

IMPROVING SYNTAX LEARNING ACHIEVEMENT USING LESSON STUDY BASED LEARNING MANAGEMENT: A CLASSROOM ACTION RESEARCH

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Abstract

Classroom Action research is motivated by the low value of English, especially when it comes to syntax learning, and students are not brave, fearful or confident in syntax English. The aim of this research was to learn about the process of lesson study based learning management and to increase syntax learning achievement using lesson study based learning management on four semesters at STKIP PGRI Sidoarjo. The descriptive qualitative and classroom action research methods were used in this research. This research was conducted from April to June 2022, located in STKIP PGRI Sidoarjo on four semester of English Education. This research was designed as a classroom action research project with lesson study-based learning management. Two cycles were used to implement the improvements. The lesson study observation sheet and the students' activity observation sheet were used as research instruments during the learning process. The results of the process of lesson study based learning management revealed that it was a cyclical process involving the development of lesson plans, the implementation of learning (do, open class), and the evaluation of learning (see), and that there was an improvement in terms of syntax learning achievement through lesson study based learning management on four semesters at STKIP PGRI Sidoarjo when lesson study based learning management was implemented.

Keywords— *English education, Learning achievement, Lesson study, Learning management, Syntax*

Introduction

Language is a means of communication between members of society. Communication can be done in writing and verbally. To communicate effectively in writing, authors need to convey their message correctly to their readers. If the author can construct the grammatical structure of the sentence in a systematic and meaningful way, she can convey the message properly. The study of sentence patterns is called syntax (Mahayani, 2018). Many pieces of art in language are, in fact, part of a sentence, clause, or phrase. Linguists have defined the terms sentence, clause, and phrase. According to Alwi et al. (2003), is the smallest unit of a language, whether written or spoken, that represents complete thought. According to Effendi (2015), a clause is a unit of subject and verb that may be combined to build a larger unit. According to Chaer (2000), a phrase is a combination of two or more words that acts as a unit and is included as one aspect of sentence function. The study of the sentence, clauses, and phrase is part of the syntax discussion (Mahayani, 2018).

According to Purwati (2018), learning a language is called linguistics. Linguistics covers many subjects of language learning, including the study of syntax. In linguistics, studying syntax involves learning how sentences are structured in a particular language (Smith, 2015).

This is why syntax is put in the fourth semester, the students are believed to better



understanding since they also have already got introduction to linguistic in the four semester. Being able to analyze sentence construction in their correct structure is considered as an important thing to be mastered. According Purwati (2018) as the choice of the topic on syntax is influenced by the difficulty that is experienced while learning a foreign language (Smith, 2015).

According to Darmawansah (2019) In the Syntax English learning, teachers should be capable of designing their syntax learning achievement through lesson study based learning management on four semester student. These sequences can assist in encountering their needs. One of the examples of instructional sequences in learning Syntax consists of a reflective introduction to the words set, exciting dealings with the words, and students knowledge assessment (Kucan, 2012). This particular sequence can be used with students at any proficiency level (Beck, McKeown, & Kucan, 2002). The fact is that students need an syntax learning achievement through lesson study based learning management that allows them to build their words or phrases for delivering into the conversation. That instruction can be not only incidental but also well-planned in teachers lesson plans. This plan will endure students' know about syntax learning achievement through lesson study based learning management. Therefore, it is a fundamental factor to choose and to apply particular syntax learning achievement through lesson study based learning management to increase student lesson study based learning management. It leads this study to bring another hypothesis to justify the clearer and more specific instructional syntax that can increase lesson study based learning management.

