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# Lesson Study in Increasing Student Learning Participation in Class

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**Abstract**---This study aims to apply "lesson learning" in increasing student learning participation in class. This study used a qualitative descriptive method. The study involved fifth-semester students of the English Teacher Education program at Muria Kudus University in the Teaching English as an Additional Language (TEAL) course. The data in the study were obtained using observation and documentation. Data were obtained from before and during student participation during class learning. Data analysis used the Miles and Huberman model, namely data reduction, data tabulation, data presentation, and concluding. The results show that the application of lesson study can increase student participation as long as learning activities increase critically and critically affect the learning atmosphere. Study lessons can make students have a strategic and significant contribution in all stages and development of course materials. The results of this study are expected to provide an overview of the application of lesson studies in increasing student participation in learning in other subjects.

**Keywords**---additional language, learning activities, lesson study, student participation, teacher role.

## Introduction

The character of students as prospective English teachers must be prepared with knowledge, professional attitudes in teaching. Teachers must describe the teaching and learning process, make teaching and learning designs, manage and control the class (Adnan et al., 2021; Bakar, 2016). Teachers of secondary English subjects in public schools must have extensive teaching experience (Dickson et al., 2019). Teachers must understand that teaching morality teaches their students and helps them behave in personal moral identity (Mustafa, Buntat, Omar, et al., 2019; Syamdianita & Cahyono, 2021). An important idea in

preparing professional teachers is to condition prospective teacher students to be treated as people who innovate the English learning environment (Diem & Abdullah, 2020; Sarigül, 2020). The real teaching and learning atmosphere is believed to be very helpful in building the concept of teaching and learning (Kiat et al., 2020).

Student participation includes student confidence and student personality traits. The nature of classmates has an important role in encouraging student participation (Puad & Ashton, 2021). Educators should be able to formulate future teaching strategies that promote student participation in the context of higher education (Mustafa et al., 2020; Pennings et al., 2018). Students learn at their best when they participate in the learning process, and meaningful learning occurs when students are involved (Cagiltay et al., 2019).

Lesson study, formerly a kind of teachers' group work, is also believed to increase success in teaching and learning activities. First, lesson study can provide wealth and value from learning in increasing teacher knowledge (Bagherzadeh & Tajeddin, 2021; Hassan & Ibourk, 2021; Yazlık & Çetin, 2020). Second, lesson Study can play a role in developing pre-service teachers' creative, confident and reflective pedagogy (Graves et al., 2010). Third, lesson Study can enhance pre-service teachers' experience and professional development (Instefjord & Munthe, 2017).

Students of English Teacher Education (ETED) of Muria Kudus University (MKU) are prepared to be English teachers in Senior and Vocational High Schools. Unfortunately, they graduated from different Senior and Vocational High Schools from different cities with different social, cultural, and economic backgrounds (Jumintono et al., 2018). Most importantly, their school culture, learning habit, and atmosphere varied depending on the stakeholders of their schools and the local wisdom where their schools were situated (Supeni et al., 2019). Nevertheless, with such wide and extensive background varieties, they enter the department with the same goal: to be English teachers (Murillo & Hidalgo, 2020). Those differences significantly affect teaching and learning activities managed by ETED of MKU, especially in teaching English as an Additional Language (TEAL). Most of the students join the class with their own English teaching experience in their Senior High School period and their perception of being good and bad English teachers (Al-Smadi, 2020). However, all of them have experience of how the class went, starting from how the teacher began the class, explained the material, utilized media, interacted with the students, etc. Educational transformation must involve the teacher's role in line with the vision and mission of education, logical ability, and honesty (Dewi & Alam, 2020).

With that atmosphere, the teaching and learning activities of TEAL are managed from one academic year to the next period (Kwakman, 2003). Therefore, problems and difficulties arise in classroom management, developing the material, performing interactive and interesting English classes, and building students' mindset of being a good teacher (Korpershoek et al., 2016). This is the background of why this research was planned. However, to simplify and focus the research, the primary purpose of this research was to enhance students learning participation in the class TEAL.

