

The Implementation of Lesson Study in Improving the Primary School English Teachers' Professionalism on Developing Materials

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Abstract: The implementation of lesson study as a means of improving teacher professionalism has been under research for long. In fact, a teacher generally acts like an actor/actress who is to perform many different roles at different times (Byrne, 1992; Brown & Lee, 2015). Inasmuch as the many roles the teacher should possess, s/he is required to always have efforts to develop her/himself professionally through informal and formal academic forum to pursue credentials, one of which is conducting lesson study for ongoing improvement of instruction. Lesson study, as a matter fact, has been popular in Japan to promote teachers' professional development since 1990s. This practice has provided positive and significant impact on the improvement on the teachers' way of teaching and students' learning (Murata and Takahashi, 2002). Teachers will attempt to improve the lesson after conducting the lesson study with their colleagues, experts on education, and stake holders. The benefits of the implementation of lesson study have been verified by the results of research in America and Japan (Yoshida, 1999) and in Indonesia, exactly at *SMA Lab* Universitas Negeri Malang (2008). Due its positive impact on professional development, the lesson study was then put into empirical study to the primary lab school teachers. Ten English teachers were involved in the study to develop interactive student worksheets. Therefore, the design adopted is action research with four stages in two cycles: planning, implementation, observation and reflection. It was discovered that the teachers and students have displayed a positive response on it.

Keywords: lesson study, English teachers' professionalism, materials

A teacher in general acts like an actor/actress who will have to perform many different roles at different times, depending on the kind of activity the students are doing to accomplish learning goals. S/he might be as a controller, conductor, manager, facilitator, as well as consultant (Byrne, 1992; Brown and Lee, 2015). As controller, the main duty is to determine what the students do, when to speak, and what language forms they should use. First, as conductor or director, the job is to make sure that the students know what to do and to observe that they practice it effectively. Second, as manager or monitor, the main responsibly are to plan lessons, structure segments of classroom time, control objectives of the classroom, keep the students directed towards goals, deal with ongoing evaluation and feedback. Third, as facilitator or stimulator, the main concern is to promote the students' intrinsic motivation by permitting them to discover language through using it pragmatically. Eventually, as resource or consultant, the primary duty is to be available for assistance and advice if needed.

Inasmuch as the many roles the teacher should possess, s/he is required to always have efforts to develop her/him professionally through informal and formal academic forum to pursue higher qualifications. In fact, there are a lot of opportunities for self-development such as joining an (English) club, attending formal classes, attending a self-access center/library, reading any resources about teaching, joining local organizations to discuss problems, attending workshops/ in-service trainings/seminars, or conducting lesson study which leads to build

pathways for ongoing improvement of instruction. Lesson study, as a matter of fact, has been popular for many years in Japan to promote teachers' professional development. The genesis of conducting "lesson study" for professional development commented in Japan since 1990s-the time on which Japanese public education was legally put into effective. This practice has provided positive and significant impact on the improvement on the teachers' way of teaching and students' learning. According to Murata and Takahashi (2002), it is not easy to incorporate new instructional ideas and materials in classrooms unless we see how they actually look. Further, they exclaim that in lesson study, we will observe what goes on in the lesson more objectively, and that helps us comprehend the crucial ideas without being overly concerned with other issues in our classrooms. In other words, teachers will see and attempt to improve the lesson after they conduct the lesson study with their colleagues, experts on education, and stake holders (principals and supervisors on education).

Lesson study refers to a process in which teachers engage in continually to improve the quality of the experiences they provide for their students. In the lesson study, one of the key components in these collaborative efforts is "the research lesson," in which, typically, a group of instructors (called the lesson study group) prepares a single lesson by designing a lesson plan, which is then observed in the classroom by the lesson study group and other practitioners, and afterwards the lesson is analyzed during the group's post-lesson discussion. Through the research lesson, teachers become more attentive to the teaching and learning process (Takahashi and Yoshida, 2004). The implementation of lesson study benefits not only for the teachers but also the students and the school as a whole. This brings a positive impact on the improvement of the process of teaching and learning as a whole. This has been verified by the results of research carried out by the teachers and students in America and Japan (Yoshida, 1999) as well as in Indonesia, exactly at *SMA Lab Universitas Negeri Malang* (2008). The school discovered that at the first try-out in the academic year of 2004-2005 most teachers (55%) and students (43%) disagreed about the implementation of lesson study during the instructional process, however, after three-year of practice, in the academic year of 2008-2009, the result was unexpected that is all teachers and students (100%) agreed with the implementation of lesson study for they have obtained positive impact on the process of teaching and learning. This indeed accommodates teachers' professionalism as targeted by the Indonesian government in that all teachers are required to be formally certified.

