



Developing Listening Skills through Lesson Study at Gagas Ceria Elementary School, Bandung Indonesia

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Abstract. The development of student's listening skills is very important because listening skills are one of the process of receiving information or verbal messages. The learning process involves many listening activities such as listening to teacher's instructions, group discussions and others. Based on these situations, teachers need to stimulate the development of student's ability in listening according to their age. GagasCeria Elementary School teachers recognize the importance of listening skills in the learning process. Therefore, when conducting lesson study, which are routinely performed at the school, the development of students' listening skills is one of the most considered in designing learning activities. An observation on three lesson study activities that implemented listening skill development had conducted. The focus of the observations are the method used to develop listening skills, the form of teacher intervention and activities to improve student's abilities and the influence of teacher's experience on the stimulation performed. Based on observation made, it is found that: Listening skills should be developed from lower grade, In lower grades, teachers usually strengthen basic listening skills more often. Whereas in upper grade, listening skills are used to communicate effectively between students, Models are very influential and have an impact on children. The teacher should be a role model in class for students, Teacher's experience affects the development and stimulation of listening skills in the classroom, The form of teacher's intervention in developing listening skills in the classroom is to design learning process that can develop listening skills.

Keywords: Teacher's intervention, Listening skills, Lesson study

INTRODUCTION ~ The development of listening skills is needed/ vital because it is very important as a media for receiving information. According to Hidayat (2013:21), "listening is considered as an important ability that has to be mastered. How well someone listens has a major impact on the quality of their relationship with others". It means that listening is the ability to understand the messages being expressed by the speaker through the sound. As mentioned by Murcia (2001:84) listening is the language skill used most in life, needs to be a central focus-all day, everyday-limited only by the availability of the target language in the school, the community, and the media. However, listening skills are often considered as a difficult lesson. Thus, teachers feel the need

to develop these skills so it will be good habits for students. The ability to actively listen is defined as the process of actively understanding to get information. The process of providing information in class is done as a sending message activity. The process includes giving information from the teacher, classical discussion, group discussion and others. The lack of development in listening skills results in undelivered messages from the teacher or classmates. Based on this situation, lesson studies are routinely held at GagasCeria Elementary School. It aims to design learning activities that will develop listening skills during the process. From three open lessons that were attended, the writer found a different listening skill process. Noting from these things, the writer intends



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to conduct research on "Development of Listening Skills through Lesson Study at GagasCeria Elementary School, Bandung". The identified problems are: (1) Students have low listening skills (2) Teachers have not found the right form of intervention when developing listening skills in learning (3) How to develop listening skills in lower class and upper class.

The purposes of this study are to find out: (1)

How to design learning activities that will develop Listening Skills. (2) how to overcome the obstacles faced by teachers when developing Listening skills in class (3) Does the teacher's experience in teaching affect the process of stimulating Listening skills?

METHOD

The method used in this research is a case study and the data used are qualitative data. A case study as a type of research is known as a terminology in qualitative research. Case studies are defined as methods or strategies in research to uncover specific cases. There is also another method, namely the results of a case study. The first method refers more to the research strategy and the second method is more about the research results (Martono, 2010). Three Lesson Studies observed with the aim to examine the development of Listening skills in class. Learning activities in schools are closely related to listening skills. The ability to listen is not only must be possessed by students

when learning, but the teacher is also needs to have the ability to listen to children's voices while learning. GagasCeria Elementary School's teachers realize that listening skills have an important role in learning, so the need to improve learning skill through Lesson Study activities are undeniable. As we know, Lesson Study has been implemented by the Japanese education system since 1900's. However, Stigler and Hiebert explained Lesson Study extensively in 1999 in their book "The Teaching Gap" (Hock & Sam, 2010). Lesson Study is an approach used to conduct the research on teaching in the classroom. This approach is able to explore the development of more meaningful teaching because it emphasizes the teaching process. The exploration of the teaching process is in the form of inquiry investigation (Chassels & Melville, 2009) and systematically through the observation of teaching (Fernandez, 2002). The evaluation and reflection of each lesson is not only on teachers but also focuses on the development of student learning. Teachers observe learning ability and intelligence of students (Cheng & Yee, 2012; Lewis, 2008).

