

THE IMPLEMENTATION OF LESSON STUDY TO PROMOTE LECTURERS' SKILL IN TEACHING ACADEMIC WRITING

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Abstract

Lecturers find it challenging to teach writing especially academic writing, since students face difficulties in learning during the study process. This situation may happen because of the inappropriate way of lecturers in covering the material; of all the lecturers should have a good mastery of the materials to be given. Lesson study seems to fit the lecturers' method of practice teaching to improve the skill of teaching writing skills. The study aims to describe the implementation of lesson study by five lecturers to promote the skill of teaching writing. A descriptive qualitative research design was employed with observation and interviews, which were used as the instruments to gather the data. Five lecturers joined the lesson study along with the 45 students in the class. The result shows that using lesson study can promote the lecturers' skill in teaching academic writing by guiding the students in learning, explaining the material of academic writing and varying teaching methods.

Keywords: *academic writing; lecturers' skill; lesson study; teaching writing*

1. Introduction

Lecturers' skill in delivering the material related to four basic skills becomes increasingly essential to elevate. Lecturers are expected to be able to transfer the idea of teaching and learning English and share a motivation to the students to practice the skill. This activity will focus on the students' mastering the four basic skills. It aligns with our belief that language must be practised, not only remembered. By improving the lecturers' skills in English language teaching, especially for four basic skills, students are expected to master the language better.

Regarding the four basic skills, writing is considered challenging for some lecturers (Argawati & Suryani, 2017). According to Pineteh, cited in Sa'adah et al. (2022), improving academic writing abilities is necessary because it is critical in socializing them into the subjects' discourse and disciplines at university. In addition, Castillo-Cuesta et al. (2021) agree that writing is the most challenging skill to master. In the teaching process, teachers often find that students face difficulties in writing, especially when they have to write the thesis statement, provide evidence and identify claims and proofs (Wale & Bogale, 2021). It may be because writing is both a process and an outcome and is a challenging and complex skill (Winarni et al., 2021). The impact of challenges is dishonesty in academics. Dishonesty is one of the significant

problems of academic dishonesty that may be widespread as conscious or unconscious actions among students (Marzulina et al., 2022). It can be concluded that writing can be tricky, even for professionals. It means the writing process is not easy and needs more time to develop writing skills. Besides, the lecturers tend to feel bored with the teaching method and think that the technique is unsuitable yet to be implemented. This condition appears due to the absence of a monitoring system for their teaching and learning activities. Lecturers must find their teaching method without advice and comments from other lecturers; so that what is considered inappropriate steps will not be noticed by the lecturers.

Something is missing in their teaching and learning activity on teaching writing. This is why many institutions conduct lesson studies in their workplace to guide the lecturers and give new visions of their teaching techniques to their colleagues. Lesson study is believed to be one way to improve skills in teaching, especially academic writing. Dudley, cited in Satriani et al. (2020) says that lesson study is a highly specified form of classroom action research that focuses on the development of teacher practice knowledge, and it involves a group of teachers collaboratively planning, teaching, observing, and analyzing learning and teaching in "research lessons." Activity in lesson study enables teachers to collaborate on selecting a topic and plan and preparing a lesson (called a research lesson); one teacher enacts the research lesson, the others observe the students in class, and finally, teachers discuss their observations (Coenders & Verhoef, 2019). In addition, lesson study is an effective method for teachers and students because the learning objectives established before the students were met, and teachers become more dedicated and committed to the teaching profession due to the process they go through in lesson study (Rajamoney, 2021.) Its implementation is expected to help the lecturers notice what works well and what is not. By recognizing the strengths and weaknesses of their teaching and learning activities, lecturers can quickly improve their teaching methods, including their method preferences.

