

# THE IMPACT OF LEARNING TOGETHER METHOD BASED LESSON STUDY ON STUDENTS' SELF- AWARENESS IN SPEAKING CLASS

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## Abstract

Language learning is affected by many factors including cognitive and affective factors. One of the affective factors which plays significant role to stimulate students' motivation which then finally lead to help them achieve the targeted achievement is self-awareness. Self-awareness is an affective facet of an individual which makes them able to understand their self-emotion and others, so it creates a good self-control within oneself. Self-awareness also helps an individual to recognize their strengths and weaknesses which encourage a good self-confident. This research was to investigate how the implementation of learning together method based lesson study affects students' self-awareness. This research applied mixed-method (quantitative and qualitative method) in which the quantitative data was obtained from a questionnaire administered to the research sample after three learning cycles of lesson study applied. Meanwhile, the qualitative data was obtained throughout an observation during the teaching and learning process. The research sample was the third semester of English Education Study Program in STKIP Muhammadiyah kotabumi. Based on the research result, it is found that students' self-awareness are high during the teaching and learning process throughout learning together method based lesson study so students enjoyed the teaching and learning process and they are easy to understand the material given.

Kata Kunci: *Self-awareness, learning together, lesson study, self-control, affective facet*

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## I. INTRODUCTION

The teaching of English as foreign language has been considered to relate with multidimensional of learning which is very complex (Young, 1999). It is like a systematic cycle in which the teacher, students, parents, school, and environment involve and give particular contribution to the success of the teaching and learning process. It is not arguable that teaching English as a foreign language is quite far different from teaching it as the second language of the students. As a result, every parties involving in this learning cycle have their own

responsibility to achieve the success of a teaching process. According to Sanjaya (2006:160), learning process is a communication process which always involves with three main components. They are the messenger component (teacher), the receiver component (student), and content of the message component (subject material).

As one of the components in a learning process, a teacher who's responsible in transferring knowledge to the students must have an important role to help the students achieving success in their learning process. It is since the teacher is the one who's responsible to ensure that the transferred knowledge could be really accepted and well comprehended by the students. Besides ensuring that the knowledge (subject material) is well comprehended by the students, one of the teacher's role today is to build a strong character or healthy mental within the students during the learning process. As it is stated by Hamond et al., that it is essential to be able to manage emotions in a learning process since it helps students to raise their emotional intelligence which can make them successful. In this case, the affective domain or the students' emotional competence becomes the center point to be developed. According to Brown (2000) and Skehan (1998), the affective domain is the emotional side of human behavior involving a variety of personality aspects such as emotion, motivation, attitude, anxiety, personality, self-confidence and others.

Students' emotional competence or intelligence relates to the emotional feeling of the students which is considered as an important aspect which plays great role to help them achieve success in a teaching and learning process. It is believed that a high emotional intelligence can help the students control themselves to be more self-confident dealing with the challenges of living and learning in an educational institution. Even researchers have come to a conclusion that high emotional intelligence can contribute to a student's learning process (Goleman, 1996; Elias, Ubriaco, Reese et al., 1992, Svetlana,2007). According to Higgs and Dulewicz in Yahaya et al., (2012:3), emotional intelligence refers to the ability of oneself to understand themselves in which with this ability they are able to control their emotional feelings and direct themselves to deals with positive behaviors which help them to succeed.

Furthermore, there are several elements of emotional intelligence according to Higgs and Dulewicz. They are self-awareness, the preservation of emotion, motivation, interpersonal sensitivity, persuasion, firmness and prudence with integrity. Self-awareness, as one of the elements of the emotional intelligence of the students is considered as an important emotional feeling which affects students' motivation to learn. It is considered as the basic foundation of all the emotional intelligence's elements. It deals with one's self-knowledge, and how might they are able to change to be better after knowing and understanding about themselves. In short, self-awareness is defined as one's ability to recognize their strengths and weaknesses, and then make a positive reflection which becomes the positive feedback to improve their quality of life (Stainer, 2014). Additionally, Mayer in Goleman (1996) states that self-awareness is a conscious feeling to be aware of one's emotional feeling and its effects. In line with Stainer and Mayer, Solso (2008) argues that self-awareness has a feedback to one's mental live which relates to the goal, emotion, and the others live process in one's live. It stimulates somebody to achieve their goal and to achieve success in their live.

Several previous researches have been conducted to investigate the effect of self-awareness on students' performance and academic achievement. First of all, Prakash and vasimailaraja (2015) investigated the role of self-awareness and self-motivation on students' academic achievement in biology subject, and found out that both the self-awareness and self-motivation has significant role in promoting the healthy development and academic achievement of all students. Meanwhile, Arabsarhangi and Noroozi (2014) in their research entitled "The Relationship between Self-awareness and Learners' Performance on Different Reading Comprehension Test Types among Iranian EFL Elementary Learners" have found out the fact that self-awareness correlates with learners' performance on different reading comprehension test types.

