

## LESSON STUDY: A WAY TO ENHANCE STUDENTS' MOTIVATION IN LEARNING PROCESS IN THE CLASSROOM

Siti Aimah, Muhimatul Ifadah, Testiana Deni Wijayatiningsih,<sup>14</sup>  
[siti.aimah@unimus.ac.id](mailto:siti.aimah@unimus.ac.id), [ifadah\\_83@yahoo.com](mailto:ifadah_83@yahoo.com), [testiana@unimus.ac.id](mailto:testiana@unimus.ac.id)  
Issy Yuliasri, Dwi Anggani Linggar Bharati<sup>15</sup>  
[issyuliasri@yahoo.com](mailto:issyuliasri@yahoo.com), [dwi\\_anggani@yahoo.com](mailto:dwi_anggani@yahoo.com)

### ABSTRACT

*Studi ini dimaksudkan untuk meningkatkan motivasi mahasiswa yang mengambil Program Sarjana Pendidikan Bahasa Inggris di Universitas Negeri Semarang (UNNES). Selanjutnya, sebuah penelitian mendalam dilakukan untuk menemukan apakah lesson study yang dilakukan secara kolaboratif dapat diterapkan di kelas dengan baik dan memberikan dampak terhadap motivasi siswa untuk bergabung di dalam perkuliahan yang diberikan oleh para dosen di kelas. Untuk tujuan-tujuan tersebut, mata kuliah Language Testing Administration (LTA) yang diikuti oleh 30 mahasiswa pada tahun akademik 2014/2015. Terdapat 2 siklus yang dilakukan oleh tiap-tiap program melalui research lesson; plan, do, dan see. Untuk mengamati minat para mahasiswa yang bergabung di dalam kelas, 4 pengamat mengamati dan menulis aktivitas-aktivitas para mahasiswa selama proses belajar-mengajar yang diajarkan oleh dosen di dalam kelas. Untuk menstimulasi keaktifan para mahasiswa di kelas, Circle the Sage dipilih oleh dosen dengan tujuan untuk membangun kreativitas mereka di dalam mempelajari materi. Temuan dari para pengamat disampaikan kepada dosen yang sedang mengajar di dalam kelas dengan tujuan untuk direfleksikan dan dicarikan solusi atas permasalahan-permasalahan yang ditemukan secara kolaboratif. Data diambil melalui observasi, kuesioner, dan rekaman video dan kemudian dianalisis secara deskriptif untuk menyimpulkan hasil dari penelitian tersebut.*

**Kata kunci:** lesson study, motivasi, sikap, circle the sage, proses pembelajaran

### INTRODUCTION

Teaching students in the classroom needs some efforts to make them active in learning. The students' activeness in joining the course could not only be measured from asking or answering the teacher's questions but also their

---

<sup>14</sup> Para penulis adalah pengajar di Program Studi S1 Pendidikan Bahasa Inggris, Universitas Muhammadiyah Semarang

<sup>15</sup> Para penulis adalah pengajar di Program Studi S1 Pendidikan Bahasa Inggris, Universitas Negeri Semarang

participation in building up the knowledge by doing some stimulated activities. The stimulated activities mean that the lecturer should be able to build up some skills by optimizing the students in learning process to be active and autonomous in the classroom.

It is in line with Novian (2013) that states that the students' ability for being autonomous learners would be the goal of active learning. In this case, the role of the lecturer would be very important in deciding and designing the teaching process to be a meaningful learning. The teacher would be a facilitator for making the students easier in studying, and also a manager who is able for organizing, designing and doing the teaching learning process. Through the active learning, the students are expected to realize and analyze their capability to learn, comprehend, build up, develop, and transfer their knowledge to the others so that they will learn much by doing those activities. It is hoped that they would be responsive, critical, and able to solve any problems that they face. Unfortunately, the activities done by the students in the classroom do not always run well.

