

Lesson study implementation: How is the students' language learning motivation?

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ABSTRACT

The current article attempts to elaborate on the students' language learning motivation within the application of lesson study for the learning community at STKIP Muhammadiyah Kotabumi. This article is a descriptive-quantitative study involving 60 students of the English Education Study Program as the sample. A questionnaire to identify the language learning motivation is administered as the instrument of the research. The questionnaire is validated by experts and the reliability is tested using Cronbach Alpha formula. The data are analyzed descriptively. The findings show that the students' language learning motivation within a lesson study framework tends to be instrumental orientation. Therefore, lesson study for a learning community is effective to be implemented at STKIP Muhammadiyah Kotabumi, especially for the students of the English Education Study Program.



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1. Introduction

People believe that motivation becomes one of the influencing factors of success in achieving something. Motivation is defined as an encouragement within an individual to do something to achieve a particular goal. It is in line with Harmer (2007), stating that motivation is an inner power that pushes an individual to do certain things. Similarly, Gredler, Broussard, and Garrison, in Wimolnas (2011) suggested, "motivation is the attribute that moves us to do or not to do something." People tend to do something following their motivation. Furthermore, motivation can trigger an extra strive in achieving the desired purposes. Therefore, motivation is the power within an individual to achieve a particular target.

In classroom activities, Gardner (1985) confirms that language learning motivation (LLM) is the level of students' effort to acquire a language because they are willing to do it and feel satisfied with it. Students will be encouraged to learn a language when they are having a good motivation. Along with these beliefs, LLM will influence both the process of learning and the result. Additionally, Cook (2000) stated that age, personality, and motivation, are the main factors influencing students' language acquisition. Further, he believes that the most significant factor is motivation. Learners can easily achieve the learning objective successfully when they have good motivation.

Concerning the issue, the researcher explores the motivation of the students in learning English within a framework of a lesson study for a learning community. Lesson study is a program originated from Japan aimed to create a professional learning community. Lensky, Caskey and Antara (2009) mention that a lesson study is an approach where the teacher can reflect the teaching practice through collaborative and cyclical lesson planning, observation, and examination, which is developed professionally.

On the other hand, Fernandez, Cannon, and Chokshi (2003) define a lesson study as a complete and well-organized process for inspecting a practice. Teaching through lesson study can help the teachers prepare the lesson as well as improve the learning quality. Besides, teachers will be more aware of the methods they are using and ready to receive feedback. At the same time, teachers can improve their teaching methods based on the findings of the present study.

Studies about lesson study have been conducted by several researchers. First, Hardiyanto (2017) researched the implementation of lesson study in the EFL classroom. In his study, he examined the perception of the teachers and students through a close-ended questionnaire. The findings show that the participants have a positive perception of the use of lesson study in the classroom.

Second, another study was by Mufidah and Wajdi (2017) entitled "Lesson Study to Improve Quality of Learning.". They analyze the strength of a lesson study to improve learning quality. They found that learning quality can be enhanced effectively through a lesson study.

The third is by Nashruddin and Nurrachman (2016) carried out a case study about the implementation of a lesson study in English language learning in Malang, East Java. They administered interviews and observations to investigate the effectiveness of lesson study in English language classrooms. They revealed that teaching English through a lesson study is effective.

Therefore, the current article attempts to describe the motivation performed by the students in learning English in the classroom. From the previous study, it is known that students' motivation in learning English through a lesson study has not been discussed. Meanwhile, motivation is necessary to determine the success of language learning (Lightbrown and Spada, 2001).

1.1. Motivation in Learning English

There are several definitions of motivation. Ortega (2009) states that motivation is perceived as a student's inner drive in language learning and effort to achieve the goals of language learning. Besides, Johnstone, cited in Mahadi and Jafari (2012), confirms that motivation is a stimulant to achieve certain goals. Saville-Troike (2006) informs that motivation has a positive impact on the learners' effort in learning a language. In addition, Parsons, Hinson, and Brown (2011) mentioned that motivation is an important component in language learning.

Thus, motivation is required by a language learner to reach the learning goals. Gardner in Wimolmas (2011), explains that three elements are composing a motivation: effort, desire, and affect. Effort indicates the time spent for mastering a language; desire refers to the learners' willingness to be a language expert; effect means the learners' reaction to a language. On the other hand, Gardner and Lambert, cited in Basco and Han (2016), pointed out that motivation in language learning is divided into two: integrative and instrumental.

Integrative motivation is acknowledged as the learners' need to master a second language to survive in their environment (Tsai and Chang, 2013). In addition, Saville-Troike (2006) mentioned that integrative is the eagerness to be a part of a second language community. Meanwhile, instrumental motivation refers to the practical and functional purposes in language learning with the reason to obtain a better job or a desirable increase (Gardner and Lambert, in Basco and Han (2016). Similarly, Saville-Troike (2006) emphasized that instrumental motivation covers the concept of practical value in second language learning in an attempt to enhance the learner's career in the future, allowing them to gain more appreciation and potency. It can also be about passing the grade of the study.