As stipulated in Law of the Republic of Indonesia Number 14, 2005 and Regulation of the Ministry of National Education Number 16, 2007, teachers and college/university lecturers are prescribed to be academically and professionally competent in that they ought to be knowledgeable, skillful, as well as professional in conducting their educational duties. Being competent in terms of pedagogy, personality, social affairs, and professionalism, they are then legally certified to be teachers or lecturers in a particular level of education. Having fulfilled the qualifications previously mentioned, they possess obligations to be conducted and deserve rights to be obtained. To be academically and professionally competent, teachers may have some alternatives, among others by conducting a lesson study in their teaching and learning process in their own classroom.

Such qualifications are also compulsory for elementary school teachers at Lab School of University Negeri Malang. The teachers should be qualified in their profession, however, based on interviews with some teachers at the school, it was discovered that (1) not all teachers are sufficiently competent in conducting instruction in the classroom; (2) there was no prior experience to conduct lesson study to solve academic problems, and (3) the making of worksheets has not met the requirements of good communicative worksheets (high mark: 58 & low mark: 40 out of 142 points). Therefore, the implementation of lesson study might assist them in improving their way of teaching in order to help students study more actively. This

article is intended to improve the English teachers' professionalism through the implementation of lesson study at the primary school (*SD Lab*) of Universitas Negeri Malang, East Java, Indonesia. The following discusses some theoretical insights related to the study and some previous studies.

Legal Documents of the Ministry of National Education Republic of Indonesia

The Law of the Republic of Indonesia Number 14, 2005 deals with teachers and college/university lecturers' rights and responsibilities, and Regulation of the Ministry of National Education Number 16, 2007 on the Standards of Academic Qualifications and Teachers' Professional Competences. This document is mostly concerned with what teachers/lecturers should do/possess and what they deserve to obtain as a return. In one hand, they, for instance, are compelled to carry out such responsibilities as: 1) improving themselves academically by attending Strata 1 (S1) or Diploma 4 (D4) Program for the *Sarjana* Degree, 2) making efforts to accomplish the national education goals, 3) having willingness to realize the competences required by the government, namely competences in pedagogy, competences in personality, competences in social affairs, and competences in professionalism through the education program for teacher professionalism, 4) conducting qualified and well-planned instructions including assessing the output of the teaching and learning process, 5) being creative and innovative to improve students' intelligences and competences, etc. On the other hand, they possess the rights to (1) be formally certified if all obligations are fulfilled, (2) be well-paid and have other financial benefits, (3) be spiritually, physically and mentally safe at work, (4) be regularly promoted on the basis of their achievements at work, etc. Besides the aforementioned obligations and rights, the law also states sanctions which are among others in the forms of: 1) direct oral reminder, 2) written reminder, (3) delaying promotion, and (4) lay-off with or without benefits.

In addition to the teachers and college/university lecturers' rights and responsibilities above, there also exist the standards of academic qualifications and teachers' professional competences depicted underneath.

Regulation of the Ministry of National Education Republic of Indonesia

The Regulation of the Ministry of National Education Number 16, 2007 contains two items: the standards of academic qualifications and teacher competences. As mentioned in the former, teachers are obliged to be formally educated with the following criteria.

1. Teachers for any levels of education- from pre-school up to secondary schools should hold the Strata 1 (S1) degree or Diploma IV (D-IV) at the minimum.
2. The academic qualifications for teachers with special expertise, if urgently required, can be legalized through feasibility/ equivalency test by universities appointed.

The latter item, however, is concerned with the teacher competences. For this study, the competences are focused on those of the elementary school teachers'. As stated in the regulations, the teachers should be equipped with the integration of the four competences, i.e., competence in pedagogy, competence in personality, competence in social affairs and competence in professionalism. As a teacher, s/he should be pedagogically competent in 15 (fifteen) standards, namely, (1) understand the learners' characteristics from different viewpoints, such as physical, moral, social, cultural, emotional, and intellectual; (2) be well-equipped with the theories and principles of learning; (3) skillful in developing a curriculum; (4) conducting a well-planned instruction; (5) utilizing ICT for instruction; (6) accommodating learners' to actualize their potency; (7) promote effective, emphatic and decent communication

