# PACKAGE 00 [CLASS] ACTION RESEARCH CONCEPTS AND PRINCIPLES OF CONDUCTING SMALLSCALED RESEARCH

Buku Perkuliahan Program S-1 Jurusan Pendidikan Bahasa Inggris Fakultas Ilmu Tarbiyah dan Keguruan IAIN Sunan Ampel Surabaya

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# PACKAGE 00 [CLASS] ACTION RESEARCH CONCEPTS AND PRINCIPLES OF CONDUCTING SMALL-SCALED RESEARCH

#### Overview of the Course

This course package aims to provide students with the basic knowledge of [class] action research (CAR). The study of [class] action research in this course will emphasize on 1) the definition of [class] action research, 2) the characteristics of [class] action research, 3) the history of [class] action research, 4) the types of [class] action research, 5) the models of [class] action research, and 6) the application of [class] action research. This course package might have a role to play in order to scientifically resolve some issues or problems emerging in the classroom during teaching practice.

Within the lecture of [class] action research, the students will analyse the definition of [class] action research from varied sources. They are also required to do mind mapping dealing with the characteristics of [class] action research, in what way [class] action research differs from other formal research. There is a need for students to know [class] action research within the historical perspective as well as the challenges and critiques from some formal research scholars. In the next step the students will also be exposed to the different types of [class] action research in which a teacher or a group can carry out. Indeed, models of [class] action research which are considered as an important part in this research are introduced briefly. At the end of the lecture the students are encouraged to work on the application of [class] action research. In this section the students have opportunities to know deeper the cycle of [class] action research which includes 1) plan [planning the action], 2) action [putting the plan into the action], 3) observation [observing the results of the plan], and 4) reflection [reflecting and planning for the further action].

To help the student get ready to the presentation of the course, the lecturer needs to prepare the learning media such as PowerPoint slides, LCD viewer and laptop. The lecturer is also required to provide students with flipchart papers, pens and markers that will be used for group work and mind mapping activities as well as their presentation.

#### Lesson Plan

## **Basic Competence**

The students can explain the basic concept of [class] action research.

#### Indicator

By the end of the lesson, the students are able to:

- 1) Explain the definition of [class] action research.
- 2) Differentiate the characteristics of [class] action research and other formal research.
- 3) Identify the history of [class] action research.
- 4) Classify the types of [class] action research.
- 5) Explain the models of [class] action research.
- 6) Explore the application of [class] action research starting from plan, action, observation and reflection.

#### **Time Allocation**

2 x 50 minutes

# **Main Subjects**

- 1) Definition of [class] action research.
- 2) Characteristics of [class] action research.
- 3) History of [class] action research.
- 4) Types of [class] action research.
- 5) Models of [action] action research.
- 6) Steps or cycle in [class] action research.

# **Learning Experience**

Opening Activity (10')

- The lecturer asks the students to do mind mapping on the topic of 'RESEARCH' in general and [CLASS] ACTION RESEARCH in particular.
- 2) The lecturer explains the students the importance of [class] action research in the field of education.

## Main Activity (80')

- 1) The lecturer divides students into six groups consisting of five students.
- 2) The lecturer asks each group to discuss a given sub topic associated with [class] action research.

Group A : The definition of [class] action research.

Group B : Characteristics of [class] action research.

Group C: History of [class] action research.

Group D: Types of [class] action research.

Group E : Models of [action] action research.

Group F : Steps or cycles in [class] action research.

- 3) The group, in turn, presents their discussion to the rest of the class.
- 4) After each group presents their group discussion, the other groups can pose questions or clarifications.
- 5) At the end of each presentation or of the whole presentation, the lecturer provides feedback towards their discussion focusing on strengths and weaknesses.

# Closing Activity ('6)

- 1) The lecturer together with the students concludes the today's lesson.
- 2) The lecturer gives motivation and advice.
- 3) The students reflect the whole process the lecture.

# Follow Up Activity (4')

- 1) The lecturer gives students homework to write a proposal outline of [class] action research.
- 2) The lecturer prepares the next lecture.

#### Worksheet

The students in a group of five students create mind map on 'formal research' and '[class] action research.

## **Purpose**

The objective of this activity is to build a basic concept and understanding of 'formal research' and '[class] action research' derived from students' insights and ideas which are manipulated in the form of mind mapping.

#### Material

Some flipchart papers, colored markers and gluetacks.

## **Activity Stages**

- 1) The lecturer divides students into six groups which consist of five students each.
- 2) Each group determines the leader and writer who will write all the discussion results.
- 3) Each group sticks their group discussion on the black/whiteboard or on the wall.
- 4) The lecturer asks the group leader to present the discussion result in turn.
- 5) The rest of the groups can respond or clarify something unclear from the presentation.

#### Introduction

Recently, [class] action research (CAR) has become an interesting discussion topic among scholars and teachers throughout the world. CAR has been increasingly well accepted in the field of second or foreign language teaching and learning. Many language teachers, English teachers in particular, worldwide have been already exposed to the terms of CAR, either through a formal study at a university, a workshop or teacher training. Such this exposure might help teachers to enhance their professional development and be able to increase students' achievement in learning a foreign or second language.