1.2. Lesson Study

A lesson study is believed to be professional program aimed to promote a learning community among teachers-teachers, students-students, and teachers-students. It has several definitions. Hollingsworth and Oliver (2005) mentioned that lesson study is a teacher learning design which originated from Japan. It consists of a collaborative process of lesson planning, implementation, evaluation, and improvement involving a small group of teachers. Another idea, Copriady (2013) stated that a lesson study is a program to improve the potential and to enhance the professionalism of a teacher through collaboration. Similarly, Isoda (2013) confirmed that it is a form of common practice conducted at school to solve the problems faced in the learning and teaching process, as well as enhancing the teachers' skills in classroom activities. To sum up, a lesson study is a program to improve teachers' professionalism through planning, implementation, and evaluation.

Furthermore, Chassels (2009) claimed that a lesson study provides opportunities for a teacher candidate to establish a professional learning community, to improve teachers' understanding of curriculum and effective teaching method, and to develop critical observation, analysis, and reflection. Aligned with this statement, Copriady (2013) explained that it is a program where teachers can work together to plan a lesson, to observe each other, to reflect on the teaching activities, and to modify or revise a lesson plan. Therefore, the process takes five procedural steps, presented in the following sub-topic.

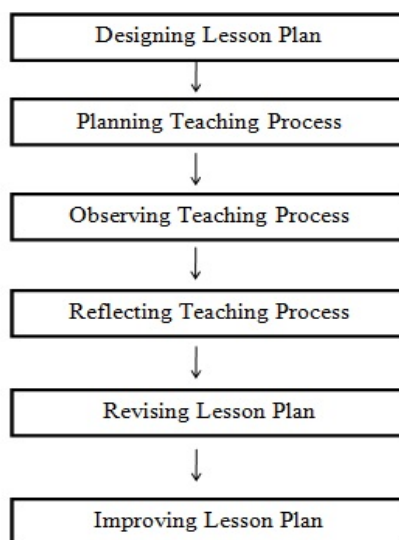


Fig. 1. Stages of the lesson study program (Copriady, 2013)

2. Research Method

The variables include the students' motivation in learning English through a lesson study framework. To collect the data, close-ended questionnaires are distributed to the participants to identify the motivation category. The instrument is developed by following a Likert scale (1-5) consisting of twenty items. Prior to the administration of the questionnaire, the instrument was tested for validity and reliability. Through an expert's judgment, the instrument is considered valid. Meanwhile, the instrument's reliability is tested using the Alpha Cronbach formula and it is reliable with the coefficient score 0.83 (highly reliable).

To analyze the data, SPSS program is employed. Meanwhile, the following criteria are used to interpret the results.

Table 1. Interpretation Criteria

Mean Range	Interpretations
3.68—5.00	High level
2.34—3.67	Moderate level
1.00—2.33	Low level

^a. Sources: Wimolmas (2011)

3. Results and Discussion

As mentioned previously, the data are analyzed using the SPSS program and then they are interpreted descriptively. The questionnaire consists of twenty items; ten items belong to integrative and the rest are instrumental. The close-ended questionnaire results in the mean score and the standard deviation explained in the next part.

Table 2. Result of Questionnaire

Motivation types	Mean	St. Deviation	Rating of Motivational Level
Integrative	3.90	0.94	High
Instrumental	4.37	0.63	High

Table 2 shows that instrumental motivation appears to have a higher score. Item number six (“being proficient in English can lead to more success and achievement in life”) has the highest mean score (4.49). Meanwhile, the lowest is item number eight (“learning English is important for traveling abroad”), which is 3.70. Hence, the average score is 4.37, and a standard deviation of 0.63.

As for the integrative motivation, item number fifteen (“studying English enables me to participate freely in academic, social, and professional activities among other cultural groups”) and item seventeen (“I determined to study English as best as I can to achieve maximum proficiency”) were on the top average, which is 4.1 and 4.0, respectively. The item number eleven reached the lowest average (3.310).

From the results, instrumental motivation is higher than integrative motivation. Even so, both categories are at a high level of motivation. Therefore, learning a language through a lesson study is effective and thereby recommended to be implemented in a language classroom.

Accordingly, Tsai and Chang (2013) found that language learners tend to have instrumental rather than integrative motivation. Wang (2010) conducted a similar study to native Mandarin speakers. He revealed that instrumental orientation dominates the students’ motivation in learning English. However, Brown (2000) claims that students will frequently perform a combination of both motivations.

In a different context, the present study has similar findings. The difference lies in the framework used, which is a lesson study. Therefore, it presents new information in research about language learning.

Furthermore, it turned out that learning a language through a lesson study is interesting. Having instrumental orientation in mind, the students learn English to pass the examination and gain prestige. In lesson study, students learned collaboratively in the classroom. They build interactive communication using English and Indonesian. Instinctively, students develop their willingness to learn the language in the classroom. Suyanta, Sumardi, Kadarisman, Mahmudi, and Sukarna (2014) revealed that a lesson study program is effective in enhancing the students’ awareness.

4. Conclusion

To sum up, learning English within a lesson study framework generates high motivation. From two kinds of motivation, instrumental appears to develop more easily. It may be due to the target of learning English, which is about passing the subject with a good score.

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