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Observers' Reflection Level and Categories on Lesson Study Activities in English Classroom at SMP Negeri 2 Bua

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Abstract

Reflection is one stage in Lesson Study activities. It is a very important stage since further effort to improve the learning process depends on the sharpness of the analysis given by the observers in reflection. This research aims at describing the category and the level of observers' reflection on lesson study activities. This research was conducted in SMP Negeri 2 Bua by using qualitative method. In order to categorize the categories and the level of teacher's reflection, the researchers used the instrument developed by (Ono et al., 2013) which are divided into 5 reflection categories, those are; 1) teaching and learning strategies, 2) teacher's behavior, 3) Lesson experienced by students (students' learning, students' behavior, and interaction between students), 4) achievement of lesson and curriculum objectives, 5) logistic; management planning, and 4 reflection levels (1, 2, 3, 4). The finding of the research shows that from three times reflection, most of the observers' comment on reflection was categorized into the third category; that is lessons as experienced by students and this category is in level 1. It means that most of the observers' comment was focused on describing the students' experiences/behavior but not including their explanation about the reason of the possible cause for the observation. In the end of this research, some recommendations are drawn for the future reflection.

Keyword: Observers' Reflection Level, Lesson Study

Introduction

Reflection is one of an essesial thing that should be done by the teachers in order to improve their teaching. Reflection can be done by the teacher her/him self or with other teachers or education stakeholders but it is hoped that reflection with others can be done frequently to build learning community and collaboration. thats's why teachers' reflection shoul be developed and it can be done trhough lesson Study. According to Rudonaviola (2021) reflection is important since self-awareness can be built between the stimulus has been done and the response (follow-up) that will be given. In lesson study, reflection is one of the the important phases. In order to improve the quality of the teacher' reflection, there are two categories tht should be focused according to (Ono:2013) those are category of reflection observed during observation in classroom and the level of reflection from the responses made.

In lesson study, the role of an observer becomes very important so that in every cycle of Lesson Study implementation, the role of an observer must be optimized to achieve the goals that have been set (Budiarta : 2019).

There is a lot of research conducted on Lesson study but only a few of them specialized their research on the reflection specifically on the level and category of the observers' reflection, those are Bozkurt and Ozdemir Yetki (2017), Rudonaviola (2021),

Shimizu and Kang (2022), Fen Saw, Sam Chap, and Meng Cheng (2017) and Ningrum et al (2020).

In SMP Negeri 2 Bua, Lesson Study was first introduced to the teachers and headmaster on August 2022. The lecturer had given a short workshop to the headmaster and teachers on how to conduct teaching and learning through Lesson Study including what observers should discuss on reflection stage. As an infomarmation Lesson Study is the first time introduced in SMP Negeri 2 Bua and most of the observers are new so the researchers are interested to know in what categories and what level their reflection are.

In reflection stage, the fasilitator/moderator should remind the observers to not criticize the model teacher but focus the comment on how students learning in the classroom and how the lesson can be improved. Those comment should be accompanied by clear recomendation or suggestion and those suggestions aim to improve not only the learning of the model teacher but for the group learning (Ono et al., 2013)

Lesson Study is a collaborative professional development approach which focused on students learning. It is carried out in several stages including the planning stage, implementation stage, reflection stage, and redesign stage. In the planning, teachers and other eduction stake holders discuss learning and teaching activities will be implemented then in implementation (do), one o the teacher imlemented what have been discussed in the plan and the others are observing on how the students learning. In reflection (see) stage, teachers and other eduction stake holders are discussing what the students do and how they learn meanwhile redesign is almot the same with plan but in this case the topic discussed is based on what prolem faced by the observers during their observation.

Reflection is a process in which individuals reach conclusions about their task performances (Zimmerman, 2000) According to Fen Saw, Sam Chap, and Meng Cheng (2017), reflection brings some advantages for those who involver in it. Those are 1) as the observing teachers observe another teacher's lesson, they are able to share a clearer or more comprehensive picture of the pupils' learning; 2) the teacher who teaches the lesson would be able to realize their own weaknesses or strengths from the feedback given by the observing teachers; and 3) the observing teachers learn as they observe the teaching of another teacher. It is also stated by Bozkurt and Ozdemir Yetkin (2017) that the teachers can identify their strengths and weaknesses through reflection and it some contribution for their improvement in the future.