The quality assurance of a particular education, ranging from Kindergarten, Primary, Junior and Senior High School, is highly associated with how qualified and competent the teachers are in delivering the lesson to the students. The other elements that become a concern are how the language teachers are able to provide a critical reflection towards what worked and did not work in the classroom and also how language teachers understand the students' individual differences which might contribute to their language acquisition. As a consequence, language teachers have a significant role to play in the classroom to facilitate joyful and comfortable teaching and learning.

To reach the high standard of education in terms of language teaching and learning, professional and effective language teachers are highly required to understand their pedagogical practice since they play as a key factor for improving education. A professional teacher refers to a teacher who has pedagogical capability to educate, teach, supervise, train and evaluate the development of the students' performance and to reflect on their pedagogical practice (Aswandi, 2006). While effective teachers deal with teachers who are able to provide students with best learning opportunities. This means that the students will learn best when they feel save and engaged with the lesson taught (Burns, 2010).

With regard to some challenges in which teachers or language teachers face in their classroom practice, class action research (CAR) provide teachers with a constructive solution regarding their pedagogical practice. Burns (2010) argues that CAR becomes a valuable way to promote and expand teachers' professional development (teaching skills) and attain a deeper understanding of themselves as teachers, their classroom as well as their students. By conducting CAR, teachers will be able to do what they should do in relation to teaching and learning process, to reflect themselves in order to understand the value of education in general and learning in particular. Therefore, CAR has a great potential to enhance the

quality of teaching and learning if the research is properly conducted and the research result are appropriately applied to the right context and situation. Many [class] action research have been done in varied field of studies (courses or lessons), but there is a little evidence showing that CAR contributes to the enhancement of the quality of education. The restricted impact of CAR on education is probably caused by the lack involvement of teachers within the implementation of CAR and the limited access of teachers to CAR results in order to increase their professional development and their teaching practice.

## **Definition of [Class] Action Research**

The terms of [Class] action research is increasingly becoming popular among teachers or practitioners in today's educational circles. However, do you know what it means? Suppose you invite two persons to provide a definition of [class] action research, they will probably give two different definitions from your own.

Etimologically, [class] action research comprises of three basic words, "class", "action" and "research". These three words combination informs us that this kind of research is a small-scaled research carried out within the classroom setting (Aqib, 2007; Madya, 2006). Having exposed to the literal meaning of [class] action research, then, Arikunto et.al. (2006) argue that [class] action research has a role to play as one way to evaluate classroom teaching practice carried out by the teacher himself in which the aim is to improve his pedagogical skills in the area of their expertise since the success and the failure of teaching and learning process in the class rely much on teachers competence and pedagogical skills.

Basically, [class] action research is specifically conducted in a school context. This kind of research gives opportunities for teachers to pose questions and discussion as a fundamental part of the research which is, then, called as a reflective process (Ferrance, 2000). She further argues that [class] action research is an activity or a collaborative activity done by a teacher or colleagues investigating for

[any] solutions to the actual problems occuring in the schools, or traying to find the appropriate ways to overcome the problems faced and enhance teachers pedagogical skills and improve students achievement.

Despite the fact that [class] action research plays a significant role in the education, Kemmis and McTaggart (1988) define [class] action research as a reflective activity held by teachers in their classroom with the purposes of improving their professional development or pedagogical practice. This means that [class] action research aims to encourage teachers to think critically and reflectively towards their classroom practice and be able to provide students with a better teaching practice as well as a better achievement as the ultimate goal of education. Indeed, this self-reflective enquiry is likely to bring about benefits for teachers undertaking [class] action research such as improving the rationality and justice of their own social or educational practices as well as understanding these practices and situations in which these practices are carried out (Carr & Kemmis, 1986; Hopkins, 1992).

In another occasion, Ferrance (2000) proposes a definiton of [class] action research that it is a process in which teachers critically evaluate their own pedagogical practice carefully and systematically. This critical evaluation is closely associated with four assumptions as the following (Watts, 1985). First, the work of teachers and principals will be considered at best when they have discovered problems by themselves. Second, the effectiveness of teachers and the principal works will happen when they are requested to evaluate and assess their own practice and then find some solution in which they might do differently in the future. Third, teachers and principals collaboratively work to look for some ways of resolving problems of their practice. Fourth, working with colleagues to promote professional development for both teachers and principals.

Within Ferrance's perspective (2000), it is believed that [class] action research specifically correlates with a teacher who conducts a sysmatic investigation regarding the teaching practice with a purpose to make a change of his practice in the future. Such this research is usually conducted in the classromm context on a specific problem which is occuring in educational view point. This seems that teachers should research and educate themselves in the area of their expertise in order to promote their professional enhancement and improve students achievement.

