

The Implementation of Mentoring Learning Model to Build Mandarin Basic Sentence Writing Skill

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ABSTRACT

Writing skills are placed as more complicated skills in learning Mandarin. There are some errors that occurred frequently to students when conducting a simple sentence-making. To help these difficulties, research has been carried out using a mentoring learning model using the Class Action Research method. Through the mentoring, students are given an opportunity to be creative and empower their potential to actualize their ideas into written language in the form of sentences. During composing sentences, the students are mentored until the sentence can be produced. As the evaluation, using some discussions to extract student's logic. From this phase, the information can be obtained about what factors cause errors and vice versa in students. The revision process which was carried out in the second cycle, was still given a mentoring until the students were assumed to have no more difficulties. It is shown from the Mandarin sentence that the structures are correct. It is proven by the adverbs placement that are in accordance to Mandarin rules. From the diction aspect, the group of words used has chosen a group of words that have a linear meaning relationship. This result proves that the mentoring learning has a significant role to help overcoming the student's difficulties and build student's writing sentence competences.

Keywords: Tutorial, Rules, Logic Thinking, Structure of Understanding, Actualization

1. INTRODUCTION

Writing skill in foreign language learning generally has several problems. It is because of students' competence factors also there are provisions that regulate a written language. The writing skill is the most complicated and complex stage in the foreign language learning compared to other three language skills [1]. Compared to the other three language competencies, writing competence in general may be said it is hard to be mastered by native speakers of the language concerned [2]. This complexity occurred because the writing skill is not enough by only linguistic aspect but it also needs to be supported by non-linguistic aspect. Writing is not only an activity that changes sounds into writing as an effort to express ideas into written language but it needs a number of potential supporters to achieve it with seriousness and willingness in learning. Therefore, in the process of foreign language learning in particular, the stage of learning writing skills conducted at the last stage after three other language skills [3].

The obstacles of writing skill were recognized by Mandarin language program university students. The observation results on the results of the students' sentence writing assignment in the Mandarin Basic Writing course before mentoring learning model was applied. There were still many varied errors such as the errors in the use of vocabulary, phrase structure, sentence structure, and so on. This observation result is supported by interviewing 10 students as well. The students stated that they still have difficulties to compile sentences. Not only due to limited vocabularies but also because the presence of particles making certain meanings such as the particle '了' (le) which is the activity marking particle has been completed whose location can change which makes it difficult for students to mark it.

On the other hand, writing skill has a very important role in language learning because the writing is included in productive skill which can be used as a medium of communication in the form of written language. Providing good writing skills to the students to reach an achievement is very important [4]. A writing competence is important because it is a requirement of playing a role

in various fields or activities. It proves that how important the writing competence is in daily life due to the writing is also one of language skills used in indirect communication.

The use of appropriate learning model can minimize the writing obstacles faced by students. Moreover, one of the solutions to solve learning problems is the appropriate learning model usage [5]. Further, in order to help overcoming these difficulties, research has been conducted by using Mentoring Learning Model (MLM). The research method used is Classroom Action Research (CAR) method. The subject of this research is UNESA's students of Mandarin Education program class B of 2019/2020 in the Mandarin Basic Writing course with writing sentences as the learning material and there is a significant result. MLM was chosen because it is one of cooperative learning models that prioritizes both practical work and mentoring while it is being supervised and controlled by a lecturer in which both of supervising and controlling are realized in the form of mentoring. MLM itself is suitable for types of productive subjects such as Mandarin Basic Writing course which is more directed to product demands. Also, as an indicator of completeness and learning objective achievement in this course, it is marked by a product in the form of Chinese sentences produced by students as a form of competence implementation that has developed through the learning process. Therefore, to be able to produce products according to the competence, the students are provided knowledge not only limited pedagogical competence but also must have psychomotor competence. A psychomotor competence is the real implementation of pedagogical competence which emphasizes the skill aspect. To simplify and accelerate the process of building skills for each individual student, the learning model which emphasizes the practical work aspect and also a mentoring process such as MLM is considered more appropriate and affective. Further reasons are because the students are easier to find some experiences that are more concrete and real by doing a direct practical work. Next, the students are easier to build understanding according to techniques and ways of each individual student through these experiences.

