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Professional and Pedagogical Correctness through a Japanese Social Studies Lesson: Focus on Comparison as Lens

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This study examines a fourth grade social studies lesson in an Elementary School in Japan through a comparative analysis. Emphasis is here placed on why different correctness will be accrued among educators, researchers and practitioners in the same education context. Comparative lesson analysis and meta-analysis as a qualitative research method was employed for data collection. The findings are intended to clarify the significant influence that comparative lesson analysis has exerted on expanding research for improving and studying pedagogical correctness based on the specific and analytical perspectives of different lenses, 1) a practitioner, 2) a social scientist, 3) an instructional supervisor, 4) educational philosopher.

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Students Perception of Effective Lecturers of English Education who Implemented Lesson Study at Muhammadiyah University of Bengkulu

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The objective of this research was to know and to find out how were English students' perceptions of effective lecturers of English Education Study Program at Muhammadiyah University of Bengkulu who implemented lesson study, especially effective lecturers who handled in four skills' subject matter and implemented lesson study in their lecture in the academic year of 2016/2017. Undergraduate students of second and fourth semester at English Education Study Program of Muhammadiyah University of Bengkulu were taken as the subject of this research. The design of this research was descriptive method. The instruments of this research were questionnaire, interview guidance, and video recording. The questionnaire consisted of forty items of five categories of effective EFL lecturers stated by Barnes and Lock, 2010, applied after three cycles of lesson study. The data were analyzed by grouping the respondents' answer and taking the majority answer as the result. The result of this research showed that the respondents had positive perception of effective lecturers of English Education Study Program at Muhammadiyah University of Bengkulu. Second semester students gave positive perception to each questionnaire item of their effective lecturers who handle Intermediate Reading, Speaking for Group Activities, and Listening to Authentic Material subject. Not too different, fourth semester students also gave positive perception mostly to all of the questionnaire item of their effective lecturers who handle Paragraph Writing and Speaking for Debate subject, negative perception was addressed for two items of number 17 and 23 of Speaking for Debate lecturer, and one item of number 20 of Paragraph Writing lecturer. After getting the results, the researcher suggests two points. Firstly, for the English lecturers the uses of teaching variation methods, the use of target language in the classroom, and the corrections of students' error are needed to be considered by the lecturers to help students in the learning. Secondly, for English students have to be more active in the learning activity. Thirdly, further study of this topic that expanded based on the gender and other aspects.

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The Implementation of Lesson Study in Universitas Khairun with Jumping Task Method in Biochemistry Course

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In this paper, one of experiences conducting Lesson Study in Universitas Khairun Ternate (Indonesia) is reported. The Lesson Study as teacher collaborative research is applied for biochemistry lecturing on jumping task method of odd semester of 2016/2017. The lesson was combined with classroom action research and STAD model of cooperative learning. The result showed that Lesson Study can improve concept comprehension and enrich the class activities all students. Student activities in learning, increase from 65% in the cycle I to 93,1% in cycle III on average. The activities include personal and group activities. On the other hand, the result of concept comprehension test also improve from 35 to 72. The Lesson study with jumping task was also proven to increase laboratory practice. Overall, the implementation of Lesson Study with the jumping task of cooperative learning to use STAD model is not only suitable for betterment teaching and learning, but also has positive feedback from student because it is fun.