CAHPTER I

INTRODUCTION

Generally talk, the Indonesian Government always does efforts to improve the quality of teachers through training and has spent a lot of money for that purpose. Unfortunately the efforts of the government do not indicate the significant impact on improving the quality of teachers. According to Hendayana, et al., (2007) there are two things that cause a teacher training has not entailed an impact on improving the quality of education. First, training is not based on the real problems in the classroom. The same material is delivered to all teachers regardless of the area of ​​origin. Whereas, the condition of schools in an area is not necessarily the same as in other areas, sometimes coaches use a source of foreign references without trying out beforehand. Second, the result of training only becomes the knowledge of teachers who attend the training, it is not applied in teaching in the classroom. This case also happens because there is not any monitoring activity for post-training either by supervisors, or by the principals (Tuerah, 2014; Anggara & Chotimah, 2012).

To overcome the disadvantages of improving the quality of teacher’s training and workshop, various endeavors are made ​​by the government to improve the quality of teacher’s teaching (pedagogic) and teacher’s professionalism. Jalal, et al., (2009) and Herman (2012) state that some cooperation raised by the Government of Indonesia, in this case the Ministry of Education and Culture with the relevant international agency for pedagogical and professional development of teachers. In the period of the last decade, there were some major donors who support the training of teachers in Indonesia, such as: United States Agency for International Development (USAID) through the Decentralized Basic Education (DBE), during the period 2007-2009; World Bank and The Government of The Netherlands through the program Better Education through Reformed Management and Universal Teacher Upgrading (BERMUTU), during the period from 2008 to 2014 (Tuerah, 2014; Anggara & Chotimah, 2012). Australian Agency for International Development (AusAID) through the Learning Assistance Program for Islamic Schools (LAYER, during the period 2004-2009) and the Australia - Indonesia Basic Education Program (AIBEP) during the period 2006-2010 and the Japan International Cooperation Agency (JICA) through the Program for Enhancing Quality of Junior Secondary Education (PELITA), during the period from 2009 to 2013 (USAID , 2009; AusAID , 2010; Jalal, et al., 2009; Samsyri & Ibrohin, 2008; Tuerah, 2014).

Based on a widely-held belief that improving teacher quality will improve student achievement, most current school reform efforts aimed at improving student achievement include high quality forms of professional development as a primary program component (Darling-Hammond, 1998). One model of training and workshops offered by the government in the form of in service training that is more focused on the empowerment of teachers is *Lesson Study* . Lesson study is a form of professional development long favored by teachers in Japan that has recently gained attention in many parts of the United States. Teachers participating in lesson study immerse themselves in a cycle of instructional improvement focused on planning, observing, and revising “research lessons” (Lewis & Tshuchida, 1998; Stepanek, 2007). The research lessons at the heart of the lesson study process are actual classroom lessons that provide opportunities for teachers to bring their ideas about effective teaching to life as they learn how to carefully record student learning in order to evaluate the research lesson, the students, and their own understandings about teaching and learning (Lewis, 2002).

 Lesson study focuses on the heart of the educational process on what actually happens between teachers and students in classrooms. Although it makes sense that the observation of actual classroom instruction should be the foundation for instructional improvement, many teachers have few opportunities to observe classroom instruction or to be observed by others, resulting in an inconsistent basis for changing instruction. During lesson study, teachers collect information on the supports and barriers to student learning in classroom lessons, share these data to form a picture of the learning of the whole class, and use the resulting information to improve their instruction not only for the single lesson under study, but for instruction more broadly. Lesson study places teachers in the role of researchers in their classrooms through a teacher-led process of professional development (Lewis, 2000).