1.1. Mentoring Learning Model

The learning model determination before the implementation of learning process is very important because the learning model has a relevance to determine the characteristics of both material and the form of learning [5] [6]. Learning model is a conceptual planning framework used as a guide in planning a learning process in the classroom in order to determine learning tools [7]

[8] [9]. Each model directs us to map out the learning for helping students reaching out the learning objectives [10]. Learning model should be able to direct students to be more active so that it gives them a freedom to design and construct their own understanding according to their experiences [11]. In brief, the learning model has a very significant role in the learning process so that the accuracy of using the learning model has an effect on the success or failure in achieving the learning objectives.

MLM is one of the learning models which is suitable for the type of productive subjects. Focusing on mentoring is more prioritized to help students' difficulties in producing a good product. It is due to the quality of students' product is served as one of indicators to determine the success or failure in the learning process [12]. It concludes that a concept of mentoring is a learning process involves someone to provide a mentoring in order to monitor and help students to solve the problems they faced in order to achieve maximum learning outcomes [13]. Hereby, the implementation of the mentoring concept: "Teaching activities of a group that are carried out based on the needs and abilities of group members on the basis of interactions within the group also generate solidarity between groups in order to improve their welfare [14]."

1.2. Role and Function of Mentoring Learning Model

MLM has roles as follows (a) facilitator; (b) motivator; (c) catalyst; (d) negotiator; (e) supervisor; (f) communicator; (g) evaluator [14] [15]. A mentor, as a facilitator, has four functions in managing the learning those are as a/an (1) interviewee; (2) teacher; (3) mediator; (4) challenger [16] [17]. The facilitator should be able to help and express the potential as well as learners' capacity so that they can carry out various development activities.

There are techniques or strategies can be conducted by a mentor when doing a process of mentoring learning. Those are (a) A mentor needs to listen to the problems, ideas, and thoughts as well as learners' tendencies; (b) A mentor should continue to strive in increasing learners' motivation to be active and have high enthusiasm in achieving a success learning; (c) A mentor needs to adjust to the students when mentoring; (d) A mentor should develop a communication with study group members; (e) A mentor needs to seek, explore, and utilize the knowledge, skills also students' experiences; (f) A mentor needs to develop the students' abilities as the member of study group; (g) A mentor needs to maintain a passion of experimentation and exploration in

an effort to solve all problems faced by students or study group; and (h) A mentor is required to be professional in providing a mentoring [14] [18] [19].

2. METHOD

This research was conducted with an action research approach that underlies the concept of Classroom Action Research (CAR) [20] [21]. CAR has a main character in the learning group activity which is proven by improving the quality of learners' competence through framework, planning, implementation, observation, and reflection [22] [23] [24]. The stages in the CAR framework are aimed to see through changes in learning behaviour that lead to a process of improvement namely a professional development for a teaching process of teachers and students learning [25] [26].

Research subject of this study was university students of Mandarin Education Program class B of 2019 in The State University of Surabaya (UNESA). There are 36 students divided into 6 groups. The students took Mandarin Basic Writing course with 3 credits. Then, this research data has two types. First, the basic sentence with adverb elements of the work of 6 groups. Each group compiled ten sentences so that the total number of questions were sixty. The sixty sentences were evaluated for the form of errors and things that were considered necessary to be noted and discussed during the group presentation in the second cycle and the revised sentences after the presentation. Second, observation results in the first cycle when arranging the sentences and in the second cycle when doing the presentation. This study was conducted in total 2 cycles. At the first cycle, there was one time of meeting with the activity of composing sentences in group. Then, at the second cycle, there were two times of meeting with the form of presentation and discussion. After presenting, all groups should correct errors according to suggestions from audiences then the final result of the errors was submitted no later than a week after the presentation took place. Aspects that are used as an achievement indicator are the process of observation result in the first and second cycles, the evaluation result of sentences that are compiled in the first cycle, and the corrected sentences after the presentation. The results of data analysis were presented with a qualitative descriptive both approach and method.