with the learners; (8) conduct assessment and evaluation in instruction; (9) make use of the results of assessment and evaluation for betterment in the teaching and learning process; and (10) conduct a reflection. From the viewpoint of **personality**, there are 5 (five) competences teachers should have, namely they should (11) conduct in accordance with religion, social norms, Indonesian laws and culture; (12) be honest, have positive moral and be a good model for learners and society; (13) exhibit maturity and wisdom; (14) show great integrity in the profession and (15) respect profession ethical codes. From the social-competence point of view, s/he should (16) conduct wisely, objectively, inclusively and should not act discriminatively in terms of religions, races, physical conditions, family background and economic -social status; (17) promote effective, emphatic and decent communication with the learners, colleagues, parents and society; (18) easily adapt to new workplaces all over Indonesia with various culture; (19) develop a good communication in his/her professional community. In short, the Indonesian teachers are required to fulfill the standards of academic qualifications and teacher competences to be professional teachers. One of the approaches to develop their professionalism is through the implementation of lesson study.

The Point of View of Lesson Study

A teacher acts like an actor who will have to perform many different roles at different times, depending on the kind of activity the students are doing to accomplish learning goals. S/he might be as a controller, conductor, manager, facilitator, as well as consultant (Byrne, 1992; Brown, 2001). Inasmuch as the many roles the teacher should possess, he is required to always have efforts to develop themselves professionally through informal and formal academic forum to pursue higher qualifications. There are a lot of opportunities for self-developments, one of which is via conducting a lesson study to build pathways for ongoing improvement of instruction.

The genesis of conducting “lesson study” for professional development commented in Japan since 1999- the time on which Japanese public education was legally put into effective. To be exact, it started in the 19th century. The adoption of lesson study in Japan was intended to enable teachers who traditionally used individualized instruction to learn group instruction skills from their peers in Western countries. This practice has provided positive and significant impact on the improvement on the teachers’ way of teaching and students’ learning. According to Murata and Takahashi (2002), it is not easy to incorporate new instructional ideas and materials in classrooms unless we see how they actually look. Further, they exclaim that in lesson study, we will observe what goes on in the lesson more objectively, and that helps us comprehend the crucial ideas without being overly concerned with about other issues in our classrooms. In other words, teachers will see and attempt to improve the lesson after they conduct the lesson study with their colleagues, experts on education, supervisors on education and other stake holders.

The meaning of lesson study is of two folds. According to Fernandez, and Yoshida (2001) (2001), it first refers to a process teachers engage continually to improve the quality of the experiences they provide for their students. Also, it may mean a form of research that provides opportunities for teachers to take a central role as investigators of their own classroom practice and to become life-long autonomous thinkers and researchers of teaching and learning in the classroom. By means of conducting this, teachers are then competent in improving curricula, textbooks, and other relevant instructional materials. In fact, there are three major scopes of lesson study to be put into practice. i.e., school-based lesson study, cross-school lesson study (district-wide), and cross-district lesson study (regional or nation-wide). In lesson study, one of the key components in these collaborative efforts is “the research lesson,” in which, typically,

a group of instructors (called the lesson study group) prepares a single lesson by designing a lesson plan, which is then observed in the classroom by the lesson study group and other practitioners, and afterwards the lesson is analyzed during the group's post-lesson discussion. Through the research lesson, teachers become more attentive to the teaching and learning process (Takahashi and Yoshida, 2004). Murata and Takahashi (2002) are of the opinion that three attributes characterize lesson study as follows. Firstly, lesson study provides teachers an opportunity to observe teaching and learning in a real form which incorporates planning, implementation, observation, and reflection on classroom practice. By looking at the actual practice, they are able to promote a common understanding of what good practice looks like. This, in turn, assists students in comprehending what they are learning; secondly, Students are still within the heart of the professional development activity in that teachers have a great chance to carefully examine and understand the process of learning in the actual classroom practice; and thirdly, lesson study is teacher-led meaning that teachers can be actively involved in the process of instructional change and curriculum development.

According to Fernandez and Yoshida (2001), and Takahashi and Yoshida (2004), lesson study involves teachers coming together to focus on three main activities. Those are (1) *Identifying a lesson study goal to focus on*. In this stage, teachers think of their students and identify important gaps between aspirations they have for them and the results that they are actually accomplishing with these students; (2) *Conducting a small number of "study lessons" that explore this goal*. For this, teachers cooperatively draw up a detailed plan for the study lesson as preparation. Then, it comes to the phase of implementation in which a teacher teaches the study lesson in an actual classroom while other group members conduct an observation employing an observation sheet which contains aspects to be looked on; (3)

Reflecting about the process in this last phase, teachers are engaged in a post-lesson discussion and review the data together in order to (1) make sense of educational ideas within their practice; (2) share perspectives about teaching and learning; (3) learn to see their practice from the student's point of view; and (4) enjoy collaborative support among colleagues. In short, the aforementioned procedure can be elaborated as follows: defining a teaching problem on the basis of the student needs, lesson study planning with the student and the teacher as the focus, focusing the lesson on student's thinking, learning and misunderstanding, evaluating the lesson's impact on student learning and reflecting on its effect, revising the lesson based upon the data gathered, teaching the revised lesson to a new class of students, evaluating and reflecting, and sharing the results.