Furthermore, Elliott (1991) provides a definition of [class] action research as the process through which the teachers can collaboratively assess their teaching practice jointly; develop an awareness of their personal theory and communicate a common conception of values with regard to their practice; apply new strategies to render shared values within their practice more valuable, practical and applicable as they are exposed to; record their classroom practice [their work] in a form of a research result which is readily available to other teachers to apply; and finally construct a particular theory of teaching and learning which is derived from investigating their own practice.

In line with various definitions of [class] action research proposed by some scholars previously, Burns (2010) also states that [class] action research is tightly correlated with the ideas of 'reflective practice' and 'the teacher as researcher'. Therefore, [class] action research includes a self-reflective, critical and systematic approach to exploring teachers teaching context as well as take a questioning and problematising stance towards their teaching practice. The term of problematising in this context does not mean that the teaching practice is ineffective or has many problems, but it implies that teachers can take an area that they consider could be done better and then develop new ideas or alternatives dealing with their teaching practice. He further suggest that the main aim of [class] action research is to recognize a problematic situation or issues in which teachers, students,

managers, administrator or even parents think significance to conduct a research more systematically and scientifically. A deliberate intervene of teachers into a problematic situation might result in changes even better improvement in their own teaching practice.

### The Characteristic of [Class] Action Research

To know the basic conception of [class] action research and why it is different from formal research, the following illustration of two research situations will give us a clear difference between [class] action research and formal research. These two descriptions of research will play as a useful starting point to consider the fundamental foundations of [class] action research (Burns, 2010).

#### Extract 1

As a part of the introduction of a new syllabus, a researcher wishes to know whether the use of group work will improve students' ability to speak English.

She first consults literature on this area of research. She then decides on the approach and methods to be used. The researcher's hypothesis is: group work will increase the development of both fluency and accuracy in oral tasks.

She assigns one group of students in a school to an experimental group, where all classroom tasks are conducted through group work for a period of two months. An equal number of students (the control group) are taught using the same tasks through a whole-class teacher-fronted approach for the same period.

In order to ensure that the students in the experimental group are not at higher levels of language learning to begin with, the researcher first administers a test. She then assigns students to the groups on the basis of the test results. At the end of the two months, each of the group is given a further identical test in order to see whether the use of group work has resulted in higher results for the experimental group.

The results show that the students assigned to group work have performed at a higher level in relation to fluency, but that their performance on some aspect of grammatical accuracy is lower than the control group. The researcher publishes the findings of the study in a journal.

#### Extract 2

As part of introduction of a new syllabus, a researcher decides to move away from using whole-class speaking activities in his classroom. He decides to introduce more group work for certain tasks and to observe how the students react.

He assigns students to groups and keeps journal noting down his observations over a period of two weeks. At the end of his period, he notes that some students are not participating in the group task and are increasingly reluctant to work in groups. He decides that students are unused to his approach and need more practice.

He increases the use of group work and assigns students to the same groups. He also asks the students complete a survey on their response to group work. His own observation and journal entries, as well as the surveys indicate that students are becoming even more to do group work.

The researcher discusses the problem with some colleagues who suggest he tries letting students choose their own groups. He tries this strategy over a further period of one week and notes that students are less reluctant. He also observes that the groups do not remain static, but appear to change according to the task.

He decides to try a further approach of giving students a choice of tasks. This approach works even better and interaction amongst the students increases noticeably. The researcher presents the findings of his study at a professional development session and publishes the study in a journal.

The two research situations presented above share some similarities and differences about the different approaches applied to each research. The first similarity of these two distinct research is that both of them apply scientific approach for the research (Cohen & Manion, 1994). This means that both of the research use systematic approach to formulate questions, collect data, analyse data, figure out conclusion and discuss the findings from the field. The second, these two diverse research share the same common. They are concerned with language teaching and their primary purposes is to find solution towards issues dealing with their practice in the classroom setting.

The two research situations above also reveal varied differences (Burns, 2000). The first research is different from the second research, first for example, in terms of planning and conducting research in which she uses 'objective' stance to manage the variables of the research that might affect the results at the end of the research process. In this case, she also wants to point out the relationship between the experimental group and the outputs. The second, the first research also differs in applying the research findings since she wants to actively contribute to the existing scientific research in the field for better improvement in teaching and learning. There is also a probability to apply the research findings in language classroom to make a change in language learning but it is not straightway. The third, this research uses a structured and controlled set of method by assigning a control and experimental groups. It also conducts pre-test and post-test to promote validity of the research because the aim of this research is to generalise the findings to other research situation with the same context. The fourth, this research wants to relate and test out the theory from the field of research. Therefore, the researcher in the first research needs to consult literature comprehensively in order to focus the idea and create theoretical framework.