3. RESULTS AND DISCUSSION

3.1. The First Cycle

3.1.1. Observation Results

Aspects that are observed in the first cycle including students' activeness, cooperation, communication between group members, punctuality in completing tasks in the form of composing 10 sentences which are provided 1 keyword and must have at least 1 adverb for each sentence. In the first stage, the lecturer explained the material and forms of learning as well as the mechanisms that must be mutually agreed upon. After that, the lecturer asked students to have a sit with their own group. Then, the lecturer showed 12 keywords and asked each group to choose 10 keywords for composing 10 sentences which every sentence may only use 1 keyword.

In the opening, the lecturer has explained the mechanisms also instructions well and clearly that must be obeyed and implemented by students in order to not occur the basic problems. It proves that the lecturer did not once repeat the explanation that is not understood by students. They just asked some questions that are confirmatory to develop their compiled sentences as the lecturer instructed before.

In the core activity, the lecturer team includes a native lecturer and two local lecturers were together in mentoring students by going around in turn. By this technique, all groups got a chance to be mentored by the lecturers also gave the same treatment for all groups. During the mentoring process, the lecturers helped students' problems they faced. Besides, the lecture team observed students' activity in the group work. If there were some students or groups asked their problems, the lectures would ask all groups' attention for a moment to discuss the problems together. When explaining the problems, the lecturer did not mention which students or groups who have problems in the activity. It is due to make students not being insecure and keeping up the spirit. Those problems were discussed by all students as well as lecturers. Moreover, the purpose of discussing those problems is expected to get a solution and to not repeat the same mistakes by the students or other groups as well later.

The tasks division between each group members have quite good variations. There is a group distributes the tasks by dividing the internal group into a small group. Also, there is a group which each members are asked to do their own task directly first. The group, who uses this way to complete the tasks, agrees to discuss the final result of their job before submitting those separate tasks into one final result. It aims to know the lack and

excess of their task. Then, the task is agreed and determined as a result of group work. On the other hand, other groups decided to do the work together and discuss it at the same time so that the group members can obtain the final result of the group work immediately. Besides, the lecturers did not intervene too much in each group regarding the work.

The activeness and cooperation of each group members have been very good. There are also positive interactions of them during academic discussion and debate so that each member has a high courage also engagement to get maximal results through hard work together. Even though, there are some parties who are more dominant but overall the group members indicate their role for completing tasks actively and productively. All groups also indicate their activeness by being marked in turn. They are also asking several questions either cause-effect questions or such kind of confirmatory questions. The emergence of questions can be used as indicator of students' attention and responsibility towards the implementation of learning process in properly. It also indicates the communication and two-ways interaction process as a result there are no parties who dominate in one party only in the learning process. The lecturers uses the strategies well when responding students' questions in this activity. The lecturer responded all questions by asking the students' ideas first. This strategy aims to give them opportunities for expressing their opinions and to measure the students' competence level and their proficiency in responding to problems that occur.

According to the agreement, the group work should be ended as well as the group work results should be submitted in ten minutes before the class ended. When the lecturers told the students to end the group work soon, there was only one group who asked additional times to write group members identity and the rest of five groups was ready to submit their final work. In brief, all groups can finish their work well and on time. Next, in the closing activity, the lecturer explained activities for the next meeting to the students. Those activities are presenting the final work in group and there will be three groups who should present their final work in every meeting. The lecturer gave students a responsibility to choose their own distribution and schedule of the groups to do the presentation. Groups who scheduled to present in the first session should be ready soon. The time allocation of each group is 45 minutes including 10 minutes for presenting, 20 minutes for discussing with between groups, and 15 minutes for discussing with the lecturer. Lastly, the submission of final group work that has been revised in the next two days after the presentation conducted.

