

Research article

A university-school partnership in Lesson Study Implementation: Effects on Students' Grammatical and Speaking Skills and Stakeholders' Perceptions

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Abstract.

This study investigates the effects of the Lesson Study approach on Indonesian junior high school students' grammar and speaking skills and the stakeholders' perceptions of the approach's usefulness. It involved 90 students, three teachers of Junior High School and two university lecturers in Indonesia. The study employed a quasi-experimental study and a survey. In the quasi-experimental study, the students were assigned into two groups: experimental and control. The experimental groups were exposed to the instruction guided by the Lesson Study approach, while the control group was taught using conventional approach. The treatment was conducted in eight sessions, including the pre-test and post-test. The effect of the treatment on the students' grammar knowledge and speaking skills were measured by a quantitative analysis of their scores in the pre-test and post-test. The survey was conducted to examine the perceptions of the practice of Lesson Study as voiced by the students, teachers and lecturers involved. To obtain the data, student questionnaire and interview, and teacher self-reflection were used. The results of the study revealed that the Lesson study practice effectively enhanced the students' grammar and speaking skills. Additionally, the students, teachers, and teacher educators perceived the Lesson Study approach was valuable, although the teachers faced some challenges in practicing the Lesson study approach.

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1. Introduction

The goal of foreign language teaching and learning is for the students to achieve a certain level of proficiency in the target language. In the case of English as a foreign language (EFL) teaching in Indonesia at junior high school level, the expected learning outcomes set by the curriculum are for the students to be able to understand and produce oral and written texts concerning four language competencies (listening,

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speaking, reading, and writing). They also need to comprehend and produce various short functional and monolog texts and essay texts, such as procedure, descriptive, recount, narrative, report, news item, analytical exposition, hortatory exposition, spoof, explanation, discussion, review, and public speaking. In addition, they need to master the grammar, vocabulary, spelling, and written rules, social-cultural competence or language expressions based on the community context [1].

According to studies, Indonesian students' English proficiency is not yet adequate. A survey conducted by English Proficiency Index (EPI) in 2017 revealed that English proficiency of students in Indonesia fell behind other Asian countries. This survey included 80 countries, with Indonesia ranking 39th, trailing Singapore (5th), Malaysia (13th), the Philippines (15th), and Vietnam (34th). The survey employed English language components such as grammar, reading comprehension, and communication as proficiency indicators. Unfortunately, Indonesian English language development lags far behind that of other Asian countries [2]. Thus, developing students' English proficiency has become a priority to help junior high school students learn English and improve their language proficiency. To enhance the quality of English language instruction at the secondary level, the Indonesian Ministry of Education and Culture initiated a university-school partnership program where lecturers were sent to schools and worked with the teachers implementing Lesson Study approach.

Lesson Study is a type of professional development for teachers, where teachers collaborate with their colleagues and some experts in different stages of instruction, including joint planning, implementation, observation, and reflection [3]. Wood and Cajkler [4] proposed that the basic Lesson Study (LS) cycle consists of five significant steps. First, a group of teachers identifies a learning challenge their students face. Second, the group develops a model research lesson to meet the challenge. Third, while one of the group members teaches the research lesson, the others observe with a particular focus on the students' reactions and learning. Fourth, the LS group evaluates the research lesson based on their reflections and observations from the previous step. In the final stage, the group focuses on their learning as teachers by revisiting the challenge and their experience. If there is an agreement, the group continues by teaching the revised research lesson to a comparable group. Through collaborative teaching, three to four EFL teachers cooperate in preparing a lesson plan, implementing and observing teaching, and reflecting on the teaching. The process promotes effective learning activities through collaborative planning, implementation, observation, and reflection [5].

Lesson Study approach was found to be beneficial in improving teachers' pedagogical competence in various contexts. Studies have found that Lesson Study helped teachers implement the new curriculum, facilitated the mastery of new teaching and assessment strategies of English teachers, improved the students English skills [6, 7], improved teachers' lesson planning skills [8, 9], and improved teachers' weaknesses in planning and teaching [10]. In addition, it could also facilitate teachers' language mastery of the content courses [7] and improve their English language proficiency [11], classroom management skills [12], collaboration skills, reflective skills [13], and technological skills [10, 14, 15].

