INSTRUCTIONAL DESIGN OF DESCRIPTIVE TEXT MATERIALS BASED ON PALEMBANG LOCAL CULTURE BY IMPLEMENTING LSLC FOR STUDENTS TO UNDERSTAND LEARNING

Nurlista Iryanti
Language Education, Faculty of Teaching Training and Education, Sriwijaya University, Indonesia
Email: listafawdh@gmail.com

Rita Inderawati (Corresponding Author)
Language Education, Faculty of Teaching Training and Education, Sriwijaya University, Indonesia
Email: rita_inderawati@fkip.unsri.ac.id

Soni Mirizon
Language Education, Faculty of Teaching Training and Education, Sriwijaya University, Indonesia
Email: soni_mirizon@fkip.unsri.ac.id

Abstract: Lesson study learning community (LSLC) is one of the various innovations to make students have a good quality in learning in this 21st-century era. The objective of the study was to produce a learning trajectory in English which can help students in learning descriptive text material through LSLC in the classroom. This study used design research method type validation study. The participants were 32 seventh-grade students and English teachers of SMP Negeri 18 Palembang. The data were collected through interview, observation, documentation, and field notes. The results of the study revealed the teachers did not implement the application of lesson study learning community based on the appropriate stages. Somehow, in the process of lesson study, some difficulties were discovered. From the result of interview and observation, some problems in implementing were still found due to the limitation of the time, and the teacher's commitment during the implementation. However, the lesson study helps students to understand learning through collaboration.
Keywords: *descriptive text; lesson study; lesson study learning community*

INTRODUCTION

Education is the basis for building the nation's character to understand, assess things more realistically, including caring for others. Therefore, in this 21st-century era, the Indonesian government uses various innovations to establish students to think critically and be more active, especially in the language field. English becomes a global language as a tool that connects people around the world. Meanwhile, in Indonesia, English is used as the first foreign language which is taught after independence 1945. We could see that any levels of education in Indonesia put English as one of the compulsory subjects taught in school, from elementary to college level. Reading is one of the English skills that should be learned by students besides listening, writing, and speaking. As an important skill, reading brings the reader to get a lot of knowledge.

According to Nunan (1991), reading is a processof combining information by the readers from the text and their prior knowledge to build meaning fluently. Similarly, Patel and Jain (2008) stated that reading is the most useful and important skill for people to update their knowledge. Besides, reading is one skill that must be learned by the students along with listening, speaking, and writing. Reading is the most basic activity in any language class. Reading as a means of extending and consolidating ideas and knowledge of the language. Afterward, Harmer (2001) offered an idea that reading is essentially either for students' careers, learning purposes, or pleasure.

Meanwhile, reading is the ability to get information in several texts. In this modern era, sometimes students are quite arduous to know what the culture is. By reading, the students recognize many benefits of local culture. Another study about

reading development with local culture by Sopian, Inderawati, and Petrus (2019) showed that students wanted to learn reading English text with innovative ways and to have a guidance strategy to enrich students' comprehension including English text. Local culture is the habit of a particular group of people that also characterizes the culture of a local community group. Somehow, they find some troubles when the teacher asks them about some information still in the context. It might be due to a lack of vocabulary and it made them find too many difficulties in understanding the text. Another difficulty that is faced by the students is in finding the main idea of the text (Hidayati, 2018).

Therefore, a lot of factors can influence students in reading especially in the teaching and learning process. Additionally, factor which may influence reading comprehension, related to the readers' such cognitive ability, strategy, knowledge background, effective characteristic, text, and content. In teaching reading, teachers must think about how to make the students gain an understanding of the text, such as learning about the descriptive text (Smith, Snow, Serry, & Hammond, 2021).

Descriptive text is one kind of text that usually students learn at school. Hamalik (1993) stated there will be involved the interaction among persons, materials, facilitates tools, and the procedures that all of them influence each other in getting the teaching goal. Moreover, Yudiantoro (2010) defined that descriptive text is a text that has the purpose of describing a particular person, place, or thing. Reading involves transforming a text, which is a graphic representation, into thought, meaning, or idea. Descriptive text is used to describe a person or thing in general, related to color, shape, taste, and smell as painting something with words (Tompkins, 1994).