For the reasons above, the researchers are intended to research the implementation of a lesson study to improve skills in teaching Academic Writing to the third-semester students of a university in Cimahi. The study aims to describe the implementation of lesson study on teaching Academic Writing. A group of lecturers who teach Writing for Academic Purposes, which consisted of 5 lecturers, was formed. One Lecturer a teacher, and the others became observers. The observers had to notice the teaching and learning process and then note something important related to it.

2. Literature Review

Writing is a difficult skill to master since it has a complex structure. It needs enormous effort to be learned (Castillo-Cuesta et al., 2021). As stated by Cer (2019), writing is a complex process as it is one of the necessary skills to generate the symbols and signs required to express our emotions and thoughts. This definition can be the reason why students face difficulties in mastering writing skills. This is in line with academic writing. It is one of the types of writing skills that students need. It is beneficial for the students since they have to write a research report or scientific essay as the prerequisite of their subject study. Academic writing is a genre resorted by individuals who could comment within the scope of a discipline and depends on various principles (Altunkaya & Ayranci, 2020).

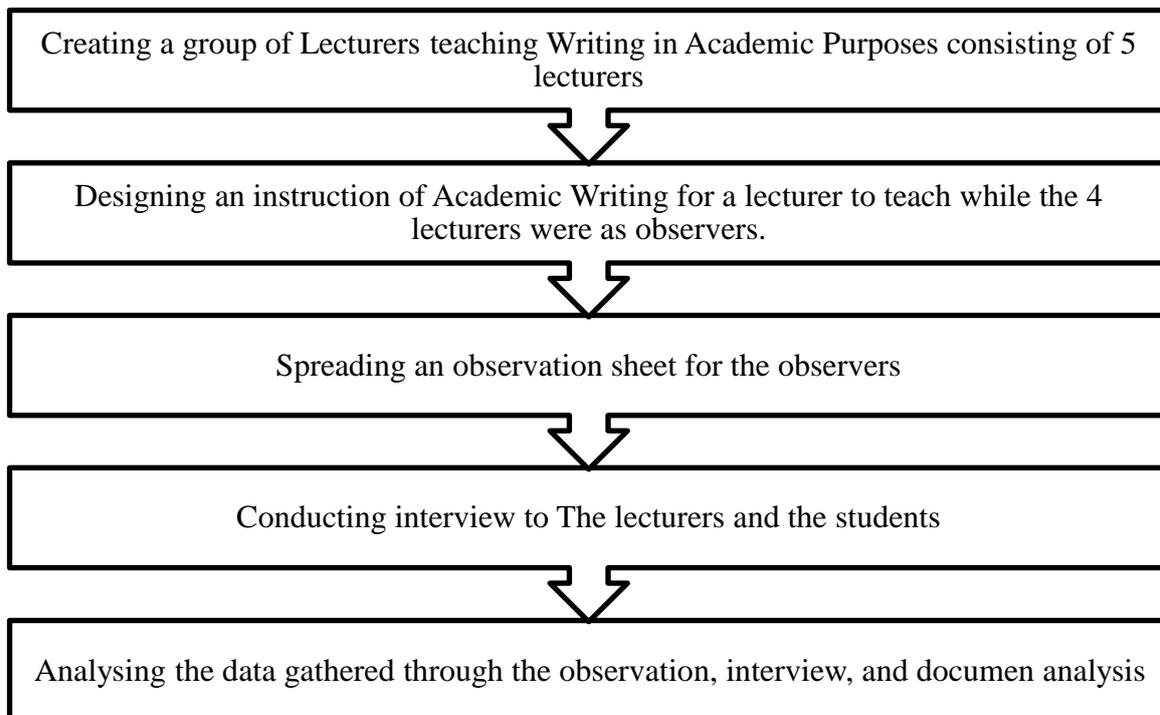
Students face difficulties in writing in an academic context. In this situation, lecturers must seek solutions to students' problems. The lesson study lecturer needs need to solve the issue mentioned. Many nations have adopted Lesson study to improve their education, creating a trend to incorporate lesson study as part of teacher development. Lesson study is a cyclical process designed to develop teacher knowledge systematically over a sustained period (Wake & Seleznyov, 2020). Lesson study has three main sections in every cycle; they are (1) *plan*: *planning* instruction or action in the classroom, (2) *do*: *doing* an action which had been planned; and (3) *see*: evaluating and revising the action done (Haryudin & Argawati, 2018). They also argue that the more cycle conducted, the better result accepted.