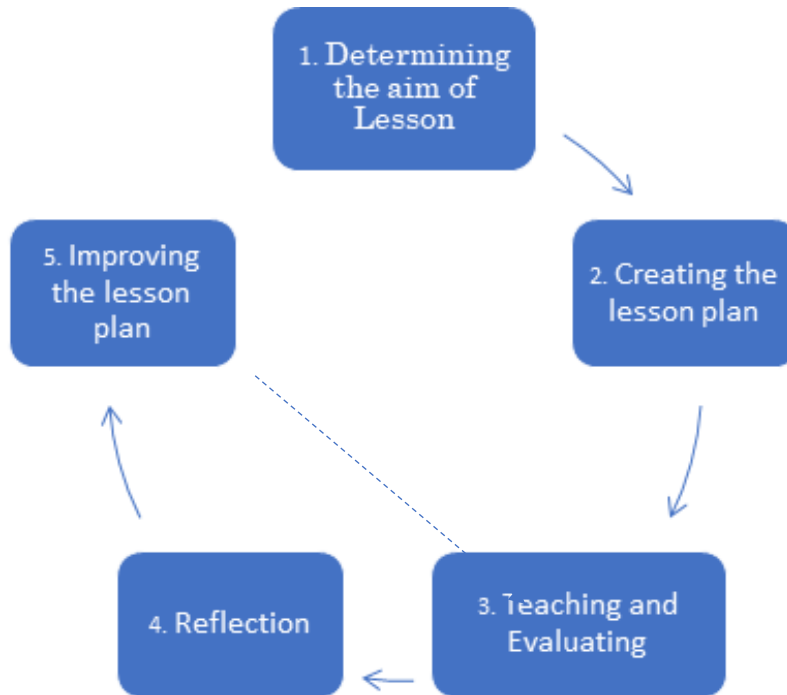


Figure 1: Cycle of Lesson Study

Lesson study practice at GagasCeria Primary School started from a self-directed initiative (2008-2010) to establishment of a learning community (2011-2013). The third stages of practice in doing lesson study at GagasCeria (2011-2016) was to collaborate and built networking with external parties outside the school. In this phase, many Lesson study's experts, both domestic and foreign, came to our school. We get many benefits by getting different point of views related to the observed learning. After running about 4 years, The school leader felt that there was an unfavorable pattern especially during the reflection / post lesson discussion session. There was a tendency if the PLD (Post Lesson Discussion) was attended by the outsider / expert, the teachers felt they got different point of view and learned a lot. However, if PLD sessions were attended only by fellow teachers, it felt like nothing new was

learned. Ultimately only the voice of the dominant teacher, senior teacher or school leader were heard. Seeing this condition, School leaders felt if this conditions went continuously, we would have a negative impact on teachers learning culture. School leaders set up teams to discuss these conditions. The seven members of teams were formed from teachers and school leaders. The teams discussed and found out the root of the problem. From the discussion sessions, the team found differences in point of view among teachers related to the Image of good lesson. During PLD discussions all participants spoke based on their own experience when they were at school or their wish about good lesson for the children in their class. It seemed that, all those things caused teachers became dependent on external opinion or expert opinion from outside, as they came with a



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different image or better views related to what good learning is like. After going through a brainstorming process, teachers at GagasCeria agreed that we wanted to improve listening skills for teachers and students. Teachers were divided into several teams, then each team will work together in groups to make open lesson plans.

FINDINGS AND DISCUSSION

In the three open lesson activities, the teacher seeks to develop the listening skill process in various ways and methods. The open lesson activities observed were done in one class at 1st grade, and two classes at 4th grade. The open lesson at 4th grade was conducted in 2 cycles. The first cycle is for learning PAI (Islamic Religious Education) and the second cycle is for learning EFL (English as a Foreign Language). Although the content learned is different (religion

and EFL), they have the same variable; class (the same children), the learning methods, and learning path. In these two classes students were invited to watch videos and discuss them afterwards. Before watching, students were given a strategy to write down the important information obtained. In the process of discussion and watching this video, students' listening skills were developed. In Bahasa Indonesia open lesson in 1st grade, the learning objective is to recognize intonation when reading short texts. It is hoped that through this activity, students' listening skills can be developed. Most students can provide input from the results of listening to their friends while reading text. It seems that students' reading ability is good enough by being able to read difficult words consisting of 3-4 syllables. Most students also pay attention to intonation when reading sentences.

Table 1. Observation of Listening Skills in three open Lessons

Open Lesson 1. Subject: Indonesian 1 st grade (Teachers with 12 years of experiences)	Open Lesson 2. Subject: Islamic Religious Education (PAI) 4th grade (Teachers with three years of experiences)	Open Lesson 3. Subject: English As A Foreign Language (EFL) 4th grade (Teachers with ten years of experiences)
<ul style="list-style-type: none"> ✓ In reading aloud activities, children were conditioned to sit, be quiet, listen and close their mouths ✓ Children sit in pairs. Listen to each other and correct when their partners read aloud. ✓ When one child is asked to come to the front of the class to 	<ul style="list-style-type: none"> ✓ There is a prologue from the teacher to write information on the thinking tools sheet. ✓ There is a strategy to write down important information first. ✓ Children get a lot of information and new things from sharing their friends. 	<ul style="list-style-type: none"> ✓ There is a prologue from the teacher about listening skills in English lessons, namely the stages of writing information. ✓ There is a strategy to write down important information first. ✓ When the volume of the video is