Moreover, Slavin (2009) mentioned that when children enter school, they have absorbed many aspects of the culture, such as language, attitudes, beliefs, attitudes, food preferences, and ways of behaving. Similarly, Wahlqvist and Lee (2007) mentioned that food culture arises out of the place of a people's origin, whether they still live there or not, but is shaped by resources, belief and information, technology, fishing (food processing and storage, transport, cooking), colonization, and ethnicity. Therefore, food indicates the identity of a nation's social and cultural shows viscosity. Indonesia is one of the countries that make food as

a symbol of the cultural region. It means, foods are one of the main roles in people's lives and give any influences to the impacts on their culture.

The lack of suitable reading materials with local-content is a reason to propose a new reading material. Another study about content analysis by Kaltsum and Susiati (2019) showed that the English textbook in Surakarta is lack of local content, precisely 14%. This 14 % of local content is about national local content. Then, they concluded that government policy that sets English as a local content has not gone well. Some other researches show how local culture is beneficial in English language teaching (Khan, Asif, Hasmi, & Azeddou, 2017; Yang, 2017; Fu, 2018; Inderawati, Agusta, & Sitinjak, 2018; Sopian et al., 2019; Elviana, *et al.*, 2019; Azizah, Inderawati, & Vianty, 2021).

Sato (2014) stated that lesson study can make students active and creative in learning. There are three stages of lesson study; it is known as plan-do-see stages. Sato (2014) insisted that lesson study can make students active and creative in learning. Therefore, a lesson must be a place where students can voice their original questions. Students often fail to seek help and show their lack of understanding. As we know that Lesson Study originating from Japan has spread worldwide: Asia, Europe, Africa, Australia, and even America. Sato (2014) emphasized if a lesson study is not a strategy or method in the teaching and learning process, but lesson study is an effort to improve the process of effectiveness in teaching and learning in planning, doing, and understanding the process. The simultaneous achievement of quality and equality encourages the development of teacher professional and vocational skills, and schools are now the place of teachers as learning professionals who are mutually educating. So it is necessary to reform the school through Lesson Study for Learning Community (LSLC).

In short, LSLC is a new concept that emerged from the development of the latest lesson study. This development is based on the demand for learning communities to achieve quality in implementation. This process involved small groups of teachers meeting regularly to engage in a collaborative process of lesson planning, implementation, evaluation, and refinement. In August 2019, Mr. Sato and Mrs. Takasawa came to Palembang to be the speakers of the workshop to all selected headmasters and teachers for junior high

school at Sriwijaya University. Mr. Sato presented a topic about applying and implementation LSLC in class. In this opportunity, SMPN 1 Palembang was chosen and eighth-grade students as a sample. All of the participants became observers and had to do a reflection.

From the implementation of LSLC in class, the students were divided into heterogeneous groups. Meanwhile, in general, the student collaborated with their friends to help solve the questions given in the sharing task and jumping task session. In other words, in LSLC, students did not feel shy to ask, so that the students were encouraged to ask questions about what they did not understand. Mr. Sato also explained LSLC is not only about learning processes to develop thinking power but also social processes. As observers, all the participants also observed psychological actions, such as difficulties to answer the question, what time they felt worried, and what made them confused. Therefore, in the process of observation, there was one group seemed very active and quick to work on the questions given by the teacher because they had good collaboration between students in the group. On the other hand, some groups were not active and could not work at all. In this case, the teacher's role is to help weak students and become facilitators to help them solve problems. The results of the observation showed that students could solve the problems if they were collaborated and shared the problems.

Thus, it can be concluded that LSLC is very important to improve students' critical thinking while sharing knowledge to answer questions at the same time. Another study was done by Marlina (2018), in implementing LSLC on students of biology education study program FKIP Tanjungpura University. She used a descriptive method with the subject is all students who are active in the Biology Education study program. Implementation was done through 3 stages of plan, do, and see (reflection). The result showed that students gradually succeed in forming good learning communities among students because they were supported by creativity in preparing lectures designed collaboratively between the lecturers and observers involved. Then, it was contrasted with a study done by Nashruddin and Nurrachman (2014) a case study about implementing lesson study in private senior high school in Malang for tenth-grade students. The subjects of the study were English teachers, their students, and the school stakeholder from a private senior high school in Malang. The result showed if their study about lesson study was not to work effectively since the limitation of time and not all of these steps of lesson study were reflected in the implementation of lesson study in that school.