3. Research Method

The method used in this research is descriptive qualitative. It displays the research result in describing the impact of implementing a Lesson study on lecturers' skills in teaching Academic Writing. The data were gathered through observation, interview, and document analysis. The researchers did the observation during the implementation of lesson study to the five lecturers while teaching Writing for Academic Purposes to the third-semester students of the University level, which consisted of 45 students in class. The researchers also took the interview both lecturers and students during and after the lesson. The document analysis gained from the students' activities taught by the lecturers covered pictures of some students doing the task in their groups. To analyze the data gathered, the researchers used data triangulation technique between the interview result, the observation finding, and the document analysis gathered during the research.

In general, the research steps can be seen in figure 1 below.

Figure 1. Steps of the Research



4. Finding and Discussion

4.1 Steps on conducting Lesson study

The lesson study implemented by the researchers covered three cycles. Each cycle must consist of the Plan, Do, and See section. To see detailed activities during the study's implementation, see the data in table 1 below.

Table 1. Activities on Lesson Study

Section	Time	Activities
Plan 1	Monday, November 7th 2022	Discussing the lesson plan used in the teaching and learning section on Do 1. The theme chosen in that plan section was a conjunction in teaching conjunction, The lecturer points out the building of complex sentences using coordinative and subordinative conjunction. The method used on the first meeting of Do was (Small Group Discussion by Ornstein: 1995).
Do 1	Tuesday, November 8th 2022	One Lecturer told the students about the theme, which had already been chosen based on the lesson plan, while the four other lecturers observed the teaching and learning activities. During the lesson, the observer noted everything in the classroom concerning the method implemented in delivering the materials. Students were set in groups which consisted of 5 students. The lecturer told them some patterns of sentences using coordinative and subordinative conjunction. Then, the students started to discuss. Students tried to analyze and create sentences based on the pattern—then—the lecturer went back to every group.
See 1	Wednesday, November 9th 2022	The last step in cycle one was See. The observers gave the lecture notes during the teaching and learning process. There were some points to notice. 1) Students did the discussion only when the lectureLecturer told them 2) Students were still confused with the explanation 3) Students made many mistakes in building even a simple sentence 4) Some students were noisy, and as a result, they disturbed other groups 5) Some students did other things outside of the task given by the lecturer.
Plan 2	Monday, November 14th 2022	Regarding the theme delivered in the first meeting of Do, the lecturer and the observers designed this second meeting to see the student's understanding of complex sentences. However, this meeting focused more on building sentences with coordinative conjunction only. The method picked was Task-based Instruction (Richards and Rodgers, 2001).
Do 2	Tuesday, November 15th 2022	The lecturer started the lesson by setting the students into groups. She then gave them some questions related to the theme. The students worked in a group to do the task with the guidance of the lecturer. Finished, they presented their result to the entire class. Then, the lecturer gave feedback.