 The point of lesson study is not to polish the skills of a few star teachers but to help all teachers grow and to create the interpersonal relationships, school culture, and personal and collective habits of inquiry that support continuing growth every day. Members view every participant as having something valuable to contribute to the group. Lesson study focuses on student learning and development. It provides a rare and valuable chance for teachers to be in a classroom solely to investigate student learning, unencumbered by the need to manage students or provide instruction (Lewis & Hurd, 2011). The research lesson is taught in a regular classroom, and participants observe as the lesson unfolds in the actual teaching-learning context. Debriefing following the lesson develops around the student-learning data collected during the observation. Through the lesson-study process, participants are given opportunities to reflect on the teaching process as well as on student learning (Takahashi &Yoshida 2004).

 The benefits exposed by this study are related to teachers improving their practice and gaining a sense of pedagogic and professionalism about their progress as educators. The study also discovered that is not only the extent of lesson study experience an important consideration when attempting to determine the specific lesson study benefits, but the teachers’ level of teaching experience appear to be an important influence. When the teachers collaborate in lesson study, the exploring data suggested that they develop a greater sense of self-determination to seek ways to improve their individual or collegial practice, as well as teaching and learning throughout the *MGMP* (Subject Teacher Forum) of English at *SMP* (Junior Secondary School – JSS) in Jayapura Municipality by using lesson study.

Specifically, this chapter deals with the background of the study, research problems, objectives of the study, significance of the study, overview, and definition of key terms.

**A. Background**

Lesson study is a literal translation for the Japanese word ***Jugyokenkyu—jugyo*** which means lesson and ***kenkyu*** *which* means study or research. This translation can be misleading in the sense that lesson study is more than the study of lessons; it is rather a systematic inquiry into teaching practice much more broadly defined, which happens to be carried out by examining lessons (Fernandez, 2002). Teachers in Japanese schools have attributed much of their professional growth to the practice of *jugyokenkyu* (lesson study). Lesson study (*Jugyokenkyu*) is defined as a professional development practice in which teachers collaborate to develop a lesson plan, teach and observe the lesson to collect data on student learning, and use their observations to refine their lesson. It is a process that teachers engage in to learn more about effective practices that result in improved learning outcomes for students, (Yoshida, 1999; Lewis, 2002; Stepanek, et.al., 2007; Brown & McDougall, 2011; Lewis, 2005; Lewis, 2011; Wiburg & Brown, 2007; Rock & Willson, 2005).

A lesson study cycle generally involves a group of teachers collaboratively planning based upon a research theme, implementing the lesson in a classroom, collecting observation data, reflecting upon and discussing the data, and developing a record of their activity. Lesson study is more than studying instructional materials and developing useful lessons. It also explores ideas for improved teaching that bring out students' thinking and thinking processes; helping students to develop mental images for solving problems and understanding the topic; and expanding those skills and abilities (Lee, 2012, Meyer & Wilkeson, 2011; Murata & Takashashi, 2002). Haithcock notes that Lesson Study is a job-embedded, ongoing, comprehensive professional development process. It allows teachers to explore real instructional challenges that are faced in their classrooms with their students. This professional development is teacher-directed and student-centered. Lesson Study assists in defining shared best practices and strategies, and builds capacity as it encourages the creation of relationships and collaboration with peers (Haithcock, 2010).

Stepanek, et al., also define Lesson Study as a professional development practice in which teachers collaborate to develop a lesson plan, teach and observe the lesson to collect data on student learning, and use their observations to refine their lesson. They also working together on how to translate their own content knowledge into experiences for students (Stepanek, et al., 2007). Lewis stipulates that Lesson Study values the long term learning and development of important qualities such as curiosity and persistence that will continue to improve student learning over time. Lesson Study is teacher-directed, teacher-driven, it is really teacher-oriented. Most other professional development is like a seminar. “You sit there and you listen. You may do a little bit of hand on stuff, but usually they are just feeding you information. We are doing our own research”(Lewis, 2011: 6). Student’s thinking, learning process, and strategies for solving problems are the focuses of the lesson study or lesson research (Wiburg & Brown, 2007).

