

INCREASING PROFESIONALISM FRENCH TEACHERS IN SPEAKING LESSON THROUGH IMPLEMENTATION OF LESSON STUDY

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ABSTRACT

This research put forward cases about how to increase professionalism of French Teachers in West-Java on speaking lesson through implementation of Lesson Study. The research purposes are 1) developing theory and principal of Lesson Study model which appropriate to increasing professionalism of teacher in SMA/SMK in speaking lesson, 2) creating form of lesson study for increasing teacher's professionalism in SMA/SMK in speaking lesson, 3) limited test to apply lesson study model in learning process to increase teacher's professionalism in SMA/SMK in speaking lesson. In line with the purposes, this research expects to be useful in increasing teacher's professionalism, especially in speaking lesson. The method as used in this research is descriptive method with literature study, observation, and limited test. From research's result and observation have found that lesson study could 1) increasing teacher's skill about subject of study and learning, 2) increasing the ability of observing learning activity, 3) strengthening collegiality relationship. Actually, all of this cases based on amelioration and quality-improvement of teacher, student, and learning process. Depend on research's result, research team suggests the teacher to 1) always considering learning purpose and student's development and making strategy based on the purpose, 2) using observation's result data to make reflection about learning process exhaustively, 3) always increasing the knowledge about subject of study and learning appropriate for language characterization and the learning which always developing, 4) always protecting and increasing collegiality so it could share about teaching experience although learning source caused by the difficulty of getting subject of French's study. Finally, the researchers recommend the research about lesson study's model to be tested and developed more details.

INTRODUCTION

The teacher's role in education is crucial the success of the national education goals. While the various changes that occur as a result of the process of globalization, advances in science and technology, and other changes that occur locally, regionally and nationally also affect the process of teacher education in Indonesia.

The function of teachers in the education process is to educate and form the character (character building) and personality so that learners have knowledge and be smart. Therefore, not everyone can be a teacher. Teachers need the professionalism gained through education specifically designed so that teachers in performing their duties will avoid mistakes. Thus professional education requires teachers who can produce teachers who have the professional skills required by the position of teachers as a profession.

Today the professionalism of teachers is still considered not satisfactory, so the government in cooperation with related institutions in this UPI hold teacher certification programs in order to improve the professionalism of teachers. In the visible indicators of the quality of learning can be seen among others from the learning behavior of teachers, behavior and impact student learning, and learning climate, learning materials, learning media and learning systems.

Teacher certification programs and quality of learning indicators above, it is a challenge for teachers as educators, especially teachers of French in West Java to enhance and develop the professionalism to be able to see, measure and develop their ability both independently and collaboratively to lead to an increase process quality and student learning outcomes.

Efforts to improve the quality of teachers or the quality of educational processes and outcomes have been much taken by the government through various activities that are upgrading both regional and national. However, the results of upgrading are often not directly applicable in the field for various reasons. Thus there is need for efforts in developing alternative teacher professionalism focused on collaborative learning and sustainable so that the effort is expected to improve the quality of the learning process that ultimately impact on improving the quality of learning outcomes. One strategy to improve the quality of learning that developed in Japan is Lesson Study. Lesson Study is a model of teacher professional development through collaborative learning and sustainable based on the principles colleagues and mutual learning.

In studying the language we are required to master the four language skills, namely listening skills, speaking, reading, and writing. All four language skills were related to one another. The first skill is acquired human listening, speaking and then reading and writing, as proposed by Tarigan (1993).

Semi (1993) argues that 'talk or chat play an important role because the language is essentially spoken language ". In everyday life people do a lot of interaction and convey the message premises using the oral or spoken language.

Given the importance of talking, then in teaching foreign languages, especially French language, teaching to talk to is presented in such a way that can attract and stimulate students to actively speak.

Some spoke of teaching techniques according Tarigan (1986) is "re-stated, see and say, describe, answer questions, ask, and tell me again". Based on these ideas, researchers are

interested in this model try into the field of French language study in an effort to improve the professionalism of teachers in the learning process to improve students' speaking skills in high school and vocational levels as West Java. General problems of education in Indonesia are the low quality of educational outcomes resulting from the low quality of the learning process. The low quality of the learning process of which is caused by low teachers' understanding of how to engineer the learning that students can be more active and creative in learning, lack of passion and innovation of teachers in planning and conducting the learning process, not a teachers learning communities to exchange information, discuss the problems encountered in learning and add new information about the quality of learning. Speaking skills in teaching, teachers still have limitations in an effort to optimize the ability to motivate and organize students in the learning process in ways that are innovative.