Despite the potential benefits, the implementation of Lesson Study approach in the Indonesian EFL classrooms is under-researched. In addition, previous studies were mostly focused on the development of teachers' professionalism in relation to the implementation of Lesson Study (see, e.g., [22], [23], [24], and [25]) with little attention given on the students' learning outcomes. Also, there do not seem to be any studies on Lesson Study done in the context of university-school partnership. With these research gaps in mind, the current study is designed to understand the effects of the Lesson Study approach on the student learning outcomes in grammar and speaking, and the stakeholders' views on applying the Lesson Study Approach. Specifically, it seeks to address the following research questions:

1. What is the impact of the Lesson Study approach on students' grammatical and speaking skills?
2. What do students, teachers, and lecturers involved in the Lesson Study approach think regarding the benefits and challenges they experience during the practice?

1.1. Lesson Study

The term 'Lesson Study' originates in Japan and is translated from the Japanese word *Jugyokenkyu-jugyo* meaning lesson and *kenkyu* meaning study or research. It refers to a systematic investigation of classroom pedagogy conducted collaboratively by a group of teachers rather than individually, to improve the quality of teaching and learning. The Lesson Study became a well-known model in the West by the end of the 1990s [16]. Instructors practice Lesson Study in Singapore, Hong Kong, and China in the East, and the United States, United Kingdom, Sweden, and Canada in the West [17]. To the best of the researchers' knowledge, Lesson Study research began in Indonesia in 2007 [18] after it was first implemented under the technical cooperation between the

Japan International Cooperation Agency (JICA) and three leading Indonesian teacher education institutions in mathematics and science.

The Lesson Study approach has evolved to different models and adapted into the users' needs, which is different from its original Japanese model. For example, in Indonesia, the famous model is PLAN, DO and REFLECT. This current study is based on the Lesson Study model proposed by Dudley et al. [17]. The model consists of three cycles, and each cycle consists of joint planning, teaching and observing, interviews with students, and post discussion and initial plan for the next Research Lesson. Dudley et.al [17] reported that the Camden Project, which covered data from 132 lesson studies conducted by 22 primary and secondary schools in mathematics subject used this Lesson study model. They found that lesson study practice impacted teachers' content knowledge and teachers' beliefs, and strengthened teachers' instructional strategies and students' learning outcomes.