According to Stigler and Hiebert, cited in Sparks (1999), ‘Lesson study is a collaborative process in which a group of teachers identify an instructional problem, plan a lesson (which involves finding books and articles on the topic), teach the lesson (one member of the group teaches the lesson while the others observe), evaluate and revise the lesson, teach the revised lesson, again evaluate the lesson, and share the results with other teachers’, Whereas according to Lewis (2000), “Lesson study is best known in the US as way to polish classroom lessons. But Japanese educators see it more broadly – as way to learn about subject matter, students, and teaching: as a way to bring their educational vision to life in the classroom; and a way to fuel system-wide improvement”. Same with both statements above, Friedkin (2005) says that “LS is a process in which teachers jointly plan, observe, analyze, and refine actual classroom lessons called “research lesson”, whereas Hiebert’s opinion written by Cerbin and Kopp (2006) states that LS is a teaching improvement and knowledge building process those origins in Japanese elementary education. In Japanese lesson study teachers work in small teams to plan, teach, observe, analyze, and individual class lesson, called research lessons.

During a three-year investigation of Japanese education, Lewis (2000) found that Japanese teachers were able to successfully shift their approach to teaching science from “teaching as telling” to “teaching for understanding” through intense studying and sharing during lesson study. Japanese teachers believe that time spent studying their lessons will subsequently improve their teaching. Furthermore, they believe that the most effective place to improve their teaching is in the context of a classroom lesson (Stigler & Hiebert, 1999). Japanese teachers consistently credit research lessons as the key to individual, school-wide, and national improvement of teaching (Lewis, 2000).

Rather than Japanese teachers working as individuals in their professional development, a collaborative approach is used. Through lesson study Japan’s teachers work in a unified effort to study classroom lessons and initiate positive change for instructional practice and student learning. To help achieve a unified effort, Japan’s teachers follow eight steps for collaborative lesson study. The steps include: (1) defining and researching a problem, (2) planning the lesson, (3) teaching and observing the lesson, (4) evaluating the lesson and reflecting on its effect, (5) revising the lesson, (6) teaching and observing the revised lesson, (7) evaluating and reflecting a second time, and (8) sharing the results (Stigler & Hiebert, 1999).

The process for completing the eight steps requires a group of teachers to collaborate and share their ideas, opinions, and conclusions regarding the research lesson. This process requires substantial time and commitment; however, it serves as a catalyst that encourages teachers to become reflective practitioners that use what they have learned from research-based lessons to collegially revise and implement future lessons. In addition, their new found knowledge of instructional practice is shared and discussed with their peers at the school level, and possibly even at a broader regional or national level. Through lesson study, Japanese educators have instituted a system that leads to gradual, incremental improvements in teaching over time (Stigler and Hiebert, 1999; Lewis, et al., 2006; Stepanek, et al., 2007).

Numerous researchers (Fernandez, 2002; Fernandez and Chokshi, 2002; Lewis and Tsuchida, 1998; Stigler and Hiebert, 1999; Yoshida, 1999) have commented that the use of “Lesson Study” has become prominent among teachers and educators. Improving teaching and student learning has become the focus of teachers’ professional development. Lesson Study emerged in Japan early in the 1900s and drew the attention of the USA in the late 1990s. As defined by Lewis (2000), in Lesson Study, teachers plan, observe and discuss together to produce a research lesson. In Lesson Study, teachers take an active role as researchers to explore and refine lessons for teaching and learning improvement. Learning Study, on the other hand, is an approach for teachers’ professional development which requires teachers to conduct systematic inquiry to improve their practice in the classroom. Lesson Study has been extensively used in Japan. Recently there has been a rapid proliferation of Lesson Studies in the USA (Chokshi and Fernandez, 2004). According to the web site of Lesson Study Research Group (2008), there were more than 3,610 teachers in 647 schools, and 105 universities that were involved in Lesson Study in the USA in May 2008. In addition, the Learning Study model has been widely adopted in Hong Kong, Sweden, and other places for the past decade. About 300 Learning Studies have been conducted in Hong Kong (Cheung, 2011; Chik, 2006). Learning Study was introduced in Sweden by a research project in 2003 (Ceung & Wong, 2014).

