

Improving Students' Writing Skill through Lesson Study-based Classroom Action Research

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Abstract: This research aim at finding out (1) students ability in writing descriptive text through Lesson Study –based Classroom Action Research (CAR) and (2) the impact of using Lesson Study- Based Classroom Action Research toward the teaching of English for Tourism at students of English Language Education Study Program, Khairun University. The method used in this research was descriptive analytic with qualitative approach. Research subjects were one lecturer model, 2 observers and 38 students of English Language Education Study Program. Technique of collecting data used were observation, interview, documentation study and assessment test (Pre and post-test). The implementation of this research was conducted in three stages utilizing the Guidelines of Action Research. The stages consist of Plan, do, see and reflection. Beside observation result, the assessment test result showed that there is an increasing of students' pre-test result from 43.61score to 74.76 in post-test (the gain score is 31.15). Lesson study with Classroom Action Research was proven effective to improve students' ability in writing descriptive text of tourism brochure. It also brought positive impacts toward the target (students and teacher) and at the same time improve teachers' pedagogic and professional competency in designing, planning and executing the lesson.

1 INTRODUCTION

The development of information and technology in the world of education requires the provision of increasingly advanced and sophisticated learning facilities. Mastery of media and technology in learning is the goal of a quality learning process. Teachers who have the ability to present learning effectively will be able to attract students' interest and motivation as well. In addition, to mastering science and technology and to achieve learning effectiveness of student centered learning, a variety of innovations and strategies are needed continuously. As stated in one of the National Education objectives, point 9 of the National Education System Law No.20 of 2003, namely: "... increasing national competitiveness by producing graduates who are independent, qualified, skilled, expert and professional, capable of lifelong learning, and have life skills that can help him in facing various challenges and changes ". This is able to encourage the improvement of the quality of learning which will ultimately result in Human Resources (HR) or graduates who are able to

compete both at regional, national and international levels (2003).

By doing so, trained educators will be able to overcome educational problems. Among other things, it can study, overcome or complete the learning process through collaborative research activities between prospective teacher-lecturers in the Institute of Educational Personnel Educators (LPTK) and teachers at the school.

The Lesson Study Program (LS) in this research conducted by a group of English for Tourism Subject lecturers where there is a topic of descriptive writing (Descriptive Writing) using brochure media. This LS activity was carried out because for the English Tourism Course there had never been a collaborative learning process. As explained by Peter Dudley (Dudley, 2014) LS is a special classroom action research where the learning process is centered on the practical development of lecturers (teaching staff). (LS is defined as form of classroom action research) focuses on the development of teacher practice knowledge. Lesson Study will be used as an alternative to encourage

changes in learning practices in English for Tourism courses for students of English Language Education.

Based on the above description, the research title was formulated: Improving Student's Writing Ability Through CAR Based on Lesson Study English for Tourism Subjects for students of English language education courses (Teacher Training and Education Faculty) Khairun-Ternate University Academic Year 2017-2018.

2 LITERATURE REVIEW

2.1 Lesson Study

Lesson Study is an approach to improving the quality of learning carried out by the teacher collaboratively, with the main steps of designing learning to achieve goals, implementing learning, observing the implementation of the learning, and reflecting to discuss the learning being studied for improvement material in the next learning plan. The main focus of the implementation of lesson study is the activity of students in the classroom, assuming that the activities of these students are related to teacher activities during teaching in the classroom (UNM-Malang, 2012)

LS According to Dudley involves groups of teachers (in teams) who work together (collaboratively) to plan, teach, observe and analyze the teaching and learning process in "Learning Research". (LS involve groups of teachers collaboratively planning, teaching, observing and analyzing learning and teaching in "research lessons." (Dudley, 2014).

Furthermore, William Cerbin and Bryan Kopp (2006) explain that by implementing lesson study, lecturers will know how they can improve their teaching skills in their fields of science so that the process can contribute to the formation of a basis for professional understanding.