During the learning process, teachers plan, teach and observe learning activities. moreover, the lesson Research forces them to come together and work interrelated to support student learning in any teaching practice, thus helping teachers experience different kinds of knowledge into a coherent and coherent whole (Murata, 2010: 577- 578). Lesson study is a model of the teaching profession training through sustainable, based learning. Collective principles and learn from each other to build a learning community (Rahardjo, 2012: 43). Course Research can serve as a means to promote learning and knowledge development in future teachers (Leavy & Hourigan, 2016:162). Lesson study is not a learning method or strategy. but he can do different methods or learning strategies. Lesson study is a structured approach to teacher learning and some common factors are necessary to justify calling it lesson study (Bjuland & Mosvold, 2015: 89). Lesson study is a teacher's collaborative activity in order to develop learning. The teachers eventually implemented these plans in the classroom and then reflected on the lessons together (Saito & Atencio, 2013:88). The basic concept of the lesson study is to see how to improve and develop lessons in real situations (Nesusin, et al., 2014:1412). The process of lesson study is: (1) defining the problem; (2) planning the lesson; (3) teaching the lesson; (4) evaluating the lesson and reflecting on its effect; and (5) revising the lesson (Norwich & Ylonen, 2013:163; Nesusin, et al., 2014:1414; Murata, 2011:2). The lesson study cycle is conducted through an activity what is so called as: planning-doing-seeing (Saito, et al, 2006:72).

According to Gunawan (2017) learning management is a process of empowering all resources to achieve learning objections. Operationally, learning management is the implementation of management functions, particularly the learning components, such as: students, teachers, objections, material, methods, instruments, and evaluations (Rahayu, 2015:358). In the classes created, the instructor needs to work on the mass balance, media, and methods to achieve the learning goals. The faculty's ability to manage the learning process is the ability to plan, implement and evaluate students in the learning process (Dandarwati, 2016: 8). Learning management is a series of activities. (1) Learning plans', curriculum, lesson plans, and teaching materials. (2) Implementation of learning including methodology and learning design. (3) Learning evaluation including content overview, question reviews, and evaluation aspects (Widodo, 2016: 16).

Literature Review

Syntax refers to the set of rules and principles that govern the structure of sentences in a language. It encompasses the arrangement of words, phrases, and clauses to create meaningful and grammatically correct sentences. Syntax plays a crucial role in language comprehension and

production, as it dictates how words should be ordered to convey specific meanings. Different languages have their own unique syntax rules.

Learning achievement, often simply referred to as achievement, is a measure of what a learner has gained or accomplished in a particular subject or area of study. It typically reflects the knowledge, skills, and competencies that a student has acquired through education or training. Learning achievements can be assessed through various means, such as tests, exams, assignments, projects, or other forms of evaluation.

Lesson study is a collaborative and reflective professional development approach used in education, particularly in the field of teaching. It involves a group of educators working together to plan, observe, and analyze a specific lesson or unit of instruction. The goal of lesson study is to improve teaching practices and student learning outcomes by systematically examining and refining instructional strategies. It originated in Japan and has gained popularity worldwide as a method for teacher professional development.

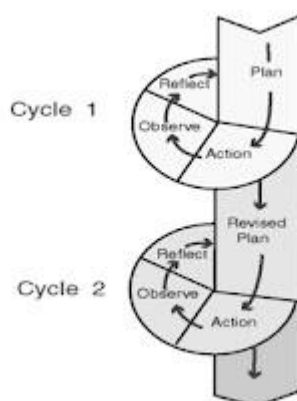
Learning management refers to the process of organizing, delivering, and tracking educational or training content and activities using technology, often through a learning management system (LMS). Learning management systems are software platforms designed to streamline and centralize various aspects of learning, including course delivery, content creation, student registration, assessment, and reporting. They are commonly used in educational institutions, corporate training programs, and online courses to manage and optimize the learning process.

English education refers to the process of teaching and learning the English language. It encompasses various aspects, including language acquisition, literacy, communication skills, and cultural understanding related to English-speaking countries. English education can occur in different contexts, such as formal education in schools, language institutes, or through self-study. It is essential for individuals seeking to communicate effectively in English, as it is one of the most widely spoken languages in the world and is often used as a global lingua franca in various fields, including business, academia, and technology.

Research Method

The researcher conducted the classroom action research at STKIP PGRI Sidoarjo on four semesters on Syntax Class the academic year 2021/2022. It is located on Jl. Raya Kemiri, Kemiri, Kec. Sidoarjo, Kabupaten Sidoarjo, Jawa Timur 61234. In a classroom action research, there are populations that will be investigated. Population simply means the group that you are interested in investigation (Michael J Wallace, *Action Research for Language Teachers*, (USA: Cambridge University Press, 1998), P. 26. In this study, the population that is used by the researcher is the students at STKIP PGRI Sidoarjo. Sometimes it is not possible to investigate the whole population directly, so you have to take a sample. Sample is a part of population that can represent all the population observed (Ibid, p.109). There are one classes in four semesters, Syntax Class. Each class consists of 20 students. The researcher uses in the evening Syntax Class as sample in his research. So, participant in this study are students on four semesters at STKIP PGRI Sidoarjo in the academic year 2021/2022.