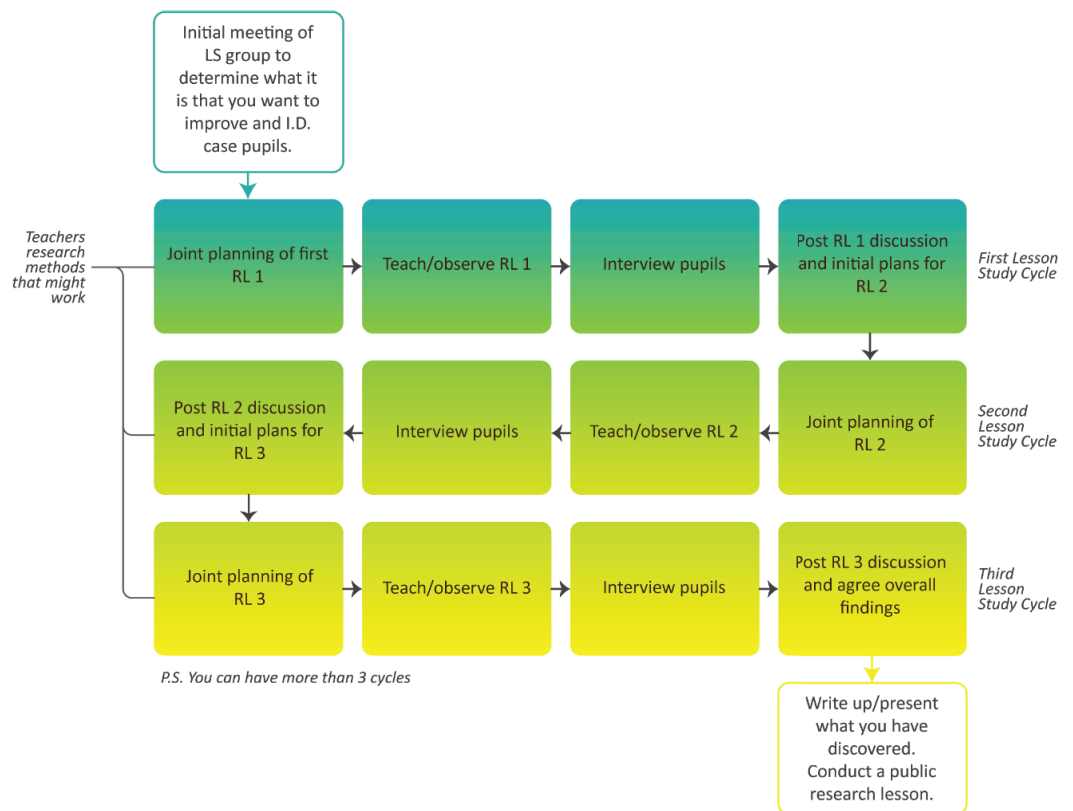


Figure 1: Dudley et al.'s lesson study model [17].

2. Methods

2.1. Research Participants

The researchers employed a quasi-experimental design and a survey for this study. The quasi-experimental design was appropriate in exploring the effect of the Lesson Study approach on the students' grammar and speaking ability, while the survey was carried out to investigate the perceptions of the stakeholders involved regarding the approach. The participants of the study were 90 students, three junior high school English teachers and two university lecturers.

The two lecturers (Ms. A and Ms. B) were English language teacher educators. Ms. A held a Ph.D. while Ms. B had a Master's degree. Both of them were graduates from Australian universities. They both have experienced teaching courses on EFL teaching methodology, conducting professional development training for teachers, and supervising student teachers' field experience in secondary schools.

The three teachers (Mr. NIH, Ms. TK, and Mr. TH) were EFL teachers and mentor teachers. Mr. NIH held a master's degree, while the other two held a bachelor's degree in English education. They had more than ten years of teaching experience. The lecturers and the teachers participated in the university-school partnership program funded by the Indonesian Ministry of Education and Culture. The program aimed at improving the quality of English instruction at secondary schools through collaborations between university lecturers and school teachers using the Lesson Study approach.

Four intact classes of Year 8 were selected as the research participants, and they were divided into experimental and control groups (see Table 1) for the quasi-experimental design. The research was carried out before the COVID-19 pandemic. During the study, the topic that was supposed to be covered was modal auxiliary verbs. Therefore, the study focused on the teaching of the use of different English modal auxiliary verbs: *can*, *will*, *may*, *must*, *should*, and *have to*.

TABLE 1: The Research Participants.

No	Group	N	Treatment
1	Experiment A	22	Lesson Study approach
2	Experiment B	23	
3	Experiment C	23	
4	Control D	22	Conventional method

2.2. Procedure

The quasi experimental study included two variables: independent and dependent variables. The independent variable was the application of the Lesson Study approach, and the dependent variable was the students' grammar and speaking skills. There were eight meetings, including the administration of pre-test and post-test, and the pre-test was administered in the first meeting.

The participants learned about modal auxiliaries and practiced using them in dialogues during the eight meetings in the treatment, with each meeting running for 40 minutes. The experimental and the control groups received different treatments. The students in the experimental groups were exposed to Lesson Study approach adapted from Dudley et al.'s Model [17]. Following the model, the teachers and the lecturers identified that the students lacked speaking skills. Therefore, they incorporated the think, pair, and share strategy and video media in the research lessons. The research covered three cycles: 1) joint planning, 2) doing the teaching, 3) observing, 4) reflecting, 5) revising and reteaching.

The conventional method was applied to the control group. The teacher asked the students to follow pre, main and post- activities. Additionally, the learners in the control group were given worksheets to complete all the tasks without any activities engaging with speaking and think pair share activities. The detailed treatment is presented in Table 2. Following the treatment, the post-test was administered in the eighth meeting. In the post-test, the students did the grammar test, developed a dialogue, incorporated the modal auxiliary verbs, and presented the conversation in front of the research team.