Based on those results, it can be concluded that to guarantee the students learning, there were a lot of factors from the material and their learning trajectory. LSLC is a learning system to make the teaching and learning process in the classroom more qualified with three stages, *plan, do,* and *see*. LSLC focus on children's learning grows from something that they do not understand. A lesson is a place where children struggle and comfort with what they have not previously known. That is why it is important to know the learning trajectory of the students when students produce a learning trajectory of students in descriptive text material through LSLC in the classroom.

METHOD
The method that was used in this study is the design research method type validation study, which is a form of qualitative approach in designing learning. Design research is a systematical design study to developing and evaluating educational interventions (such as programs, strategies and learning materials, products, and systems) as solutions to solve complex problems in educational practice (Plomp & Nieven, 2007). Design research aims to develop Local Instructional Theory (LIT) with researcher and teacher cooperation to improve the quality of learning (Gravemeijer & Eerde, 2009). In other words, design research is an interventionist that focuses on process and collaboration on learning.

Akker, Gravemeijer, McKenney, & Nieveen (2006) mentioned design research has different characteristic from other methods as summarizing. *Interventionist* means the research aims at designing an intervention in the real world; it means design learning activities may change during the study because the design is flexible. Then, *interactive* means research is a cyclic process that is repeated designation, evaluation, and revision. After that, *process-oriented* means research focuses on the learning process such as learning plans and learning tools. *Utility oriented* is the benefits of the design that are measured by the user's practicality. The last, theory oriented is research based on field trial theory and learning design contributes to theory

building. In the design of learning, three stages are carried out repeatedly (cyclic cycles) until the discovery of new theories that are the result of a revision of the tried learning theory (Gravemeijer & Cobb, 2006).
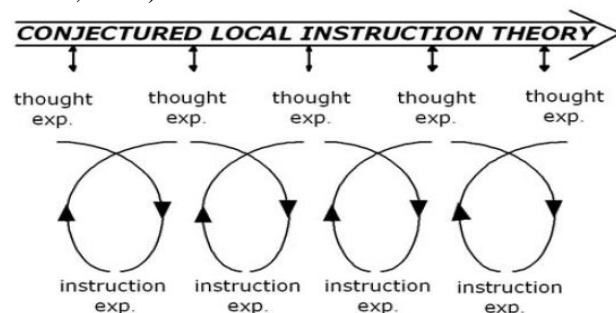

Figure1. *The cyclic cycle of design research*

The first stage of *preparing for the experiment* (research preparation) was conducted a literature study on descriptive text material. Besides that, the researcher also examined the students' initial ability by conducting a pre-test to several students to find out the extent to which the students' understanding of the learning prerequisite material. The results are used to design a series of learning activities that contain the hypothetical learning trajectory. *Hypothetical Learning Trajectory (*HLT) which is designed to be dynamic so that it forms a cyclic process that can change and develop during the teaching experiment process. In detail, the things done in this stage are: (1) analyzing the learning objectives, (2) determining the initial conditions of the study, (3) designing and discussing the conjecture or HLT to be developed, (4) determining the character of the class and the role of the teacher, besides that, the researcher conducted classroom observations, interviews with the teacher to determine the state of the initial abilities of the students who are the subject of this research.

In the second stage, the *design experiment* consists of the first two cycles (*pilot experiment*) and the second cycle (*teaching experiment*). Four students with heterogeneous abilities (1 high-ability student, 2 moderate-capable students, and 1 low-ability student) were involved in the first cycle (*pilot experiment*), at this stage the researcher acted as a teacher. The results of the first cycle were used to revise the initial HLT version for one class participating in the second cycle (*teaching experiment*). In the second cycle, students were taught by their teachers as model teachers (instructors) and researchers acted as observers on learning activities.

The third stage is a *retrospective analysis*, the data obtained from the teaching experiment stage are analyzed, the results of the analyst are used to develop the design in the following learning activities. HLT is compared to the next learning activity. HLT is compared to the learning activities of actual students (*Actual Learning Trajectory*) to answer the research problem formulation. The purpose of *retrospective analysis*, in general, is to develop Local Instructional Theory (LIT).