Classroom action research reflection to activity which is intentionally appear and happened in class. In here, the researcher uses a Classroom Action Research (CAR) designed by Kemmis and McTaggart (1988) model that consist of four steps, namely: planning, action, observation, and reflection.



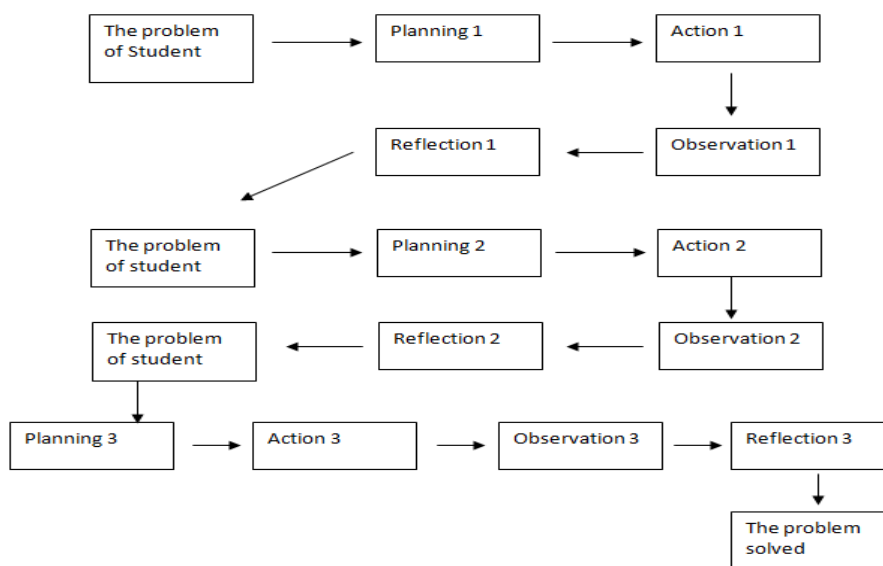
Action Research Spiral, Model By Kemmis and McTaggart

Every cycle of lesson study is done in four phases; they are: The planning is arranging the learning instrument and prepares the material. It will be done with the students of four semesters on Syntax Class in STKIP PGRI Sidoarjo. This planning is to get the interesting of Syntax to improve students'. In the planning stage, the researcher has to do some planning activities to solve the problem in the classroom for this, he did some preparations, including designing the lesson plan for English class especially for descriptive text and preparing the criteria of success as well as research instrument.

Writing Syntax Activity	Teacher Activity
Pre – activity	<ul style="list-style-type: none"> ➤ Teacher greets the students and checks the students' attendance. ➤ Teacher explains the objective of the course.
Pre – Writing	<ul style="list-style-type: none"> ➤ Teacher explains about the objective of using TTW method. ➤ Teacher gives instruction on how to apply the TTW method.
Writing activity	<ul style="list-style-type: none"> ➤ Teacher give a theme for written. ➤ The teacher asks the student for thinking about the theme. ➤ The teacher asks students to make a group from 4-5 students and discussion with their group. After discussion. ➤ The Teacher ask to students to write 1 the result of the discussion. ➤ The teacher drilling students to read a text one by one in the classroom. ➤ The teacher gives a test about question. - Teacher gives evaluation
Post writing	<ul style="list-style-type: none"> ➤ Teacher gives feedback and