The Development of Lesson Study in Indonesia

Lesson study has been applied in Indonesia since 1998, the period when IMSTEP (Indonesia Mathematics and Science Teacher Education Project) was launched in at 3 (three) universities- Universitas Pendidikan Indonesia (UPI), Universitas Negeri Yogyakarta (UNY) and Universitas Negeri Malang (UM) in collaboration with JICA (Japan International Cooperation Agency) in order to improve the instruction of Math and Science subjects in Indonesia. The result of the implementation indicated that the students' achievements in Math and Science had increased year by year, so in 2001 IMSTEP was disseminated to school level as a piloting project in which university lecturers worked hand in hand with school teachers to share experiences to strengthen collegial relationship. Later (from 2003-2005), the project was followed up and socialized in a wider scope, promoting a cooperation with the corps of principals and teacher association in the provinces in which the three universities are located. Due to its significant benefits for the teacher self-development, since 2008 the system has been expanded via a program called "Lesson Study Dissemination Program for Strengthening

Teacher Education in Indonesia (LEDIPSTI)". Since then, the implementation of lesson study has been popular (Susilo, et al., 2009).

As a matter of fact, not all school teachers have had the experience to conduct lesson study to improve their professionalism, and one of the examples is those teaching English at the UM primary lab school. The type of lesson study being applied is the one which is school-based focusing on particularly on the group of English teachers teaching young learners at the age of 10-12 years old.

Active Learning for Young Learners

Based on the Creating Learning Communities for Children (CLCC) program be launched by the government of Indonesia, UNESCO and UNICEF (2002), the main purpose of it is to make the quality of children's learning better through the development of Active, Joyful, and Effective Learning (AJEL). What is AJEL? It has been featured by the following attributes. Firstly, children develop their skills and understanding on the emphasis on learning by doing through varied learning activities. Secondly, teachers make use of various stimuli and instructional media including employing environment to make their instruction more interesting, joyful and relevant. Thirdly, classroom is organized in such a way that attractive books and other written materials are exposed and reading corners are available in each room. Fourthly, cooperative and interactive ways of learning – pair and group work are developed. Finally, teachers encourage children to discover their own solutions to problems, to express their own thoughts, and involve them in creating their own school environment (Scott & Ytreberg, 1999; Cameron, 2007; Kartini, 2009 and Pinter, 2011). Thus, AJEL is considered more appropriate with the characteristics of young learners who prefer to learn by seeing, observing, playing, trying, hearing, or doing something for short. Such a technique is universally applicable for young learners including those going to primary lab schools. For UM Primary Lab School in particular, in addition to the implementation of AJEL, the learners are exposed to the use of worksheets for language practice. Therefore, the English teachers are compelled to design and produce their own worksheets.

Developing Communicative Worksheets

This section discusses subtopics related to what a worksheet is, the functions of worksheets, the requirements of developing good worksheets, and some guidelines of how to develop the worksheets for language learning. What is a worksheet? A worksheet is a piece of paper on which there is a series of questions or exercises to be done by a student, or a piece of paper on which work that has been done is recorded (Hornby, 2000). According to Lloyd-Jones (1985), the worksheets may function as additional materials to the main learning activities in class, additional materials for establishment, enrichment, remedial or reinforcement. Furthermore he postulated that good worksheets should reflect such features as clarity of objective, the use of simple language, information content, appropriate theory, and variety of learning activities, variety of locations and learning situations and interesting appearance. In addition to these, the communicative worksheets are attributed by a special design and content in that they should contain communicative activities, use either realistic, authentic or real world tasks, implement communicative interactions for spoken English, and finally possess style and appropriate which depict levels of formality, contextualized content with different situations and register.

