

BUILDING STUDENTS' COMMUNICATION SKILLS IN LEARNING ENGLISH THROUGH LESSON STUDY AT SENIOR HIGH SCHOOLS

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Article Info	Abstract
Article History Received: October 2022 Revised: December 2022 Published: January 2023	<i>One of the 21st century learning skills needed is communication skills. Communication skills have crucial roles to help students in facing global competitive and digital era nowadays. However, most of learnings at the middle and senior high schools ignore it but teachers still apply conventional learning methods to achieve it. Due to the problems, this study aims to build students' communication skills, and to find out the implementation of lesson study on students' communication skills in learning English at senior high school through lesson study. It is a descriptive qualitative study conducted at Senior High School of 10 Kota Ternate. 100 students were selected through purposive sampling as the research samples. Data were collected by applying lesson study activities in 4 cycles through direct observation in learning process using communication skills instruments developed by the Ministry of Education and Culture. Communication skill indicators focus on 6 indicators. Data were analysed using a Likert scale of 5-1. Based on the result of analysis, the study showed that students' communication skills are improved and developed gradually. In addition, lesson study has given a positive impact toward students' communication skills in learning English. It was proven that students' communication skill develops significantly and linearly from cycle I (43,33) into cycle II (63, 33). Thus, the students' communicative skills were improved as well from cycle III (76, 66) into cycle IV (93,33). Therefore, this study can be concluded lesson study activities in learning English are alternative solution to build students' communication skills, learning English through the implementation of lesson study has a positive impact on the development of communication skills, and students' communication skills through lesson study develop gradually and linearly and convey significant development.</i>
Keywords Communication skills; English Instruction; Lesson study;	
How to cite: Madmud, A. F., Umahuk, S., Fudji, S.R., Noh, S.A., Soleman, F., & Gafar, A. (2023). Building Students' Communication Skills in Learning English through Lesson Study at Senior High Schools, <i>JOLLT Journal of Languages and Language Teaching</i> , 11(1), pp. 72-82. DOI: https://doi.org/10.33394/jolllt.v11i1.6540	

INTRODUCTION

Education in 21st-century nowadays pushes the stakeholders, academics, and teachers to adapt the education system include teaching practice in classroom (Cajkler & Wood, 2016; Lamb & Ko, 2016). Learning in 21st-century should develop four core skills to prepare students in facing the competition in digital era right now. The four skills are critical thinking, collaboration, creativity, and communication (Irawan et al., 2022; Haerazi & Nunez, 2022; Kazemian et al., 2021). Those skills are needed by all students in each level of education start from elementary students up to university level. Learning in 21st-century has moved from conceptual paradigm to practical (Haerazi & Kazemian, 2021). It mean that students need to teach how to develop their skills in order to solve the problems in their daily life activities, not memorise the concept over all. In principle learning, teaching materials is applied to

encourage students to develop critical thinking, collaboration, creativity, and communication (Karya et al., 2022; Habibi et al., 2022). According to the research results from the OECD obtained three dimensions of learning, namely information, communication, ethics, and social influence (Ananiadou & Claro, 2009). The US-based Partnership for 21st-century Skills (2015) identified that the competencies needed in learning are communication, collaboration, critical thinking, and creativity. From four core skills communication skills are one of the most basic skills in 21st-century learning. Indah et al. (2018), communication skills are one of the most fundamental and vital things in social processes and human life. It encourages students to interact with others to share information, trust, exchange ideas, and feelings, make plans, and solve problems (Hybel & Weaver 2004). These skills can express new thoughts, ideas, knowledge, or information in writing (NEA, 2012). From these opinions, it can be concluded that mastering communication skills will help students communicate with other people, and mastering good communication skills will encourage students to understand, create, manage, and communicate effectively in various forms, both verbal non-verbal.

However, the learning practices carried out in schools today still tend to be conventional not exception at senior high school. Learning does not develop communication skills as part of 21st-century skills. According to Adam & Ali (2022), teachers dominate learning more than students. Learning still emphasizes the process of memorizing information and is informative. It limits students from developing their potential, including communication skills. Opportunities to develop communication skills through learning practices become undeveloped and even fake. Zubaida (2018) stated that learning practices by conveying information and transferring factual knowledge using unsuitable textbooks can still be found. This causes students to easily get information but not have the opportunity to apply their knowledge in new contexts, communicate it in various ways, and use it to solve problems or develop creativity. Schleicher (2012) conveyed that the learning model through information delivery is ineffective for 21st-century learning because students' skills will not develop explicitly.