Many lecturers have optimized to make an active learning in the classroom by using the strategy of cooperative learning, but sometimes some students still do not involve actively in teaching learning process. The students do not show their interest to join the class and tend to be passive in learning process even though each of them has different responsibility to do. They join in the classroom to fulfill a compulsory subject offered in that semester. Consequently, the teaching learning process does not run well.

The strategy used by the lecturer in applying a cooperative learning model of the classroom is chosen in order that the students are easy to be organized and controlled through the activity designed before. As in cooperative learning, each student could learn and share what s/he has to the others. She/he would have the responsibility toward what they had learnt to share. In this case, the process of learning could be from students themselves before it would be confirmed by the lecturer in the end of the class.

The use of strategy chosen by the lecturer for supporting the teaching learning process; unfortunately, is not always success. The lecturer has still found some students who do not have the responsibility in learning the materials given to share to the others. Even though that the principle of cooperative learning is to stimulate all students involving the process of learning in the classroom to be autonomous and responsible learners, in fact, some lecturers tell that they have some difficulties to overcome some students who have no much motivation to join the class.

Based on that phenomenon, the solution to overcome that problem is by applying the use of cooperative learning model as an approach to teach based on lesson study. Lesson study is a way to enhance the quality of learning process by collaborating with the other lecturers/teachers for designing, observing, and reflecting the teaching learning process in the classroom (Syamsuri and Ibrohim: 2011: 19). It means that the lecturers have a chance to share with others regarding to the lesson plan of learning process designed before by identifying the students' problems/weaknesses.

Here, it could be identified whether or not the design of learning process uses the appropriate approach to overcome those students who are lack of motivation and enthusiasm to learn. Besides that, the strategy used by the lecturer in doing the activity in the classroom determines the success of learning process because every step of activities done by the students will also be discussed in the collaboration of the lecturers in which it will determine the success of making the students' activeness in the classroom.

The application of cooperative learning model-based lesson study was aimed to enhance the students' motivation and attitude in the classroom. Both of them are really important in determining the lecturer's success of conducting teaching learning process in order the students involve in doing the activities of learning in either classroom or out of classroom.

To observe the students' motivation in joining the classroom, Keller (1968) cited in Suprijono (2010: 164) states that there are four categories of motivational conditions to create the interesting, challenging, and meaningful teaching learning process to the students. They are attention, relevance, confidence, and satisfaction. Besides using ARCS, the students' motivation could also be seen from some indicators; cheerful, enthusiastic, and their intention to ask and answer the questions from either the lecturer or their friends. The important thing in stimulating them to have good motivation for being active students in the classroom could also be determined by the strategy used by the lecturer in teaching learning process in which it stimulates them to have good confidence and enjoyable for doing some activities during the class.

## **LESSON STUDY**

Hendayana (2006) cited in Sadia (2008) states that Lesson study is a collaborative and sustainable learning based on the principles of collegiality and mutual learning to build up a learning community. Furthermore, he mentioned that lesson study is not a method or strategy of learning but the activity of lesson study could apply any kind of methods or strategies that is appropriate to the situation, condition, or problems faced by the

teachers/lecturers in the classroom. While according to Lewis (2002) he mentions that lesson study is an approach that is done in order to improve the teaching learning process. The improvement here is done collaboratively by the teachers/lecturers.

There are three stages of lesson study; they are plan, do, and see. The preparation of lesson study could be done through some activities; identify the problems of learning, analyze the material of learning, decide the strategy used in learning process, and make the design of learning in the classroom (Sadia: 2008).

Based on the explanation, it means that in the activities of lesson study, there are some teachers/lecturers collaboratively discuss about teaching learning process. There is a model teacher/lecturer and some observers involved in research lesson. The lecturer/teacher could collaboratively design the lesson plan that would be used to the teaching learning process with the others to produce the design of learning in achieving the learning outcomes targeted. While the observers would observe the students' activities or response shown during the process of learning. Having observed in the learning process, all the observers and the model teacher/lecturer discuss and share what the experience of learning and something found from the observation. The lecturer used the result of the observation as a reflection to create a design of learning and also a consideration in solving the students' problems in the classroom for the next cycle.

