All of them liked having planning activities, observing activities, and reflecting activities because it helps them a lot to improve their teaching quality. From planning activities, the teachers felt that they can have better lesson plan because they could share ideas and experiences to decide the proper method, technique, and media suited the classroom situations. From observing activities, the teachers said that they can know what the students need the most in the lesson. Hence, they will be able to make a lesson plan which supporting the students learning process. Beside, observing stages provided the observer teachers some references about a better way of teaching. From reflecting stages, the model teacher said that it helps her a lot to reflect on her own teaching. In consequence, she could plan for an improvement.

### Suggestion

In accordance with the result and discussion of the research, the researcher would like to give suggestion to the English teachers and to the other researchers who are interested to conduct the same study. For the English teachers, it is good to continue this lesson study implementation continuously and systematically. This is because lesson study offers many others benefits, especially in improving the teacher teaching quality itself. As we know that the curriculum nowadays has already suggested the new way in teaching, which is the student-center learning rather than teacher-centered learning. Thus, lesson study can be the best way for helping the teachers creating an innovative teaching method, which then resulting on the students' successfulness in achieving the learning objectives. Through lesson study, teachers can work collaboratively and get more knowledge from one another. More specifically, teachers can share their ideas and experiences, so that they can find a better way in teaching especially in choosing a proper method, technique, media and others supporting aspects that can help the students enjoy the learning process until they can accomplish the learning objectives.

For the future researcher, hopefully this can be a reference to conduct or modify further research. However, it would be great to develop the same study in different way. For instance, conducting the study in different school or different subjects to know more the study about lesson study. The future researcher can also specify the different objectives based on their wants rather than just knowing its implementation and its use in helping the students in the learning process as already found in this research.

### REFERENCES

- Ary, D., Jacobs, L. C., Sorensen, C. K. (2010). *Introduction to research in education eight edition*. Canada: Akatiga.
- Bicaj, A., & Treska, T. (2014). The Effect of Teacher Professional Development in Raising the Quality of Teaching (Pilot Research). *Academic Journal of Interdisclipenary Studies*, 3(6). DOI:10.5901/ajis.2014.v3n6p369.
- Broughton, et al. (1978). *Teaching English as a Foreign Language*. London: Routledge.
- Cerbin, B., & Kopp, B. (2006). Lesson Study as a Model for Building Pedagogical Knowledge and Improving Teaching. Retrieved from <http://www.isetl.org/ijtlhe/pdf/IJTLHE110.pdf>
- Coşkun, A. (2017). The Application of Lesson Study in Teaching English as a Foreign Language. *Inonu University Journal of the Faculty of Education*, 18(1), 151-162. DOI: 10.17679/inuefd.297845
- Creswell, J. W. (2014). *Research Design qualitative, quantitative, and mixed methods approaches 4th edition*. UK: Sage Publications.
- Dahar, R.W. (1996). *Teori-teori Belajar*. Jakarta : Erlangga
- Goh, R. (2017). Improving English language teaching through lesson study: Case study of teacher learning in a Singapore primary school grade level team. *International Journal for Lesson and Learning Studies*, 6(2). DOI: 10.1108/IJLLS-11-2015-0037
- Hollingsworth, H., & Oliver, D. (2005). *Lesson study: A professional learning model that actually makes a difference*. Retrieved from <https://www.mav.vic.edu.au/files/conferences/2005/hollary-hollingsworth.pdf>
- Lewis, C. (2000b, April). *Lesson study: The core of Japanese professional development*. Paper presented at the American Educational Research Association Annual Meeting, New Orleans.
- Mulyasa. (2005). *Menjadi Guru Profesional Menciptakan Pembelajaran Kreatif dan Menyenangkan*. Bandung: PT. Remaja Rosda Karya
- Ono, Y. (2011). Lesson Study: An Implementation Manual. Retrieved from <https://school-maths.com>
- Rooijackers, A. (1991). *Mengajar dengan Sukses: Petunjuk Untuk Merencanakan dan Menyampaikan Pengajaran*. Jakarta: PT Presindo.
- Rusman. (2011). *Model-Model Pembelajaran: Mengembangkan Profesional Guru*. Jakarta: Rajagrafindo Persada.
- Rustaman, N. (2001). *Ilmu dan Aplikasi Pendidikan*. Bandung: Inperial Bakti Utama
- Santyasa, I. W. (2009). *Implementasi Lesson Study dalam Pembelajaran*. Paper presented at Seminar Implementasi Lesson Study dalam Pembelajaran bagi

Guru-Guru TK, Sekolah Dasar, dan Sekolah Menengah Pertama di Kecamatan Nusa Penida on January 24<sup>th</sup>, 2009 (Unpublished conference paper). Indonesia: Universitas Pendidikan Ganesha.

Stigler, J., & Hiebert, J. (1999). *The teaching gap*. New York: The Free Press.

Subadi, T. (2010). *Lesson Study Berbasis PTK*. Surakarta: Muhammadiyah University Press.