While in Indonesia, Lesson Study term is still relatively strange among the majority of teachers. Actually, Lesson Study has long developed in Japan, which was about the 19th century. The LS has just come in and has been started to be tried out since 1998 in three Universities in Indonesia, namely: Education University of Indonesia (UPI) in Bandung, State University of Yogyakarta (UNY) in Yogyakarta, and State University of Malang (UM) in Malang. They (the three universities) conducted collaboration with JICA (Japan International Corporation Agency) to implement IMSTEP (Mathematics Indonesia and Science Teacher Education Project) for improving the quality of mathematics education and natural sciences in Indonesia. The first three years, the activities of IMSTEP were focused on improving the quality of pre-service programs at three universities (UPI, UNY and UM) through the curriculum revision of pre-service program so that it better suited the needs of the field (MoNE, 2010b).

The quality improvement of pre-service program through LS was also focused on the development of textbooks (teaching materials), and the development of laboratory activities. The IMSTEP program by using LS has been improving the quality of pre-service programs at the three universities that were reflected on the increasing of graduates’ GPA from year to year. In addition, the MIPA (science) students of the three universities got student grant research for national level, writing scientific paper competition, and national and International Mathematical Olympiad (MoNE, 2010b; Hendayana, et al., 2006; Listiyani, et al., 2009).

 As long as the instructional process happened in the classroom, the teachers themselves know what is going on in their class. Most supervisors are from department of education (whether from district or province). They do not have professional competence for observing instructional process in the classroom, and neither do the principals. When they come to schools, they just observe teachers’ administration or a set of teaching tool documents made by teachers, such as lesson plan, instructional materials and test formats (Syamsuri & Ibrohim, 2008). They never come into the classroom to observe the teachers’ instructional classroom process to note something happens or to develop on the teachers teaching as well as the learners learning. Exactly, supervisors of education and culture department and principals are expected to have pedagogic competence instead of administrative competence so that, they can observe on going instructional process in the classroom (Susilo, 2007; Ausaid 2009). The way the supervisors and principals observe the teachers’ administrations or documents, that become a bad effect for teachers because they will not care for their teaching - learning process anymore and they think that their responsibility only preparing instructional documents.

 The central government especially the Ministerial of National Education (MONE) actually has done many efforts to enhance educational quality in Indonesia by giving many kinds of training activities for teachers to improve their professional development in order to be aware and have high responsibility to overcome problems related to their particular work world (MONE, 2010; MONE, 2012). On the frame of enhancing educational quality, in 2005 the government and the parliament of Indonesia stipulated Indonesian Act number 14 year 2005 about teacher and lecturer (Jalal, et al., 2009). The act assures the appropriateness of educational provision and teachers’ assistance to direct them as professional teachers. On the one hand, the job as a teacher will get higher honor, but on the other hand, that admittance (acknowledgement) necessitates teachers to accomplish a few requirements to attain minimal standard as professional.

The improvement of knowledge and skills of professional teachers becomes important for the government to provide programs in the field of education. Top-down types of in-service teacher training has traditionally been employed as the main strategy to improve teachers’ professional skills. However the assessment of the impacts of in-service teacher training programs showed an increase in the competencies of teachers’ professionalism, but failed in changing the quality of the learning process in schools. After coming back from in-service training, teachers are teaching in their conventional ways. The influencing factor is the unavailability to enable conditions in schools that encourage teachers to consistently do innovations in their learning. Support from colleagues and headmaster’s attention can be as important factors in changing the teaching behavior of the teachers, (Hendayana, et.al, 2006; Syamsuri & Ibrohim, 2008; Ausaid, 2009; MONE, 2010).