## **COOPERATIVE LEARNING**

Cooperative learning is an approach of learning focused on the study of comprehending and discussing the materials with the others and also solving the problems that they have. It is in line with Slavin cited in Jacobs et.al (1997) states that cooperative learning is basically emphasized to all students to study together, have the responsibility to their team to gain their success of learning through the activities that they have done. In cooperative learning, there are some components that must be concerned; cooperate to complete the tasks, and have the responsibility individually or in group. Some benefits that would be got by the students by using cooperative learning are they could learn how to cooperate to each other, appreciate what the others have, learn how to share something that they have to be discussed to the others, and be responsible to the task so it could not enable them to depend on the others.

By using the cooperative learning model, the students could gain the learning outcomes determined by the lecturer. They could also have broadened knowledge, improve their interest and motivation to be active in joining the class, and develop their skill in communicating to the others. The interesting and challenging activities created in cooperative learning model could stimulate the students to be more active. They will be given an opportunity to learn together in a group that enable them to learn how to be responsible.

### **CIRCLE THE SAGE**

One of cooperative learning models that could be applied in gaining and developing the students' soft skill is circle the sage. Kagan (1998) states that it is an activity to attend a listening activity for an extended period of time; listen to comprehend or acquire information. In this activity, the teacher firstly chooses the special students having a special knowledge of the topic discussed to be sages. Those sages then stand and spread out to in the room. The sage explains what they know while the others listen, ask the questions, and take a note. Having shared about the topic, all students then return to their group and each of them explains what they have learnt from the different sage. They may compare the notes that they have got, and if there is disagreement, they may stand up and convey the argumentation to be covered.

From the explanation above, it could be seen that the students may work in small groups and spread out to the other groups, and actively engage the learning process in the classroom to improve their comprehension about the content of the material. Here, each student not only has responsibility for his/her own learning but also shares the materials that they master to the others. An opportunity to learn from one group to another one enables them in comprehending well about the material that they learn. Those activities show that it also enables them to have a good responsibility either individually or in a group because they not only have to learn and comprehend for themselves but also make the others understand with what they have shared through the explanation given.

### **MOTIVATION IN LEARNING PROCESS**

Keller (1968) cited in Suprijono (2010) states that there are four categories of motivation that must be paid attention to the teachers in order to promote and sustain the teaching learning process. Those are attention, relevance, confidence, and satisfaction.

## **1. Attention**

Keller divided this attention into two kinds: perceptual arousal and inquiry arousal. The perceptual arousal is about surprise to gain interest. While inquiry arousal is focused on the stimulation given by the teacher to the students by giving some challenging questions or problems to be solved. For stimulating students' attention, the teacher should use some strategies enabling them to be involved in teaching learning process.

## **2. Relevance**

In order to be clear in delivering the materials to the students, the teacher could use the simple and concrete examples so that they could correlate the materials with the experience of life. The categories that are related to the relevance are experience, present worth, future, usefulness, needs matching, modeling, and choice.

## **3. Confidence**

To stimulate the students in having their confidence in joining the teaching learning process, the teacher should give a chance to the students for showing their work. A praise given by the teacher will give the positive impact to the students so that they will be sure for their ability and competence that they have.

## **4. Satisfaction**

The success of teaching learning process for gaining the goal of learning will give the impact of the students' satisfaction. From the reinforcement got by the teacher, the students will try to achieve the success of learning process by doing some activities supporting it.

From the definition above, students' motivation in the process of teaching learning basically can be set up by the design of learning prepared by the teacher/lecturer. The teacher/lecturer should prepare well the process of learning held in order that the goal of teaching learning process can be achieved well.

## **METHODOLOGY OF THE RESEARCH**

The subject of the study was the Language Testing Administration (LTA) class of State University of Semarang consisting of 30 students. The students in the classroom were managed into some groups enabled them to collaborate each other in comprehending the material given.