In contrast with the formal research [first research] discussed previously, [class] action research differs in the way the researcher plans and carries out the research. In this research, the researcher does not want to see the relationship the target group and its outcomes, but rather is interested in looking for the probable means to set up the appropriate classroom activities. This research seems to apply 'subjective' approach as it aims to use varied ways of teaching and learning in which the gathered data is always changing over a period of time. The second different is that the focus of this research is to directly overcome an issue or a problem occurring in the area of teaching practice or individual concern associating with teaching and learning. The third, this research uses more flexible and open-ended

approach. This means that the method used in [class] action research is always changing depending on the need and new situation happening in the field of the research. The prime attention is on the teaching situation and the effort to address the teaching practice issues. The last, in terms of applying literature, [class] action research does not look at to the literature directly for theories enhancement associated with the issue emerging in teaching practice, but puts a greater emphasis on personal knowledge to construct his theories about teaching and learning. This research seems to emphasize on what teachers do rather than on what they say they do and on a theory for practice instead of a theory of practice (Burns, 1996; Avison, Lau, Myers & Nielsen, 1999).

The table below displays the comparison between academic or formal research with [class] action research suggested by the State of NSW Department of Education and Training, Professional Learning and Leadership Development directorate (2010).

	Formal research	[Class] action research
Training needed	Extensive	Little
Goals	Knowledge that is generalisable to a wider audience	Results for improving practice in a local situation
Methods of identifying problems	Review of previous research findings and extensions of them	Problems currently faced or improvements needed in a set of classrooms or a school
Literature review	Extensive enquiry into all research previously conducted on this topic using primary sources	Some primary sources but also use of secondary sources plus what practitioners are doing in other schools.
Sampling	Random or representative preferably with large population	Students and/or members of the school community
Research design	Rigorous controls over long periods	Flexible, quick time frame, control through triangulation
Approach	Deductive reasoning – theory to hypothesis to data to confirmation	Inductive reasoning – observations, patterns, interpretations, recommendations
Analysis of data	Tests leading to statistical significance	Generally grouping of raw data using descriptive statistic
Application of results	Theoretical significance	Practical significance

The State of NSW Department of Education and Training, Professional Learning and Leadership Development directorate (2010) further states that [Class] action research is characterised as being:

1) Integrated [the research is carried out as a part of teacher's normal daily practice].

- 2) Reflective [a process which facilitates between the implementation of plan and critical reflection].
- 3) Flexible [methods and data interpretation are done in accordance to the comprehension attained from the research process].
- 4) Active [a process set up to make a change in small steps].
- 5) Relevant [the research fit the needs and interest of the teacher and students].
- 6) Cyclical [this research involves a number of cycles to promote deeper comprehension and meaningful results].
- 7) Focused [this research address one single issue for school improvement].
- 8) Collaborative [teachers and principals can work together for improving students performance].
- 9) Planned [this research is considered as a managed approach to answer questions].
- 10) Learning [this research promotes new development of knowledge done by teachers for their practice.

# The History of [Class] Action Research

[Class] action research which is wellknown as the idea of applying research in natural setting to change the way teachers interact with students as well as enhance their pedagogical practice can be traced from the work of Kurt Lewin (Lewin, 1946; Ferrance, 2000), a social psychologist and educator, whose work on [class] action research was developed in 1940s in the United States. Indeed, Lewin is honoured as the founding father who coined the term of '[class] action research to illustrate the work that does not put the evaluation in isolation to the action required to resolve the problem emerges in the classroom practice (McFarland & Stansell, 1993). His process of conducting [class] action research is cyclical by applying a non-linear model (plan, action, observation and reflection) to change the social situation in education setting (Noffke & Stevenson, 1995).

The work of Lewin was, then, followed by Stephen Corey and others in the USA, who applied the methodology of this small-scaled research for investigating the educational issues. Stephen Corey, who is a teacher at Teachers College at Columbia University, is the pioneer to use [class] action research in field of education (Ferrance, 2000). He believes that the scientific method such as [class] action research applied in education is more likely to bring about benefits and changes since teachers are involved in both the research process and the implementation of information associated with. He, then, proposes a brief summary regarding the use [class] action research. He says that "We are convinced that the disposition to study...the consequences of our own teaching is more likely to change and improve our practices than it is reading about what someone else has discovered of his teaching" (Corey, 1953). In his view, there is a strong need for teachers and researchers to work together to solve the issues in educational practices and provide a better change in teachers professional development. However, in the middle of 1950s, [class] action research was challenged and attacked as unscientific research, just a common sense and the work of amateurs (McFarland & Stensell, 1993). Therefore, the work and interest on [class] action research decrease and wane for a few years as the introduction of experimental research along with emergence of quatitative data collection and analysis that have become the norms and values of research design.

The shrinking interest on [class] action research does not last very long. Within the period of 1970s [class] action research reached its golden age in the field of education (Ferrance, 2000). Education practitioners [teachers] started to question the effectiveness of scientific research design and methodology [quantitative data collection and analysis] as the appropriate instruments to overcome the issues in the education field. Most research derived from this scientific research design were considered as theoritically based

research, not grounded from the practice. As a result, [class] action research becomes visible and is deemed to hold a greater value in addressing the issues in the field of teaching and learning.