The learning cycle / process with LS according to Cerbin and Kopp (2006) is arranged as follows:

1. Formulating Learning Goals,
2. Designing research lessons
3. Designing lessons
4. Teaching and observing Research Lessons
5. Analyzing facts (Evidence)
6. Repeating the Process
7. Documenting lesson study

2.2 Tourism Brochure

Brochure is a media that has the value of advertisements to offer something. Further definition

of brochure is a small magazine form that contains images and information about a product or company (Cambridge, 2018). The Tourism Council West Australia (2018) added that brochures play an important role besides flyers. Because consumers need something that can be brought to refer to something related to promotion or information (Tourism council, 2018).

2.3 Descriptive Text

Descriptive essays describe the appearance, smell, taste, feeling and sound of something. Descriptions can also explain moods such as happiness, solitude or fear. Descriptive is used to describe people, places, days, times or seasons. Not only that, descriptive essays also describe more from the outside of people, such as character and character (Wishon, 1980: 379). The same definition is explained by Siswanto, (2005: 130) that descriptive essays are exposures about people, places or things. So it can be concluded that a descriptive essay is a type of writing that provides an explanation and describes the person in relation to everything related to the inside and outside, exposes the place, a city, country or region and describes something, both objects, existence, type and shape.

In conducting this LS research, English For Tourism courses will be taught with descriptive writing material using tourism promotion media to improve students' writing skills

3 METHODOLOGY

This type of research is action research (class action research), with the stages as follows:

1. Planning lesson learning (Plan)
2. Implementation of open lesson and reflection (Do & See)
3. Observation of learning conducted by two lecturers
4. Evaluation of lesson study activities

The research data is taken from the recording of the implementation of learning (observation), the results of pre and post-test, evaluation and interview. The learning process was also recorded using video cameras for further analysis. The method used in this study was a descriptive analytical method with a qualitative approach.

Research Instrument

- a. Observation sheet. Capture the pedagogical and professional competencies that the teacher raises during the learning process.
- b. Interview guidelines to capture the views of teachers taking the lesson study program and about Lesson Study itself.
 - c. Learning Evaluation Sheet
 - d. Pre and post-test.

4 RESEARCH FINDING

The implementation of Lesson Study-based Classroom action research was conducted with several stages.

At the first stage, the result of the observation showed that From 36 students there were 76,67 of students actively Experiencing knowledge, while 73.33% of them able to develop comprehension, 82% can communicate ideas, and 46.47 able to think reflectively.

Observation Result /Stage I:
Students Learning Activity

No	Learning Activity	Quantity of Students
1	Experiencing knowledge: learning, finding out: students observe and investigate, reading and listeing actively	76.67%
2	Developing comprehension : training, thinking creatively and critically	73.33%
3	Communicating ideas: communicating own ideas, explaining, discussing, presenting and displaying their works	82%
4	Thinking Reflecively : commenting and summarizing teaching and learning process, correcting mistakes in teaching and learning process, summing up leraning subject with own words	46.67%

Besides observing the lesson, students were given the pre-test about their comprehension on descriptive writing using tourism brochure. Students score from pre –test shown in the table below.

Table 1: Students Pre-test Score.

No	NAMA	Pretest Score
1	DSM	33
2	REF	37
3	RM	43
4	IST	40
5	STN	50
6	JS	37
7	IP	37
8	MH	37
9	FHA	50
10	VF	63
11	NMJ	37
12	YB	37
13	ELJ	40
14	LRLR	63
15	SP	47
16	ML	43
17	SN	40
18	MAR	37
19	RPAL	37
20	RFAH	60
21	IKSAF	67
22	JKALT	37
23	WAG	40
24	NJ	40
25	MLS	50
26	RAST	37
27	RPAL	37
28	DMER	40
29	INRO	60
30	AJAZ	37
31	RAD	60
32	DAHP	60
33	AHL	40
34	FSAM	30
35	NUR	37
36	SRIHAS	40
37	HSO	40
38	NSARI	37
TOTAL SCORE		1657
MEAN SCORE		43.61

Students' post-test score also showed a significant improvement. While the total score of pre-test 1657 with the average score of 43.61, total post test score 2841 with the average score of 74.76 which is categorized significant.