This research was an action research-based lesson study by using the qualitative descriptive approach. There were two cycles applied in the research consisted of three stages; they were plan, do, and see. The data were taken from the result of observation sheet, questionnaire, and video recording.

In planning phase, the lecturer focused on some preparations as conveying the lesson plan that had been made before to the observers. She conveyed the students' problems faced in teaching learning process. The problems were generally about the understanding of the materials and the lack of motivation in learning. Besides that, she also presented to the observers about the strategy, the media used, and the material that would have been used in teaching learning process in order to cope with those problems. In this case, the observers gave some suggestions to her based on their own experience and knowledge of teaching. It was done in order all the instruments prepared by the lecturer in doing teaching learning process would be appropriate in solving the problems.

In the stage of doing, the lecturer did teaching learning process based on the lesson plan that had been made while the observers observed the students' activities and attitude during the class based on back numbers attached to them. In order to achieve the learning outcome of teaching and make easier in observing the students, the lecturer had prepared the observation sheets based on the need of teaching and the observers wrote the findings during the process of observation.

In the process of teaching, the lecturer chose 6 students to be sages while the other students who are not the sages will be divided into 6 groups consisted of 5 students. The students in a group were given the materials that had been prepared to be read in some minutes. The same thing was done by the sages to learn the materials as the others had. Having learnt the materials, each member of the group met all of the sages to get the information of the material. After getting the information, they must come back to their own group to share what they had got from the sages. In the end of the learning, the lecturer asked the representative of each group to present the material that they had chosen in front of the others while the other group prepared to convey the arguments if possible.

In the last stage of seeing, the data gathered by the observers during the observations of teaching-learning process were presented to be discussed and analyzed. At the first time, the lecturer was given a chance to tell the impression and reflect the teaching process that had been done to the facilitator and the observers. Each observer also conveyed the result of the observation note based on the activities done by the students and/or their attitude during teaching learning process and gave some suggestions to the next teaching to the lecturer. The observer had to observe the students' activities in the classroom based on the number back attached. In this phase, all participants discussed the problems to overcome based on the result of analysis of the observation and/or the recommendation for improving the next teaching learning process.

## FINDINGS

To know the students' motivation in joining the teaching learning process in the classroom through lesson study, it was begun by doing the activities of learning designed to stimulate all students to involve in the process of learning and interact with the others well by discussing, sharing, presenting, and so on, so that they could have achieved the learning outcomes targeted. The students' motivation in joining learning process in the classroom could be measured from the questionnaire given before and after the learning process. The aspects of motivation are divided into attention, relevance, confidence, and satisfaction (Suprijono: 2010). Those four aspects represented the students' motivation because it might portrait the students' attitude in performing their motivation during the process of learning. The students' motivation in joining the class could be presented in Table 1.

**Table 1. The students' Questionnaire Result**

No.	Aspect	Students' Questionnaire Result			
		Pre-Cycle	Cycle I	Pre-Cycle	Cycle II
1.	Attention	3.00	3.05	3.05	3.20
2.	Relevance	2.80	3.05	3.05	3.01
3.	Confidence	2.95	3.05	3.05	3.25
4.	Satisfaction	3.00	3.09	3.09	2.80
	<b>Average</b>	<b>2.94</b>	<b>3.06</b>	<b>3.06</b>	<b>3.07</b>

From the table above, the aspect of attention could be seen from the way of students enjoyed the class, felt curious to know about the materials, and paid attention to the tasks given by the lecturer well. The lecturer also asked some questions to the students to stimulate them in delivering their arguments. Based on the result of questionnaire above, there



was an improvement of the result from pre-cycle to cycle I and cycle II in which the result in pre-cycle was 3.00. Then it was continued in cycle I in which the result was 3.05 with the category fair. While in the cycle II, it could be seen from the result of questionnaire from 3.05 to be 3.20. The improvement of the score in each cycle was little even though all results from pre-cycle to cycle I and cycle II were categorized fair. It happened because the students of State University of Semarang used to do lesson study combined by cooperative learning model so that in the beginning of the class, they had had enough attention to the teaching learning process.