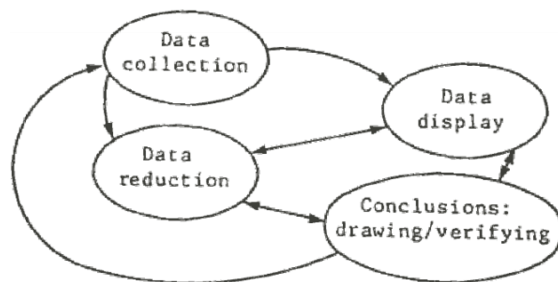
	conclusion. ➤ Teacher closes the classroom activity with greeting.
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Second phases; implementation is the Think Talk Write (TTW) was implemented for the four semesters syntax students of English Education at STKIP PGRI Sidoarjo. In implementing this research, the researcher and the collaborative teacher was work in collaboration to create a good materials and good condition of the class. The researcher implemented the scenario of Think, Talk, Write strategy based on the time schedule in four stages; Pre-Teaching activity, Pre-Writing activity, Writing activity, and Post-Writing activity. The details scenario in implementing Think, Talk, Write strategy as seen in the previous point. The three phase is observation phase, the researcher observes and takes notes during teaching learning process. The researcher observed the situation and the result of student's action. It means that the researcher observes the student's activity, when they feel bored the researcher will change the strategy to get them interested in this study. The four phase Reflection means to analyze the result based on the data that have been collected to determine the next action in the next cycle. In this phase, the researcher could observe whether the acting had caused any progress. What progress happened, and also about the positives and negatives (Suharsimi Arikunto, Suhardjono, and Supardi, Op. Cit, p. 75-80). Result from observation then being reflected together by teacher and researcher, this includes analysis, and evaluation toward observation result. The researcher analyzes the weakness happened in their action, it is used consideration to decide further steps and makes the other way to get this study more interesting. A cyclical process involving stages of action research is followed by action. It can be illustrated as the following (Ibid., p. 16).



The data are collected from observation, interview, and questionnaire. It will help the writer or the readers to understand the result of the research and to make the conclusion in analyzing the data.

In analyzing the data that had been collected from observation and interview, the researcher uses qualitative research. As using this technique, the researcher collects data, arranges data and presents data. The qualitative method is kind of research without using any calculation or statistic procedure to know the students Syntax Class in English Education in STKIP PGRI Sidoarjo, the steps done are as follow:



Components of data analysis: interactive model: (Matthew B, Miles and A Michael, Huberman)

In applying descriptive quantitative technique, the researcher analyzed the ordinal data to find out about the percentage of the students' Syntax Class problem at English Education four semester in STKIP PGRI Sidoarjo.

In order to analyze the data from questionnaire, the researcher used computer software for statistical analysis, which was Microsoft Excel to calculate the result in the form of percentage and chart.

Percentage Data:

$$\% = \frac{N}{F} \times 100$$

Notes:

F = number of students' voters

N = total students

After all the data from observation, interview and questionnaire are collected, the researcher make a conclusion that related to the theory. This activity was done at the end of each cycle to evaluate whether or not effect of the action met the criteria of success. So, the data taken from the result of the students' post-test is analyzed past to know whether the criteria of success has been achieved or not hence, the formula used in findings. So, to get score each student the researcher uses analytic scoring proposed by Hughes (1989:97) the aspect in the scoring are listed in table. In every aspect has been the basic criteria of scoring, the following criteria, that are:

Aspect of Content

Score	information	Explanation
5	Excellent	Main ideas stated clearly and accurately, change of opinion very clear
4	Good	Main ideas stated fairly clearly and accurately, change of opinion relatively clear
3	Average	Main ideas somewhat unclear and inaccurate, change opinion somewhat weak
2	Poor	Main ideas not clear or accurate , change of opinion weak
1	Very Poor	Main ideas not at all clear or accurate, change of opinion very week

Aspect of Organization

Score	information	Explanation
5	Excellent	Well organized and perfectly coherent

4	Good	Fairy well organized and generally coherent
3	Average	Loosely organized but main ideas clear, logical but incomplete sequencing
2	Poor	Ideas disconnected, lacks logical sequencing
1	Very Poor	No organized, no coherent

Aspect of Vocabulary

Score	Information	Explanation
5	Excellent	Very effective choice of words and use of idiom and word form
4	Good	Affective choice of words and use of idiom and word form
3	Average	Adequate choice of words but some misuse of vocabulary, idiom and forms
2	Poor	Limited range, confused use of words, idiom and word forms
1	Very Poor	Very limited range, very poor knowledge of words, idiom, and word forms