To produce the worksheets, there are guidelines to follow, among others, firstly, they refer to the available curriculum or syllabus, or for the Indonesian context, to the standards of content

which are then broken down into basic competences and indicators or for the international standard schools, the modified standards of content ; secondly, the materials to be developed are mapped out; thirdly, the tasks in the worksheets should reflect the currently applied system of learning like contextual teaching and learning (CTL) and communicative language learning; fourthly, they develop all macro skills of language learning with the insertion of language components to learn the macro skills, and at last, they apply the theory of technology-based learning. In addition to this, from Cunningsworth's point of view (1995), a quick-reference checklist as criteria is supposed to be employed by a teacher to evaluate instructional materials to satisfy the learners' needs. The checklist comprises such items as 1) aims and approaches dealing with whether or not the materials presented and the way of presentation are suited to the need of the learners; 2) design and organization which refer mostly to how the materials are graded, sequenced and staged; 3) language content and skills dealing with what language components and skills are taught; 4) topic referring to the variety and range of topics to be learned; and 5) methodology which is concerned with the techniques used to practice the language. Still other experts, Davies and Mitchell (2002) exclaim that supplementation, which means 'adding something new' such as worksheets or add-ons, stems primarily from the recognition of deficit in that it is an attempt to bridge the gap between a course book and the demands of a public examination, or a coursebook and students' needs. With the availability of these, it is expected that the gap between learners and material may be smaller. Their ideas are supported by Spratt et al. (2005) postulating that some main reasons of designing worksheets are 1) replacing unsuitable material in the coursebook, 2) filling gaps in the coursebook, 3) adding variety to teaching, 4) giving learners extra language or skills practice, and 5) providing suitable material for learners' particular needs and interests.

Indeed, according to Davies and Mitchell (2002), in designing worksheets, there are general issues that require to be addressed. Firstly, which approach is being adopted- a deductive approach or inductive one to develop the learning activities. The first way is by providing rules and examples and the learners are instructed to apply the rules; whereas, the latter is in reverse that is the learners are to provide inferences based on what the examples are. Secondly, the relationship between the formats of the exercises and the purpose they intended to serve is another issue to figure out. The types of exercise format for accuracy- types of gap filling, matching and the like are commonly different from that of the development of fluency. Thirdly, the format for practice is not the same as the one for testing which does not provide support, typically in the form of examples. Next, since learners usually use the worksheet individually or in groups with no teacher's help, a teacher should prepare different worksheets for different levels of learners. In other words, the exercises in the worksheet are graded from easy to more difficult, a principle often followed in testing. Finally, layout of the worksheet as well as the effectiveness of the worksheet should also be taken into consideration. Hence, the production of good worksheets should follow the principles previously mentioned. The following is the discussion of materials for worksheets for the primary school learners on the basis of the syllabus adopted.

The materials developed for a worksheet are oriented to linguistic components- pronunciation, vocabulary and grammatical patterns and language skills- listening, speaking, reading and writing at the primary school level. In reference to the adopted syllabus (Cambridge Syllabus, 2002) at the primary lab school of *Universitas Negeri Malang*, the materials for worksheets incorporate the development of competences in the 4 (four) language skills: listening, speaking, reading and writing, each of which should be in line with the level of education. For instance, the competences for the 3rd graders are the basis for the development of linguistic competences for the 4th graders. Let say, if the 3rd graders are required to read various genre-based texts, the 4th graders are then to compare the texts. Since

a university-based lab school is not the same as the regular primary school, it is indispensable to describe the notion of what a lab school is.

Previously Related Studies

The implementation of lesson study benefits not only for the teachers but also the students and the school as a whole. This brings a positive impact on the improvement of the process of teaching and learning as a whole. This has been verified by the study carried out at the upper secondary school (*SMA Lab*) of Universitas Negeri Malang as depicted in Table 1 below.

Table 1 Results of the study on the implementation lesson study at *SMA Lab* of Universitas Negeri Malang from 2004 up to 2009

Academic year		Agree (%)		Disagree (%)	
		Teachers	Students	Teachers	Students
1.	2004-05	45	57	55	43
2.	2005-06	73	68	27	32
3.	2006-07	93	86	7	14
4.	2007-08	99	92	1	8
5.	2008-09	100	100	-	-

It can be concluded then that at the start of the implementation of lesson study 55% teachers were against it since they confessed that they were all selected teachers of S1 graduate of institute of teacher training with sufficient qualifications of being teachers, therefore, such a self-development program was considered unnecessary. However, after the program had been put into practice for 4 (four) years, 99% of them appreciated the implementation of lesson study for they gained a lot of improvement in the teaching and learning process. The more observers attended a classroom, the more input the teacher would obtain for her/his improvement in teacher practice or instruction for the sake of the students' achievement.

