

WALS

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"Lesson Study for Improvement of Classroom Quality"

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CONFERENCE ABSTRACTS

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WALS 2015

Lesson Study for Improvement of Classroom Quality

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Lesson Study for Improvement of Classroom Quality

Posters

makes the chapter design; for do the teacher opens the class, another teachers are invited as observers to understand, help, participate, assist the students in the class and able to discuss the problems of the students. The last activity is see, here teachers and observers try to analyze the result of studying to find the problems of the students and try to help the way out of the teaching better. Based on the Lesson Study, it can make the students understand, active, write better, and also to be self-confidence to communicate with other people.

PO-30

Advanced Mathematical Thinking: Linking Between Procedures to Concept

Wasukree Sangpom
Suphanburi Rajamangala
University of
Technology,
Thailand

Nisara Suthisung
Rajamangala University
of Technology
Phra Nakhon,
Thailand

Yanin Kongthip
Srinakharinwirot
University,
Thailand

Maitree Inprasitha
Khon Kaen University,
Thailand

wasukree_j
@hotmail.com
Muinisara
@hotmail.com

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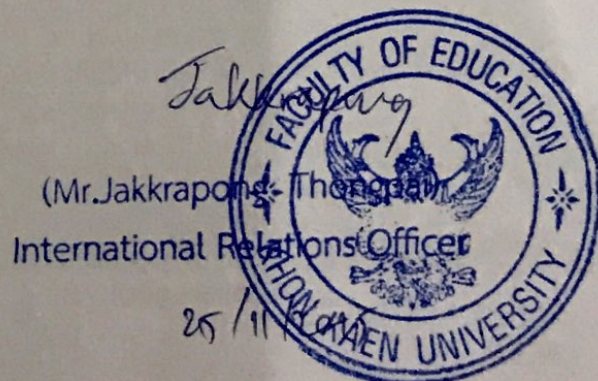
collaborative learning;
scene imagination task;
support strategy;
teaching experience

Tall (1991) suggested that research in mathematics education to Advanced mathematical thinking has an important role in the development of human of thinking. Tall and Vinner (1981) suggested Advanced mathematical thinking is the thought process associated with concept formation of the link between procedures problem solving into mathematical concept.

This article aims to propose advanced mathematical thinking through linking between procedures to concept. Methodology used qualitative research by collecting data from observing, field notes and student's written work. The target groups were first-year students enrolled in courses Calculus I, 2 classes from RMUTP and RMUTSB.

The results showed that the Advanced Mathematical thinking is occurred by using a procedure into multi-procedure in problem solving. It is extends the concept from elementary ideas to more complex ideas into principle of mathematics. And it developed procedures in problem solving to mathematical concept by extension from ideas or the way of thinking that has come earlier in the solution.

This is to certify that this is the additional page
of WALIS 2015 conference book of abstracts.



Eri Sarimanah
Pakuan University,
Indonesia
sarimanah.herty
@gmail.com

Keywords:
*KWL strategies, reading
comprehension, lesson
study*

The Implementation Strategy of Know-Want-Learned (Kwl) In Understanding Reading Material Based on Lesson Study

Reading skills is needed to everybody in this world. By reading, it can be obtained assortment of science and other information which tends to open horizons, lifestyle, develop thinking and reasoning power the reader. The goal of this research is to increase understanding of reading material so that the reader can obtain the results of reading, those are: 1) literal understanding, 2) inferential understanding or concluded, 3) evaluation understanding, 4) appreciation understanding through KWL strategy.

KWL is a strategy used to help the reader understand the reading material. Through the KWL strategy empowered students to know what they know, what you KNOW? Then what they want to learn and what you WANT to know? Furthermore, those are what you want to know and what you have LEARNED? This strategy begins with a discussion of students about what they want to know from reading, then they are encouraged to make predictions about what they want to read. Furthermore, they discussed convey the results read to his friends.

Through the implementation of lesson study, learning activities packed with stage plan, do, see. In stage plan, lecturers design chapter and lesson design load of KWL stages. When the activity of do is done, they open the class which are attended by other lecturers and observers using of the KWL strategy. The end of activities is see or reflection; the teachers jointly observers review the findings obtained during the observed activity with student reading KWL.

Based on the observations and analysis of the results of reading, it is evident that the students were able to understand the reading better, both literal, inferential, evaluative, and appreciative. They are also active and creative in the process of reading, and presents the results read. May the hope of realizing the reading habits of the nation, literati society can be achieved through students who love to read.