The participants were 32 seventh-grade students and English teachers of SMP Negeri 18 Palembang. Moreover, there were stakeholders of the learning community from another school. The data was collected using interviews, observation, documentation, and field notes. In this study there were three stages: *plan, do* and *see*. The documentation used as supportive data such as teachers' teaching preparation, pictures, and video recording of the lesson study activity. Observations were conducted for capturing the implementation of the lesson study, and the teaching and learning process during the lesson study especially in *do* stages. Another instrument was a semi-structured interview for the teacher and students. It functions to gain information on how the process of lesson study was conducted. These were analyzed descriptively based on the adapting theory from Sato (2011) that there were three stages: *plan, do,* and *see*.

FINDINGS AND DISCUSSION

This study was introducing the stages of the lesson study learning community, there were *plan, do, see* and the main goal of lesson study learning community. Started from the preparation about the setting goals of lesson study learning community until the implementation, it has spent seven meetings. Although the implementation had two meetings only in the first cycle (*pilot experiment*) and second cycle (*teaching experiment*). Meanwhile, before the implementation researcher and English teachers discussed students' needs, students reading level, material, lesson plan, students worksheets, model teacher, and the strategies used by the teacher in the classroom. Then, the researcher, English teacher, and expert validated them, to make sure the appropriateness based on the learning goals.

In the *plan* stage or pre-discussion purpose to produce learning design, the teachers became a

learning community collaborated to develop a learning plan achieved both in cycle 1 and cycle 2. It is in line with Towaf (2016), mentioned that the model teacher and observers plan together with the teaching preparation in which it would be implemented in the teaching and learning process. Gravemeijer and Cobb (2006) put forward the *design experiment* consists of the two cycles, the first (*pilot experiment*) and the second cycle (*teaching experiment*). Researcher and English teachers at SMPN 18 Palembang discussed and prepared about the lesson plan, students' worksheets, and the prediction of student's answers.

The result of the *plan* stage in which they used lesson plans with LSLC system and scientific approach, there were two kinds of the task; sharing and jumping task, and the prediction answer for students with heterogeneous ability. They analyzed the weaknesses and strengths of the plan. Moreover, Shulman (1987) added thoughtful planning involves anticipating students' misconceptions and confusions and planning how these will be addressed. The learning was implemented in two cycles. Therefore, the researcher also interviewed the teacher and student, the result showed:

Lesson Study Learning Community is a learning system
This result was revealed after the interview and discussion with an English teacher and a student about LSLC that was a learning system to help the student gain the understanding with collaborative learning and the teacher as a facilitator to make sure the students in learning. It is in line with Sato (2011) stated the goal was the teachers can help the students make the learning process more qualified. From the interview, the teacher never thought of English learning with LSLC system. As indicated in the following interview excerpt:

> LSLC is a pretty good system. Indeed, we have never used InshaAllah we will learn from this experience and InshaAllah we will apply it next (teacher).

The teacher was an enthusiast to implement LSLC in class. Unfortunately, based on the interview result, the teacher put forward if the students usually help each other when they have some difficulties in learning. However, initially, the students did the exercise individually without helping each other at the beginning of LSLC has implemented.

Descriptive text as an important learning material
Concerning descriptive text and local culture, an English teacher in SMPN 18 Palembang realized that descriptive text is important material. Descriptive text material that is easy but it was very difficult to be understood by students. English national test revealed that the students' scores in 2018/2019 in descriptive text material were still low in SMPN18 Palembang. As indicated in the following interview excerpt:

> Maybe not, because they only explained, but in reality, this descriptive text is one of the low UN scores 2018/2019, so it needs to be improved how in the future for the UN value in descriptive text material can increase. (teacher).

However, the teacher could not show the students' written assessment report to support the statements, she wanted to help the student succeed in learning descriptive text. The main purpose was to improve students' scores in national examination in the next exam especially from descriptive text questions. Thereafter, the teacher's statement about descriptive text is important material. In descriptive text materials, there are many aspects to be taught. Then the students usually describe animals, people, and things. Based on Kane's statement (2000), the description is about sensory manipulation - how something looks, sounds, and, tastes. Mostly it is about visual experience, but the description also deals with other kinds of perception it takes a lot of time to understand.