The post- test score shown below:

Table 2: Students Post-test Score.

No	NAMA	Postest Score
1	DSM	65
2	REF	70
3	RM	67
4	IST	70
5	STN	70
6	JS	70
7	IP	77
8	MH	67
9	FHA	73
10	VF	88
11	NMJ	70
12	YB	70
13	ELJ	67
14	LRLR	88
15	SP	75
16	ML	63
17	SN	70
18	MAR	67
19	RPAL	63
20	RFAH	88
21	IKSAF	90
22	JKALT	63
23	WAG	73
24	NJ	67
25	MLS	88
26	RAST	85
27	RPAL	70
28	DMER	87
29	INRO	90
30	AJAZ	85
31	RAD	85
32	DAHP	93
33	AHL	63
34	FSAM	63
35	NUR	77
36	SRIHAS	77
37	HSO	77
38	NSARI	70
TOTAL SCORE		2841
MEAN SCORE		74.76

In the observation at the final stage, 80% of the students able to experiencing their knowledge, and in terms of developing comprehension, there were 73,73% of them, whereas 80% able to communicate ideas, and 80 % able to think reflectively.

Observation Result /Stage III: Students Learning Activity

No	Learning Activity	Quantity of Students
1	Experiencing knowledge: learning, finding out: students observe and investigate, reading and listening actively	80 %
2	Developing comprehension : training, thinking creatively and critically	73.33%
3	Communicating ideas: communicating own ideas, explaining, discussing, presenting and displaying their works	80%
4	Thinking Reflectively : commenting and summarizing teaching and learning process, correcting mistakes in teaching and learning process, summing up learning subject with own words	80%

In terms of teaching and learning evaluation, 88 % students provided the highest score in lesson plan clarity, and 80% gave good point in the evaluation and grading process. While 60% students considered the tasks given were beneficial for them, 56% obtained sufficient up-to date materials. In terms of subject comprehension, 48% students comprehend more than 60% of the subject taught. Learning by applying tourism brochure in writing descriptive text enhances students' enthusiasm in learning. As 66% of the students gave sufficient feedback, 24% of them perceived their interest reached good level.

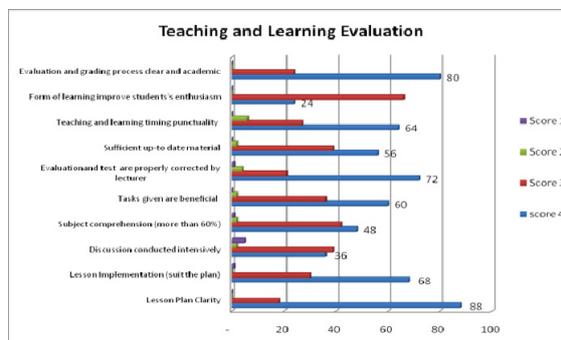


Diagram 1: Teaching and Learning Evaluation.

In measuring the success of the implementation of this research activity carried out using test instruments and process assessment. Based on the evaluation of this process, the results of the study show that:

1. Lesson study has a positive impact on the goal of improving the competence of the EfT teaching lecturers, especially the competence in designing and implementing learning (pedagogical competencies) and subject matter competencies (professional competencies).

2. LS activities for EfT learning are recommendations for sharing understanding among fellow lecturers, making evaluations from students as recommendations for improving the quality of teaching, complementing and sustaining each other and can be used as collaboration between lecturers and teachers in schools in an effort to improve the professionalism of lecturers and teachers.

5 CONCLUSION

1. Lesson study based lesson study activities are able to improve students writing descriptive text in designing tourism brochures. The results of the assessment indicated the post-test was higher than pre-test score. From the observation instrument, there are variations in student activities that influence the implementation of effective teaching and learning process.
2. Lesson study in the implementation of Classroom Action Research has a positive impact, regarding the objectives (students and instructors) in improving the competence of the English for Tourism lecturers, especially the competence in designing and implementing learning (pedagogical competencies) and subject matter competencies (professional competencies). Lesson Study activities opened the horizons of teaching staff to be more open-minded.

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