Even though the Indonesian Government especially the Ministerial of Education face various obstacles in improving national education quality through in-service training to increase teachers’ professionalisms and teaching skills, again the government tried an endeavor to a technical cooperation program of lesson study between JICA and the Ministry of National Education known as IMSTEP (Indonesia – Mathematics and Science Teacher Education Project). It was implemented in 1998-2003, piloted as an alternative to top-down conventional in-service teacher training with school-based teacher professional development in a few schools (Firman 2005; Samsuri & Ibrohim, 2006; Hendayana, et.al.,2006). The aim of this project was to strengthen the in-service teacher training of mathematics and science education at junior secondary level in three different settings: East Java was represented by State University of Malang (UM), West Java was represented by Indonesian Education University (UPI), and Central Java was represented by State University of Yogjakarta (UNY) with the schools in their own surrounding areas as the pilot areas through which lesson study was developed and implemented, (MONE, 2010; Hendayana, et al., 2006; Syamsuri & Ibrohim, 2008).

American primary and secondary education problems are almost the same as education problems in Indonesia, because Indonesia follows American education ‘school of thought’ (*mazhab or ideology*) including the system of improving the quality of teachers’ professional development. Lots of training models provided to teachers to improve the quality of their professional development, even many school district teachers are suffering from reform overload. Lewis and Hurd (2011) describe teachers’ activities to improve instruction between America or Indonesia and Japan in cones or triangles.

Teachers’ Activities to Improve Instruction

|  |
| --- |
| 1045choose curriculum,write curriculum,align curriculum,15write local standards30plan lessons individually30plan lessons collaboratively15watch and discuss each 4510other’s classroom lessons U.S./INDONESIA JAPAN |

Figure 1 Instructional Improvement Time in U.S./Indonesia and Japan (Lewis & Hurd, 2011)

Figure 1 schematically illustrates the use of instructional improvement time in Indonesia and Japan. Many factors conspire to keep Indonesian teachers in the top layer of the triangle, where they spend their time articulating what will be taught at each grade level, finding curricula, trying to align curricula with state or district standards, and writing lessons to feel the resulting holes. Although these may be needed activities, they do not reveal what actually happens in classrooms. The triangle of Indonesian instructional improvement thus stands precariously on its tip; we are trying to improve instruction without actually observing and discussing it. In contrast, Japanese instructional improvement rests on a solid base of observation, discussion, and refinement of all classroom lessons. Lesson study provides a way to shift emphasis from the top layer of figure 1 to the base, so that our instructional improvement efforts rest on a substantial base of lesson observation and improvement.

Then, Mathematics and science being the initial focus of lesson study is because of the method of teaching science subjects in Indonesia has always been monotonous, predominantly occupied only by lecturing method followed by doing exercises on the available textbooks. Students just listen to their teacher explaining the lesson from A to Z ending with “Do you have any questions?” Well if you don’t, let’s do exercise 1”. Students do not get much access to more practical experience to do laboratory experiment, which would help them boost the learning process. They just have to memorize what they have studied, and this would gradually be faded by the time they are confronted to the final exams, (Samsumri & Ibrohim, 2006; Hendayana, et al.,2007).

Specifically, Indonesia University of Education in cooperation with the West Java Provincial ofﬁce of Education has disseminated lesson study in four districts (Bandung city, Bandung district, West Bandung district, and Subang district) to develop a model of continuing teacher professionalism since 2010. District selection was based upon willingness and distance from the campus of Indonesia University of Education. The campus of Indonesia University of Education is located in Bandung city which shares a border with West Bandung district. Subang district shares a border with West Bandung district while Bandung city shares a border with Bandung district.