Palembang traditional food as an innovation learning material
Based on the interview with an English teacher in SMPN 18 Palembang, it was said that descriptive text using Palembang traditional food content never been taught in English subject. While the teacher was teaching descriptive text, the teacher usually used animals, people, or things. Further, the teacher agreed that learning about Palembang traditional food makes students understand descriptive text easily. Hence, Jordana (2000) mentioned traditional food is a part of a set of traditions that has lasted over time as mentioned by the teacher in the following statement:

> *Very good, because if in traditional food and students more understand better although they do not know what descriptive text is but at least they can already explain about traditional food (teacher).*

Therefore, by using local culture with traditional food materials, students would understand more about the descriptive text. It is supported by Elviana, Inderawati, and Mirizon (2020), since the meaning conveyed in the language used depends on a society where they live and the communication is delivered through language, and culture is the basis of communication. In other words, teaching language is never done without culture due to some factors, for example familiar content in traditional food which English teacher of SMPN 18 Palembang revealed. Then these findings confessed that the English teacher of SMPN 18 Palembang said, at least the students can explain about traditional food. Jordana (2000) added the teacher mention traditional food was a part of a set of traditions that had lasted over time as mentioned. Evidence of interviews, students know and mention familiar traditional food from Palembang. The student statement can see below:

> Famous food from Palembang such as pempek (student).

However, the students perhaps could gain an understanding of descriptive text easier if they use the familiar content. It is strengthened by Inderawati & Putri (2019) that using traditional food in learning a foreign language helps the students to elaborate the content of the texts and it is proved that the developed reading materials were valid, practical, and have a potential effect. In this term, food and culture not only have a role term generation of local identity, but also influences behavior and help the transfer of cultural heritage for future generations and interaction with others (Albayrak and Gunes, 2012).

Enthusiastic students in learning together
Based on the interview, the finding showed students were more enthusiastic when they learned together with their friends. Therefore, when students learned together they built collaboration, discussion, and interaction among them. It is in line with Indika (2017) that student's enthusiasts will appear in learning collaboration by using the pleasant method in lesson study. As indicated in the following interview excerpt:

> Very happy, especially learning in school so, I can meet my friends (student)

However, it is also supported by Sato (2011), in lesson study learning community process, the study is required for all members to work collaboratively so the students can mutually express their ideas and learn each other and get the solution to solve the problems on questions.

Cycle 1
At the *do* stage, the implementation of learning design is in *the Pilot experiment*. There were three main parts: preliminary, core activity, and closing activities. Learning activities carried out by the researcher as a model teacher. Then, the other teacher community or English teacher became the observer. The focus of the observation was the students during the learning process, not on model teacher performance. Observers were not permitted to interfere in the learning process even though they might record with a camera. The participants in this pilot experiment were only eight students. In the preliminary stage, the researcher as model teacher, gave them apperception showing the picture of learning material and the students gave a good response. Moreover, in the general LSLC system students' sitting position is supposed to be letter U, but in this case, because of class limitations, the researcher only used the available class that was a computer lab where the table in that class could not form the letter U in apperception activities. Therefore, it is contrasted with the theory from Sato (2011), it was intended that students could hear each other, and they could provide opinions and responses to each other and a form of the seating plan with the shape of the letter U.

Then in core activity, the model teacher divided students into two groups with the heterogeneous ability and gave them an explanation about the lesson. The teacher also gave sharing and jumping task and directing the students if they encountered difficulties, they could discuss but could not cheat the answers of their friends. After the sharing task question was given, all members of the group worked on it, but there was a student who still did not understand the questions. One of the students with initials H. He felt confused and just sat staring at the problem. He did not ask his friend because all his friends already worked on the questions. At that time after the teacher explained it, the teacher saw that there were still those who had not done the work. Then, the teacher gave an example of how to ask for help without copying a friend's answer. Meanwhile, the student with the initials (H) asked the teacher because he was still confused with the intention of question number two. The teacher

immediately explained to him. After understood, the students read the question and then he tried to answer the question by himself without asking his friends. The collaboration among students began during when the activities of jumping tasks and the teacher occasionally controlled them to ensure they could work on the questions and still gave them instructions to help each other if there were friends who asked to be taught.

