**Building Students' Communication Skills in Learning English through Lesson Study at Senior High School**

Adi F. Mahmud\*1

Universitas Muhammadiyah Maluku Utara, Ternate , Indonesia

Sabariah Umahuk\* 2 Sri Rahayu Fudji\* 3 Sofia A. Noh\* 4 Ferawati Soleman\* 5 Amin Gafar\* 6

SMA Negeri 10 Kota Ternate, North Maluku Province, Indonesia

Correspondent author: Adi F. Mahmud

[adifadelmahmud@gmail.com](mailto:adifadelmahmud@gmail.com)

***Abstract***

*This study aims to (1) build students' communication skills in learning English in senior high school, (2) impact communication skills in senior high school, and (3) develop English through lesson study. It is a descriptive qualitative study conducted at Senior High School* *10 Kota Ternate with a total of 100 students who were selected through purposive sampling. Data were collected using a lesson study of 4 cycles, carried out through direct observation of plans, action, and reflection using communication skills instruments developed by the Ministry of Education and Culture. Communication skill indicators focus on 6 indicators, and data were analyzed using a Likert scale of 5-1 through the frequency formula in Microsoft Excel. The study shows that (1) lesson activities in English learning are an alternative solution for building students' communication skills, (2) learning has a positive impact on the development of student's communication skills, and (3) the skills develop linearly from 44.33% to 93.33% in cycle I to IV.*

***Keywords: Building, Commutation Skills, Lesson study***

**INTRODUCTION**

Education in 21st-century is still a highly debated topic in Indonesia. This indicates that adjustments and improvements in the education sector are continuously being conducted in classroom learning practices to develop 21st-century skills. Steps to adjust and improve learning have begun to be performed through the Ministry of Education, Culture, Research, and Technology (Kemdikbudristek) by adjusting the curriculum from Early Childhood to higher education. The curriculum was adjusted through the Mobilizing School Program, driving teachers, and the Implementation of the Independent Curriculum. This improves the quality of learning by the requirements, which will lead to mastery of the six elements of the Pancasila student profile, the current vision of Indonesian education.

Curriculum adjustments focus on learning a new paradigm or learner-centered learning. In principle, learning is carried out to encourage students to develop Critical Thinking, Collaboration, Creativity, and Communication (C4). The 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. Communication skills are one of the most basic skills in 21st-century learning. According to 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 non- and verbal.

However, the learning practices carried out in schools today still tend to be conventional. 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. 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. 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 &](https://www.emerald.com/insight/search?q=Rachel%20Goh) [Fang](https://www.emerald.com/insight/search?q=Yanping%20Fang), 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 basic 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.

**RESEARCH METHOD**

This descriptive qualitative study was conducted at Senior High School 10, Ternate City, 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. Observation of learning with the lesson study cycle was carried out four times in 4 classes involving 4 English teachers. The parameters used were 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). 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. The overall percentage of the six indicators of communication skills in the four learning cycles.

**FINDINGS AND DISCUSSION**

**Findings**

1. **Cycle I**

In cycle I, learning planning was carried out by 4 teachers in class 3A, majoring in science, by the English teacher AG. Learning in the first class found that students' communication skills varied. The communication skills indicator in point one is not found in the learning process. The dominant indicators in the cycle I learning process are communication skills at points 2, 3, 4, 5, and 6. These results can be seen in table 1 below:

**Table 1. Cycle 1 Learning Communication Skills**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| No | Observed Communication Skills Indicators | Scales  (5-1) | Total Score | Max. score | Percent (%) |
| 1 | Understanding, managing, and creating effective communication in various forms and contents orally, in writing, and multimedia (ICT Literacy). | 1 | 13 | 30 | 43.33% |
| 2 | Using the ability to express their ideas during discussions, class, or writing. | 3 |
| 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. | 3 |
| 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 learning process. | 2 |
| 5 | Using a logical flow of thought structured according to the rules in the learning process. | 2 |
| 6 | Communication is not limited to just one language but multi-language possibilities. | 2 |

The data in table 1 shows that learning in cycle I have 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 have not significantly impacted the development of the communication skills of class 3A students majoring in science.