From the various problems above, a solution is needed to complete these conventional learning practices. One of the right solutions applied is through learning by applying lesson study. Winarto (2018) states that lesson study is one of the effective solutions for developing quality learning to improve English at the high school level. Perry & Lewis (2009) explained that implementing lesson study activities is a way to solve learning problems because it allows teachers to use any method. Lesson study activities are considered appropriate for overcoming learning problems (Burrowa & Borowczak, 2019; Schipper et al., 2018; Sharma & Pang, 2015). At the planning stage, the teachers jointly design learning. After the plan is completed, it is continued with the implementation of activities in learning as observers. During the learning process, other teachers observe how students before proceeding to the reflection activities (Lamb & King, 2021; Bjuland & Helgevold, 2018). These activities focus on the findings of observers who follow the learning process in class. The reflection results related to the weaknesses of learning process are corrected and followed up in the activity.

Research on learning through Lesson Study activities have previously been conducted in several countries (Laoli et al., 2022, Dewi et al., 2021, Y. Remzi et al., 2019, Özgehan et al., 2019, Goh & Fang, 2017). However, previous studies have not been explicit on developing communication skills as one of 21st-century learning developed in schools. Therefore, this study explicitly develops students' communication in senior high school as one of the core skills in 21st-century learning. The parameters are indicators of communication skills developed by the Ministry of Education and Culture, Research and Technology. The communication skills indicator consists of 6 indicators, namely (1) understanding, managing, and creating effective communication in various forms and contents in writing and multimedia in the learning process, (2) using the ability to express ideas, both during

discussions, in class, or writing, (3) using spoken language appropriate to the content and context of the conversation with the other person, (4) oral communication with an attitude of listening, and respecting the opinions of others, in addition to knowledge regarding content and context discussion, (5) using a logical flow of thought, structured according to the rules applied in the learning process, (6) communication is not limited to only one language, but the possibility of multi-language. Moreover, this research is limited to three main problems namely; how to build students' communication skills in learning English at senior high school through lesson study, what is the impact of lesson study toward students' communication skills in learning English at senior high school? And what extent students' communication skill develop through lesson study?

RESEARCH METHOD

This research applied qualitative approach with descriptive qualitative design. The research was conducted at Senior High School 10 Ternate, North Maluku Province, West Indonesia, with 100 students as subjects. Research subjects were selected through a purposive sampling technique in the third grade. Data were collected using direct observation of the learning process in class. The learning process is carried out by applying the lesson study activity cycle, which begins with lesson planning, implementing learning, reflecting on learning, and redesigning. Direct observation was done with the lesson study cycle carried out four meetings in four classes who involved four English teachers. The observations focused on students' communication skills appeared in teaching learning process in the classroom by using the parameters of six indicators of communication skills developed by the Ministry of Education, Culture, Research, and Technology through the Ministry of Education and Culture's Directorate of Learning (2017) as an instrument. Observational data from the six indicators that appear in the learning process are analyzed using a Likert scale with the highest score of 5 to the lowest 1. It was analyzed using the frequency formula with Microsoft Excel to find the achieved score per indicator and maximum score and the overall percentage of the six indicators of communication skills in the four learning cycles.

RESEARCH FINDINGS AND DISCUSSION

Research Findings

Cycle 1

Learning in cycle I found that students' communication skills varied. The communication skills indicator in point 1 is not found in the learning process. The dominant indicators in the cycle I are communication skills at points 2, 3, 4, 5, and 6. These results can be seen in table 1 below.

Table 1
Students Score of Communication Skills in Cycle 1

No	Observed Communication Skills Indicators	Total Score	Max. score	Percent (%)
1	Understanding, managing, and creating effective communication in various forms and contents orally, in writing, and multimedia (ICT Literacy).			
2	Using the ability to express their ideas during discussions, class, or writing.			
3	Use spoken language appropriate to the content and context of the conversation with the other person or with whom you are invited to communicate during the learning process.	13	30	43.33%.
4	Oral communication requires an attitude to listen to, and respect the opinions of others, in addition to knowledge regarding the content and context of the conversation in the			

No	Observed Communication Skills Indicators	Total Score	Max. score	Percent (%)
	learning process.			
5	Using a logical flow of thought structured according to the rules in the learning process.			
6	Communication is not limited to just one language but multi-language possibilities.			