The purpose of this study are: 1) develop theories and principles of lesson study model is suitable to improve the professionalism of teachers in high school / vocational school in the teaching of speaking, 2) a form of learning that lesson study is suitable to improve the professionalism of teachers in high school / vocational school in teaching speaking , 3) limited testing to implement lesson study model in the learning process to improve the professionalism of teachers in high school / vocational school in the teaching of speaking. In line with the objectives, this research is expected to be useful in improving the professionalism of teachers, especially in learning to speak. The method used is descriptive method with the technique literature study, observation and limited testing.

II. Lesson Study

The concept and practice of Lesson Study was first developed by teachers of primary education in Japan, in Japanese it is called the *kenkyuu jugyo*. Makoto Yoshida is people who are considered great merit in developing *kenkyuu jugyo* in Japan. Japan's success in developing a Lesson Study seems to be followed by several other countries, including in the United States who developed persistent and popularized by Catherine Lewis, who has conducted research on Lesson Study in Japan since 1993. While in Indonesia today began intensively socialized to serve as a model in order to improve students' learning process, even at some schools have started to put into practice. Although at first, Lesson Study was developed in basic education, but this time there is a tendency to be applied also to secondary education and even higher education. Lesson Study is not a strategy or method of learning, but it is one of the construction efforts to improve the learning process conducted by a group of teachers in a collaborative and sustainable, to plan, implement, observe and report on learning outcomes. Lesson Study is not a project for a moment, but it is a continuous activity ongoing and is an attempt to apply the principles of Total Quality Management, namely improving the processes and student learning outcomes continuously, based on the data. Lesson Study is an activity that can encourage the formation of a community learning (learning society) that consistently and systematically self-improvement, both in individual and managerial level. Slamet Mulyana

(2007) provides a formula of Lesson Study as a model of professional development of educators through collaborative research and learning based on the principle of sustainable colleagues and mutual learning to build a learning community.

With regard to the stages in this Lesson Study, found some opinions. According to Wikipedia (2007) that Lesson Study is carried out through four stages by using the concept of Plan-Do-Check-Act (PDCA). Meanwhile, Slamet Mulyana (2007) suggests three stages in the Lesson Study, namely: (1) Planning (Plan); (2) Implementation (Do) and (3) Reflections (See). While Bill Cerbin and Bryan Kopp of the University of Wisconsin forth six stages in the Lesson Study, namely:

- 1) Form a Team: a team of 3-6 people consisting of teachers concerned and other parties who are competent and have the interests of the Lesson Study.
- 2) Develop Student Learning Goals: to discuss with the team members what would be studied to students as a result of Lesson Study.
- 3) Plan the Research Lesson: the teachers to design learning to achieve learning objectives and to anticipate how students would respond.
- 4) Gather Evidence of Student Learning: one of the teachers implement learning teams, while others make observations, gather evidence of student learning.
- 5) Analyze Evidence of Learning: the team to discuss the results and assess progress in achieving student learning objectives.
- 6) Repeat the Process: the revised study, repeating the stages starting from stage to stage 2 until the 5th, as noted above, and the teams do share the findings that there is.

For more details, with reference to the thinking Mulyana Slamet (2007) and the concept of Plan-Do-Check-Act (PDCA), below will be described in brief about the four stages in Lesson Study activity :

1) Stages of Planning (Plan)

In the planning phase, the teachers joined in Lesson Study Draft collaborate to develop learning that reflects the student-centered. Planning begins with requirements analysis activities and problems faced in learning, such as about: basic competence, the way students learning tools, and so forth, so as to know the real conditions that will be used for learning purposes. Furthermore, together also look for a solution to solve all problems found. Conclusions from the analysis of needs and problems into parts that should be considered in the preparation of the RPP, which RPP into a plan that is really very mature, which therein could anticipate all the possibilities that will occur during the execution of the learning took place, both at the initial stage, the core stage reached with the final stage of learning.