Another study conducted by Yoshida (1999) in Japan showed that the adoption of lesson study has enabled teachers who traditionally applied individualized instruction to learn group instruction skills which was long introduced in western countries. Further, according to Murata and Takashi (2002), it is not easy to incorporate new instructional ideas and materials in classroom unless we see how they actually work. In lesson study we will observe what goes on in the lesson objectively, and attempt to improve the lesson based on the results of the observers. On the basis of the results of the previous studies it is evident that the implementation of school-based lesson study has been potential for the body of teachers of any field of study to improve themselves professionally by means of scientific procedure. Therefore, the recent study is intended to adopt this to promote the primary school teachers' professionalism in particularly devising worksheets of the English subject for their students.

RESEARCH METHODOLOGY

This study adopts a school-based action research since it focuses on a particular problem and a specific group of subjects- English teachers in a certain primary school, namely Primary Lab School of State University of Malang which requires a particular action to solve the problem. According to Kemmis and McTaggart (2000), Mills (2003), and Burns (2010) action research is any systemic inquiry carried out by teachers to collect information about how well they teach and their students learn with the intention to develop reflective practice. The study starts from factual problems that appear in the teaching and learning process. This means that

the study is conducted in the classroom in order to develop a strategy in improving students' ability. Based on the result of the preliminary study, it was identified that (1) the English teachers at this school never had any experiences to conduct a lesson study as a forum to develop their professionalism, and (2) the teachers were still confronted with problems dealing with developing instructional materials in the form of worksheets for the students to introduce new materials as well as reinforce previous learning items. The problems probed are among others: the philosophy of developing worksheets, the linguistic features, variety of the tasks provided, and mechanisms of how to lay out the materials presented. Therefore, to assist them in the development of instructional materials, the researcher conducts this study through the implementation of lesson study to improve their competence in developing worksheets for young learners.

Setting and Subjects of the Study

This study was conducted at *SD Lab* of Universitas Negeri Malang located in Jalan Simpang Bogor, Malang in the neighborhood of Universitas Negeri Malang. Since the school functions as a laboratory, it has characteristics of its own that is, firstly, the school functions as a demonstration school for other primary schools. As evidence, about 50 (fifty) primary schools throughout Indonesia have been working together to improve the process of teaching and learning. Secondly, the school curriculum implemented is a blend of the national and Cambridge curriculums. Thirdly, the medium of instruction for all subjects is English, and finally, the students are geared into their own learning pace utilizing worksheets produced by the teachers. Since 2007 the school has formally collaborated with the centre of Cambridge International Education (CIE for short) to be one of the international-based schools in Malang, East Java, Indonesia. As one of the CIE members, there are some consequences to follow, among others: (1) the school adopts the CIE English curriculum; (2) the teachers should be formally certified by CIE; and (3) the students obtain double certificates - one from the school and one from CIE (Guideline for CIE, 2016).

For this study, 11 (eleven) English teachers are treated as subjects, teaching at the lower as well as higher level grades- Grades 1 up to 6. The teachers are graduates of Strata-1 Program of the English Department of State University of Malang majoring in the English Education. After having taught for 2 (two) years, they cater for opportunities to be certified by CIE to be internationally certified English teachers which are provided with privilege's to legal access to CIE for any instructional guidance through the use of specific password. It implies that the certified teachers are formally trained in many pedagogical aspects by CIE through the internet-based facilities. As evidence, not all English teachers have been internationally certified so they have not been sufficiently competent in among others developing their own worksheets. In other words, not all teachers can get in touch with CIE except those with CIE certificates. For this reason, the study is conducted to assist the uncertified teachers in developing instructional materials in the form of worksheets through the implementation of lesson study so that both kinds of teachers- internationally certified and uncertified ones can cooperate to develop worksheets. Therefore, the appropriate design for this study is action research.

Research Procedure

Action research (AR) is applied and the proposed design by Kemmis and McTaggart (2000), Mills (2003) & Burns (2010) is adopted to conduct this study. It was intended for the English teachers in that particular school as setting. Prior to planning an action, a preliminary study was carried out in order to provide a general picture of what problems the English

teachers at this primary school have encountered in developing instructional materials in the form of worksheets for the students. Based on the results of observations and informal interviews with them, it was found out that they had problems in the development of the worksheets in terms of the linguistic features, variety of the tasks provided, and mechanisms of how to lay out the materials presented. It is hypothesized that they lacked of the theoretical insights of developing instructional materials for worksheets. The complete procedures of the design are composed of 4 (four) phases that is planning the action including preparing the materials on the theoretical insights of lesson study and development of worksheets, preparing the instruments of the study and the criteria of success, and preparing the schedule for workshops; implementing the action meaning carrying out the plan to the subjects of the study; observing the action meaning carefully watching the implementation of the use of worksheets with an observation sheet and evaluation sheet, and lastly, reflecting on the action meaning analyzing the result of the action. The four phases occur in one cycle, and this study underwent two cycles due to some limitations elaborated underneath.