In the aspect of relevance, the result of students' effort to learn, comprehend, and share the materials to the others showed the improvement which was not too significant. Every meeting of the cycle, the lecturer applied the difference approach. The learning outcomes determined in each cycle was also different. Not all students had the same comprehension of the materials learnt. The perception that they had was also different. In this case, the approach of learning used by the lecturer in teaching learning process determined whether or not they could comprehend well the materials. From the data of pre-cycle, cycle I, and cycle II, they showed that the result of pre-cycle was 2.80. It improved in the cycle I in which the result was 3.05. But the result of Cycle II decreased from 3.05 to be 3.01. The decrease happened because of some factors. First, the content of the materials that they had to master was difficult. Second, the learning model used by the lecturer in conveying the material also determined whether or not it enabled them to explore their knowledge well. Sometimes, the model would give a chance for them to discuss, share, and take a conclusion from what they have learnt.

While in confidence aspect, it also showed the improvement. From pre-cycle, the result of questionnaire was 2.95. It improved in the cycle I to be 3.05 and it was continued in the cycle II in which the result was 3.25. The improvement of the result of confidence was significant enough. It was meant that the implementation of lesson study in teaching learning process applied by circle the sage helped the students in having their belief of what they have learnt. They were sure to be the best friend from others to share any experience and knowledge that they had. The opportunity given by the lecturer to each student through the model of circle the sage-based lesson study enabled them to improve and explore their ability in comprehending the materials well. The special students chosen by the lecturer to share the information that they had while the others listened and told their opinion or argumentation if there was disagreement gave a chance for them to know and be sure with the ability that they had. So here, the students not having good confidence in presenting or conveying what they had learnt were given a chance to learn with the special students in sages for listening what they delivered.

Satisfaction could be seen from the students' response to the process of learning included the response of using the model of learning, the students' happiness in joining the class, getting a praise, etc. The appropriateness of the lecturer in choosing the model of learning could help him/her in getting the success of doing teaching learning process in the classroom. Otherwise, the inappropriateness for choosing the model could make the students confused to what they had to do in joining the classroom. As it was shown from the table above in which not all students felt comfortable and satisfied for using the model of circle the sage based-lesson study. In pre-cycle, the result of questionnaire was 3.00. It improved in cycle I in which the result showed 3.09 with the category fair. And in cycle II, the result was 2.80. For some students, being the sages did not always make them enjoyable and ready for that position. But they did not have a choice in which the lecturer had chosen them to be that sages. Besides that, they had a responsibility to comprehend well about the content of the material to be shared to the others. Each student had different character. Special students would have had special character.

## **DISCUSSION**

Lesson study was conducted in order to help the lecturer in achieving the goal of learning. Through lesson study, it enabled them to interact intensively with what kind of the problems faced by the students in the classroom. Besides that, the lecturer also could find out the strategy used in the process of teaching learning. Lesson study also enabled to discuss, and share the knowledge-based experience that the observers had so that the problems could be solved. One of the students' problems in Language Testing Administration (LTA) class was about the lack of students' motivation in comprehending the material given by the lecturer in the classroom. It could be seen from some students who were not active during the class. They did not give any response to either the lecturer or the other students by answering the questions given. Some of them did not enjoy the class because the material was so complicated to be understood while they did not master English well. It made them difficult to analyze and create the language test.

To trigger the students' motivation in interacting to the others, the lecturer designed the scenario of learning aimed to solve the students' problems. Based on the result of discussion in the phase of planning, the model of learning that would have been done was also discussed. It was aimed to know whether or not the lecturer tried to answer the students' problems through the model applied in teaching process of the classroom. In that case, the lecturer chose the use of Circle the Sage. In the model of circle the sage, each student had responsibility to comprehend well the

material got from the sage that later she/he had to share the information to her/his own group in turn based on what she/he had got from the sage. Interaction happened between them made the different situation of learning. A chance to develop their ability in English was used effectively through discussion in group. Every student competed to be the best in delivering as much as information that she/he had to the others.