Following the emergence of [class] action research in the United States, [class] action is increasingly becoming popular in Britain. According to Hopkins (1992), the origin of [class] action research can be found in the 'Schools Council's Humanities Curriculum Project' within the period of 1967 to 1972 which emphasized on the experimental curriculum and the reconceptualisation of curriculum enhancement. In line with the success of this project, Elliot and Adelman applied [class] action research in their Teaching Project, evaluating their classroom practice (Koshy, 2005). Lawrence Stenhouse (1975) is also the most proponent of [class] action research in the UK [Britain] whose seminal work on 'An Introduction to Curriculum and Research and Development' seems to be an action research for studying the theory and practice of teaching and the curriculum.

The most recent developments in England and Wales has shown some supports of the significant role of [class] action research. The emergence and high interest in [class] action research are reflected in the number of small-scaled research grants which have been allocated by the Teacher Training Agency and the Department for Education and Skills (DfES) in the past decade (Koshy, 2005). Indeed, nowdays [class] action research is often seen as an instrument for professional development which brings about a greater emphasis on teachers since it involves teachers in solving problems of their own classroom with a purpose of the engagement in educatinal change (Noffke & Stevenson, 1995; Ferrance, 2000)

# Types of [Class] Action Research

Educational research, which is previously carried by university scholars, has involved teachers and their daily life of classroom practice. This will provide teachers with opportunities to benefit from the classroom data collected by conducting [class] action research. The finndings of this research, which is attained from actual classroom context, might be able to fill the gab between what theories talk about and the practice of teaching and learnilng (Cox & Craig, 1997). [Class] action research is, then, classified into three different types of action research depending upon the participants who take a part in. [Class] action research can include an individual teacher investigating an issue in his or her classroom, a group of teachers working together on overcoming a common problem among varied classrooms, or a team of teachers and others emphasizing on a wide issue with the school or district framework (Feldman, 1996; Ferrance, 2000; Rosidi, 2013).

First, the emphasis of a personal teacher research is usually on an issue emerging in the classroom (Rosidi, 2013). The teacher might want to look for some solutions to problems of classroom management, instructional strategies, social dynamic, use of materials, student learning or other classroom-centered issues (Cox & Craig, 1997). Teachers may have support of their supervisor or principal, or even the students parents (Milton-Brkich, Shumbera & Beran, 2010). The issue which is one the teacher believes is an evidence in his classroom that can be addressed on an individual basis. Such this research may require the teacher to collect data from the field directly or the teacher may involve to investigate the students participation. The individual [class] action research also has the disadvantages. Ferrance (2000) argues that one of the drawbacks of individual research is that there is a probability not to be shared and discussed with others teachers unless the teacher decides to present research results at teachers meeting within the school context, present in a seminar or conference, or submit the research findings to a journal or newspaper. This media might help the teacher researcher to publicly disseminate their research results which, then, make other teachers from different schools find it easy to have access in order to enhance

their professional development for a better educational change. In addition, it is also possible for some teachers to be working concurrently on the same problem or issue with no refference to the work of others.

Second, collaborative action research may consists of two teachers or a group of several teachers and others interested in discussing and overcoming a classroom issue (Ferrance, 2000; Rosidi, 2013). This issue might cover one classroom or a common problem shared by many classrooms within a school. These teachers may be supported by individuals outside of the school, such as a university or community partner such as Brown University has just a relationship with several teams at schools level and the University of Florida has a partnership program with Elementary schools in carrying [class] action research (Ferrance, 2000; Milton-Brkich, Shumbera & Beran, 2010). School-wide research may emphasize on an issue which is common for all. For instance, the problem in which a school may have is about the lack of parental involvement in activities. Such this research will look for a solution to the more involvement of parents in meaningful ways. Another example of [class] action research for a school could be to examine national test scores with a purpose of identifying some rooms for improvement. After the problematic area for development found, the researchers [teachers] will decide a particular plan of action to enhance the students achievement. Ferrance (2000) further states that the contribution of team work and individual for the whole process of research is significantly important since some points of the issues or problems investigated may emerge along with the team strives to make a commitment agreed together to pass through research process. If these problems are finally solved, there will be a sense of accomplishment in the findings of the research derived from a wide range of school work.

The third is district-wide research. This kind of reserach is more complex and requires more resources compared to the two previous research, but the awards that will be attained might be greater (Ferrance, 2000; Rosidi, 2013). The focus of the problems of this research can be organizational, community-based, performance-based, or processes for decision-making. The same process with collaborativ research, a district may select a problem shared by several sechools to address or organizational management within varied schools. The documentation requirements (communication) to keep the movement of the research process, a commitment of doing this research should be agreed by all staff and reserachers involved in. For instance, collecting data from all participants should be fair share among reserchers in order to fit the agreed due date for all assignments (Rosidi, 2013). The involvement of a group of people in this research can provide energy to the process of the research itself to get done based the deadlines assigned and create an environment of genuine stakeholders.

The following is the figure of three types of action research and their potential impact on teaching and learning suggested by Ferrance (Ferrance, 2000; Milton-Brkich, Shumbera & Beran, 2010).