Aspect of Mechanical

Score	information	Explanation
5	Excellent	Mastery of spelling and punctuation
4	Good	Few error in spelling and punctuation
3	Average	Fair number of spelling and punctuation error
2	Poor	Frequent error in spelling and punctuation
1	Very Poor	No control over spelling and punctuation

Aspect of Grammar

Score	Information	Explanation
5	Excellent	No error, full control of complex structure
4	Good	Almost no error, good control of structure
3	Average	Some error, fairy control of structure
2	Poor	Many error, poor control of structure
1	Very Poor	Dominated by errors, no control of structure

For the students' achievement, then the researcher calculated the percentage of each level used the formula as follows:

$$P = \frac{L \times 100}{N} \%$$

- P = Percentages of Skill
- L = The sum of each letter grade
- N = Number of the students

Criteria of Students

The percentage of Skill	Grade	Level of achievement
85% - 100%	A= Excellent	Outstanding
70% - 84%	B = Good	Above average
55 % - 69%	C = Fair	Satisfactory
50 % - 54 %	D = Poor	Below average
Bellow 49 %	E = Very Poor	Insufficient

Results and Discussion

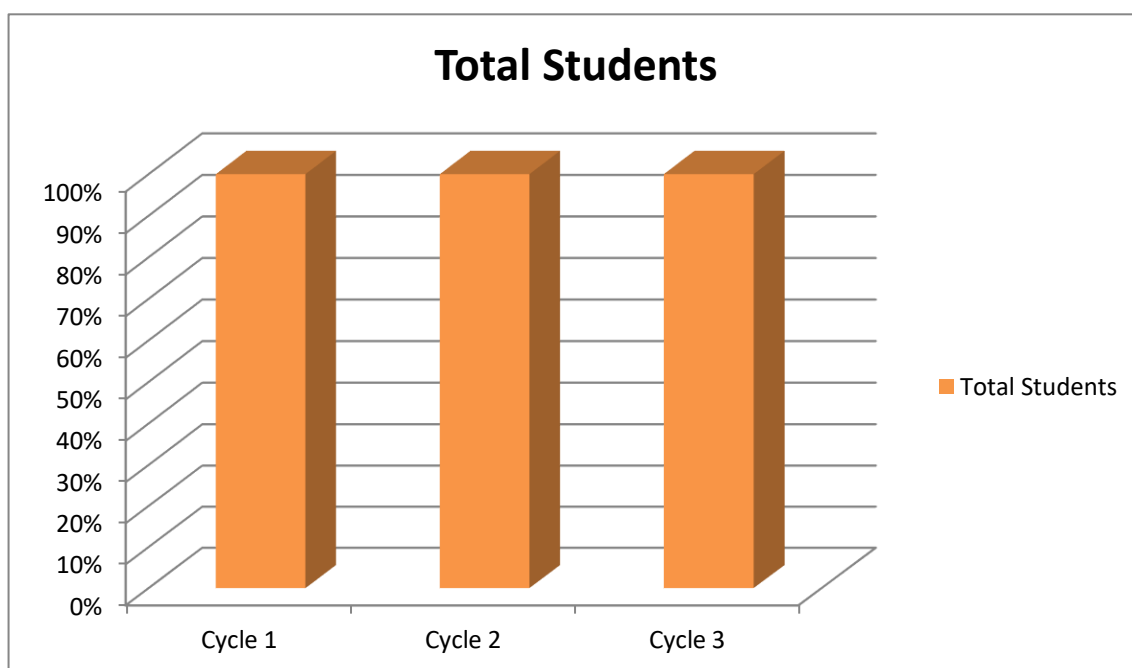
Observation Result Data in Cycle 1, Cycle 2, and Cycle 3



Observation was done during syntax learning achievement. Observation was used to know students' attitude and behavior toward learning process conducted by lecturer. In conducting the observation lecturers are assisted by fellow lecturers from English Department.

Result Data Students'

Students' response is used to describe how students respond during syntax learning process. From the questionnaire result, students give positive response toward syntax learning process conducted by the lecturer. Students attended the lecture on cycle 1, students from Cycle 1 is 10 students, cycle 2 is 20 students, cycle 3 is 23 students.