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<p>read, he looks at his friends one by one to see if they are ready to listen.</p> <ul style="list-style-type: none"> ✓ When needing attention, the teacher's volume decreases so the children look for the teacher's voice. ✓ The teacher consistently makes habituations related to focusing children on listening. 	<ul style="list-style-type: none"> ✓ Some children get very complete information, while others have to be reminded to rewrite the information completely. ✓ The teacher has not consistently made habituation related to focusing children to listen. 	<p>reduced, the attitude of listening to the child arises.</p> <ul style="list-style-type: none"> ✓ There are children who have a good listening attitude. At the discussion time, the initiative to speak had not yet come out. But if the students were asked, they can answer or be involved in the discussion. ✓ The teacher's initial prologue on listening is keeping children focused during learning.
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There were three interviewed teachers who did the open lesson. These are the questions asked.

Table 2 : sample Questions

Interview: Sample Questions
<ul style="list-style-type: none"> ✓ How important is the development of listening skills in the learning process? ✓ How can listening skills support learning? ✓ How do you develop listening skills in class? ✓ How can other forms of teacher intervention develop listening skills in classroom learning? ✓ Does the teacher's experience in teaching affect the frequent stimulation of the Listening skill? ✓ How much influence does the "model" on listening skills have on children? ✓ How long have you developed Listening Skill to a conducive class situation? ✓ Is there a difference in how to develop listening skills in lower class and upper class? ✓ What difficulties or obstacles did the teacher experience when building listening skills in class? ✓ Does the class with high listening skill have an impact on the achievement of learning goals?

Listening skills support the learning process because listening is mostly done in class as a process of entering information apart from reading skills. Students are also widely involved in listening activities such as class discussions, groups, giving information from the teacher. Developing listening skills in the

classroom must be exemplified by the teacher first. Teachers as role models in class are expected to listen to students during the learning process. For example, the teacher writes the students' answers on the blackboard as one of the appreciation and process of the teacher listening to



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students. Furthermore, for the development of listening skills in the classroom the teacher can gradually develop activities such as listening to stories that are in accordance with the interests of students in the class and with daily events closest to the student environment. The seating or position, grouping children also affects the level of student focus.

The obstacle faced by teachers in developing listening skills was to look for students' interests so that they are interested in listening to information conveyed by the teacher in class. This was due to the difference in ability of listening skills from each student. This is influenced by the habit of listening skills at home. Students who have good listening skills will usually excel in other subjects because they get a lot of information conveyed both from the teacher and from his friends. Whereas students who still need practice and development of listening skills usually receive less information from the teacher or from their friends, this affects the learning outcomes they achieved. Teacher intervention is needed in developing this skill. The form of intervention is to ensure listening skills are in accordance with the development of students' age, remind students to show listening attitudes during listening activities, variations in listening activities to develop students' listening skills, introduce various methods of recording while listening to stories / information, discussions and seating arrangements so that students with special needs not in the blank spot area.

The teacher's experience in teaching influences the development and stimulation of listening skills in the classroom. This is because the more the teacher knows the interests and age of the student; the teacher will also get a lot of experience from the activities that have been carried out. The teacher also reflects on listening skills development activities so that they will improve in the next activity. Besides flying hours, the desire of teachers to make improvements and add references regarding the development of listening skills in class is also very important to do. For example, find out from the internet, attend training, and read reference books from various sources. Teachers as models are very influential and have an impact on children. Teachers in the class must show listening, listen, and give appreciation to students when developing listening skills activities, for example when class discussions teachers write students' opinions on the blackboard as an appreciation and process of listening teachers to students.

CONCLUSION

A joint effort is needed in growing and developing the ability of Listening Skills in students. When all teachers in each class jointly develop it as an on-going process, the program will be a success. It can be started with lower class that develops by grouping two students (pairs). In third grade, we can start with a group of four by doing classical discussion. Students can orderly listen to each other while discussing. In the lower class, the teacher reinforces



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the basis of listening skills. Whereas in the upper class, listening skills are used to communicate effectively between students. Forms of teacher intervention in developing listening skills in the classroom can be in the form of designing learning activities that can develop listening skills. It is also related to teacher's experience in teaching.

The forms of teacher's listening to students are; listen to students, respond to students, record students' opinions to make students feel appreciated

The forms of student listening to the teacher are; following the instructions, students express their opinions

The form of student listening to students is; provide input to fellow students and the teacher.

The development of listening skills cannot be done by one teacher individually. For maximum results, a school collaboration and carried out continuously are needed.

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