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The Effect of *Lesson Study* on the Fourth Semester Students' Descriptive Writing Skill

AUTHORS INFO

M. Nur Hakim
Universitas Cokroaminoto Palopo
m.nur_hakim@gmail.com
+6285242125308

Busra Bumbungan
Universitas Cokroaminoto Palopo
+6285255738762

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Abstract

The objective of this research was to describe the effect of the process and results of implementation of lesson study in teaching descriptive essay writing at the fourth semester students of Indonesian Language Education and Literary Studies Program. This research was a Descriptive Quantitative that described about the process and result in the learning writing descriptive essay. Data were analyzed using descriptive statistical analysis techniques. The results showed that it was positively increased. It looks at the focus of students showed a positive attitude in following each learning cycle. In addition, the level of mastery learning achievement showed that the obtained value of 75 to the top 30 students with a percentage of 86%, while those which scored under 75 only 5 students with a percentage of 14%. It was concluded that the lesson study had a positive influence in teaching descriptive essay writing in the fourth semester students of Indonesian Language Education and Literary Studies Program.

Keywords: lesson study, essay description, writing skill

A. Introduction

Indonesian learning courses, especially in college should be able to involve all components of learning for learning preferred by students, so the science of language in this case bahasa Indonesia can be optimally absorbed by the students. The use of Bahasa certainly will not be maximized if mastery of the concept of Bahasa is still very minimal. Surely it takes a balance between theory (in particular linguistic rules) and the implementation of the use of Bahasa in everyday life, both in formal and informal situations. Of course, learning Bahasa needs serious attention in order to use Bahasa among learners in accordance with the rules and linguistic context.

Writing skill is language skill that has a very important role in the learning process. Writing is a means for someone in their ideas, feelings, and ideas in writing. However, the writing skill is not easy to implement, especially in stringing words into sentences, sentences into paragraphs, even become an essay. Therefore, it is necessary to the process of continuous practice, to create a complete and coherent writing. Writing skills are skills that are very complex, even the pen is

likely to achieve maximum results if the mastery of another language skills (listening, speaking, and reading) has been mastered.

Based on the condition of learning writing in universities, especially the University Cokroaminoto Palopo, Indonesian Language Education Program, according to the writer's observation during the teaching process, students are still lacking skilled in aspects of writing skill, but good writing skill is needed by a student, as a preparation in compiling the paper as the writing even thesis writing. In addition, it is also as a basis in scientific writing competition. Basically, a lecturer in Indonesian has given more attention to the aspects of writing skills. However, interest in learning students' writing skills are still very low, this can be seen when students are given the task, in particular to make paper, there are many common mistakes, both of casting or ideas or terms of use sentences that are less effective and the use of punctuation less precise. Consequently, the results obtained by the students are still not as expected.

Essay writing description learning can help students' ideas according to the observations then poured in an article. In addition, learning to write descriptive essay as a base to train students' skills to make the writing better, because basically in a descriptive essay, the object can be observed directly and further arranged as a concept in a composition. Therefore, the required experiences both visually and listening skills or understanding to be translated in the form of the language, and then poured into writing to support the ideas presented. These experiences can be in the form of facts and data obtained either from the surrounding environment as well as in the form of reading material and can be used in preparing a descriptive composition.

Based on the problems and description of the concept of learning materials, lesson study is one of the solutions in solving problems in learning to write descriptive essay. Lesson study can improve the quality of learning and teaching in higher education. Through these activities are expected to provide motivation for students in learning, especially in the teaching of writing. In addition, the implementation of lesson study also greatly assist faculty in designing more effective learning strategies.

Research conducted by the author is not something new, especially regarding the implementation of lesson study. One study of lesson study ever conducted by Rustono (2008), which was published in a journal with the title "Improving the ability of students to apply learning strategies through lesson study in the Elementary School". Rustono research results show that through lesson study, students undertake teaching practice which involves not only the lecturer but the elementary school. Students gain knowledge and experience of the planning and implementation of innovative learning. Students also get feed back directly into the reflection.

Moving on from the problems and relevant research, the authors are interested in doing research with the title "The Effect of *Lesson Study* toward the Fourth Semester Students' Descriptive Writing Skill at Indonesian Language Education and Literary ". A description of the research results will be discussed in the following description.

B. Literature Review

Pamungkas (2012: 57) put forward the concept of writing which is a manifestation of how to communicate with the media. Everyone has a talent for developing language skills, good writing, speaking, reading, and listening as it has LAD. Optimalisasis use of the LAD and its implementation depends on how one doing the learning process on an ongoing basis, given the ability to speak one's done through a learning process and not by genetic factors or heredity.