Hendayana, et al. (2011) reported that the main target of lesson study dissemination was 4240 teachers consisting of 2640 junior secondary school teachers (mathematics, science, English, and Indonesian) and 1600 teachers of 40 senior secondary school. Also 300 principals and 100 supervisors were involved in this lesson study program. Junior secondary school teachers were grouped into 88 working groups. Subject-based lesson study (mathematics, science, English, and Indonesian) was applied for junior secondary school teachers and entire-school lesson study was applied for senior secondary school. In subject-based lesson study, INSET-days were agreed on Monday for Indonesian, Wednesday for mathematics, Friday for English, and Saturday for science. Entire-school lesson study of senior secondary school was scheduled from Monday to Friday, so 4 senior secondary schools were scheduled to hold bi-monthly entire-school lesson study. Indonesia University of Education assigned 88 teacher educators to work collaboratively with junior secondary school teachers at a school within a working group and 80 teacher educators were assigned to work collaboratively with teachers of 40 senior secondary schools to promote student active learning.

The success of the pilot program for lesson study has resulted in further implementation of the program initiated by JICA and the Ministry of National Education and the local government to widen the implementation of the school-based teacher professional development in three other regencies in Indonesia under the program known as SISTTEMS (Strengthening In-Service Teacher Training of Mathematics and Science), implemented in 2006-2008. Teachers of Mathematics and Science of Junior High Schools in the three regencies are doing lesson study in eight schools, through the learning implementation stages in the schools where the teachers are teaching. Two junior high schools in one regency are even implementing their lesson study for all courses without any exception. The strength of the lesson study program as a school-based teacher professional development, compared to the conventional in-service teacher training, is in its ability to change the school climate, (Syamsuri and Ibrohim, 2006; Hendayana, et al.,2006).

Because of the success of mathematics and science teachers in applying lesson study, the writer is interested in conducting the lesson study model of in-service training to English teachers who gathered in district-English teacher or Subject Teachers Deliberation (MGMP) in Jayapura Municipality. The characteristics of all Indonesian teachers’ teaching methods or styles for all fields of study are not different, it means that we still find teachers’ teaching method monotonous (Susilo, 2007), whereas predominantly occupied only by lecturing method followed by doing exercises on the available textbooks. Students just listen to their teacher lecturing the lesson. Students do not get much access to more practical experiences, which would help them boost and create the learning process. They just have to memorize what they have listened and studied from their teacher. The teachers do not care for their students’ learning potencies, and they would be proud with their students result with the high score of memorizing.

The weakness of Indonesian education system produced various gaps, whether in the angle of output quality or on the development of education itself. As examples: students accept a lot of fact, concept, and theory which are not significant for their life. The fact, concept, and theory are unusable as thinking base and acting base to confront daily problems, therefore it appears a few different view which denote that the education is far of life. Furthermore, if the students’ learning experience limited to those components, they would only function as source to answer periodical tests, (Setiawati, et al., 2009). This misunderstanding is assumed that the teachers are not professional yet in acting their profession including on English subject at Junior Secondary School (JSS).

On the other side, the competency standard in English lesson, namely students have skill to use and practice English communicatively whether oral or written is not able to be applied better yet. This case happens possibly because of as long as the instructional process conducted is much more emphasized on ‘how to learn English’ in terms of knowledge only but not on ‘how to use English’ yet which is related to language skills, that is the effort to make learners skillful in using English whether spoken or written. Therefore, the result is the English communication skills among students suffer with this teaching strategy. According to Act No 19/2005 Standard of National Education, the teaching-learning process should be interactive, inspiring, joyful, challenging, and motivate students to be active and creative. However, the lecture type of teaching still dominates lessons at schools, so that students get bored and do not engage in learning.

To overcome the instructional problem, especially the process of teaching-learning practice in English language lesson, it will be applied ‘Lesson Study’. Lesson Study (LS) is a professional development process that Japanese teachers engage in to systematically examine and improve their practice. In this process, teachers work collaboratively to develop a lesson plan, teach and observe the lesson to collect the data on student learning, and use their observation to refine their lesson. It is a process that teachers engage in to learn more about effective practices that result in approved learning outcomes for students, (Lewis, 2007: 14). Lesson Study is a school-based professional development initiative that aims to enhance teaching and learning through the methodology of professional sharing of practice. A group of teachers collaborate, identifying a research theme or overarching aim that is student centered and relates to the school’s vision of what qualities they wish to encourage in their students, Burges and Robinson, 2007).