In accordance with the two previous researches and the previous description about self-awareness role on students' academic performance and achievement, it can be concluded that self-awareness is an essential aspect of the students which can stimulate their learning motivation and lead them to succeed.

When the students become self-aware, they know their strengths, weaknesses, and their personality type. More than that, fully knowing themselves includes being aware of their thoughts and watching them objectively as an observer, without emotion or attachment. It is then the teacher's task to apply particular strategy which is effective to promote the students' self-awareness. Applying an appropriate method is considered as one of strategies which can help the teachers boosting their students' self-awareness. Collaborative learning method which is a students-centered method nowadays becomes a recommended method to be implemented in a teaching and learning process.

In collaborative learning, students engage in a discussion to solve a problem, each of them have their own responsibility to help all of the group members understand the material discussed, they communicate and appreciate each other, learn to willingly receive a criticism and others idea to come to one goal—finishing the task. Collaborative learning is not only beneficial to increase the students' interest in which lead to the achievement of academic goals, but also help to develop the students' emotional competence of the students (Gokhale, 1995). As it is mentioned by Laal and Ghodsi (2012) that there are many benefits of collaborative learning in which some of them are the benefits dealing with the social, psychological, and the academic benefits. In relation to the psychological benefits, it is stated that collaborative learning is enable the students to increase their self-esteem, minimize their anxiety, and develop positive attitude towards their teachers. Additionally, Johnson & Johnson (1985) points out that the interaction during the group discussion will help the students understand their differences and learn how to resolve social problems which may arise.

Referring to the above explanation, it then caught the researcher's interest to do further investigation to find out how the students' self-awareness under the implementation of collaborative learning in order to give beneficial description about whether or not the use of collaborative learning affects students' self-awareness during the learning process. Additionally, this research is conducted under the implementation of lesson study model consisting of plan (planning the course), do (teaching the students), and see (reflecting process) in which it involves five other lecturers of English education study program to be the

observers who will observe the students' activities during the teaching and learning process in order to find out the impact of using cooperative learning. Consequently, this research is also aimed at describing how the effect of lesson study on students' self-awareness. "Lesson study is about study of students' thinking and learning, not about evaluation of teaching. Lesson study supports the growth of individual teachers, and also supports the growth of teachers as a professional community through collaborative lesson design and delivery" (Harle, 2016). The main objective of lesson study is actually to improve the teachers' teaching by a well-organized series of activities. As it is stated by Hiebert, gallimore, and Stigler (2002) that "In order to become professional knowledge, practitioner knowledge must also be made public, shareable, and verifiable. Through the implementation of lesson study, the teachers teaching could be observed meaning that it is opened for public. The collaborative teachers could share their beneficial knowledge and ideas in planning a course, and there will be a reflection session to verify the students' activities during the teaching and learning process. Therefore, it is hoped that the implementation of learning together as one of the collaborative learning based lesson study could be much more beneficial to increase students' self-awareness in the learning process.

## **II. RESEARCH METHOD**

This study applied mixed method (quantitative and qualitative method) in which the research subject was all of the third semester students of English Departement in STKIP Muhammadiyah Kotabumi. The data collection was done by administering a self-awareness questionnaire on the research subject. In order to ensure the data credibility, the data was also collected from the observation done by the observers. The questionnaire of self-awareness was constructed using Likert Scale consisting of four optional respons for each of the statements. The specification of the instrument is as presented in the following table.

**TABLE 1. SPECIFICATION OF SELF-AWARENESS QUESTIONNAIRE**

NO	Aspects	Indicators	Item Numbers	
			Positive	Negative
1	Emotional self-awareness	<ul style="list-style-type: none"> <li>Recognizing one's emotion and their effects</li> </ul>	1, 7, 13,	4, 10, 16, 19
2	Accurate self-assessment	<ul style="list-style-type: none"> <li>Knowing one's strengths and limits</li> </ul>	2, 8, 14, 20,	5, 11, 17
3	Self-confidence	<ul style="list-style-type: none"> <li>Sureness about one's self worth and capabilities</li> </ul>	3, 9, 15,	6, 12, 18,
<b>Total number of items</b>			10	10

The study was conducted through the implementation of Lesson Study model. Therefore, the steps of conducting the research consisted of *plan-do-see* cycle were explained as follows:

- **Plan** : The collaborative lecturers did a plan to construct the lesson designs to be implemented in the teaching and learning activities. In this activity, every observer can give their potential ideas to create a good lesson design to be implemented.
- **Do** : The researcher taught the students on the basis of the lesson design. In this case, the observer observed the teaching and learning process to see how the students' activities during the implementation of the teaching method.
- **See** : All of the collaborative lecturers did a reflection to see how the students' activities are, and the researcher used the reflection points as a consideration to make a better planning for the next meeting.
- The cycle of *plan-do-see* was repeated until three cycles, then the questionnaire of self-awareness was administered after the cycle to collect the data of students' self-awareness quantitatively. Meanwhile, the qualitative data was collected during the teaching and learning process through the observation done by the observers.
- Having completed the data collection, the researcher then analyzed the research data using the data analysis technique in descriptive quantitative method to know how the students' self-awareness under the

implementation of collaborative learning based lesson study. Additionally, the qualitative data obtained from the observation process was then described to find out the impact of using collaborative learning based lesson study on students' self-awareness.