The data in table 1 shows that learning in cycle I has not been effective in developing students' communication skills. Of the six indicators observed, total and maximum scores of 13 and 30 were obtained, with the overall percentage of the six indicators in cycle I is 43.33%. These results indicate that learning in cycle I has not significantly impacted the development of the communication skills of class 3A students Science Department.

Cycle II

Learning outcomes in cycle I has not been effective in developing students' communication skills are used as stuffs for reflection to redesign learning and apply to cycle II. Redesign focuses on improving teaching methods, students' activities in class, and teaching media. The results of redesign were applied to cycle II by the HS teacher in class 3A Social Department. The results found that the communication skills indicator at point 1 did not appear the same as in cycle I. However, the indicators at points 2, 4, and 6 increased to 4 scores, while 5 increased to 3. These results were clearer and can be seen in Table 2 as follows.

Table 2
Students' score of Communication Skills in Cycle II

No	Observed Communication Skills Indicators	Total Score	Max. score	Percent (%)
1	Understanding, managing, and creating effective communication in various forms and contents orally, in writing, and multimedia (ICT Literacy)			
2	Using the ability to express their ideas during discussions, class, or writing.			
3	Use spoken language appropriate to the content and context of the conversation with the other person or with whom you are invited to communicate during the learning process			
4	Oral communication requires an attitude to listen to, and respect the opinions of others, in addition to knowledge regarding the content and context of the conversation	19	30	63.33%
5	Using a logical flow of thought structured according to the rules in communicating			
6	Communication is not limited to just one language but multi-language possibilities.			

The findings in cycle II have a positive impact on the development of students' communication. This can be proven by achieving the total score obtained from the six indicators to 19 and the maximum score of 30. The overall percentage that appears in cycle II increases to 63.33%. However, communication skills still have not emerged in cycles I and II.

The development also has not appeared significantly. These include communication skills on indicators 1, 3, and 5.

Cycle III

The learning in cycle II showed students communication skills in some indicators have not appeared such 1, 2, and 5. The group of educators pondered on the redesign of learning in cycle II and then implemented it in cycle III. The redesign focuses on improving learning methods, teaching media, students' activities, and classroom management. The SN teacher implemented the results of this redesign in class 3B students in science Department. Learning in cycle III found that communication skills on indicator 1 had begun to develop even though it was only on scale 2. However, 5 communication skills on indicators 2-6 showed significant development by achieving scale values of 4 and 5. These findings can be seen in Table 3 as follows.

Table 3
Students' score of Communication Skills in Cycle III

No	Observed Communication Skills Indicators	Total Score	Max. score	Percent (%)
1	Understanding, managing, and creating effective communication in various forms and contents orally, in writing, and multimedia (ICT Literacy).			
2	Using the ability to express their ideas during discussions, class, or writing.			
3	Use spoken language appropriate to the content and context of the conversation with the other person or with whom you are invited to communicate during the learning process.			
4	Oral communication requires an attitude to listen to, and respect the opinions of others, in addition to knowledge regarding the content and context of the conversation.	22	30	76.66%
5	Using a logical flow of thought structured according to the rules in communicating.			
6	Communication is not limited to just one language but multi-language possibilities.			

The findings in the cycle III of learning shown in table 3 above indicate that the student's communication skills developed significantly. This is evidenced by the scale values obtained from indicators 2-6, reaching 4 and 5. The communication skills in indicator 1 begin to appear in cycle III. Other evidence can be seen in the average percentage value of the six indicators which reached 76.66%.

Cycle IV

The learning outcomes in cycle III illustrate that students' communication skills have developed significantly. However, the development in indicator 1 is not significant, while 2-6 have not yet reached the highest scale. Therefore, the teacher group redesigned the lesson and applied it to learn in cycle IV by the SRF teacher in class 3B students Social Department. The remain results based on reflection on learning cycle III significantly impact student communication skills development. The findings are addressed in table 4 as follows.