See 2	Wednesday, November 16th 2022	In this section, The lecturer received some notes made by the observers. The notes concluded that students' collaboration was improved. They worked better in their group and cooperated more with their mates. The students' understanding was also improved since the lecturer reviewed the material delivered from the previous meeting. The students' creativity began to arise since they started to find other resources to accomplish tasks given by the lecturer 4) Students focused more on the learning activity
Plan 3	Monday, November 22nd 2022	In the last cycle, the team planned to deliver the material about sentences using subordinative conjunction only. The method used was a jigsaw. Students would be set in the expert group to build the knowledge related to the topic; then, they were placed in different groups to share their knowledge gathered.
Do 3	Tuesday, November 22nd 2022	The lecturer began the class by doing an activity based on the lesson planned. The lecturer focused more on the activeness of the students. She encouraged the students to understand the concept of using a subordinating conjunction. Students worked in their expert group very well and then changed their group to get a different role. In this new group, they had to share their knowledge and absorb information from others. Lecturer kept on guiding them to discuss and share the knowledge they gained.
See 3	Wednesday, November 23rd 2022	This was the last see section of the previous cycle. There were some results. No students' collaboration was getting better than before, even though they had two different groups 2) Students were more active in gathering knowledge on their expert group. Their creativity was also improved and better than before 4) Students were able to construct correct sentences using subordinative conjunction.

The lesson study activity ended on the third cycle with nine meetings in total.

4.2 Result of observation

From the observation done by the lecturers as observers, some points could be described as the results of the student's behaviour during class. The result is presented in table 2 below.

Table 2. Result of Observation of the Students' Behaviour

Cycle	Students' Behaviour	Result of Observation
1	1) Students did the discussion only when the lecturer noticed them. 2) Students were still confused by the explanation. 3) Students made many mistakes in building even a simple sentence. 4) Some students were noisy, and as a result, they disturbed other groups. 5) Some students did different things	Based on the observation, these conditions happened due to several things: 1) The lecturer paid less attention to the students' discussion. 2) The lecturer did not give an appropriate explanation of the theme. 3) The lecturer did not provide adequate examples to the students. 4) The lecturer did not guide the students

	outside of the task given by the lecturer.		to discuss so they were noisy.
		5)	The lecturer only focused on some groups and tended to ignore others.
2	1) Students' collaboration was improved. They worked better in their group and cooperated more with their mates in the group. 2) Students' understanding was also improved since the lecturer reviewed the material delivered from the previous meeting. 3) Students' creativity began to arise since they started to find other resources to accomplish the task given by The lecturer. 4) Students focused more on the learning activity.	1) 2) 3) 4)	The lecturer gave more attention and encouragement to each group and guided them to accomplish tasks. The lecturer gave them a brief explanation of the previous material before setting them into groups. The lecturer created the worksheet containing some functions for the students and triggered them to find the answer from other sources. The lecturer tried to louder her voice.
3	1) Students' collaboration was getting better than before, even though they had two different groups. 2) Students were more active in gathering knowledge on their expert group and sharing it with their new one. 3) Students' creativity was also improved and better than before 4) Students were able to construct correct sentences using subordinative conjunction.	1) 2) 3) 4)	The lecturer changed the method into a jigsaw and made sure that students worked based on their role. The lecturer made two different groups and set them into the group based on their task. The lecturer gave them the theme only, and they had to find the answer by themselves. The lecturer gave appropriate and adequate feedback so that the students could make any corrections to their work.

4.3 Result of interview

The researchers also did some interviews with both lecturers and students to gather some information related to the teaching and learning process. The result of the discussion was then triangulated to gain a conclusion regarding the impact of the study. For detailed information about the interview can be seen in the following table 3.

Table 3. Result of Interview

No	Questions	Lecturers	Students	Triangulation
1.	What do you think about the lesson in meeting 1?	There are many groups and it is hard to observe all of the groups together since there are so many questions from the students.	The lecturer only focused on some groups.	The lecturer still focused on only several groups. There are some groups which are ignored.
2.	What are the difficulties of the lesson?	The guidance is to be given since they have to produce sentences and write something	Understanding the material, and discussing it with friends in the group since almost all of	Lack of explanation from the lecturer, or the lecturer did not transfer the

		the friends did not understand the material.	knowledge well on how to build sentences.
3. What do you want to be in your lesson?	Students are active and still on the right track; students understand the concept instead of remembering the pattern, the class runs nicely, and the students feel happy.	The lecturer gives a briefer explanation and sets them in the group when they have already given the material explanation. The class is fun and is not too intense; an interesting class.	The lecturer could cover the whole class and could deliver the material well
4. What does it need to be improved in the teaching and learning activity?	Students' participation, students' collaboration, students' understanding and students' ability to write complex sentences	Lectures' clearer explanation, the duration of doing the task, the exciting and fun activities	The lecturer had to be more creative to switch the method based on the student's need