	Individual	Collaborati	School-wide	District-
	teacher	ve action	action	wide action
	research	research	research	resesarch
Focus	Single classroom issue	Single classroom or several classrooms with a common issue	School issue, problem, or area of collective interest	District issue Organization al issue
Possibl e suppor t needed	Coach/ment	Substitute	School	District
	or	teachers	commitment	commintmen
	Acces to	Release	Leadershidp	t
	technology	time	Communicati	Facilitator
	Assistance	Close link	on	Recorder
	with data	with	External	Communicati

	organizatio n and analysis	administrat ors	partners	on Exernal partner
Potenti al impact	Curriculum Instruction Assessment	Curriculum Instruction Assessment Policy	Potential to impact school restructuring and change Policy Parent involvement Evaluation of programs	Allocaton of resources Professional development activities Organization al structures Policy
Side effects	Practice informed by data Information not always shared	Improved collegiality Formation of partnership	Improved collegiality, collaboration, and communicati on Team building Disagreemen ts on process	Improved collegiality, collaboration, and communicati on Team building Disagreemen ts on process Shared vision

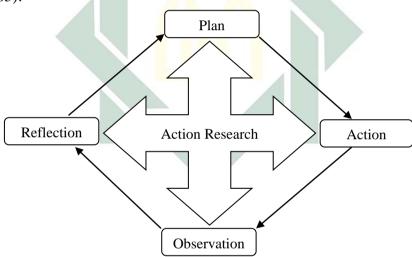
## Models of [Class] Action Research

Generally, research is percieved as an instrument to generate new insights and knowledge. [Class] action research also has the same role to play, the same with other formal research, in creating new insights and knowledge but it is based on enquiries carried out within specific and practical contexts [clasroom setting]. Therefore, the main purpose of [class] action research is to learn through action on classroom practice which then lead to the enhancement of teachers personal or professional development. Indeed, to conduct [class] action research, some scholars and researchers might select a particular model of [class] action research to apply in their research. There are various model of [class] action research proposed by the experts in the field

which is often used in education research such as a) Kurt Lewin model, b) Kemmis and McTaggart model, c) John Elliot model, and 4) Eileen Ferrance model.

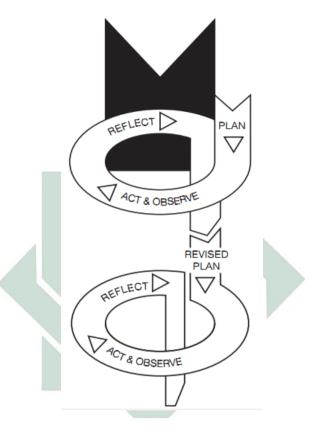
#### 1) Kurt Lewin model

Kurt Lewin is the pioneer of [class] action research and his model of [class] action research becomes the prime reference of conducting an action research. He further explains that [class] action research can comprises many cycles and within each cycle includes 1) plan, 2) action, 3) observation, and 4) reflection. Those four steps in [class] action research can illustrated as the following (Lewin, 1946; Koshy, 2005):



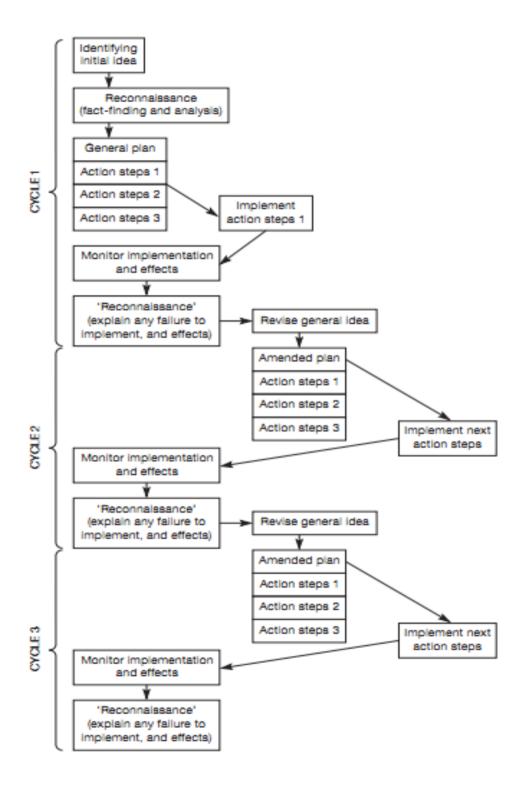
# 2) Kemmis and McTaggart model

[Class] action research model proposed by Kemmis and McTaggart is the development model of what Kurt Lewin has designed. The different is that they merge action step and observation step into one stage since the both steps are an integral part which cannot be seperate one from another. They maintain that [class] action research as articipatory research because it includes a spiral of self-reflective spirals (Kemmis & McTaggart, 2000; Koshy, 2005)



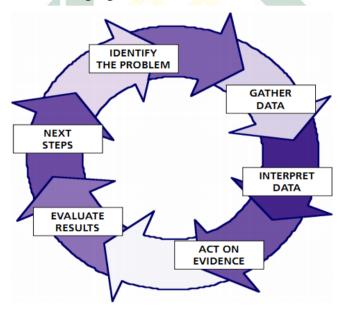
#### 3) John Elliot model

The model [class] action research suggested by John Elliot (1991; Koshy, 2005) is more complex and detail compared to Kurt Lewin and Kemmis and McTaggart model of [class] action research. This is due to the fact that in every cycle involves several actions ranging between three to five actions. Even in each action might consists of varied steps needed. This model also includes reconnaissance. This means that after the initial idea of [class] action research identified teachers might go through the fact, finding and analysis applied in each stage of the action research. The description of this model can be seen in the following figure.