Table 4
Students' Score of Communication Skills in Cycle IV

No	Observed Communication Skills Indicators	Total Score	Max. Score	Percent (%)
1	Understanding, managing, and creating effective communication in various forms and contents orally, in writing, and multimedia (ICT Literacy).			
2	Using the ability to express their ideas during discussions, class, or writing.			
3	Use spoken language appropriate to the content and context of the conversation with the other person or with whom you are invited to communicate during the learning process.			
4	Oral communication requires an attitude to listen to, and respect the opinions of others, in addition to knowledge regarding the content and context of the conversation.	28	30	93.33%
5	Using a logical flow of thought structured according to the rules in communicating.			
6	Communication is not limited to just one language but multi-language possibilities.			

From the above finding, the development of communication skills in cycle IV experienced a significant increase. Although, the development in indicator 1 is still the same as learning in cycle III. The communication skills in indicators 2 to 6 reach the highest scale (5), and the average percentage results are 93.33%. Therefore, the impact of redesigning and implementing learning in cycle IV is significant for developing communication skills.

The findings of learning through lesson study activities in English subjects carried out in 4 cycles positively impacted the gradual development of communication skills, which experienced a positive increase. The development from learning in cycles I to IV experienced a linear trend. These findings can be seen in graph of Figure 1 as follows.

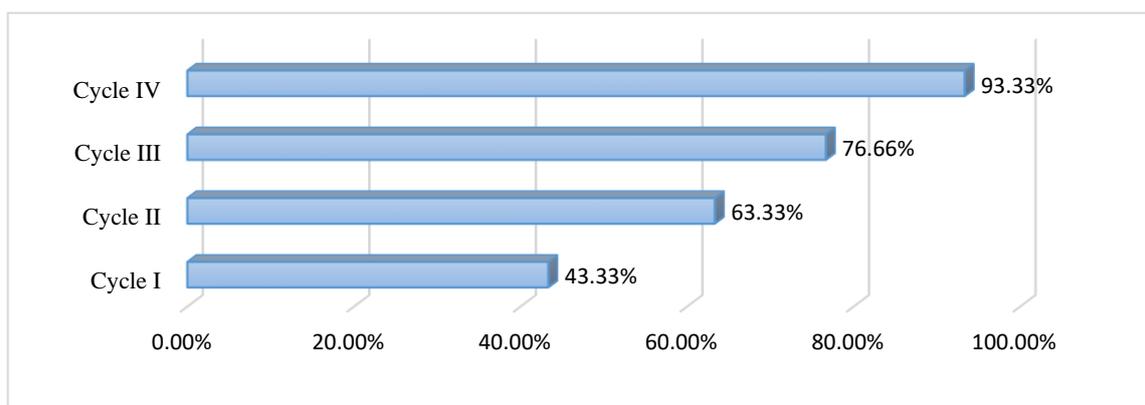


Figure 1. Percentage of the development of student's communication skills cycles I-IV

Data on the development of student's communication skills in Figure 1 above indicates that the percentage from each cycle increases positively. The percentage in the first cycle was 43.33% developing to 66.33%. There is a development from cycle I to II increased by 23%.

Meanwhile, cycles II to III at 63.33% increased to 76.66%. There is a 33% increase in students' communication skills development in learning cycle III to IV. The trends in learning from cycles III to IV increased by 16.67%. These results show that the development in cycles I to IV increased above 10% and some even more than 20%.

Discussion

Learning in schools today tends to be conventional. Many teachers still apply rote learning of concepts and ignore the development of students' language skills. Therefore, this research try to overcome three main problems are (1) how to build students' communication skills in learning English at senior high schools through lesson study, (2) what the impact of lesson study is on students' communication skills in learning English at senior high schools, and (3) what extent students' communication skill developments are through lesson study.

Based on the research findings, it can be stated that learning English aims to build students' communication skills using lesson studies. Lesson study shows teachers' professional development which provides proper context for noticing information to communicate. In this study, English teachers are directing students to get communicative activities. It is in line with Ming-cheung and Yee (2014) who argues the teachers' skills to design lesson study will be able to involve students in various learning activities through lesson plans. In learning English, teachers tried to investigate language teaching problems. Based on these results of identifying learning problems, teachers plan and design their lessons (Bocala, 2015; Asyari et al., 2016; Rappleye & Komatsu, 2017). Therefore, the impact of learning activities which are initiated through lesson plans on students' communication skills was very strong. Also, the students' communication skills by carrying out a group of English teachers through lesson activities have significantly impacted the development of the communicative skills of students at senior high schools.