Picture 1. *Student's collaboration*

As a result, one student in the group could answer the question by discussing, collaborating, and asking friends to be taught due to the model teacher's suggestion to him to say "please teach me" to the other friends. Then, that student could solve his problem to answer the question. van Rossum and Hamer (2010) insisted that students attach great importance to hear, and that is also a deeper reason for an emphasis on discussion, allowing them to express their opinions. It is in line with Coskun (2017) that teachers show a good perception concerning to the implementation of learning.

It is proposed that lesson study is used as an alternative approach to solving the problems that the teachers are facing in the implementation of teaching and learning. In closing activities, each group collected their task and presented their answer by writing the answers on the board. The teachers and all the students together discussed the questions one by one. All students paid attention to the teacher's explanation of the answers discussed. Sato (2011) stated that the purpose is the teacher can make the learning process more qualified for the students.

In *see* or *reflection* stage which is as a *retrospective analysis*, the model teacher started the discussion by conveying thoughts and impressions about the implementation of learning. Sato (2014) stated researcher and observer provide input or a solution for the lack of teaching that was done to improve in the next instruction. The researcher as a

model teacher discussed the finding of English teacher as an observer related to on the content of the material and also the attitude of the students during learning at the pilot experiment. The result showed students were very enthusiastic about learning and their weakness was only lack of mastering vocabulary, the teacher was good enough in delivering the lessons, students' cheating habits were replaced by the way they asked to be taught by friends. Initially, the model teacher told experience while teaching the students. Criticism and suggestions were delivered wisely without demeaning the model teacher for the improvement of future practices.

The finding on the first observation was done. According to Lewis in Sudrajat (2008), direct learning observation is one of the essential characteristics of a lesson study. There were two groups in the pilot experiment, Muaz, and Al-Fatih, the result showed most of the students seemed comfortable in learning with a model teacher. When the teacher did apperception by showing pictures related to learning material, the students were concentrated apperception. Sato (2011) mentioned basic techniques for carrying out learning with *creative apperception*. Each student followed the instructions of the teacher in working on the questions. The students lost concentration during group division because they did not focus, but the teacher still controlled them and gave them students' worksheets. At the beginning of learning, students did everything individually but the teacher told the students to discuss with their friends the things they did not understand yet. They must ask to be taught not to copy their friends' answers. However, some students glanced at their answers. During the sharing tasks, they were seen still relying on their thoughts. In the jumping task, they collaborated and discussed issues that were considered difficult although they were still shy to ask. In line with Coskun (2017), teachers know the weak points of the lesson and knowing what students need the most in the learning process.

Cycle 2
The second cycle, *do* stage is the implementation of learning design in *a teaching experiment*. There were three main parts: preliminary, core activity, and third closing activities. English teacher with initial "I" as a model teacher and researcher as an observer. Therefore, other English teachers became

observers and some were from other schools as members of the LSLC community. In the preliminary, the model teacher gave them apperception showing the picture of learning material and students were interested and gave a good response. Model teachers did use the lesson study learning system that is in line with Sato (2011), a form of the seating plan with the shape of the letter U. It is intended that students hear each other, and they can provide opinions and responses to each other.

Then in core activity, the model teacher divided students into seven groups with heterogeneous abilities, gave them an explanation about the lesson. After that, teacher gave students worksheets: the first was the sharing task and the second was jumping task. In the beginning, all students did the question individually. The researcher focused on observing one student. The result showed the student with initial N was very enthusiastic and followed the lesson well even when looking at the pictures on the slide about kind of traditional food from Palembang. After that, he often leaned his body into a chair, held his head and sometimes unfocused because he was busy with his activities. The teacher always controlled each group. When in N's group, the teacher gave suggestions them to asked friends "please teach me" but the N did not pay attention to the teacher, but he covered his face with his hands. After the teacher left, then the N asked his friend. Then, in jumping task, N had many discussions with his friends. In this focus group, the collaboration among students run well. Students in groups did not ignore the members of the group who had difficulty in answering the questions. It is supported the statement from Vygotsky (1978), the collaboration of students and experts on real-world problems or tasks that were built on the language, skills, and experiences of each person formed by each individual's culture in the social context.