#### 4) Eileen Ferrance model

The recommended model of [class] action research is quite different form Kurt Lewin, Kemmis and McTaggart, and John Elliot model. Ferrance's model is emphasized on four basic themes within [class] action research. Those themes are the empowerment of participants, collaboration through participation, acquisition of knowledge, and social change. Through which, implementing [class] action research is directed by fives phases of inquiry: 1) identification of probem area, 2) collection and organization of data, 3) interpretation of data, 4) action based on data, and 5) reflection. This prosess can be drawn in the following figure (Ferrance, 2000).



# The Application of [Class] Action Research

Conducting a [class] action research project provides practising teachers or practitioners with opportunities to experience the research process and benefit from that experience. Recently, there has been a great concern expressed by scholars that education research does not significantly involve teachers yet. Although we often see many of works on [class] action research carried out by academics have been

published in journals worldwide, practitioners or teachers do not have adequate access to read those scientific research results for the improvement of their professional development (Rose, 2002). This illustration indicates that [class] action research can bring about opportunities for practitioners to actively be involved in a research for educational change, which promotes direct relevance and application for pedagogical practice.

In addition, there are some benefits in which teachers or practitioners might receive through conducting a [class] action research. This research can stimulate teachers to be involved with research and evidence about students' performance. Second, [class] action research can also promote teachers with high quality and competence since they have recognized the specific issue to address associated with their pedagogical practice. Third, this research will provide sufficient support for teachers to design and carry out a larger scale of classroom-based research. Fourth, this research can encourage teachers to disseminate the research findings to other teachers and make use of them in their classroom context. The last benefit is to give examples of good practice that can be applied in different school contexts (Teacher Training Agency, 1998).

Moreover, [class] action research is believed to provide credibility for the improvement of reflective thought, discussion, decision and action in which teachers or practitioners collaboratively do research on personal issues shared by different classrooms or schools (Adelman, 1993). To reach a reflective thought required by [class] action research the teachers or practitioners need to pass through the cycled process which consists of four stages; 1) plan, 2) action, 3) observation, and 4) reflection (State of NSW Department of Education and Training, Professional Learning and Leadership Development directorate, 2010).

# 1) Plan [planning the action]

Conducting a [class] action research is a challenging and satisfying experience. However, a good [class] action research project does not necessarily occur by accident; it happens by design. This means that [class] action research needs more careful planning, flexibility of approach and incessant reflection throughout the research process (Koshy, 2005). Indeed, planning [class] action research should be managed based on an initial reflective observation about your teaching and learning that you have questioned about so far. In other words, this section requires teachers or practitioners to set up what the focus of the research are in which they want to look at in more detail associated with their classroom practices. In this context, the teachers need to identify the problem, under investigation, they want to focus on. Investigating the problem does necessarily to do that your teaching practice is problematic, but it rather you have already recognized the area in your teaching practice that you need to evaluate and you want to discover some alternative solutions (Burns, 2010). Therefore, this section will cover some ways to find and narrow the research focus as well as develop research questions, some issues on ethical clearance in the teachers should have in hand if the research subject deal with human being. Another important element in planning [class] action research is the availability of resources and materials such as literature in which the teachers might need to read and include in their [class] action research project.

The research focus in [class] action research is very essential, but it is not an easy work to do so. This is due to the fact that when the focus has been identified, the research direction is clear and the research is manageable (Burns, 2010). The difficulty of narrowing the focus might be influenced by the teachers or practitioners understanding of the characteristics and process of [class] action research are not clear yet. Although determining the focus takes a long time and needs serious talk, there is a simple way of getting to know the focus is by discussing with friends and colleagues or writing up in

your notes. For instance, Jane who is a teacher in Melbourne Australia has deep understanding about the focus when she is in the process of doing [class] action research. The same thing also happens to Yasmin and her colleagues Surakarta, Indonesia. They state that the focus become clearer when they begin writing the research problems (Burns, 1999; Rochsantiningsih, 2005 cited in Burn 2010).

To help teachers and practitioners thinking the focus of [class] action research, they can start clarifying the general ideas regarding their teaching practices. In addition, Fischer (2001) suggests some general areas that might generate teachers' curiosity to decide the focus in managing [class] action research. Those large areas: 1) teachers practice and making changes in their own practice, 2) the students and how they learn, 3) teachers integration and communication with the recent curriculum and with the development of curriculum, 4) teaching beliefs and philosophies in which the teachers hold as well as their connection with teachers' daily pedagogical practice.