3.1.2. Students' Work

The type of the second data is 60 sentences of final work from six groups. From the completeness aspect, all groups can compile ten sentences, all sentences are completed and not a single sentence has been uncompleted. Based on the results of the analysis, there were some forms and types of errors among the 60 sentences although the errors were not very basic. Because in semantically the meaning of the sixty sentences can be understood so the factors causing the error can easily be recognized. Syntactically, there is no a fundamental sentence structure error which can change the whole grammatical meaning. At the syntactic level, structural errors only occur in the class of phrases; namely, the reversal of elements position that forms the phrase due to interference in Indonesian. There are several errors caused by the use of affixes; namely, the type of suffix "了" (le) which signifies the completion of the verb activity. However, the 60 items of students work result overall are good and they have already qualified sentence standards both semantically and syntactically. The results of the error identification are described as follows.

1) The Errors of Language Sign Usage

There are two groups that made some errors of language sign usage. One group made a mistake at using the language sign that is question tag (?) in the interrogative sentence and another group made two mistakes on two types of language sign that is question tag (?) and full stop at the end of the sentence (。). Neither of groups used a question tag (?) in the interrogative sentence as well as another group used a full stop (.) incorrectly on compiled sentences in Mandarin language. They should use the language sign (。) in the final sentence of Mandarin language instead of using punctuation of full stop (.). In addition, other language sign errors were the use of a comma (、). According to the Mandarin language rule, the comma used is (、) instead of using a comma that applies in the alphabet letters type (,). It indicates that there were some groups which still used comma (,) instead of the correct one (、).

2) Linguistic Aspect Errors

Errors in the linguistic aspect were also found in the two groups. Based on the result of the error identification, it consists of errors at the morpheme level that is the suffix "了" (le) which aims to indicate the completed activity. There are only two groups out of the

six groups did not make mistakes regarding the use of this suffix. The errors at the word level such as the error of the word measure unit on "条" (tiáo) which should be for the lower unit of clothing such as trousers but using the unit word "件" (jiàn) which should be used for the upper unit of clothing such as shirts, T-shirts, etc.

Also, the error in the use of conjunction elements was found even though there was only one type of conjunction and were done only by one group. The error of the conjunction such as "或者" (huozhe) and "还是" (haishi) which both of them have a meaning of "or". Although, these two conjunctions have the same meaning but they are different from the aspect of their use. The error was caused by usage which is confused; for instance, the sentence should have used the conjunction "还是" (haishi) instead of using the conjunction "或者" (huozhe).

At the phrase level, there were two mistakes made by one group and all errors are caused by misplacing the elements in forming phrases that is the constituent elements which should occupy at the front position of the phrase structure. However, they are reversed in the back position or vice versa. For example, the structure of the phrase "鞋白" (xié bái) means "white shoes" and the phrase "里房间" (lǐ fángjiān) means "in space". The two structures of these phrases when are viewed from the syntactic rules of the Indonesian language are correct; however, when they are viewed from the syntactic rules of Mandarin language there is an error in the position of the constituent elements that is the elements of the word "鞋" (xié) means "shoe" and the word "里" (lǐ) means "in" based on the Mandarin syntactic rules that they should occupy a position behind the "白" (bái) "white" element to "白鞋" (bái xié) (white shoe) and behind the element of "房间" (fángjiān) means "space" turns into "房间里" (fángjiān lǐ) means "in the space". In the second case of this error, it seems that the students were still interfered by Indonesian language.

The error findings in the students' work are marked in order that during the discussion in the second cycle aims to the learning process to be effective and efficient. All errors are displayed on the projector screen in sequence according to the group presentation order. The presentation technique is carried out after the group has presented and discussed the problems between groups. At the same time, they also check several errors that have been marked then discussed them together as well as the

lecturer explained and presented those error data in order to strengthen, straighten, and establish wrong concepts.