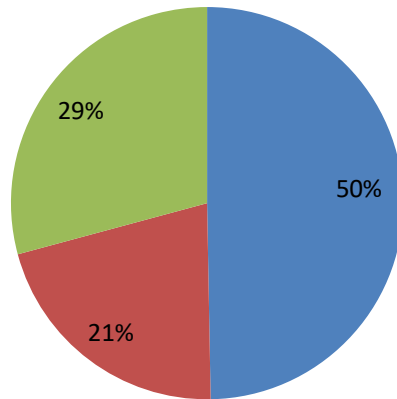


Lesson study learning achievement gives a wide opportunity, both to lecturer and students to innovate, improve activity, creativity, communication, and interaction in syntax learning process. It is very relevant to be applied on syntax learning achievement that discuss concrete and contextual language events.

Based on observation result, observers agree on the application of lesson study based learning. Students response are also positive toward lesson study based learning, it means that students are more interested in learning using lesson study based learning. Questionnaire result on students' response on cycle 1, 2, and 3.

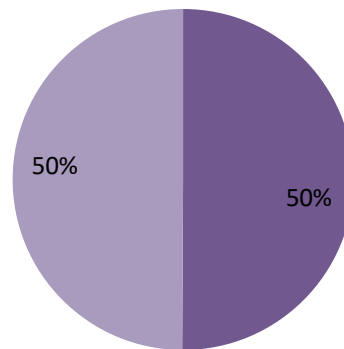
Score Cycle 1 = 40.10

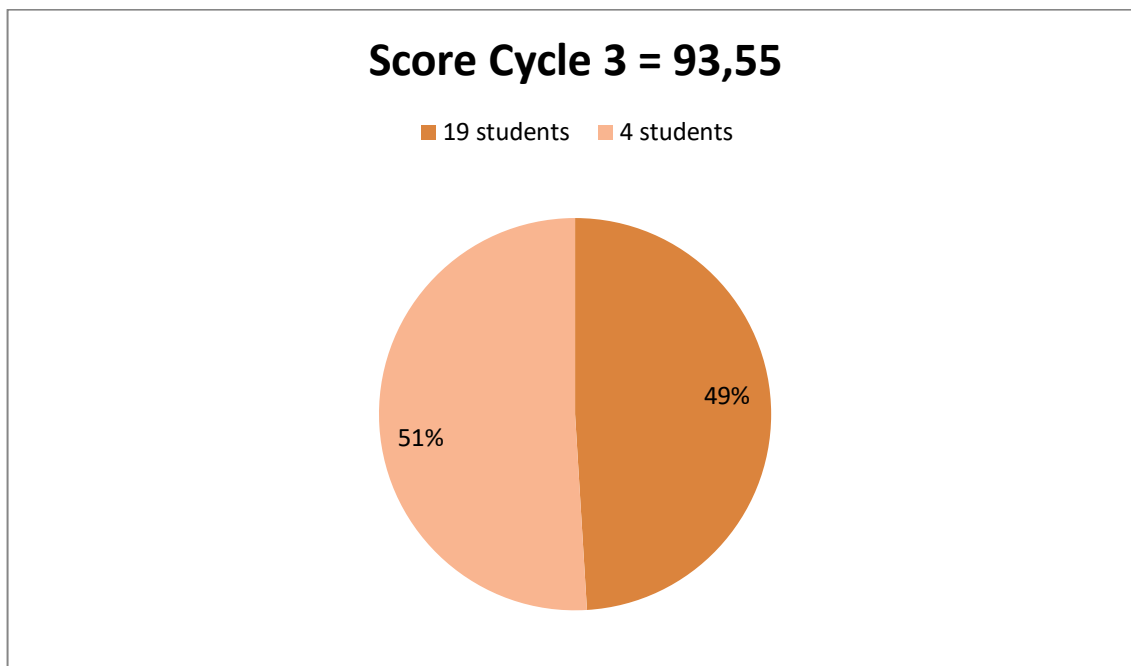
■ 3 students ■ 6 students ■ 1 students



Score Cycle 2 = 60,10

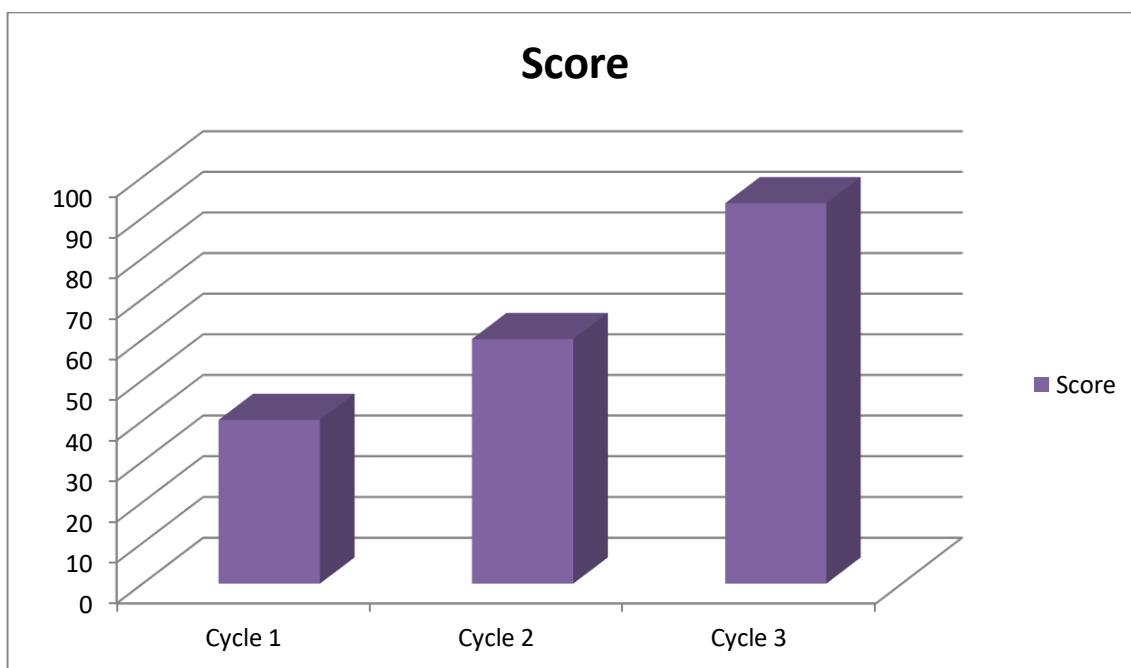
■ 10 students ■ 10 students





Syntax Post-test Result on Cycle 1, 2, and 3

The application of lesson study can improve syntax learning result on fourth semester students English Department in STKIP PGRI Sidoarjo. The improvement can be seen from posttest average score in cycle 1 which is 40.10, cycle 2 average score 60.10, cycle 3 average score 93.55. Students’ post-test result on cycle 1,2, and 3 is shown by the following chart figure 3.



Observation Discussion on Students

On cycle 1,2, and 3 the observation result stated that all observers are agree with the application of lesson study based learning. Observers generally understand about the aim of lesson study and its process. Material from socialication is very helpful for the students, lesson study can improve both students and lecturers’ ability in conducting teaching learning process, learning process is more focus on problem solving. In this case observers also give advice in constructing the lesson plan, students’ worksheet, learning material, teaching strategy, teaching media, and observation sheet.

During the learning process observers were not intervening, stay in the room the whole

time, did not talk to other observers. Observers focus observing learning process. Observers pay attention when students are given chance to discuss. During the teaching learning process observer noted that lecturer did not dominate the process, students are given opportunity to ask question, as well as identify students with learning problem. Lecturer was very helpful during the process, adjusting lesson plan with real situation, learning outcome is achieved.

Most of the observers agree that teaching learning process conducted by the lecturer has made students understand more easily about syntax. The application of various strategy, method, technique, and media during the process can give more focus and expand students' knowledge. Students' knowledge is expanded because they did a group discussion. Through discussion process students collaborate, asking each other questions, sharing ideas to expand knowledge, engage in exercise using worksheet prepared by lecturer. Students are allowed to present the result of their discussion, and being responded by other groups with lecturer's guidance. Even though syntax material is difficult but students can seem to understand better. Teaching learning become meaningful because students get more experience from the process so they are motivated to learn syntax.