Results of the Preliminary Study

The data of the preliminary study were collected through such instruments as direct observations and informal interviews with the English teachers. Based on the results of the preliminary study, it was evident that not all English teachers were internationally certified by CIE yet, as a result (1) they were not trained to develop instructional materials with the required standard; (2) they lacked of the philosophy of developing worksheets, and (3) they still had problems in the linguistic features, variety of the tasks provided, and mechanisms of how to lay out the worksheets; (4) the quality of worksheets were under standard. Therefore, this study is conducted to improve their competence to develop the worksheets on the basis of criteria of how to design and develop them. Since this study applies the AR design, there are actions to be put into practice, planning the action, implementing the action, observing the action and reflecting the action.

Planning the Action

In this stage the researcher made planning like writing a handout on the theoretical insights of how to develop acceptable communicative worksheets and to conduct a lesson study, preparing power point for presentation in workshop, setting procedures for the workshop on producing worksheets, setting up the criteria of success for the teachers, developing instruments such as observation sheets, evaluation checklists, field notes, and questionnaires. A handicap type was prepared to record the activities both in the course of the implementation of lesson study and the process of utilizing the worksheets during the teaching and learning process in class. The handout and the power point slides contain such ideas as clarity of objective, the use of simple language, information content, appropriate theory, variety of learning activities, variety of locations and learning situations, interesting appearance, a special design, communicative activities, use either realistic, authentic or real world tasks, implement communicative interactions for spoken English, style and appropriatete which depict levels of formality, contextualized content with different situations and register.

Setting procedures for conducting the workshop on producing worksheets through the implementation of lesson study is the following step. Three steps are required in conducting a lesson study- plan, do, and see.

To discover whether or not the study has been achieved, the researcher set up the criteria of success for both the teachers and the students. First, the teachers have been considered

successful in producing the worksheets if they integrate the 7 (seven) variables in the evaluation sheet for their worksheet and obtain the total score of 85 out of 142 points (low score: 38 points and high score: 142). Second, 95% of the students can do 80% of the exercises and tasks provided in the worksheets. Next, such instruments as an observation sheet, an evaluation checklist for the worksheet as well as a questionnaire are developed. The observation sheet is addressed to the instructional process in order to observe the implementation of the worksheets in class, covering 5 (five) variables incorporating interaction between the teacher and students, students and students, students and worksheets, silent period and content of the worksheets. On the other hand, the checklist with 1-4 Likert scale is composed of 7 (seven) variables as follows: aims and approaches, design and organization, language content, skills, topic, methodology, layout and other considerations. At last, the questionnaire is for the students to provide critical and constructive remarks on the use and content of worksheets.

Implementing the Action

In order to achieve the objective of the study, there should be systematic steps to be taken in conducting the study as follows. Firstly, worksheets were designed and developed by the English teachers through the implementation of lesson study (plan-do-see-based approach) guided by the researcher. Prior to the production of the worksheets, the teachers mapped out the materials for the worksheets with reference to the English syllabus adopted as well as the guideline of how to produce qualified worksheets. Secondly, after the teachers were through with the making of worksheets, the researcher evaluated them using the evaluation checklist. Due to imperfect production of the worksheets, revisions were done. Thirdly, prior to the instructional process with the use of worksheets the researcher and the English teachers had a conference to synchronize perceptions in carrying out the research procedure to avoid misinterpretation and misunderstanding. Eventually, appointed model English teachers implemented the worksheet in the teaching and learning process.