Picture 2. *Student's collaboration*

In the closing activity, the teacher asked each group to present their answers in front of the class. Initially, N did not want to present the results of their answers. Therefore, after being encouraged by his friends in the group, N was willing to present in front of the class with enthusiasm although he was nervous. A study done by Marlina (2018) discovered that students gradually succeed in forming good learning communities among students because they are supported by creativity in preparing lectures that are designed collaboratively between the lecturers and observers involved. After that, due to the time learning, the teacher directly closed the class by asking, repeating material that has been studied, and asked the chairman to lead prayers together before going home.

In reflections stages or see *stag*e as a *retrospective analysis*, after the learning activities took place, the teacher and observers gathered in a room to reflect on today's learning outcomes and the findings during the learning process. That was the system of LSLC that could help the student gain an understanding of the lesson and the collaboration among students became good. However, the result showed only several teachers followed the reflection because the other observers had a teaching schedule so some observers could not be present until the LSLC process was over. Meanwhile, the fact that found by Agustin and Fahri (2019) in reflecting stages, one of the teachers missed one meeting for reflection activities. As a result, reflection activities could not be done efficiently. The observers in this teaching experiment activity were five people: researchers, two English teachers at SMPN 18 Palembang, and two teachers from other schools but only three teachers took part in the reflection activities. This obstacle was similar to what was mentioned by Nashruddin and Nurrachman (2014) that not all of these steps of lesson study were reflected in the

implementation of lesson study in that school. Then, while the fact that found by Agustin and Fahri (2019) about the implementation of lesson study the in English teaching-learning process. The subject of the study was three English teachers in MAN 1 Mojokerto. In reflecting stages, one of the teachers missed one meeting for reflection activities. As a result, their study in reflection activities could not be done efficiently. It is contrasted with Mon, Dali, and Sam (2016) that participants should commit to the lesson study process, to get good results in lesson study. Therefore, to take the core lesson, study requires 'sustained commitment' from both school leaders and teachers (Perry and Lewis, 2009).

Nashruddin and Nurrachman (2016) revealed that the observation in the implementation of the lesson becomes the center of the teaching process. In the second observation results, there were seven groups in the teaching experiment. Most of the students listened the teacher explanation carefully. All the students concentrated because the topic was considered interesting. The class condition was very crowded and several of them were busy because of their work. It was seen when the teacher gave them a sharing task, the students in several groups were talking with other friends from other groups. The teacher gave them instructions to asking their friends if they did not understand and found difficulties by saying "please teach me". Collaboration has appeared in several groups during sharing tasks. Students could ask their friends and share ideas in groups. The constructions of knowledge take place in the social context of Vygotsky (1962) which involves the collaboration of students and experts on real-world problems or tasks that are built on the language, skills, and experiences of each person formed by each individual's culture. Moreover, when they did not understand, they ask the teacher to explain the purpose of the question. In line with Sato (2011), the teacher should know what the students have said and connected it to other students if there are students who are still confused the teacher must approach and guide the students. Most students who had high ability could explain and help their friends. They collaborated until they got an answer until jumping tasks. In line with Coskun (2017), lesson study is beneficial for helping the teachers to have good quality in teaching.

CONCLUSION

The learning trajectory in this study produced two questions of sharing tasks and two questions of jumping tasks with the context of familiar traditional foods in Palembang which could help students to understand the learning concept of descriptive text. The students were more interested and eager to learn descriptive text because it used the context of traditional foods that they already knew in their daily lives. Meanwhile, students could understand the purpose of learning descriptive text which can describe an object with words. Besides, this research raises collaborative attitudes among students. It is very useful with the aim of ensuring students can understand the lesson well.

Based on the result of the research that had been done in two cycles (cycle I and cycle II), it can be concluded that there is a good learning trajectory among students. The implementation of the lesson study learning community as a learning system can make the students have collaboration with their friends. Collaborative learning activities that was used also provide positive effects for students. Students can build a sense of caring for their friends. Lesson study learning community system builds a sense of responsibility of the teacher while teaching as a facilitator for students and foster a sense of responsibility for the learning activities and ensures that the learning needs of students are met.

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