Therefore, lesson study is a form of teacher professional development as an effort to enhance the teaching and learning English process quality. Lewis (2003) suggests that there are a few steps should be noticed in applying lesson study. In the lesson study cycle teachers work together to: (1) Formulate goals for student learning and long-term development. (2) Collaboratively plan a “research lesson” designed to bring life to these goals. (3) Conduct the research lesson, with one team member teaching and others gathering evidence on student learning and development. (4) Discuss the evidence gathered during the lesson, using it to improve the lesson, the unit, and instruction more generally. (If desired, the revised lesson may be taught, observed, and refined again in one or more additional classrooms.).

Based on the description above, the implementation of lesson study on English language lesson is a solution to advance English teachers’ pedagogical knowledge and professional development, particularly on Junior Secondary School (JSS) EFL teachers who merged on Deliberation of Subject Teacher (*Musyawarah Guru Mata Pelajaran – MGMP*) of English language in Jayapura Municipality. That is why, this research issue is to explore the practicing of lesson study in the context of the natural environment in the classroom as an endeavor to improve pedagogic and professionalism of English teachers in Jayapura Municipality.

**B. Formulation of the Problems**

The study attempts to answer the main question along with sub-questions related to lesson study cycle based instruction in advancing EFL teachers’ pedagogical competence and professional development by promoting the EFL teachers’ collaboration and collegiality as well as learner centered learning or student active learning in the EFL natural classroom context. The questions put forward in this study are as follows:

(1) How does lesson study implementation provide EFL teachers collaboration and peer coaching in planning an instructional process which centered on students learning based on classroom environment context?

(2) How does lesson study provide the impact on student learning as learning centered or student-centered learning?

 (3) How do EFL teachers acquire their pedagogical and professional development advancing along with the practicing of lesson study?

(4) How do EFL teachers collaboratively deliberate the effectiveness of the instruction and sharing knowledge and experience by the principle of collegiality as a result of the lesson study process?

 (5) What are the barriers of implementing lesson study for SMP English teachers in Jayapura Municipality?

**C. Objectives of the Research**

 Based on the problems stipulated above, the general purpose of this study is to explore the EFL teachers’ perceptions about their experiences practicing lesson study and how those (lesson study practicing) experiences impact on their pedagogical competence and professional development in case of collaborative lesson planning, students centered learning and teacher teaching and student learning. Specifically, the objectives of this study are to:

(1) explore lesson study process in providing English teachers to collaborate and peer coach planning an instructional process which centered on students learning based on classroom environment context.

(2) acquire how the lesson study process impact on student learning as learning centered or student-centered learning.

(3) explore how English teachers perceive their pedagogical and professional development advancing as long as the practicing of lesson study.

(4) elaborate EFL teachers collaboratively reflect the effectiveness of the instruction and sharing knowledge and experience by the principle of collegiality as a result of the lesson study process?

 (5) obtain the barriers of implementing lesson study for SMP English teachers in Jayapura Municipality.

**D. The Significant of the Study**

When Indonesian teachers are generally free to select the kinds of professional development in which they will engage, it is imperative to gain an understanding of their perspectives related to the impact their choices have on any improvement in their knowledge, or any change in their practice. Specifically, it is important to understand their perspectives on the impact that their choice of participating in Lesson study had on their pedagogical knowledge of EFL or any change in their teaching of it. Furthermore, when an understanding of their perspectives is illuminated, it can assist in identifying the qualities and characteristics of this practice that might sustain it; especially given the review of literature that suggests that Lesson study is an effective professional development endeavor that will improve teacher content knowledge and pedagogical content knowledge of EFL.