Description or depiction is exposure to the words of an object, place, or circumstance atmosphere (Marahimin, 2010: 45). In line with the views expressed by Marahimin, Kosasih (2012: 14) explains that in this case the description is the depiction of a case, either in the form of objects, events, circumstances, or people who can be used as an object. With such essay, as if the reader can see or feel things that are told.

Lesson study is a method developed in Japan. The term lesson study was created by Makoto Yoshida. Lesson study is a process to develop the professionalism of teachers in Japan to investigate and test their practical teaching to be more effective.

The steps of the implementation of lesson study by Djumingin models (2012, 172-173), is as follows:

- a. Some teachers work together in a group. This cooperation includes: planning, teaching practice and observation.
- b. One of the teachers in the group carrying out the planning stages that make lesson plans that matured equipped with the theoretical foundations that support.
- c. Teachers who have made plans then teach in the real classroom. Means the implementation phase of teaching done.
- d. Other teachers in the group observe the learning process while matching lesson plans that have been made, meaning observation phase has passed.

All the teachers in the group including teachers who have taught and then together to discuss their observations to the learning that has taken place. This stage is the stage of reflection. In this phase also discussed remedial measures for the next lesson.

C. Operational definition

In a clear understanding of the terms on the variables used in this study, the following is the author describes the variable definitions that will dioprasionalkan in research.

1. Lesson study is an attempt to study the learning undertaken in teams (teachers or lecturers) in order repair and improvement of process and learning outcomes that include implementation steps, starting from planning, action, and reflection, which is basically the implementation of lesson study These cyclical implemented.
2. Narrative description of the type of essay through the depiction of an object very clearly, so that readers can feel as if the object dituiliskan in the wreath.

D. Methodology

This research is quantitative descriptive research. In this research, it was described the learning outcomes through the implementation of lesson study. The location of this research was at Campus III Study Program of Indonesian Language and Literature University Cokroaminoto Palopo. The study was conducted in the second semester of the 2015/2016 academic year. The study population was all students of fourth semester Language Study Program and Literature Indonesia totaling 175 students spread into five classes. Sampling in this study conducted by directly selecting the sample used in the study were selected to be sampled, Classroom IV.E. Data collected by observation, examination of the results of tests, assessments, and documentation. The collected data will be analyzed using descriptive statistical techniques.

E. Finding and Discussion

1. Findings

a. Implementation process of Lesson Study in Learning Descriptive Essay

The results of observations made by the observer team on the implementation of the first cycle showed that the average student still tend to be passive in the implementation process of learning. The average student activities that are not actively looked at when answering questions from the lecturer, ask questions to the lecturers regarding materials that are poorly understood, and at the time concluded learning. Based on these results, according to the results of discussions at the time of reflection concluded that it was due to the lack of courage of students in an opinion.

Later in the second cycle of activities in accordance with the results of observations showed that the average student activity experienced a slight improvement in the implementation process of learning. The activities were less active students looked at the time of interaction between lecturers and students. Based on the results of these reflections, of course, on the implementation of the third cycle should be further improved, and can be used as material improvement in the preparation of lesson plans, namely when the implementation plan in the third cycle.

As for the implementation of the third cycle showed that the average student had improved in the learning process. The increase was marked with a focus on student activities observing the media is given as an object in writing essays description. In addition, students are also very

active in conducting group discussions and doing a good job. While the activities that still needs to be improved is the interaction between lecturers and students.

The last cycle carried out in this research is the fourth cycle with a focus on writing activities individually. These results indicate that this activity continues to increase every cycle. It looks at the activities of students in doing the task to reach 100%. In addition, the focus of students in the following study was also very good. In accordance with the results of these observations, it was concluded that the implementation of lesson study can provide a positive influence in learning Indonesian language and literature, especially in teaching essay writing descriptions. As for the things that have not reached its full potential will continue to look for solutions so that all of this activity can be achieved well.

b. The Test Result of Lesson Study Implementation in Learning Descriptive Essay

The result of the obtained value of 35 students posttest showed that the obtained value of 90 found 2 students with a percentage (5.7%), the value of 88 obtained 5 students (14.3%), the value of 85 obtained 8 (22.9%), value of 83 was obtained 2 (5.7%), the value of 80 obtained 7 votes (20%), the value of 78 obtained 3 (8.6%), the value of 75 obtained 3 (8.6%), the value of 73 obtained 1 students (2.9%), the value of 70 obtained 2 (5.7%), the value of 68 obtained 1 (2.9%), and the lowest value of 65 only gained 1 students with a percentage (2.9%).

The next level of achievement showed that completeness of which scored above 75 to as many as 30 students with a percentage of 86%, while those which scored under 75 only 5 students with a percentage of 14%. In accordance with the achievement of the indicators of success that this research is success when there is a minimum of 85% which scored 75 and above, it can be said to be successful. Thus, it was concluded that the lesson study had a positive influence in teaching descriptive essay in the fourth semester students of Indonesian Language Education and Literary Study Program.