Method

The instrument used in this research was observers' reflection sheet and reflection video recording. In the reflection sheet, the observers were instucted to obserbed and described how the students learn.

I this research, before analyzing the data, the observer's reflection comments were transcribed first and then categorized using reflection categories and level proposed by (Ono et al., 2013). The reflection level consist of 1 to 4 levels. 1) Level one; segments are descriptions only, or descriptions with brief or vague comments, but no discernable reflection. 2) By level two; descriptions and comments have explanations, reasons or possible causes. Brief suggestions leading might also be offered at this level. 3) By level three; **c**omments are insightful, including an indication of the significance of the comment. Suggestions are concrete and action oriented. 4) By level four; comments and suggestions are linked to recognized good practices, overall curriculum goals, or

theories. Meanwhile the categories consist of five categories; those are 1) Teaching and learning strategies; Instructional techniques and practices, 2) Teacher behavior; teacher characteristics; communication skills. 3) Lesson as experienced by students; student learning; student behavior; interaction between students. 4) Achievement of lesson and curriculum objectives (e.g. thinking skills, creativity, conceptual understanding); inconsistency with objectives. 5) Logistics; management; planning; use of materials and teaching aids. The reflection categories and level can be seen in the table 1.

Tabel 1. Categories and Levels of Observers' Reflection at SMP Negeri 2 Bua

LEVEL	**Teaching and learning strategies; Instructional techniques and practices**	**Teacher behavior; teacher characteristics; communication skills**	**Lesson as experienced by students; student learning; student behavior; interaction between students**	**Achievement of lesson and curriculum objectives (e.g. thinking skills, creativity, conceptual understanding); inconsistency with objectives**	**Logistics; management; planning; use of materials and teaching aids**
1	• Descriptions of strategy or practice without a comment or suggestion. This includes long, detailed descriptions.	• Descriptions of teacher behavior and/or characteristics without a comment or suggestion. This includes long, detailed descriptions.	• Descriptions of student experience/behavior without a comment or suggestion. This includes long, detailed descriptions.	• Claim of achievement without comment, or if comment is present it is trivial and/or vague.	• Descriptions of action without comment, or with brief tagged on comment.
	• Comments concerning positive or negative aspects of instruction, but which are superficial and/or vague. This includes value statements tagged onto a description.	• Comments concerning positive or negative aspects of the teacher, but which are superficial and/or vague. This includes value statements tagged onto a description.	• Comments concerning positive or negative aspects of student experience/behavior are superficial and/or vague. This includes value statements tagged onto a description.		• Comments concerning positive or negative aspects of the action are trivial and/or vague
2	• Descriptions of strategy or practice which includes an explanation, a reason or possible cause for the observation.	• Descriptions of teacher behavior and/or characteristics which includes an explanation, a reason or possible cause for the observation.	* Descriptions of student experience/behavior which include an explanation, a reason or possible cause for the observation.	* Comments on achievement, or lack thereof, are focused on non-trivial aspects of the goal. However, suggestions pertaining to achieving the goal are absent or not specific.	* Comments (positive and negative) are focused on non-trivial aspects, but are not specific.
	• * Comments (positive and negative) are	* Comments (positive and negative) are focused on non-trivial	* Comments (positive and negative) are focused		

	focused on non-trivial aspects of instruction but are not specific.	aspects of teacher behavior and/or characteristics but are not specific.	on non-trivial aspects of student experience/behavior but are not specific.		
	• Suggestions pertaining to improving teaching strategies or instruction are not specific or detailed. Also these suggestions are not backed up with a rationale or expected outcome.	* Suggestions pertaining to improving teacher behavior and/or characteristics are not specific or detailed. Also these suggestions are not backed up with a rationale or expected outcome	* Suggestions pertaining to improving student experience/behavior are not specific or detailed. Also these suggestions are not backed up with a rationale or expected outcome		* Suggestions are not specific and are not backed up with a rationale or expected outcome
3	* Comments (positive and negative) on instruction are insightful, including an indication of the significance of the comment.	* Comments (positive and negative) on the teacher's behavior and/or characteristics are insightful, including an explanation and/or an indication of the significance of the comment.	* Comments (positive and negative) on student experience/behavior are insightful, including an explanation and/or an indication of the significance of the comment	* Comments on achievement, or lack thereof, are insightful. Suggestions are concrete and action oriented pertaining to achieving the goal.	* Comments (positive and negative) are insightful, including an explanation and/or an indication of the significance of the comment.
	* Suggestions are concrete and action oriented, pertaining to improving the quality and extent of learning/teaching strategies, use of materials, etc. They need to be backed with a rationale or expected outcome.	* Suggestions are concrete and action oriented pertaining to improving the quality of the teacher behavior and/or characteristics. They need to be backed with a rationale or expected outcome.	* Suggestions are concrete and action oriented pertaining to improving the quality of the student experience/behavior. They need to be backed with a rationale or expected outcome.		* Suggestions are concrete, action oriented. They need to be backed with a rationale or expected outcome.
4	* Comments and/or suggestions are linked to recognized good practices, overall curriculum goals,	* Comments (positive and negative) and/or suggestions are linked to recognized good practices, overall curriculum goals, and/or theories. They are made	* Comments and/or suggestions are linked to recognized good practices, overall curriculum goals, and/or theories. They are		

