

**THE USE OF LESSON STUDY TO IMPROVE REPORT TEXT WRITING
ACHIEVEMENT OF THE NINTH GRADE STUDENTS OF SMP NEGERI 1
INDRALAYA SELATAN**

A Thesis by

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English Education Study Program

Language and Arts Education Department



FACULTY OF TEACHER TRAINING AND EDUCATION

SRIWIJAYA UNIVERSITY

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Certify that thesis entitled “The Use of Lesson Study to Improve Report Text Writing Achievement of the Ninth Grade Students of SMP Negeri 1 Indralaya Selatan” is my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by the Ministry of Education of Republic Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face the court if I am found to have plagiarized this work.

Indralaya, March 2021

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DEDICATION

This thesis is dedicated to :

- ❖ The source of my happiness, Tuan Bakti and Nyonya Rusmaida. Thank you for all the prayers, love, and support through my thesis writing process.

MOTTO

-Alhamdulillah for everything-

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Indralaya, March 2021

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Bela Wulandari

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ABSTRACT

Lesson study is a form of collaborative practice that aims to enhance teaching and learning. This study was aimed to answer two objectives which were (1) to find out whether or not there was any significant improvement in report text writing achievement of the ninth grade students of SMP Negeri 1 Indralaya Selatan as the implementation of lesson study and (2) to find out what the response of the ninth grade students of SMP Negeri 1 Indralaya Selatan about implementation of lesson study was. One group quasi-experimental study using equivalent time series design was used in this study. The population of this study was English teachers of SMP Negeri 1 Indralaya Selatan and the ninth grade students of SMP Negeri 1 Indralaya Selatan in the academic year 2019/2020. The writer was as the model teacher and 2 English teachers were the observers. The sample was the students of IX.4 chosen by purposive sampling technique as suggested by the teacher since this class got most problem in writing. The instruments of this study were writing test and questionnaire. The result of paired samples t-test showed that the significant value of each pair (pretest and formative test 1, formative test 1 and formative test 2, formative test 2 and posttest) was 0.000. It was lower than the significance level (0.05), so H_0 was rejected. It meant there was significant difference between the score of the students' report writing achievement. Response of the students about lesson study implementation mostly revealed that in general the students enjoyed their lessons because they got more knowledge about report text. They also gave a suggestion of the way teaching style of pre-service teacher, and they were not allowed to make noise and talk to each other during teaching and learning process.

Keyword: *Lesson Study, Report Writing*

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CHAPTER I

INTRODUCTION

This chapter presents; (1) background, (2) research questions, (3) research objectives, and (4) the significance of the study.

1.1 Background

Writing is one of the most important knowledge of language teaching. Durga and Rao (2018) state in order to achieve their educational and employable requirements, good writing skills are necessary for all students. It means that writing is an effective tool for developing academic language skills in the written work of students. According to Carrol (1990, p.1), “Writing is the most important invention in human history.” He states that writing provides a permanent record of information, opinions, beliefs, arguments, explanations, theories, etc. Writing helps us to communicate our communication not only with our peers, but with future generations as well. Written correspondence is good for (1) conveying complicated knowledge, (2) having a permanent record, (3) engaging with a large audience, (4) less need for contact with the viewer and (5) accuracy of the application (Prabavathi & Nagasubramani, 2018).

Teaching writing is not always easy. Many aspects must be considered in teaching and learning writing. Ramli (2013) states that correct dictions, chronologies, and spelling of words must be used by students when they start to write, and he also adds that they also must express their feeling, ideas, and opinion. Erlina et.al. (2018) state that writing requires mastery of certain qualities that will allow the writer to create effective writing, such as ability to generate concepts, grammatical comprehension, and mastery of vocabulary.

Minh N. Tran, the Executive Director of Academic Affair, Education First mentions that Education First released the result of research Education First English Proficiency Index or EF EPI. The result was analyzed by the first online English test, EF SET (Education First Standard English Test). EF EPI measures

the proficiency of English that the mother language is not English. In 2018, Indonesia was in the 51st rank from 88 countries all over the world, in which the score decreased from 52.14 to 51.58. Indonesia was in the 13th among the 21 Asia countries and was under the average score of English proficiency in Asia which was 53.94 (kumparan.com).

Based on the interview done by the researcher at SMP Negeri 1 Indralaya Selatan the English teacher stated many of the students had low score in writing. She stated that the students got many obstacles in writing. They did not pay much attention in writing activity. Low in mastering vocabulary and grammar, the monotonous teaching method, and low students' interest in learning might be the causes that contributed to the students' low achievement in writing.

Based on 2013 Curriculum, there are five kinds of text that should be learnt by the students of junior high school. One of them is report text. It purposes to inform or to tell the readers about something in general. Report is a text which can be written out with a descriptive technique. It describes an object to the readers (Pestaria et al., 2014).

In 2013 Curriculum, students have to be able to create written and oral of a factual report shortly and briefly about things, animals, and natural phenomena by paying attention to social function, text structure, and correct of language element according to context. In fact, most students did not know about this kinds of topic that can be chosen and how to develop them to produce a report text (Tristy, 2010).

According to Areni and Syafri (2018), one of the considerations to be addressed in teaching and learning process is teaching strategies used in the classroom. Considering this, applying a lesson study can be done.