2.3. Instruments

The following research instruments were used in this study: a written grammar test, a speaking test and a speaking scoring rubric, a student questionnaire, a student interview protocol, and a self-reflection format. The grammar test consisted of 50 items which focused on the modal auxiliaries: *can*, *will*, *should*, *must*, *must not*, *have to* and *don't have to*. The Lesson Study team developed the test and the example of the test items is as follows: "You ____ cross the roads without looking. It's dangerous." For the speaking test, the participants were asked to work in pairs and perform a dialogue that involved the use of the modals: *can*, *will*, *should*, *must*, *must not*, *have to*, and *have to*. A speaking rubric was adapted from Brown [21] to assess the students' speaking skills. The speaking rubric in this study took the form of analytic rubrics. The rubric covered six categories,

TABLE 2: Intervention Procedure for the Experimental and the Control Groups.

Week	Activities	
	The experimental groups: Lesson Study approach plus the think, pair and share strategy and video media taught by Lecturer A, Lecturer B, Teacher TK, and Teacher NIH	The control group (The conventional teaching) taught by Teacher TH
1	Pre-test	Pre-test
2-3	Cycle 1 Joint planning: Lecturers and teachers developed a lesson to teach the modal auxiliaries <i>can</i> , <i>may</i> , and <i>will</i> . Doing: Lecturer A implemented the lesson to Exp A class. Observing: Other team members observed the lesson and interviewed the students. Reflecting: All members did reflection based on the observation results and student works. Revising and Reteaching: The team revised the lesson plan and Teacher TK and Teacher HT taught the revised lesson to Exp B and Exp C class.	Pre-activity: Telling the students the focus of the lesson Main activity: Explaining orally the modal auxiliaries: <i>can</i> , <i>may</i> , and <i>will</i> . - Asking the students to do the worksheet on the modal auxiliaries individually. Post activity: Summarizing the lesson. Closing the lesson
4-5	Cycle 2 Joint planning: Lecturers and teachers developed a lesson to teach the modal auxiliaries <i>must</i> and <i>should</i> . Doing: Lecturer B taught the lesson in Exp B class. Observing: Other team members observed the lesson and interviewed the students. Reflecting: All members did reflection based on the observation results and student works. Revising and Reteaching: The team revised the lesson plan and Teacher TK and Teacher HT the revised lesson to Exp A and Exp C class.	Pre-activity: Telling the students the focus of the lesson. Main activities: - Explaining the modal auxiliaries: <i>must</i> , <i>should</i> , and <i>ought</i> - Asking the students to do the exercises on the modal auxiliaries individually. Post activity: Summarizing the lesson. Closing the lesson.
6-7	Cycle 3 Joint planning: Lecturers and teachers developed a lesson to teach the modal auxiliaries <i>have to</i> and <i>don't have to</i> , <i>need</i> , and <i>ought</i> Doing: Lecturer B taught the lesson to Exp C class. Observing: Other team members observed the lesson and interviewed the students. Reflecting: all members did reflection based on observation results and student works. Revising and Reteaching: the team revised the Lesson and Teacher TK and NIH teach the revised lesson to the Experiment B and the Experiment A classes.	Pre- activity: Telling the students on the focus of the lesson Main activities: Explaining the definition and example of auxiliary verbs: <i>have to</i> and <i>don't have to</i> , <i>need</i> . Asking the students to do the exercises on the auxiliary individually. Post activity: Summarizing the lesson. Closing the lesson.
8	Post-test:	Post-test:

namely (a) content; (b) grammar; (c) vocabulary; (d) comprehension; (e) fluency; and (f) pronunciation. For each section, marks were given according to the analytic rubrics of

four performance levels. The grammar and the speaking tests served as pre-test and post-test measures. The pre- and post-tests were made similar to estimate the potential impact of the intervention on student performance.

The student questionnaire elicited the students' perceptions of the Lesson Study practice. It was designed using a Likert scale. There were 13 statements in the questionnaire to which students should state their agreement or disagreement. The statements included whether students liked the Lesson Study involving the school teachers and the university lecturers, the clarity of the lesson objectives, the clarity of instruction and the use of English as a medium of instruction, and the students' opinions on the learning activities designed to encourage their active participation, the student worksheets, the group work strategy and the learning media.