3.2. The Second Cycle

3.2.1. Observation Results

According to the mechanism that has been agreed on, at the first meeting of the second cycle, three groups did the presentation. The group who got the first turn has been ready for preparing then the lecturer let them to start the presentation. Other groups as the audience were also grouping with their own group. This kind of preparation was same as the second meeting of the second cycle. All students indicate the commitment and cooperative to smooth and succeed the learning process. It is indicated by all groups' preparation of the presentation that went clearly, well, and fast. Also, during the presentation there was no students who came late to the class. According to the class agreement, the lateness is tolerable in only 15 minutes.

The students' activeness in two meetings indicates very well. The presentation group has divided their own task with their group members so that there is no members who do not have activity. On the other hand, the other groups are doing a discussion with their group members to criticize work result of the presentation group. It indicates that each student understand to their roles as well as tasks of the course and they emerge conducive and healthy the classroom atmosphere. The students' communication on each other is also good so that they are able to exchange their ideas well. Besides, the lecturers spread to take their position in mentoring also observing students' activity.

In addition, the students master their learning material is quite good in general. Specifically, when they are viewed in personal, there are some students tend to be into the high level of students' competence even though in quantitatively there are not too many significant result as well as the students who are in the low level. In contrast, the students who are in the moderate level tend to more significant than other two levels. Those levels are marked when question and answer session began. The students with the high level of competence tend to be more active and quickly to respond both in refuting the argument and giving the suggestions for completing the material presented by the group presentation. Furthermore, the students who are in the high levels tend to give respond to the difficult questions frequently also they give additional answers of their group members that considered to complete the answers well. However, the students who are in the low

competence level, they did not even ask or give further questions as well as suggestions to the presentation group. Additionally, when they were presenting, they are the type of students who are inactive and waiting for instruction from their group members to respond the questions that the answers have already prepared by their group members. The completed answers are often carried out by other members who have a high competence and also by other friends who are in the moderate level.

At the discussion session with lecturers, strategies that are conducted by them are very good because it is oriented towards students. All answers and the problem solved always provided to students. The lectures just assisted them in the discussion by asking such a question as “Is it correct?”, “Why do you think that is incorrect? Which is the incorrect one?”, “How do you think it can be corrected?” and suchlike. Those are the execution process that carried out by students while the lecturers only provide guidance on the logic of thinking of students. Therefore, the lecturers as the good mediator and facilitator because this strategy proves that the students’ understanding not because of lecturers’ enforcement but the students build their understanding through self-potential exploration and it is supported by lectures’ mentoring and guidance.

3.2.2. Students’ Work

The students’ work in the second cycle is 10 sentences that are corrected by each group based on the suggestion provided when doing the presentation.

Table 1. Students’ sentences

BEFORE REVISING	AFTER REVISING
 <p>昨天我和爸爸买了一双鞋。 爸爸给我的礼物是一双鞋。 爸爸送我一双鞋。</p>	 <p>昨天我和爸爸买了一双鞋。 爸爸送我的礼物是一双鞋。 爸爸送我一双鞋。</p>

In general, the results of revision have been very good. It is proven that there are no errors found either semantically, syntactically, or in terms of Mandarin fonts’ usage. The pictures above are the before and after revising of students’ work. There is something that deserves to be appreciated is the results of two groups who initiate in revising their works error with corrected in red ink. This strategy is the result of student creativity which really helps the lecturer to simplify and speed up the checking process. All suggestions, especially from

lecturers, have been responded to the form of improvements.

4. CONCLUSION

Briefly, writing skill is one of language skills that is the most complicated in the learning process of a foreign language especially Mandarin language in the primary level. In order to improve the writing competence, the lecturers need strategies and the appropriate learning model as well as provide students a mentoring intensely of quantity aspect and can be a facilitator of quality aspect. One of the learning models that has been proved to use alternatively is MLM. Through the mentoring process intensely and well, it can solve the problems faced by the students according to MLM syntax. Also, students’ writing competence can be improved step by step. The MLM is more emphasized the practical work that assisted by a mentor to give real experiences directly to the students. The obstacles and problems faced by students can be monitored and helped by a mentor immediately. So that the students will have knowledge and experiences directly according to the mentor provided. Those real experiences will be able to improve students’ writing competencies periodically and gradually.

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