TEACHING WRITING THROUGH LESSON STUDY AT THE SIXTH SEMESTER STUDENTS OF PALOPO COKROAMINOTO UNIVERSITY

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Abstract

This research deals with the effective way to apply lesson study effectively in teaching writing at the sixth semester students of Palopo Cokroaminoto University. This research applied Classroom Action Research method by using four stages, such as planning, action, observation, and reflection. The population of this research was the sixth semester students of English Language Education Study Program in Cokroaminoto Palopo University in academic year 2016. The total number of population was 15 students. The researcher applied the purposive sampling technique. The instrument is writing test and observation. In collecting the data, the researcher has done three cycles. Every cycle comprises four steps, namely planning, acting, observation and reflection. Based on the findings and discussion in the previous chapter, the researcher concludes that applying lesson study is effective in teaching writing at the sixth semester students of Cokroaminoto Palopo University. It can be proven by students’ mean score in the first cycle 43, in the second cycle 60 and improve became 79 in the third cycle.

Keywords: teaching writing, lesson study, students’ writing skill

1. Introduction

English has been used all over the world and also it is used as the medium of communication to convey information. Therefore, it makes people especially for Indonesian learners have to learn and master English. However, learn English is not easy and there are four skills in English that has to be mastered by students. Besides speaking, listening and reading, writing becomes the most important skill because through writing, the student can share the ideas, opinion of the others and has a lot of time to think about what they will convey in writing.

Mastering writing, especially finding ideas is not easy and need to think hardly. A lot of problems, make students cannot master writing. They still confuse how to get an idea till produce good writing. They also lack of idea and do not have the motivation to write. So, they still have very poor writing. It is a result of observation that has been done at Cokroaminoto Palopo University. Therefore, it should find out a good way to solve this problem. So far, English teacher has applied a method and learning model to teach writing. But, in fact the student’s writing ability still very poor. Maybe, it’s caused by the method that make them bored and there is no better preparation in teaching.

From the case above, the researcher is challenged to find solution in solving problem faced by the student in the sixth semester of the English study program. Through lesson study, maybe can help the student to improve their writing ability. Lesson study is an innovation of teaching at school level where the teachers work in small teams to arrange
lesson plan, teaching in class, observation and doing reflection after teaching. Easton (2009:2) stated that lesson study as a potent embedded peer-to-peer professional learning strategy. It requires teachers and other educators to work collaboratively to strengthen a given lesson until it has been refined as much as possible and then teach it to get powerful data about how well the lesson works. In a colloquium after the lesson is taught, the teacher (who can be anyone in the lesson study group) reflects on the lesson first, and then the other members of the lesson study group share data they collected during the lesson. Lesson study groups make a decision about whether to revise the field-tested lesson and teach it again or simply apply what they have learned to another lesson.

Based on some explanations above, the researcher is interested in conducting a research which entitled “Teaching writing through lesson study at the sixth semester students of Cokroaminoto Palopo University.” There is a research questions in this research namely is the lesson study effective or not in teaching writing at the sixth semester students of Cokroaminoto Palopo University? The result of this research is expected to improve knowledge and writing skill through lesson study.

Harmer in Imran (2011:10) defines writing is a productive skill which involves though and emotion. It is a medium of communication. Writing cannot be mastered at one, but it needs practice. The practice may include imitating or copying words and sentences from the giving ideas or expressing free ideas based on the writers’ knowledge, experience and point of view.

Caple in Imran (2011:20) explains Description. It reproduces the way things looked, smelt, tasted, felt, or sounded. It may also evoke moods, such as happiness, loneliness, or fear. It is used to create a visual image of people, place, even of units of time, days, time of day or seasons. It may tell about their straits of character or personality.

Yoshida (1999:3) defined that lesson study, which has its origins in Japan, is a model of professional development where a group of teachers collaboratively plan, deliver, observe and discuss lessons that have a particular pedagogic focus often related to ‘difficult’ aspects of the subjects or focused on the learning of particular groups of pupils.

2. Research Method

This research applied Classroom Action Research method by using four stages, such as planning, implementation of action, observation, and reflection. This research was conducted in three cycles namely first, second and third cycle.

The population of this research was the sixth semester students of English Language Education Study Program in Cokroaminoto Palopo University in academic year 2016. The total number of population was 15 students. The researcher applied the purposive sampling technique because the sample was the students who had joined in writing class. Therefore, the total number of samples was 15 students.

There were some instruments to collect data, namely first was writing test. Second, observation, used observation paper to observe students’ activities in learning process of writing.

In collecting the data, the researcher has done three cycles. Every cycle comprises four steps, namely planning, acting, observation and reflection.
The data were collected in every cycle through percentage technique namely writing test result, calculating the mean score of students’ writing skill and analyzing the students’ participation through observation.

3. Findings and Discussion

Based on the data finding, the students at the sixth semester students of English Study Program at CokroaminotoPalopo University were low in the cycle I than cycle II but improved in the cycle III.

The First Cycle

Based on the data analysis from the students’ test in the cycle I, the mean score in the first cycle was 43. The observation of students’ activities in the first cycle, the researcher found some weakness in learning process namely most of students still have difficulties to acquire an idea and could not make sentence till become good composition. It was caused because they still not familiar with lesson study. So they have difficulties to acquire idea and could not make a good composition, especially descriptive paragraph. Besides that, the researcher explained material so fast.

In addition, most of the students were not really active in learning and teaching process. They just sat and silent in the class and could not give feedback about the material. Only 2 students were very active, 2 student was active, 5 students were less active and 6 students were not active. It means that many students were not active than active.

In this cycle the researcher did not success in applying lesson study effectively, so the researcher continued in the cycle II.

The Second Cycle

This cycle was the continuing of cycle 1. There were some changes in the teaching process and the students’ condition in cycle 2. There were developed from the students in the second cycle in writing. In the second cycle, the researcher gave motivation to the students because can encourage and influence the students to more attention and study hard, for example, the researcher explained by giving some example that can make them not bored. Besides that, the researcher gave more spirit so that students could improve their writing skill.

The mean score of the students’ test in the second cycle was 60. The result of the observation of the students’ activities showed that the students got score better than in the first cycle. This result based on students’ test. Most of the students were easier acquired idea, so they could write a composition although their score still low. Besides that, most of the students also were active in the learning process.

However the use of lesson study was not yet successful because the mean score in cycle II only 60, and the use of lesson study would be successful if the students’ mean score was ≥75. Based on the observation and reflection, it would be continued in the cycle III.
The Third Cycle

The mean score became 79. So, through lesson study, students’ writing can improve. The researcher gave more motivation to the students in order to be active in the learning process and did not get bored during the learning process. The motivation could stimulate and influence the students to study hard.

Besides that, the researcher gave more explanation about writing and giving guidance to the students about how to produce a good composition through lesson study.

Through lesson study, students did not difficult to understand the material and find idea because it can make students easier to receive the material. Lesson study also makes them enjoyable in learning.

Lesson study also could help the students better able to get ideas, retain, remember, recall important information and made connection one idea with the other ideas. The effectiveness of lesson study was achieved by disgust, and compressing information.

4. Conclusion

Based on the findings and discussion in the previous chapter, the researcher concludes that applying lesson study is effective in teaching writing at the sixth semester students of CokroaminotoPalopo University. It can be proven by students’ mean score in the first cycle 43, in the second cycle 60 and improve became 79 in the third cycle.

The researcher gives some suggestions in teaching writing, especially descriptive text to the students, the English teacher can use lesson study because can make students easier to learn material, more active, give spirit and also create a good atmosphere in the classroom.

5. References