## **CONCLUSION**

Lesson study enabled some lecturers to collaboratively discuss the problems of teaching learning process in the classroom. The problems presented by the model lecturer through lesson plan were analyzed and solved by the other lecturers (observers). The use of the appropriate strategy in the teaching learning process determined the success of it. The success of teaching learning process also determined the students' study result and positive response in joining the class.

Maintaining the students' motivation through lesson study was necessary through fostering the positive atmospheres. However, motivation gave significant impact to the learning purpose. In the learning process, when someone could not solve a problem for himself, the other's help would be an important factor to lead a comfortable and valuable situation which might proceed to successful learning. In addition, the lecturer had definite role to make it happen through various strategies and approaches to gain the purpose of his/her teaching. Though, the students's characteristic in a classroom situation would also give different atmosphere in the learning process. What was meant by characteristic was the way of the students responded to the scenarios given because the models were also showed different responses for different subjects. The number of students who were enthusiastic and attentive because their internal interest would be helpful for the lecturer in delivering successful learning scenario. Another factor that might give different response was also the number of students in the classroom, the more students you have in the classroom, the more various strategies that can be implemented.

## **REFERENCES**

Bonwell, Charles C., "*Active Learning: Creating Excitement in the Classroom*," available at [https://www.ydae.purdue.edu/lct/HBCU/documents/Active\\_Learning\\_Creating\\_Excitement\\_in\\_the\\_Classroom.pdf](https://www.ydae.purdue.edu/lct/HBCU/documents/Active_Learning_Creating_Excitement_in_the_Classroom.pdf)

Jacobs, George M, Gan Siowk Lee, and Jesica Ball, “*Learning Cooperative Learning via Cooperative Learning: A Sourcebook of Lesson Plans for Teacher Education*”.Singapore: SEAMEO Regional Language Centre, 1997

Keller, “*ARCS Model of Motivational Design*” available at <https://learn.vccs.edu/bbcswebdav/institution/SO/IDOL/Unit%201%20%20Analyze%20Learners/ARCS%20Model%20of%20Motivational%20Design.pdf>.

Lewis, Chaterine C, “*Lesson Study: A Handbook for Teacher-Led Improvement of Instruction,*” Oackland CA: Education Department, Mills College, 2010.

Novian, “*Model Pembelajaran Active Learning,*” 2013. Available at <http://novian25.blogspot.com/2013/09/model-pembelajaran-active-learning.html>

Sadia, I Wayan, “Lesson Study (Suatu Strategi Peningkatan Profesionalisme Guru),” *Jurnal Pendidikan dan Pengajaran UNDISKHA*, Edisi Khusus Th. XXXX1 (online)  
[http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=2&cad=rja&uact=8&ved=0CDEQFjAB&url=http%3A%2F%2Fpasca.undiksha.ac.id%2Fimages%2Fimg\\_item%2F891.rtf&ei=wwZZU9ryL8eFrAfm3YDoBw&usg=AFQjCNHgWtlvQ4v7Wq94IRxHbvI2zc2P1g&sig2=ycNCBrFJqyv3LUb4TCPmbA&bvm=bv.65397613,d.bmk](http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=2&cad=rja&uact=8&ved=0CDEQFjAB&url=http%3A%2F%2Fpasca.undiksha.ac.id%2Fimages%2Fimg_item%2F891.rtf&ei=wwZZU9ryL8eFrAfm3YDoBw&usg=AFQjCNHgWtlvQ4v7Wq94IRxHbvI2zc2P1g&sig2=ycNCBrFJqyv3LUb4TCPmbA&bvm=bv.65397613,d.bmk)

Suprijono, A. 2010. “*Cooperative Learning: Teori dan Aplikasi PAIKEM,*” Yogyakarta: Pustaka Pelajar

Syamsuri, I., and Ibrohim. 2011. “*Lesson Study (Study Pembelajaran),*” Malang: UM Press