	and/or theories. They are made in relation to a wider context	in relation to a wider context.	made in relation to a wider context.		

Result

This research explored the observer's reflection level and categories practice by the observers on lesson study implementation in SMP Negeri 2 Bua which conducted in three cyrcles. Result of the overall analysis on the observers' reflection transcripts show that from five categories of reflection, there were three categories of reflection found they were 1) Teaching and learning strategies; Instructional techniques and practices, 2) Lesson as experienced by students; student learning; student behavior; interaction between students and 3) Logistics; management; planning; use of materials and teaching aids . which included into two level, they were level 1 and 2. The result can be seen in the fllowing table.

Table 2. The percentage of teachers' Reflection Categories

Teachers' Reflection Categories	**Frequency**	**Percentage**
A: Teaching and learning strategies; Instructional techniques and practices	5	5,1%
B: Teacher behavior; teacher characteristics; communication skills	0	0%
C: Lesson as experienced by students; student learning; student behavior; interaction between students	89	91,7%
D: Achievement of lesson and curriculum objectives (e.g. thinking skills, creativity, conceptual understanding) ; inconsistency with objectives	0	0%
E: Logistics; management; planning; use of materials and teaching aids	3	3,09%
Total	97	100%

Based on the table 2 it can be seen that from five reflection categories, the most frequently categories is C, lesson as experience by the students. This category got 91,7% and it is followed by A category, teaching and learning strategies. This category got 5,1% and the last is E category, where there this category got 3,09%. It can also be seen from the table that none of the observers' comment in reflection are in B category (Teacher behavior, Characteristic and communication skill) and D category (Achievement of lesson and curriculum objectives)

Table 3. Percentage of Observers' Reflection Level

Observers' Reflection Level	**Frequency**	**Percentage**
Level One : Descriptions only, or descriptions with brief or vague .	76	78,3
Level Two : Comments and suggestion which are not specific.	21	21,6
Level Three : Comments and suggestion which are more specific and deal with issues of greater significance.	0	0
Level Four : Comments and/or suggestion which are linked to recognized good practices, overall curriculum goals, and/or theories.	0	0
Total	**97**	**100%**

Table 3 indicates that from four level of observers' comments, the level of the observers' comments in reflection are in level 1 (descriptions only, or descriptions with brief or vague comments, but no discernable reflection) and level 2 (descriptions and comments have explanations, reasons or possible causes) but none of their comments are categorized into level 3 (**c**omments are insightful, including an indication of the significance of the comment. Suggestions are concrete and action oriented) and level 4 (comments and suggestions are linked to recognized good practices, overall curriculum goals, or theories)

The finding indicates that dealing with the reflection level, most of the observer commented the students experience ant this finding in line with the research conducted by Rudonaviola (2021)

During three times of reflection, it was found that none of the observers commented on teachers' behavior including criticized the model teacher even though some of the them were new in being an observer in Lesson study. It might be happened because when the lesson study firstly introduced to the teachers in the workshop, the lecturer as the speaker emphasized to not criticize the model teacher but focused the observation on how the students learn and how they solve their problem. In the beginning of the reflection, the moderator always reminded the observers to not criticized the model teacher but they have to focus on commenting on the way students' learn and how the lesson can be improved as stated by (Ono et al., 2013)

Conclusion

From the result and discussion it can be concluded that dealing with the category, most of the comment given by the observers in this research is categorized into "Lesson as experienced by students; student learning; student behavior; interaction between students" and most of them are in level 1. It's because the comment given are mostly descriptions only, but no discernable reflection.

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