Discussion

This research was conducted to find out whether or not the use of action learning strategy improvement syntax learning achievement using lesson study based learning management on four semesters students at STKIP PGRI Sidoarjo. The action learning strategy was one of the strategies that could be used by the lecturer in teaching English to improvement syntax learning achievement using lesson study based learning management on four semesters students at STKIP PGRI Sidoarjo. It could be seen in findings of this research Before taking a classroom action research through "syntax learning achievement.

The percentage of students score in Cycle 1

In cycle I the researcher found the percentage of the students score. from the formula that had been chosen before. From the students syntax skill in English lesson at cycle 1 test, there was 10 students got successful got >75 or it was 40.2%. Cycle I test is categorized unsuccess. The result of standard of success criteria (SKM) minimum was >75 score. Because of the target was not achieved in the cycle I, the researcher worked hard in the second cycle to reach the target(score>75) and try to evaluate the weakness in the cycle 1. After testing and observing in the cycle 2, the students' syntax has a good improvement.

The percentage of students score in Cycle 2 and Cycle 3

Test in cycle 2 the researcher found the percentage of the students score from the formula that had been chosen before. From the table of analysis, the students' syntax skill in English lesson increased. It could be concluded that the students' ability in syntax increased. Cycle 2 test was categorized success. Because of the target score has been achieved, the research is not continued to the cycle 3. In cycle I there was 10 students or 40.1% students from 10 students in class that successful got score >75. In cycle II test there was 60.1% students from 20 students in class that successful got score >75. So, the improvement of students score from cycle I test was 40.1% or 10 students. The improvement of students score in cycle I test to cycle 2 test was 60,1% or 20 students. And the improvement of students' scores in Cycle 1 to cycle 2 test was 60.1% or 25 students. And finally until the end of test there are 23 students in class that successful got score >75 and score 93.5% from 23 students in class that successful got score >75 and the end the research.

Based on the explanation above, the researcher concluded that the finding of this research prove the statement from WIAL-World Institute for Action Learning (2015) that stated action learning is effective for solving problems and made the participants to be more creative, think critically, and work collaboratively. The researcher agree with the statement because the finding of this research showed that the students' ability in syntax improved and become well in the first meeting to the next meting by applying Syntax Learning Achievement. It was improved because of the teacher knew how to control the class and created the class to be active. Besides that, the action learning strategy helped the students to understand the subject easily. So, this

research showed that action learning strategy worked effectively and efficiently in helping students' improve syntax learning achievement and this learning has applied successfully and able to improve students' ability in syntax. This research finding also similar to Armasita (2017) that reported there was 80% effective to use action learning achievement to improve students' syntax skill, but the finding of this research was higher and 90% more effective. There was also a lot of previous of related studies that found similar finding but used different method. Based on the perception above, the researcher concluded that all the findings was similar that improving students syntax skill but they applied different method. It means there was a lot of effective method to improve students' syntax. One of methods is Syntax Learning Achievement.

Conclusion

Lesson study learning achievement that is conducted through plan, do, see stage can create an innovative learning process. Collaborative learning by applying various strategy, method, technique, and media during learning process can help students to be more focus in learning and students can explore their knowledge. Through lesson study, lecturers and students can have more opportunity to innovate, improve activity, creativity, communication, and interaction during learning process. It is very relevant to be applied on syntax learning achievement processes that discuss concrete and contextual language events. Based on observation result, observers agree on the application of lesson study based learning. Students response are also positive toward lesson study based learning, it means that students are more interested in learning using lesson study based learning. Based on posttest result there is improvement on students' learning achievement. Therefore, it can be concluded that there is an improvement on syntax learning achievement through lesson study based learning on IV semester students of English Department on STKIP PGRI Sidoarjo.

Based on final assessment result their improvement on students' learning achievement. The improvement can be seen from final assessment average score in cycle 1 which is 40.10, cycle 2 average score 60.10, cycle 3 average score 93.55. Therefore, it can be concluded that there is an improvement on syntax learning achievement through lesson study based learning on IV semester students of English Department Semester IV on STKIP PGRI Sidoarjo.

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