The next instrument was Student Interview Protocol. The interview was intended to explore the students' feeling and opinions which were not covered in the student questionnaire. The one-on-one interview permitted direct questions and follow-ups, which enabled the interviewer to better gauge the accuracy of responses. It was a flexible arrangement because subsequent questions can be tailored to clarify earlier answers.

The self reflection format was designed to collect the data from the teachers and the teacher educators related to their perceptions on the Lesson Study practice. The self-reflection format consisted of reflections on the benefits of Lesson Study concerning the joint planning, implementation, and reflection of lessons, challenges, and recommendations. Based on the guiding questions on the self-reflection, the teachers and lecturers wrote down their personal feelings and experiences during the Lesson Study.

An expert in ELT validated all the instruments prior to being used in data collection to improve content and clarity. Revisions were made based on the results of expert validation. Then, the student questionnaire was also tried out to several students who were not the participants, and there were a few minor changes related to the terms used in the questionnaire.

The questionnaires were completed manually by all students after the co-teaching program using the Lesson Study approach ended. Twelve students, 4 high, 4 middle, and 4 low achievers, who were selected based on the results of their learning assessment, were further involved in the interview. The interview was done to clarify and elaborate the information collected from the questionnaire. The data from the questionnaires as well as the interviews were quantitatively and qualitatively analyzed to find out the patterns of commonalities in the students' responses. Individual teachers and lecturers

wrote the self-reflection at the end of the Lesson Study practice and the results were analysed based on the themes which appeared in the data.

3. Results

3.1. The Effects of Lesson Study Approach on the Students' Grammar and Speaking Skills

3.2. Comparison of the Pre-test Scores of the Students from the Experimental and Control Groups

In order to answer research question 1, the pre-test scores of the students from the experimental and control groups were compared. The results of the grammar test scores (Table 3) before treatment (pre-test) showed that in experimental group A students obtained an average of 21.090 with a standard deviation of 3.853, experimental group B obtained an average of 20.960 with a standard deviation of 3.784, experimental group C obtained an average of 21,000 with a standard deviation of 3.838, and the control group D obtained an average of 20.910 with a standard deviation of 3.902. The comparison between the four groups was tested using the ANOVA test on the value of the students' grammatical competence before treatment (pre-test). The calculated F value was 0.009 and the significance value was 0.999. These results indicated that there is no significant difference ($\text{sig} > 0.05$) between the four groups on the value of grammatical competence before treatment (pre-test).

TABLE 3: Descriptive Statistics of the Pre-test Scores of the Students from the Experimental and Control Groups: Grammatical Competence.

No	Group	N	Mean	Stdev	F	Sig.
1	Experiment A	22	21.090	3.853	0.009	0.999
2	Experiment B	23	20.960	3.784		
3	Experiment C	23	21.000	3.838		
4	Control D	22	20.910	3.902		

The results of the speaking test scores (Table 4) before treatment (pre-test) showed that in experimental group A students obtained an average of 12.230 with a standard deviation of 1.378, experimental group B obtained an average of 12.090 with a standard deviation of 1.411, experimental group C obtained an average of 11,870 with a standard deviation of 1.325, and the control group D obtained an average of 12.140 with a standard deviation of 1.552. The comparison between the four groups was tested using the ANOVA test on the speaking skills value before treatment (pre-test). The calculated F

value was 0.260 and the significance value was 0.854. These results showed that there is no significant difference ($\text{sig} > 0.05$) between the four groups in the speaking skills score before treatment (pre-test).

TABLE 4: Descriptive Statistics of the Pre-test Scores of the Students from the Experimental and Control Groups: Speaking Skills.

No	Group	N	Mean	Stdev	F	Sig.
1	Experiment A	22	12.230	1.378	0.260	0.854
2	Experiment B	23	12.090	1.411		
3	Experiment C	23	11.870	1.325		
4	Control D	22	12.140	1.552		

3.2.1. Comparison of the Post-test Scores of the Students from the Experimental and Control Groups

The grammar test scores after the treatment (post-test) for students in the experimental and control groups are presented in Table 5. Group A students obtained an average of 44.950 with a standard deviation of 1.516, experimental group B obtained an average of 44.960 with a standard deviation of 2.585, experimental group C obtained an average of 45.220 with a standard deviation of 2.953, and the control group D obtained an average of 32.950 with a standard deviation of 4.088. The comparison between the four groups was tested using the ANOVA test on the value of grammatical competence after treatment (post-test). The calculated F value was 89.467 and the significance value was 0.000. These results indicated that there is a significant difference ($\text{sig} < 0.05$) between the four groups on the value of grammatical competence after treatment (post-test). Further tests showed that the control group was significantly different from the other groups. The experimental group C had the highest grammatical competence value after treatment (post-test) compared to the other groups.