Syahfitri Purnama
Indraprasta PGRI
University,
Indonesia
Syahfitri
@hotmail.com

Keywords:
*language acquisition,
syntax, lesson study*

Improving the Students' Writing Competence through the Implementation of Lesson Study in Faculty of Language Education of Indraprasta PGRI University Jakarta

Studying of the second language acquisition is not easy and always get difficulties, especially for students who are studying syntax. Syntax is studying about how the students can arrange words, phrases, clauses, and able to write a sentence. Writing is one of language skills which students must know, by studying writing the students can express ideas, concept, and critical writing. The students who want to be a teacher should have this ability because they can help and support their students in the class. A good in writing skills allow students to communicate the message to a far larger readers than through face-to-face or telephone conversation. This research uses qualitative approach and the data taken from the students who are studying English Syntax. From the data taken can be seen that the students make overgeneralization, interferences, simplification in arranging sentences; the use of tenses, regular and irregular verbs, less of knowing vocabularies. They do the omission, edition, substitution, spelling, and punctuation.

By doing the implementation of Lesson Study, the students will have good impact positively. It starts from plan, do, and see. For plan, the teacher



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CERTIFICATE OF ATTENDANCE

This is to verify that

Eri Sarimannah

has been a presenter of

Poster Presentation

In the WALS International Conference 2015
held at the Faculty of Education, Khon Kaen University, Thailand
between 24-27 November 2015

A handwritten signature in black ink, reading "M. Inprasitha".

Maitree Inprasitha, Ph.D.

Chairperson, WALS 2015 Organizing Committee
Dean, Faculty of Education, Khon Kaen University



LESSON STUDY FOR IMPROVEMENT OF CLASSROOM QUALITY
NOVEMBER 23-26, 2015
Venue : Khon Kaen University, Khon Kaen, Thailand

THE IMPLEMENTATION STRATEGY of KNOW-WANT-LEARNED (KWL) in UNDERSTANDING READING MATERIAL BASED ON LESSON STUDY

Presented by:

Dr. Eri Sarimanah, M.Pd.

Lecturer of Indonesian Literature Education Study Program

The faculty of Teacher Training and Educational Sciences, Pakuan University Indonesia

Address: Jln. Pakuan mailbox 452 Bogor West Java Indonesia

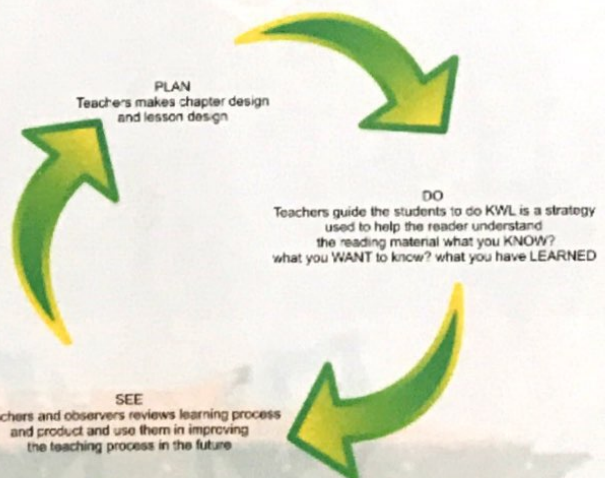
E-mail: sarimanah.herty@gmail.com

Aim of Research:

The goal of this research is to increase understanding of reading material so that the reader can obtain the results of reading, those are :1) literal understanding, 2) inferential understanding or concluded, 3) evaluation understanding,4) appreciation understanding through KWL strategy.

Methods and Subjects Involved

KWL is a strategy used to help the reader understand the reading material. Through the KWL strategy empowered students to know what they know, what you KNOW ?. Then what they want to learn and what you WANT to know? Furthermore, those are what you want to know and what you have LEARNED? This strategy begins with a discussion of students about what they want to know from reading, then they are encouraged to make predictions about what they want to read. Furthermore, they discussed convey the results read to his friends.



Important Results, and Main Points in Tables of Figures

Through the implementation of lesson study, learning activities packed with stage plan, do, see.

In stage plan, lecturers design chapter and lesson design load of KWL stages.

When the activity of do is done, they open the class which are attended by other lecturers and observers using of the KWL strategy. The end of activities is see or reflection; the teachers jointly observers review the findings obtained during the observed activity with student reading KWL.

Based on the observations and analysis of the results of reading, it is evident that the students were able to understand the reading better, both literal, inferential, evaluative, and appreciative. They are also active and creative in the process of reading, and presents the results read. May the hope of realizing the reading habits of the nation, literasi society can be achieved through students who love to read.