The quantitative data obtained from the questionnaire of self-awareness would classify the students' self-awareness into low, medium, and high categories. The categorization was based on the following norm of categorization:

**TABLE 2. CATEGORIZATION NORM**

Norm/Scoring Criteria	Category
$X \geq (\mu+1 \sigma)$	<b>High</b>
$(\mu-1\sigma) \leq X < (\mu+1\sigma)$	<b>Medium</b>
$X < (\mu-1 \sigma)$	<b>Low</b>

**Description:**

- X : The score of the subject
- $\mu$  (theoretical mean) : The theoretical mean of the maximum and minimum score
- Deviation standard ( $\sigma/sd$ ) : The range of spread data
- The theoretical Maximum Score : The maximum score achieved based on scale Calculation
- The theoretical Minimum Score : The minimum score achieved based on scale Calculation

Based on the data calculation, it was found the categorization norm as follows:

The theoretical Maximum Score :  $4 \times 20 = 80$

The theoretical Minimum Score :  $1 \times 20 = 20$

Deviation standard ( $\sigma/sd$ ) :  $60/6 = 10$

$\mu$  (theoretical mean) :  $(80+20)/2 = 50$

Therefore, the following is the criteria to classify the students' self-awareness.

**TABLE 3. CATEGORIZATION NORM OF THE RESEARCH DATA**

Norm/Scoring Criteria	Norm/Scoring Criteria	Category
$X \geq (\mu+1 \sigma)$	$X \geq 60$	<b>High</b>
$(\mu-1\sigma) \leq X < (\mu+1\sigma)$	$40 \leq X < 60$	<b>Medium</b>
$X < (\mu-1 \sigma)$	$X < 40$	<b>Low</b>

### III. RESEARCH RESULT

Having finished collecting the data of students' self-awareness, it was then calculated to know the students' self-awareness after being taught using collaborative learning method based lesson study. The following is the students' self-awareness on the basis of the questionnaire given:

**TABLE 4. STUDENTS' SELF-AWARENESS DATA**

No	Interval Class	Frequency	Percentage (%)
1	31—37	3	10,00
2	38—44	3	10,00
3	45—51	1	3,33
4	52—58	5	16,67
5	59—65	6	20,00
6	66—72	2	6,67
7	73—79	7	23,33
8	80—86	1	3,33
9	87—93	2	6,67
<b>Total</b>		<b>30</b>	<b>100</b>

Referring to the data of the students' self-awareness above, it is found that the most interval achieved by the students is in between 73—79 in which there are 7 students achieved the interval score of 73—79, while the other intervals are achieved by less than 7 students. Having obtained the research data, in order to know the students' self-awareness category, the data is then categorized as presented in the following table.

**TABLE 5. THE DATA CATEGORIZATION**

Norm/Scoring Criteria	Norm/Scoring Criteria	Frequency	Percentage	Category
$X \geq (\mu + 1\sigma)$	$X \geq 60$	16	53,33%	High
$(\mu - 1\sigma) \leq X < (\mu + 1\sigma)$	$40 \leq X < 60$	8	26,67%	Medium
$X < (\mu - 1\sigma)$	$X < 40$	6	20%	Low
<b>Total</b>		<b>30</b>	<b>100%</b>	

Based on the data on table 5, it is found that most of the students' self-awareness belongs to high level category because there are 16 students or 53,33%



of the students whose scores are greater than or equal to 60. Meanwhile, there are 8 students whose self-awareness belongs to medium level and the rest—6 students are having low self-awareness. From this descriptive quantitative data, it can be concluded that students' self-awareness during the learning process is high under the implementation of collaborative learning using learning together method based lesson study.

Therefore, it is proved that the use of learning together method in collaborative learning based lesson study is effective to create a conducive classroom interaction during the teaching and learning process in which it increases the students' self-awareness. Additionally, in line with the result obtained from quantitative data, the result of the observation during the teaching and learning process also revealed that most of the students seem to be very enthusiastic involving in the discussion. As it was reported by the observers that all students in every group were involved actively in the discussion process to work on the task given by the lecturer. Every student took their own participation during the discussion to help each other in order to finish the task. One of the interesting phenomena was that the weak and silent students in the class also seemed to be very enthusiastic and active in the process of discussion. The same things happened in the three cycles of the learning process. Even though it was reported that there must be one student found to be less active in every group, but the other active students could help the less active one to engage in the discussion process. Overall, it is concluded that the implementation of learning together method in collaborative learning based lesson study successfully made a fun and effective learning process which resulted the students to comprehend the material easily.