2) Implementation Phase

In phase two, there are two main activities: (1) implementation of the learning

activities undertaken by one of the teachers who agreed or at his own request for the practice of the RPP that had been developed together, and (2) observation or observation activities conducted by members or Lesson Study community others (read: teachers, principals, or school superintendent, or other invitation to act as observers / observer)

Some of the things that must be considered in the implementation phases, including:

1. Teachers conduct lessons in accordance with the RPP that had been developed together.
2. Students attempted to undergo the learning process in a natural setting and natural, not in a state under pressure caused by the Lesson Study program.
3. During the learning activities take place, observers are not allowed to interrupt and disrupt the learning activities of teachers and students of concentration.
4. Observers conduct a thorough observation of the interaction students, student-teaching materials, student-teachers, and students, other environments, using observation instruments that have been previously prepared and compiled together.
5. Observers should be able to learn from the learning that took place and not to evaluate teachers.
6. Observers may make the recording via video cameras or digital photos for documentation purposes and further analysis of materials and activities do not interfere with the course of recording the learning process.
7. Observers keep records of students' learning behavior during the learning take place, such as comments or discussion about the students and sought to include the name of the student, the students' understanding of the construction process through the students' learning activities. Notes made on the basis of guidelines and sequence learning experience of students listed in the RPP.

3) Stages of Reflection (Check)

The third stage is a very important stage for efforts to further improve the learning process will depend on deep analysis of the participants based on the observation of the implementation of learning that have been implemented. Reflection activities carried out in the form of a discussion that followed the Lesson Study participants guided by the principal or other designated participants. Discussion starts from the delivery of impressions that have been practicing teacher learning, to submit comments or general impression and a special impression on the learning process does, for example of the difficulties and problems experienced in running the RPP that had been developed.

Furthermore, all observers give their comments or suggestions are wise to the learning process has been carried out (instead of the teacher in question). In suggestion, the observer must be supported by evidence obtained from observations, not based on opinion. The various discussions that developed in the discussion can be used as feedback to all participants for the benefit of repairing or improving the learning process. Therefore, all participants should also have records of conversations that took place in the discussion.

4) Follow-up Phase (Act)

From the results obtained reflect new knowledge or a number of important decisions to improve and increase the learning process, both at the level of individual, or managerial. At the individual level, the findings and given valuable input during discussions in the stage of reflection (checks) must be a capital for teachers, which acts both as a teacher or observer to develop a learning process for the better.

At the managerial level, with direct involvement of school heads as Lesson Study participants, of course, the principal will get some valuable input for the benefit of education management development in the school as a whole. If the principal has been much preoccupied with things outside of education, with direct involvement in the Lesson Study, then he will be able to understand what is actually experienced by teachers and students in the learning process, so that principals are expected to increasingly focus more to manifest itself as a leader of education in schools.

III. RESULTS AND DISCUSSION

The main purpose of this research is to develop a model of lesson study in an effort to improve the professionalism of teachers in high school / vocational school in the teaching of speaking. The main objective of this can be translated into specific objectives as follows:

1. Develop a lesson study model theory suitable to improve the professionalism of teachers in high school / vocational school in the teaching of speaking.
2. Find the principles and form of lesson study model in an effort to improve the professionalism of teachers in high school / vocational school in the teaching of speaking.
3. Increasing teacher knowledge about teaching techniques Speak French.
4. The process is done in Lesson Study are:
5. consider learning goals and students' progress and make plans based on defined objectives;
6. Lesson observation study which focused on gathering data about student learning activities and development;
7. Use the data to conduct observations reflection on learning in-depth and wider.

Based on the analysis of data collected through the literature study, observation and application Lesson Study model in the teaching of speaking, researchers concluded matters as follows:

1. The professionalism of teachers increased, especially shown by the following: the ability of teachers in preparing the RPP increased;— teacher knowledge of teaching materials and teaching techniques to speak up;—

- ability learning observed increased activity;→
performance in teaching teachers increased;→ ;
2. Teachers more open to criticism and suggestions for further improvement of learning;
 3. Teachers are more creative in making use of local materials for students;
 4. The teacher is more controlled use of learning resources / learning media, producing an interesting message that students involved in the utilization of learning resources / learning media.
 5. The involvement of students increases as the positive impact of increased control of teachers in the learning process. Teachers respond to students' participation positive, open attitude toward the student responses, interpersonal relationships conducive, and fun.

The constraints faced in the Lesson Study model of the application, namely:

- 1) Model Lesson Study requires the active participation of teachers, but their motivation is still not optimal,
- 2) Lesson study model takes considerable time and continuous, while the allocation of time has teachers is limited.

IV. CONCLUSION

Lesson Study is a model of teacher professional development through collaborative learning and sustainable based on the principles of mutual learning. Based on our research, this model is useful in improving the professionalism of teachers of French in high school / vocational West Java which leads to the increase in the learning process.

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