TABLE 5: Descriptive Statistics of the Post-test Scores of the Students from the Experimental and Control Groups: Grammatical Competence.

No	Group	N	Mean	Stdev	F	Sig.
1	Experiment A	22	44.950	2.516	89.467	0.000
2	Experiment B	23	44.960	2.585		
3	Experiment C	23	45.220	2.593		
4	Control D	22	32.950	4.088		

Table 6 displays the results of the speaking test scores after the treatment (post-test) for students in the experimental and control groups. Group A students obtained an average of 16.860 with a standard deviation of 1.457, experimental group B obtained an

average of 17.040 with a standard deviation of 1.492, experimental group C obtained an average of 16.960 with a standard deviation of 1.461, and the control group D obtained an average of 13,860 with a standard deviation of 1.082. The comparison between the four groups was tested using the ANOVA test on the value of speaking skills after treatment (post-test). The calculated F value was 27.661, and the significance value was 0.000. These results indicated that there is a significant difference (sig < 0.05) between the four groups in the speaking skills scores after treatment (post-test). The results of further tests showed that the control group was significantly different from the other groups. The experimental group B had the highest speaking skills scores after treatment (post-test) compared to the other groups.

TABLE 6: Descriptive Statistics of the Post-test Scores of the Students from the Experimental and Control Groups: Speaking Skills.

No	Group	N	Mean	Stdev	F	Sig.
1	Experiment A	22	16.860	1.457	27.661	0.000
2	Experiment B	23	17.040	1.492		
3	Experiment C	23	16.960	1.461		
4	Control D	22	13.860	1.082		

Based on the results, it can be concluded that the experimental groups' scores in grammatical competence test and the speaking skill test are higher than the control group. The significant difference may be due to their exposure to the Lesson Study approach treatment to the experimental groups.

3.3. The Stakeholders' Perceptions of the Lesson Study Implemented by the Team of Lecturers and Teachers

This section presents the stakeholders' perceptions on the Lesson Study approach. First, it will show students' responses to the questionnaire and the teachers' and the lecturers' perceptions. The student questionnaire was administered at the end of the program to uncover the students' views about the Lesson Study approach for teaching English to Indonesian junior high school students. The statistical results of the participant's responses to the closed-ended items are given in Table 7.

As can be seen from table 7, most of the students perceived their experience with the English instruction designed using the Lesson Study approach positively as they gave their strong agreements with all the statements. Only few students stated their disagreement. The results of the interviews were consistent with the questionnaire responses. When asked whether they liked the lesson, most of the interviewees said

TABLE 7: Results of Student Questionnaire (n=68) – Frequency and percentage.

No	Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
	I welcome the collaboration team of my English teachers and the university lecturers to provide English lessons to my class.	42(61.77%)	26 (38.23%)	0	0
	I understand the learning objectives to be achieved at each meeting.	21 (30.88%)	46 (67.65%)	1(1.47%)	0
	The learning activities delivered are fun.	20 (29.41%)	36 (52.97%)	1(1.47%)	0
	Instructions and delivery of material are clear.	22 (32.35%)	43 (63.23%)	3(4.41%)	0
	The classroom English used is clear.	21 (30.88%)	42(61.77%)	5(7.35%)	0
	The students' worksheets provided are clear.	30 (30.88%)	38 (55.88%)	0	0
	The teaching media used helps me understand "modals"	24 (35.29%)	40 (58.82%)	4(5.88%)	0
	I like the think, pair and share strategy used to learn about "modal".	31 (45.58%)	33 (48.52%)	4(5.88%)	0
	The think, pair and share activities make me participate actively in the class.	20 (29.41%)	41(60.29%)	7 (10.29%)	0
	The think, pair and share activities make me understand the modals easily.	25 (36.76%)	41 (60.29%)	2(2.94%)	0
	I like speaking English in the think, pair and share activities	21 (30.88%)	39 (57.35%)	8 (11.76%)	0
	Overall, I can better understand the learning materials.	16 (23.52%)	45 (66.17%)	7 (10.29%)	0
	I would prefer if my English teacher in the future applies a learning method that activates students.	45 (66.17%)	21 (30.88%)	2 (2.94%)	0

that they liked the lessons because the learning activities were varied and enjoyable. One student responded, "We had a lot of fun learning English in the class with the lecturer. I like the activities with the video, asking questions in a survey and also playing guessing games."