#### **IV. DISCUSSION**

Referring to the research result, it was found that students' self-awareness during the implementation of learning together method based lesson study is high. It reveals that the implementation of learning together method based lesson study is effective to stimulate students' awareness in learning process as well as the

concept of lesson study implemented is able to create an effective planning for the lecturers so that the teaching process runs smoothly and well-organized.

During the teaching and learning process, the lecturer became the pure facilitator and motivator for the students. It made the classroom activities ran totally with students-centered concept in which it is the basic concept of collaborative learning. Students are lead to cooperate with their partners in their group to help each other, to communicate, to convey ideas, and to make a conclusion independently on the basis of their identification and discussion. It is why the implementation of learning together method is able to stimulate students' self-awareness in learning. As it is known that self-awareness consists of three elements: emotional self-awareness, accurate self-assessment, and self-confidence (Goleman, 1998), what the students do during the discussion with their partners will stimulate the involvement of these three elements of self-awareness. For instance, helping each other and the communication process during the discussion signaling the involvement of students' emotional awareness to understand others' feeling and appreciate it. In this case, they learn to care with their partner in their group who might be slower to understand the material. Besides that, by having partner to discuss the particular topic, students learn to do the reflection (self-assessment). Here, the students know their strengths and weaknesses, and willingly ask the others 'help when they do not understand certain concept. It helps them to do the accurate self-assessment to have a strong belief in them, for the accurate self-assessment leads to the execution of a task (Anderson and Lux, 2004). The last, every single activity during the discussion help the students increase their self-confidence. It is reported that self-confidence becomes one of the influential factors in the achievement of foreign language (Al-Hebaish, 2012). Moreover, several studies believe that no language learning activities will be carried out successfully without the presence of self-confidence within the students themselves (Huitt & Khodadad in Hayati, 2008).

It was also found that students became more enthusiastic engaging in the learning process, the discussion ran smoothly in every group, and the silent students became more actively involved in the learning process. It is because the implementation of learning together method as the collaborative learning affects

the students' behavior in the learning process. Brown and Lara in Johnson (2009) stated that there are three ways of an individual's action which might influence other individual's action. One's actions may promote the success of others, obstruct the success of others, or not have any effect at all on the success or failure of others. In order to promote the success of others, the students should cooperate with others in order to complete or finish the task given as well as help the others to succeed. In this case, the use of learning together method created a condition in which the students cooperate and help each other in the completion of the task given. The students' success in the completion of the task is due to the fact that the cooperative team in collaborative learning could achieve a higher level of thought and retain information longer than who work quietly as individuals (Johnson & Jhonson, 1986). The students' cooperation is able to encourage them to finally making conclusion on the basis of the identification they found.

Beside the advantages of the collaborative learning which are able to create a conducive atmosphere in the teaching and learning process, in this research, the use of collaborative learning under the implementation of lesson study model is also one of the factors stimulating the lecturer's teaching success. In lesson study, a teacher will work in team with several collaborative teachers to bring the learning goals life (Lewis, 2000). A teacher could share and give supporting ideas in order to design the course. These supporting ideas will help a teacher to design an effective course. Moreover, the observation done during the teaching and learning process is able to present the things to be improved in which it becomes a positive feedback for the teacher to create a better planning for the next course. In short, teachers doing lesson study practice cognitive empathy and work to make student thinking visible. In planning a lesson, they predict how students are likely to respond to specific questions, problems and exercises. Teachers try to put themselves in the position of a student and imagine what it would be like to experience the material and lesson activities as a novice, an approach that fosters the development of pedagogical content knowledge. In order to investigate student learning during the class period, teachers try to design a lesson that makes students' thinking visible—that is, open to observation and

analysis. Not surprisingly, lesson study involves more time and greater depth of planning than typical class preparation.

## V. CONCLUSION AND SUGGESTION

The result of the study has revealed that students' self-awareness is high during the implementation of learning together method based lesson study. It is concluded that cooperative learning method is effective to create a fun and interesting classroom atmosphere that leads to students' active participation. Additionally, the implementation of learning together method based lesson study has made a well-organized teaching that is beneficial for the lecturer to achieve the targeted goals.

Referring to the conclusion, it is suggested that the use of various collaborative learning methods is increased in the teaching and learning process in order to create a conducive classroom atmosphere. Besides, it is also suggested that the implementation of lesson study can be consistently done because there are many beneficial activities of lesson study that can help improving the quality of teaching and learning process.

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