Assumed that the complexities of this practice (the implementation of lesson study), the cultural barriers that need to be overcome for successful implementation, and the uniqueness of the teaching and learning interplay, I believe that studying teachers’ experiences of the extent to which lesson study impacts EFL instruction was an pivotal study.

**E. Overview of the Dissertation**

This dissertation consists of five chapters. Chapter 1 presenting the picture of the background of the study, formulation of the problems, research objectives, and the significant of the study. Chapter 2 provides a review of literature relevant to the present study. The review includes the research behind current practices of lesson study as well as the current thinking about the importance and the role of English teachers in enhancing their instructional (pedagogical) and professional competencies. The chapter reviews pertinent literature related to the teaching and learning theories, method of teaching EFL, concept of implementing lesson study, and highlighting past research and important findings. Chapter 3 provides details about the research methodology and research design which contains explanation about research setting, participants, data sources, research procedure, data collection, and data analysis. The role of researcher, the ethical considerations, and the credibility of research are also provided. Chapter 4 describes the findings of research. Chapter 5 deals with the elaboration of the discussions. In this chapter described in detail on the themes which are relevant to the formulation of the problem and research objectives and the evident of research findings, whereas in the discussion section explains the research theme and data in accordance with the explanation in the finding section. Chapter 6 is illustrated into two parts, the conclusion and the further research recommendation.

**F. Definition of Key Terms**

To avoid misinterpretation of terms used in this study, it is essential to provide a detailed explanation as follows.

1. **Lesson study**: Lesson study is a professional development practice in which teachers collaborate to develop lesson plan, teach and observe the lesson to collect data on student learning, and use their observation to refine their lesson. It is a process that teachers engage in to learn more about effective practices that result in improved learning outcomes for students.

2. **Instruction or Instructional**: is the delivery of information and activities that facilitate learners’ attainment of intended specific learning goals. learning is a process, a way, to make the act of learning. Teaching and learning whereas the teacher must place students as subjects in the instructional process, meaning that teachers must empower and encourage the student to learn something with the facilities provided. In this context can no longer use the term, ‘teachers teach students’ but‘ teachers empower students to learn’. Each time word *‘instruction or instructional’* appears in case, it means ‘*teaching and learning*.’

3. **Lesson study based instruction**: requires teachers are actively involved in the learning process by working with colleagues to prepare the device for learning well, and one of the teachers must be willing to teach a lesson that has been prepared together and do not mind to be observed by some peersactively engage learners and participation in the learning process. LS based instruction has to empower student-active learning and student-centered learning.

4. **Pedagogical competence**: this competence refers to a teacher’s ability to manage the learning process, which includes planning the lesson, implement (teaching the lesson) and evaluation of student learning outcomes.

5. **Professional competence**: These competencies refer to a teacher’s ability to master learning materials: They need to have a solid knowledge of the subject that they are teaching, able to follow the professional code of conduct and maintain and develop their professional ability.

6. **Lesson learned**: the valuable experience gained from the implementation of observational learning, including reflection and discussion.

7. **Open class** (**open lesson**): Opening classroom activities or classroom lessons for the review observed by observers (teachers From Outer, teachers, principals school supervisors, department head of Education, and the school committee).

8. **See** : is reflection or discussion that takes place after the teaching and observation of the research lesson, or in other words , to express , to review or comment on the results and findings of observational learning (open class ).

9. **Research lesson**: the lesson that the team plans and investigates during the lesson study cycle.

10. **Do** : means to implement lesson plans that had been prepared jointly by the team members in the planning stage. On the DO stage, a participant from one team takes role as a model teacher for teaching in a real classroom environment context, while the other participants act as observers.

11. **Reflection** : reflection is a formal discussion (led by a moderator) to disclose, review, or comment on the results or findings of observational learning (open class). Self-reflection is an activity to reflect or express the activities undertaken and improvement or progress made by the person after following the steps in learning activities.

12. **Lesson research** a term used for ***lesson plan*** in Lesson Study context.