When asked whether they understood the lessons, the majority of the respondents stated that they could understand the lessons easily. For example, one student said: "I can understand the learning materials because in the learning process there were a lot of questions and answers and a lot of interaction and learning materials are interesting, and there were tasks for group work."

When asked about which activity they liked most, the students reported they enjoyed the group tasks in the lessons. They were comfortable participating in the tasks and

enjoyed the interaction and collaboration among classmates during the whole-group instruction and the pair and group works. More specifically, they said they actively understood the learning materials and liked practicing speaking in pairs and groups.

When asked about the lecturers who taught in their classes, the students said they were friendly. "I like learning English with them, they explained the concepts thoroughly and clearly with many examples". The last question asked to the students concerned what they did not like about the lessons, and the students mentioned that the lecturers sometimes spoke English too fast and they missed the points, and the time allocated for pair and group work was not enough so that they felt they were rushed to complete the tasks.

Working collaboratively to plan the lessons is seen to be beneficial by both the teachers and the lecturers. The teacher (NIH) reported that the Lesson Study allowed them to design the lesson and work together with the ELT lecturers. The benefits of collaboration in planning the lessons were that they could explore various alternatives of learning materials, learning scenarios, teaching strategies and media, and they could make predictions or anticipate students' difficulties. Another teacher (HT) said that the lesson planning collaboration was more comprehensive and accurate, in terms of planning the learning materials, the variation of teaching strategies, student worksheets, and assessment, than if she planned the lessons by herself. She noted that every lesson aimed to be successful: students achieved the desired learning outcomes and actively participated in the lessons. The teacher TK said that from the collaborative lesson planning, he learned how to create simple yet effective lessons that were easy to implement and met the students' needs and levels. He felt that this collaborative planning was beneficial and inspired him to do the same with other teachers after the co-teaching program ended. He would implement collaborative planning for next year's program because he was usually underprepared.

The two lecturers involved in the program also identified the benefits of planning the lessons collaboratively. Both of them agreed that the activity provided them with hands-on information about the students' level of language proficiency and interests. Therefore, they were able to create the lessons plan according to the students' needs. They can also bring the lesson plans designed collaboratively with the teachers for their pedagogy courses in the university.

In the Do stage, several benefits were identified by both teachers and lecturers. The teachers noted that they learned how the think, pair and share teaching strategies were being implemented and how the variation of learning strategies made the students

engaged in the learning. The learning atmosphere was enjoyable. TH felt that the students were more enthusiastic in learning with the lesson guided by the Lesson Study than when they learned with him. This has sparked his motivation to improve and innovate his teaching approach and imitate the models given in this teaching program.

Both of the lecturers commented that teaching at the secondary level was a new experience. The experience benefitted them, particularly in how to employ effective questioning strategy, effective classroom management, effective and clear classroom language, effective grouping strategy, and good time management. They noted that this valuable experience would be transferred to their student teachers in the peer teaching or teaching practicum courses and other courses on ELT in the university, such as, TEFL, Classroom Management, English Curriculum, and Instructional Material Development.

In the reflection session, all teachers maintained the reflection as part of the Lesson Study implementation was helpful. The model teacher revealed the successes and shortcomings during the learning process that had just been done. Observer provided comments and suggestions on the model teacher's teaching and learning process. Responses and suggestions were used to improve the planning for the next lessons and the implementation of the learning activities by the next modal teacher. Teacher TH said, "Implementing the activities inspired me to socialize this approach to the Subject Teacher Forum because this activity could further sharpen the preparation made by a teacher by listening to or doing reflections with other friends."