In this study, the development of student skills occurs gradually and linearly. This can be proven in the learning carried out by a group of English teachers who applied lesson study for four cycles. Learning in cycle I found that the students' communication skills had not developed optimally. It means that the impact of learning applied by the teacher is not maximized, so that the development of students' communication skills have not reached above 50% (see Table 1 and Graph 1). Learning in cycle I found the teacher faced some problems which cause in the learning process, namely the teacher's instructions to carry out classroom activities are unclear. It is the same finding with Willems and Van den Bossche (2019) who inform that lesson plans which are not designed and prepared well are uneasy to carry out and it has no effect of students' learning achievement. Therefore, some students are confused about learning activities. Thus, teachers cannot use IT-based learning media and it causes the learning activities cannot be assisted with various online media (Hervas, 2021; Coenders & Verhoef, 2019; Cajkler et al., 2014; Myers, 2012). In top of that, the class management is not going well, and the teacher has not implemented lesson plans yet according to the scenarios prepared with the group.

Learning problems found in cycle I, then the teacher group redesigned the lesson by improving several components such as; prepare simple questions, students observing material through videos, group discussions, and presentations of work results. The results of the learning redesign were implemented in cycle II by the teacher positively impact the development of students' communication skills. Progress from cycles I to II reached 23% (table 2). However, the development of students' communication skills has not yet reached above 70%. Several variables were not running effectively, some learning activities have not run optimally in cycle II. The teacher has not implemented time management for student activities and instructions well. Moreover, the learning activities found to be not optimal were then redesigned for cycle III.

Planning on learning in cycle III focuses on time management and strengthening students' learning activity instructions to explore communication skills in class. The results implemented by the SN teacher had a positive impact, and the development in cycle III reached above 75%, (Table 3 and Graph 1). But, there are still some weaknesses found in cycle III learning. Some students are not confident in presenting assignments orally in class, and others do not follow the instructions correctly. Furthermore, the learning redesign activities by the teacher group were carried out based on the findings in cycle III and implemented in cycle IV. Implementation of learning in cycle IV positively impacted students' communication skills by achieving percentages above 90%.

The results prove that lesson study activities successfully impacted the building communication skills. These justify that the implementation of activities is one of the solutions to completing classroom learning. These findings align with Winarto (2018) and Lamb (2015) who stated that lesson study is an alternative solution to developing effective learning quality to improve the quality of English learning at the secondary school level. Furthermore, in lesson study activities, teachers are involved and share their pedagogical and professional experiences (Verhoef et al., 2015), focus on the quality of students' learning (Angelini & Alvarez, 2018), and collaborate on designing learning according to student needs (Slingerland et al., 2021). This result is also supported by Perry & Lewis (2009) that implementing this activity is one of the solutions to solving problems. This is because lesson study activities allow teachers to use any method. Fikri, (2014) conveyed a similar statement that lesson study is an activity that encourages the formation of a continuous, systematic teacher-learning community, individual self-improvement, and management. Additionally, learning through these activities promotes more innovative learning and involves students, hence conventional learning needs to be abandoned. In line with Zubaida's (2018) learning practices, incorporating only textbooks is inappropriate in conveying information and transferring factual knowledge from teacher to student. This causes students to easily obtain information but not have the opportunity to apply their knowledge in new contexts, communicate in various ways, and develop creativity. Additionally, Schleicher (2012) confirmed that the learning model through the delivery of information is ineffective for 21st century because students' skills will not develop explicitly.

CONCLUSION

The findings and discussion above show that learning English through lesson study makes a positive contribution to the development of students' communication skills. It means that the implementation of lesson study in learning English encourages the development of students' skills to build gradually and linearly from each learning cycle, and in the end it has a significant impact on the development of student communication at SMA Negeri 10 Kota Ternate. Therefore, this research can be concluded as follows, (1) lesson study activities in learning English are an alternative solution to building students' communication skills, (2) learning English through the implementation of lesson study has a positive impact on the development of communication skills, and (3) students' communication skills through lesson study develop gradually and linearly and convey significant development.

ACKNOWLEDGEMENT

The authors are grateful to (1) the Directorate of Resources of the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia for giving trust to the researcher in the School Lecturer Partnership Program (KDS), (2) the Republic of Indonesia's Educational Fund Management Institution for funds provided during the KDS 2022 program, (3) Head of Senior High School 10 Kota Ternate partner teachers, and all teachers and staff for their collaboration in the KDS 2022 program.

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