Lesson study is a Japanese model of teacher professional development in which a group of teachers collaboratively design a lesson, execute the lesson in the real classroom while observed by other peer teachers, and reflect the lessons. All steps of this lesson study are conducted in a learning cycle. One a cycle is

completed, another cycle can be started. According to Cerbin and Kopp (2006), lesson study is regarded as an effective model of teacher professional development because of several features attached to it, such as 1) it can be conducted through a series of cycle, 2) it is based on teachers' classroom, and 3) it is conducted collaboratively.

Lesson study, an approach to professional development, was first used in Japan and various regions of North America, encourages teachers to reflect on their teaching in order to improve its overall quality (Arslan, 2018). In Japan, lesson study is imbedded in particular schools. This requires teachers to design carefully planned examples, to observe each other's education, and then to draw out those learning points from these reflections. Lesson study also gives teachers experience to explore and professionally improve together. Ironic though it may exist, some of the academic foundation for Eastern Asian education has been heavily influenced by investigation and developments in the West.

Lesson study is a kind of Japanese professional development that employs teachers in collaborative analysis of lessons. Lesson study has been developed in United States since being presented in 1999. One aim of lesson study is to continually change the experiences that instructors offer for their students. Teachers come together to focus on three important activities: (1) describing the lesson study purpose, (2) conducting a small amount of learning examples that research the goal, and (3) reflecting about the process.

Lesson study activities allow teachers to explore their teaching to identify what can be critical features for their students learning. Lesson plan is a very important product in lesson study activities. Collaborative among teachers for creating lesson plan is a must.

Marsigit (2007) says that lesson study was first introduced and implemented in math in Indonesia in 1999 on a joint project between Indonesia government and Japan International Cooperation Agency (JICA) called "Indonesian Mathematics

and Science Teacher Education Projecy – Japan International Cooperation Agency (IMSTEP - JICA).

Mufidah & Wajdi (2017) state that lesson study has some of the advantages; (1) lesson study can be implemented in any area at any grade level, (2) improves the standard of teachers and students, (3) values students; and can promote the ingenuity and imagination of teachers, and (4) promotes open-mindedness, mutual respect and affection. They also added that lesson study places students as the primary focus of the career learning programs of teachers. It also provides teachers with the ability to deeply evaluate the learning process and student comprehension by studying and addressing classroom practice.

In a cycle of lesson study, there are three steps to do. They are PLAN, DO, and SEE. In step of PLAN, the writer as teacher model has to share her lesson plan to the teachers who have a role as her observers. Next the observers will give some feedback of the lesson plan. The teacher model can then revise her lesson plan before doing teaching. In the secons step, DO, the teacher model will conduct the teaching by using the revised lesson plan, while the observers will also join the class to observe the students behavior and performance. Finally, after the class ends, the teacher model and the observers will do the third step, SEE. In this step, the observers will give some more feedback of the teacher model's teaching process and the students' behavior and performance.

There are a number of previous similar research investigating lesson study. The first study was done by Nashruddin and Nurrachman (2016). The study was entitled "The Implementation of Lesson Study in English Language Learning: A Case Study". The result was lesson study has become important not only in mathematics and science, but also in other subjects. Lesson study would have the maximum result and would offer a solution to problems in the classroom if properly implemented. Teachers and students could get benefit from lesson study. The second study was done by Djumingin (2017) entitled The Practice of Lesson Study Model in Teaching Writing Report Text. The sample consisted of 280

seventh grade students from Makassar Junior High School number 26, South Sulawesi. The result showed that the use of lesson study had a positive influence on learning outcomes. The ability to write report text can be strengthened successfully by using lesson study and can be effectively applied to the written report test. The third study was done by Purnama (2017). It was Improving the Student's Writing Competence in a Second Language Acquisition through the Implementation of Lesson Study. The result showed that lesson study had a positive influence on the performance of the learning process. Student felt enjoyable because when they got issue they studied in group and lecturer assists them. In lesson study, lecturers would do a lot of sharing opportunities. Any of the above related findings have shown that lesson study had a positive effect when it was applied in the teaching and learning process in English.

Based on the explanations above, the writer would try to apply a lesson study to find out whether or not there has been a significant improvement in report writing of the ninth grade students of SMP Negeri 1 Indralaya Selatan as implementation of lesson study.

1.2 Research Questions

Based on the basis of the above problems, research questions research were:

- 1) Was there any significant improvement in report text writing of the ninth grade students of SMP Negeri 1 Indralaya Selatan as the implementation of lesson study?
- 2) What was the response of the ninth grade students of SMP Negeri 1 Indralaya Selatan about implementation of lesson study?

1.3 Research Objectives

On the basis of the research questions mentioned above, the research objectives were:

- 1) To find out whether or not there was any significant improvement in report text writing of the ninth grade students of SMP Negeri 1 Indralaya Selatan as the implementation of lesson study.
- 2) To find out what the response of the ninth grade students of SMP Negeri 1 Indralaya Selatan about implementation of lesson study was.

1.4 The Significance of the Study

The writer hoped the result of this study could be source to build better English studies in order to get better result that was suggested by the increase in the achievement. This study was also intended to help teachers observe and critique their teaching and learning process. The last, hopefully, it would be used as a reference to other researchers which have similar studies.

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