Challenges identified by all teachers related to several issues. First, the participating teachers had difficulty synchronizing the schedule of the meetings in the programs with their teaching responsibility. The programs also sometimes clashed with other school programs, such as, special school events and community service activities. In terms of the Lesson Study implementation, the teachers were not accustomed to being observed by other teachers, causing awkwardness in teaching. They were also not accustomed to conducting scientific research based on classroom learning or other scientific writing.

4. Discussion

This study investigates the impact of the Lesson Study approach on students' grammar and speaking skills and the stakeholders' perceptions on the Lesson Study practice. Two university lecturers worked with three junior high teachers to implement the Lesson Study approach. The results of the study showed significant improvement in the students' grammar and speaking skills. They indicated that the Lesson Study approach

helped the students improve their grammar and speaking skills. In other words, the approach facilitated the achievement of the instructional objectives, that is, to improve students' learning outcomes. The results of the study are consistent with those of the studies conducted by Tan-chia [6] and Csida [14]. Tan-chia's study found that through the implementation of Lesson Study, the participating students were progressing in their use of English skills. Similarly, Csida's study showed that the improvement of students' reading skills due to repeated practice of Lesson Study.

In the present study, the stakeholders' views of the Lesson study practice indicate they regard the Lesson Study practice as valuable. The students' positive attitude to the research lessons led to the students' grammar and speaking skill improvement. Meanwhile, the teachers and the lecturers reported improving their pedagogical skills in lesson planning, teaching strategies, classroom management, and classroom language. The findings echo those of the studies conducted by Ermerling and Cammarata [8, 7].

The challenges identified by the teachers involved in the study were that it took time to implement a Lesson Study approach, and the culture of peer observation was not yet instilled. Therefore, it was difficult and caused awkwardness to do peer observation. These challenges are in line with the findings identified by Rahim and Sulaiman [9].

The students' improvement in the learning outcomes and the teachers' and lecturers' perceived improvement in their pedagogical competence due to the Lesson Study practice could be attributed to the teacher's meaningful learning during the Lesson Study practice. According to Dudley et al. [17], during Lesson Study, teachers learn about practices that work and those that do not. The Lesson Study approach is different from the other methods of teachers' learning. In Lesson Study practice, the teachers and the lecturers found the opportunity to share their expertise and ideas, engage in collaborative work by trying out new methods, and gain sustainable support in their implementations [19]. Additionally, it was evident in the interview data that peer-to-peer learning came about as a result of joint lesson planning, lesson implementations and post-lesson discussions. This finding also resonates with the previous work showing that peer observation and feedback in Lesson Study enables and promotes collaborative inquiry and helps teachers to build collective knowledge [10].

The teachers involved were also able to display increased self-reflection since they had the opportunity to re-analyze their teaching and evaluate its effectiveness in the classroom [19]. Increased levels of self-reflection were also identified in Rahim and Sulaiman's [9] and Suhirman's [20, 21] studies, which showed that processes of reflection facilitated teacher change during the Lesson Study process.

Another Lesson Study feature that may explain the positive impacts on students' and teachers' learning is a strong focus on understanding students' learning. Teachers are searching for explanations for students' misunderstandings. They focus on subject knowledge, teaching knowledge, and students' learning. They will socialize, explain, and record this knowledge collectively. As a result, teachers will not forget this easily and feel a high degree of ownership over their learning [16].

5. Conclusion

The present study examined the effect of the Lesson Study approach on junior high school students' grammar and speaking skills. In a nutshell, Lesson Study can be implemented as an alternative to promote English teachers' professional development. The students' improvement in their grammar and speaking skills is attributed to the teachers' learning, which leads to effective teaching to promote students' development of the target language. Apart from the positive results of improving students' language skills, it is also revealed that students perceived the lessons guided by Lesson Study practice as beneficial in improving their English language. The teachers find that Lesson study strengthens their pedagogical competence. The lecturers also benefit from the experience and can apply the knowledge and skills from the Lesson Study practice in their teaching to prepare pre-service teachers. The study achieves its research aims. However, the number of teacher participants was small, with only three teachers, and the learning materials only covered modal auxiliary verbs. Therefore, how Lesson Study affects students' learning outcomes and how relevant stakeholders implement and perceive the approach deserve research on a larger scale.

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