Observing the Action

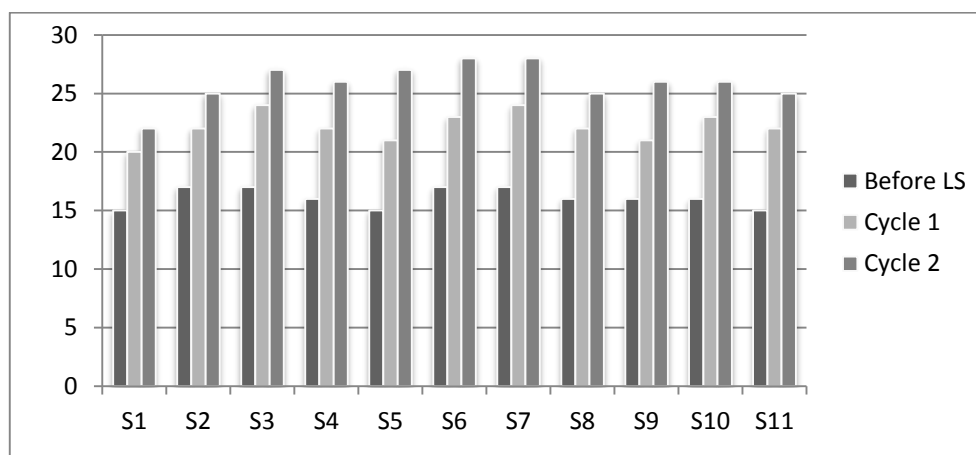
In this stage the instruments- the observation sheet, the questionnaire, the field notes and the handycam were utilized to record and collect data. While the model teachers conducted the teaching and learning process, the researcher and the other teachers observed the activities employing the observation sheet and the handycam. The data obtained from the students in the course of observations were evaluated to examine the utility of the worksheets in the teaching and learning process, and the ones from the handycam and the field notes were for other variables which were not included in the observation sheet. At the end of the class sessions, the students were requested to fill in the questionnaire to evaluate the utility of worksheets in the teaching and learning process. Hence, the synergy of the data obtained from various instruments functions as triangulation in that the results of the instruments were employed to cross check the validity of the results of the data.

Reflecting the Action

Data analysis and reflection were part of this stage. Since many kinds of instruments were adopted, the data obtained from each instrument were analyzed accordingly, that is, the analysis depended on the nature of the data. The data of the observation sheets and the field notes were descriptively explained, the evaluation checklist was quantitatively described, and the data of the questionnaire were estimated by frequency count. This study underwent two cycles.

Research Findings and Discussion

This study involved two cycles in which in both cycles the four phases were implemented. There were 11 (eleven) meetings in Cycle I since some underlying theoretical insights like the notion of lesson study, types of task, student active learning, international English framework, and production of communicative worksheet were introduced to the teachers before the development and implementation of worksheet they conducted. In Cycle I, the teachers' worksheets were still under the criteria of success determined, i.e., almost all teachers achieved below 85 (95% < 85). It seemed that they had problems in providing clear incomplete instructions, sequencing tasks from the easiest to more difficult one, applying writing mechanics and providing a rubric for assessment in the worksheet. Also, since the worksheet had modified version, the students were unable to accomplish 80% of the tasks given. As a consequence, Cycle II was conducted in two meetings and the results were improving that is 90% of the teachers have reached the score of 85, and only two teachers had the score of 80. The complete picture of the study is depicted in the following graph- before the implementation of lesson study, the result of Cycles I and II.



Having analyzed the graph by comparing the results of both results of Cycles I and II, the researcher can infer that after the completion of the two cycles the teachers, the teachers are more aware of the producing communicative worksheets as displayed in Appendix 7.

Based on the teachers' comments, it revealed that lesson study is to improve the effectiveness of the experiences that the teachers provide their students. The first thing, they understood about lesson study is that it is a long process. Teachers come together to identify a problem that they want to solve. Then, they spend months doing research and planning a lesson. They felt very enthusiastic too because in lesson study will create a solution and then they are ready to talk about it. Lesson study also supports teachers to improve teaching and learning in the classroom. This idea is in link to what some studies and experts have claimed that lesson study is indispensable for any teachers as a medium to improve both pedagogical and professional competences through reflective teaching (Yoshida, 1999; Murata and Takahashi, 2002; Takahashi and Yoshida, 2004; *SMA Lab Universitas Negeri Malang*, 2008). This positive impact on the teachers' professionalism was strengthened as well by the students' opinions postulating that the teacher-made worksheet is now more dynamic due to the various communicative tasks provided and the way each task is assigned, not only individually but also in pair and in group work.

CONCLUSIONS AND SUGGESTIONS

It can be concluded that the implementation of lesson study can improve the English teachers' professionalism on developing instructional materials in the form of student worksheet. With the improved design and content of the worksheets, the students are more dynamic working with their peers as a variation of individual work.

The findings of the study provide significant contributions to the following parties. Firstly, for *SD Lab*, the implementation of lesson study can be disseminated to other primary schools all in the region. Secondly, for the English teachers at *SD Lab*, they are reinforced to improve the process of teaching and learning of English by means of routine implementation of lesson study and simultaneously encourage their professional development. Thirdly, for other teachers of other subjects at *SD Lab*, they can learn how to improve the process of teaching and learning as well as develop professionally through lesson study. Eventually, for other researchers, they are encouraged to investigate the implementation of lesson study in other primary schools in their region to make teachers more professional in their job.

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