1. **Cycle II**

Learning outcomes in cycle I that has not been effective in developing students' communication skills are used as material for reflection to redesign learning and apply to cycle II. Learning redesign focuses on improving several components, such as methods, student activities in class, and media. The results of the learning 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 below:

**Table 2 Learning Communication Skills cycle II**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| No | Observed Communication Skills Indicators | Scales  (5-1) | Total Score | Max. score | Percent (%) |
| 1 | Understanding, managing, and creating effective communication in various forms and contents orally, in writing, and multimedia (ICT Literacy) | 1 | 19 | 30 | 63.33% |
| 2 | Using the ability to express their ideas during discussions, class, or writing. | 4 |
| 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 | 3 |
| 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 | 4 |
| 5 | Using a logical flow of thought structured according to the rules in communicating | 3 |
| 6 | Communication is not limited to just one language but multi-language possibilities. | 4 |

The findings on learning in cycle II had 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.

1. **Cycle III**

The learning in cycle II showed good development of student's communication skills. However, it has not appeared in indicators 1, 2, and 5. The group of educators pondered on the redesign of learning in cycle II and then implemented it in cycle III. Learning redesign focuses on improving learning methods, media, students’ activities, and classroom management. The SN teacher implemented the results of this redesign in class 3B students majoring in science. 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 below:

Table 3. Cycle III learning communication skills

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| No | Observed Communication Skills Indicators | Scales  (5-1) | 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 | 22 | 30 | 76.66% |
| 2 | Using the ability to express their ideas during discussions, class, or writing. | 4 |
| 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 |
| 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. | 4 |
| 5 | Using a logical flow of thought structured according to the rules in communicating. | 4 |
| 6 | Communication is not limited to just one language but multi-language possibilities. | 5 |

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, but it is insignificant. Other evidence can be seen in the average percentage value of the six indicators, which reached 76.66%.

1. **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 learning in cycle IV by the SRF teacher in class 3B students majoring in Social. The restain results based on reflection on learning cycle III significantly impact student communication skills development. The findings are addressed in table 4 below:

Table 4. Cycle IV learning communication skills

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| No | Observed Communication Skills Indicators | Scales  (5-1) | 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 | 28 | 30 | 93.33% |
| 2 | Using the ability to express their ideas during discussions, class, or writing. | 5 |
| 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. | 5 |
| 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. | 5 |
| 5 | Using a logical flow of thought structured according to the rules in communicating. | 5 |
| 6 | Communication is not limited to just one language but multi-language possibilities. | 5 |

From the above data, the development of communication skills in class IV experienced a significant increase. Although, the development in indicator 1 is still the same as learning in cycle III. The communication skills in 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 below:

Figure 1. Percentage of the development of student's communication skills in 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%. Therefore, the development from cycles 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 cycles 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**

Based on the results of the analysis above, the learning carried out by a group of English teachers through lesson study activities has significantly impacted the development of the communication skills of grade 3 students at Senior High School 10 Kota Ternate. Linear developments can occur in learning cycles I to IV. In the learning cycle, students' communication skills have not reached 50%. Several factors cause this in the learning process: (1) the teacher's instructions to carry out classroom activities are unclear. Therefore, many students are confused about learning activities, (2) AG teachers are not used to using IT-based learning media, (3) class management is not going well, and (4) AG teachers have not implemented learning according to the scenarios prepared with the group.

Retaining learning is conducted by adding several components, such as simple questions and students observing material through videos, group discussions, and presentations of work results. The results of the learning redesign were implemented in cycle II to positively impact the development of students' communication skills. Progress from cycles I to II reached 23%, as seen in Table 2. Several variables were not running effectively, hence the development was still below 70%. Some learning activities have not run optimally in cycle II, including FS teachers have not implemented time management for student activities and instructions. The learning activities found to be not optimal were then redesigned for cycle III. The third cycle of learning planning pays attention to time management, strengthening student 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%, as seen in Table 3. However, there are still some weaknesses found in cycle III learning. Some students are not confident 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 the third cycle and implemented in the fourth. Implementation of learning in cycle IV positively impacted students' communication skills by achieving percentages above 90%, as shown in Table 4.

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), 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, focus on the quality of student learning, and collaborate on designing learning according to student needs. 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 results of building students' communication skills at Senior High School 10 Kota Ternate can be concluded as follows, (1) lesson study activities in learning English are an alternative solution to building students' communication skills, (2) learning has a positive impact on the development of communication skills, and (3) students' communication skills through lesson study develop linearly from 44.33% to 93.33% in cycles I to IV.

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