4.4 Discussion

From the data gathered through the observation and interview, the researchers could reveal some results from implementing the lesson study. Before describing the development, it is necessary to describe the progress made by the lecturer during the lesson plan process in teaching Academic Writing. Here are the data on the lecturer's teaching progress from table 4.

Table 4. Lecturers' Progress from the Observation Data

Cycle	Result of Observation	Progress
1	Based on the observation, these conditions happened due to several things: 1) The lecturer paid less attention to the students' discussion. 2) The lecturer did not give an appropriate explanation of the theme. 3) The lecturer did not provide adequate examples to the students. 4) The lecturer did not guide the students to discuss, so they were noisy. 5) The lecturer only focused on some groups and tended to ignore others.	At the first meeting the lecturer still conducted the teaching and learning activities in the way she was. She focused only on several groups and did not explain the material thoroughly.
2	1) The lecturer gave more attention and encouragement to each group and guided them to accomplish tasks. The lecturer gave them a brief explanation of the previous material before setting them into groups. 2) The lecturer created the worksheet containing some tasks for the students and triggered them to find the answer from other sources. 3) The lecturer tried to louder her voice.	The lecturer began to share the attention and put more effort into monitoring the student's work in a group. She also divided the material into two meetings so that she could focus more on one specific topic. She explained the sentence pattern before setting the students in the group and explained more clearly.
3	1) The lecturer changed the method into a jigsaw	The lecturer varied her method

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| and made sure that students worked based on their role. | based on the students' needs; she tried to apply a new way to avoid boredom. He gave feedback on the students' work |
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- 2) The lecturer made two different groups and set them into a group on their task.
 - 3) The lecturer gave them the theme only, and they had to find the answer by themselves.
 - 4) The lecturer gave appropriate and adequate feedback so that the students could make any corrections to their work.
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To quickly examine the progress, we can see the following figure.

On the first meeting the lecturer still conducted the teaching and learning activities with the way she was. She focused only on several groups and did not explain the material thoroughly.

The lecturer began to share the attention and gave more effort on monitoring the students' work in group. She also divided the material into two meetings so that she could focus more on one specific topic. She explained the sentences pattern before setting the students in group, and gave a clearer explanation to them.

The lecturer varied her method based on the students' need; tried to apply a new method to avoid the boredom of the students.
The lecturer gave feedback on the students' work.

From the data displayed above, the implementation of lesson study can promote the lecturers' skill in teaching Academic Writing:

1. Guiding the students in learning.
The lecturer became aware of the importance of the lecturer's monitoring during the students' discussion in the group. They were willing to give more effort to pay attention to all groups of students.
2. Explaining the material of academic writing.
The lecturer learned that academic writing was difficult for students, even for boring sentences. Therefore, he or she had to give a briefer explanation regarding the given theme.
3. Varying teaching method.
Using the same method might lead to students' boredom. By doing lesson study, they experienced method activities.

5. Conclusion

Lesson study becomes one of the solutions for the lecturers to improve their skill and their way of teaching. Regarding academic writing skill, which is considered difficult for students to master, lecturers should take the right step to form a group and do lesson study. The implementation of lesson study helps lecturers to understand the students' needs and their own weakness of their way of teaching. During the lesson study, lecturers should make many notes to monitor the attitude and behaviour of the students. The result reflects that lesson study gives advantages in improving the

lecturers' skill in teaching academic writing by guiding them during the lesson, explaining the material better and using various teaching methods.

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