## Research Methods

This study used the descriptive qualitative method. The study involved fifth-semester students of the TEAL course's English Teacher Education study program at MKU. Class research is managed by lesson study (Dudley, 2013). Therefore, the data in the study were obtained using observation and documentation. In addition, data were obtained from before and during student participation during class learning (Aryani & Rahayuni, 2016). Data analysis used the Miles and Huberman model, namely data reduction, data tabulation, data presentation, and concluding.

## Results and Discussion

The data shows that students learned and worked more actively in joining the class of TEAL, expressed their needs and idea (Suryasa et al., 2019). Some performed their activity individually, while others actively participated in their group work (McHattie et al., 2018). In this learning context, it was also noticed that two to four students performed their leadership naturally as their participation was enhanced from day to day (Aldayel et al., 2019; Shanley et al., 2019). Fortunately, the leader's performance in the class helped the lecturer manage the class so that some activities that need all students' participation, such as seminars or discussions, could run well (Afshar & Moradifar, 2021; Huda et al., 2020; Lahmar, 2020).

Students' ideas and needs were expressed freely at the beginning of the semester when the lecturer showed the teaching and learning activities program and the lesson plan (Konovalenko et al., 2021; Asri et al., 2021). First, they suggested a program of class observation at Senior High Schools or Vocational High Schools to get a good description of the setting of teaching English as a foreign language in Indonesia (Deaconu et al., 2018; Mustafa, Buntat, Ahad, et al., 2019). Second, the lecturer programmed a program of teaching simulation to implement lesson design (Belton, 2016). The idea of having class observation was accepted and added to the teaching and learning program and done in the group at the middle of semester program, while the program of having teaching simulation was done at the end of the semester (Chick & Hannagan-Lewis, 2019; Lahav et al., 2018; Spiteri & Rundgren, 2020).

The interesting to state here is that students showed good work in reporting the result of the observation program. Before going to schools to have an observation program, they listed several points to be observed in the observation sheet (Wu et al., 2016). However, they found several additional important points to consider during their observation program (bin Nordin et al., 2019). First, they cover all teaching and learning activities in English classes in Senior High Schools and Vocational High Schools. Second, prospective teachers open up teaching and how to motivate and invite student participation in learning (Mager & Nowak, 2012). Third, prospective teachers must be able to decipher and develop teaching materials. Fourth, teacher candidates and students interact during the teaching and learning process and end the class.

Most interestingly, the observation program developed students' minds on how to be a good English teacher, what makes English teaching and learning class seem challenging, and how to overcome those problems (Shomirzayev, 2021). Moreover, the discussion on the result of the observation program made the class more powerful to build students' assumptions on material development, classroom management, and the importance of preparing teaching and learning programs by writing lesson design.

Students also showed their enthusiastic participation during the program of teaching simulation. This program was done after they produced lesson designs individually. However, the design was discussed in small group discussion before it was implemented. The purpose of small group discussion was to invite opinions dealing with classroom management and material development. The phenomena of teaching simulation were also interesting because students can perform teaching and learning activities in a small class without any significant obstacles. The only difficulty was time management because some students who functioned as Senior High School students were interrupted many times during the simulation.

## **Conclusion**

Teaching English as an Additional Language class management using lesson study is significantly oriented to student learning. During the teaching simulation program, students understand and must develop teaching skills. The application of lesson study can increase student participation as long as learning activities increase critically and critically affect the learning atmosphere. Learning lessons can make students have strategic and significant contributions in all stages and development of subject matter. The implementation of Lesson Study in the TEAL class taught at the MKU English Teacher Education dramatically contributes to increased student participation. The results of this study are expected to provide an overview of the application of lesson study in increasing student participation in learning in other subjects.

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