Table 1. Frequency Distribution and Percentage of Class Experiment Posttest Education Essay Writing Descriptions

No	Students' score	Frequency	Percentage %
1	90	2	5,7%
2	88	5	14,3%
3	85	8	22,9%
4	83	2	5,7%
5	80	7	20%
6	78	3	8,6%
7	75	3	8,6%
8	73	1	2,9%
9	70	2	5,7%
10	68	1	2,9%
11	65	1	2,9%
Total		35	100%

Based on the table, showing the results of the acquisition value of 35 students posttest show that the obtained value of 90 are 2 students with a percentage (5.7%), the value of 88 obtained 5 people (14.3%), the value of 85 obtained 8 people (22,9%), the value of 83 obtained 2 (5.7%), the value of 80 obtained 7 votes (20%), the value of 78 obtained 3 (8.6%), the value of 75 obtained 3 (8.6%), the value of 73 obtained 1 (2.9%), the value of 70 obtained 2 (5.7%), the value of 68 obtained 1 (2.9%), and the lowest value of 65 only gained 1 students with a percentage (2,9%).

Furthermore, to measure the success rate of this study can be viewed at minimum completeness criteria in the following table.

Table 2. Results Achieving Mastery Learning Posttest Writing Narrative Description

No	Obtained score	Frequency	Percentage %
1	Score \geq 75	30	86%
2	Score < 75	5	14%
Total		35	100%

Based on the achievement level of completeness shows that the obtained values above 75 to as many as 30 students with a percentage of 86%, while those which scored under 75 only 5 students with a percentage of 14%. In accordance with the achievement idikator success that this research is successful when there is a minimum of 85% which scored 75 and above, it can be said to be successful. Thus, it was concluded that the lesson study had a positive influence in teaching essay writing descriptions in the fourth semester students of Education Studies Program Indonesian Language and Literary.

2. Discussion

In accordance with the findings in the implementation of lesson study has proven that student learning continues to increase each cycle. It can be concluded that the implementation of lesson study provide positive results in learning. This is in line with the theory put forward by Djumingin (2012: 172-173) that lesson study is a process in the professional development of educators in investigating and testing for more effective teaching practices. In addition, the added value in the implementation of lesson study namely the cooperation between lecturers and team models (observer) in making the learning design in accordance with the conditions of observation in the classroom, so that this learning can be more effective.

The result of the acquisition of the average value of each aspect after applying lesson study in teaching essay writing descriptions, shows that the average student writing categorized as good, with some aspects of assessment, namely: 1) the content aspect, shows that aspects described detailed and relevant with the media, as object in writing essays descriptions, as the sample appears when the object is a human, the results of the text has been parsed properly, the average body shape in humans have been described clearly, 2) on aspects of the organization showed that the results of student writing structured neat, sentences were presented is clear and logical, so that readers can easily understand the meaning of the piece, 3) the choice of words seemed that the ability of students in choosing the right corresponds to an object that is used as the writing, 4) on aspects of language shows that the use of language simple, little grammatical errors, but does not obscure the meaning, and 5) on aspects of writing has also been good, but sometimes still found some errors, especially the use of punctuation dot and comma, in addition to the errors that the average found also lies in the use of letters capital, sometimes do not wear a capital letter at the beginning of the paragraph and even use capital letters in the middle of a paragraph.

The success of students in essay writing descriptions of course supported by the theory applied in teaching, that there are several steps that must be considered in the essay writing descriptions, ranging from the determination of the topic, the outline, use of sources, literature (the use of media that can be used as objects in writing essay), essay development, and the linkage between the passages (Kosasih, 2012: 29-35).

This result is in line with research conducted by Rustono (2008), with the title "Improving the ability of students to apply learning strategies through lesson study in the Elementary School". The results showed that through lesson study, students gain knowledge and experience of the planning and implementation of innovative learning. Students also get feed back directly into the reflection.

F. Conclusion

In accordance with the findings, indicating that the process and results of implementation of lesson study in teaching essay writing descriptions fourth semester students of Education Studies Program Language and Literature Indonesia gives positive results in learning Indonesian language and literature. The conclusion from this research is the application of lesson study can give positive results in both of the implementation process and result in learning Indonesian language and literature, especially in teaching essay writing descriptions. Some of the things that became a benchmark for the success of this research process one of which is the activity of students in following every stage of learning. In addition, the level of achievement of completeness show that rewards the value of 75 to the top 30 students with a percentage of 86%, while those which scored under 75 only 5 students with a percentage of 14%. In accordance with the achievement idikator success that this research is successful when there is a minimum of 85% which scored 75 and above, it can be said to be successful.

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