Clarifying the focus of [class] action research might guarantee the good process and flow of the research. One thing that can help setting the focus to be obvious is that the teachers understanding about teaching ideas and philosophies. Here are some suggestions proposed by Burns (2002; 2010) to narrow the focus in [class] action research:

- a) Teachers can keep the diary of teaching, learning or other administrative activities over the assigned time. They also need to read the notes at the end to clarify the primary ideas.
- b) Teachers need to brainstorm the initial statements such as "I do not know enough about how my students ...".
- c) Teachers can list some questions emerging in their practices that have challenged them to address.
- d) Teachers might do observation about a particular situation within their work to identify what issues or research questions they suggest.

e) Teachers need to research journal articles or readings related to the issues in their classroom to clarify what questions the teachers want to address and know in more detail.

Formulating the research problems as the focus within class action research plays a significant role since they will shape the nature of the research and determine the result of the class action research at the end. Indeed, the research problems should describe the reality that wants to be researched any further. To identify the research problems, the teacher or the researcher has to consult adequate theories provided in the literature or research articles which are relevant to the action research conducted. The examples of problems below might be found in the field of research and their research formulation which can shape and narrow the focus of class action research (State University of Makasar, 2010).

No	Problem	Formulation
	The students have low	The grade XII should have had
1	ability to pose critical	ability to pose critical questions,
1	question.	but in fact most of their question
		in the form of clarification.
	The students' involvement	The English class students
	within the process of	should have participated
2	English teaching and	actively in learning activities
	learning is very low.	using English through fun and
		joyful activities, but the fact
		says that they are passive
	The quality of interaction	The interaction pattern between
	pattern between the teacher	the teacher and students should
3	and students is low.	promote every single student
3		actively participate in learning
		process. However, the
		interaction only occurs between

		the teacher and a few students.
	The quality of teaching and	The process of learning English
	learning English is not	should give the students
	adequate in terms of the	opportunity to use English
4	development of the	communicatively, but in fact the
	communicative skill.	teaching and learning process of
		English is limited to vocabulary,
		pronunciation and grammar.
	The independent study of	The independent study of Junior
	Junior High School student	High School students should
	is very low.	have developed if the learning
		activities encourage the
5		establishment of independent
		study, but in fact the teacher
		play a dominant role which then
		prevent the development of
		students independent study.

After having exposed to problems and their formulation within class action research domain, the researcher or teacher needs to develop a further step by making a hypothesis. The hypothesis in class action research is different from hypothesis in normal research, such as, correlation and experimental research. The hypothesis in class action research does not attempt to test the hypothesis itself but rather aims at designing some actions [if the first cycle of the research does provide sufficient and satisfied outcome] to produce a better change within the teaching and learning process. Here are some examples of hypothesis actions derived from the previous problems and their formulation (State University of Makasar, 2010).

No	Pr	oblem	Fo	rmulatio	n	Hypothe	sis Action
1	The	students	The	grade	XII	If the leve	el of student
1	have	low	should	have	had	critical	question

	ability to pose critical question.	ability to pose critical questions, but in fact most of their question in the form of clarification.	becomes an instrument to assess the quality of students participation after exposed to some example and their discussion, the ability of students to pose
			critical questions will develop.
2	The students' involvement within the process of English teaching and learning is very low.	students should have participated actively in learning activities using English through fun and	
3	The quality of teaching and learning English is not adequate in terms of the development of the communicative skill.	learning English should give the students opportunity	activities focus on developing communicative competence of English, the quality of teaching and learning

	The	The independent	If the learning
	independent	study of Junior High	activities are designed
	study of Junior	School students	to fulfil the students'
	High School	should have	needs and interest, the
	student is very	developed if the	students' independent
	low.	learning activities	study will develop.
		encourage the	
1		establishment of	
4		independent study,	
		but in fact the	
		teac <mark>her</mark> plays a	
		dominant role which	
		then prevents the	
		de <mark>velopment</mark> of	
		students independent	
		study.	

The second part that should be taken account when planning a [class] action research is to develop and refine research questions. Successfully narrowing the focus of [class] action research might result in creating more specific research questions. These assigned specific questions are more likely to bring about the appropriate techniques for data collection and data analysis. The more specific and answerable the questions, the more likely they will end up with a good findings (Mason, 2002). W/H questions particularly the question about "What', "Why" and "How" is the characteristic of qualitative questions which might be appropriate to apply in [class] action research since they encourage the teachers to look for more explanation.

There some criteria in which the teachers to consider in order to shape the more focused research questions. Those criteria will be clearly illustrated below (Burns, 1999; 2010):

- a) Teachers have to avoid questions that they can do little. For instance, the teachers select a question in which they want to change the whole syllabus in their school will not allow the teachers to go any further.
- b) Teachers have to set up the research questions that meet the provided time restriction.
- c) Teachers need to emphasize on one particular issue instead of looking at more varied aspects since the single issue will lead to the clear outcomes.
- d) Teachers need to select areas of their interest, their teaching context or their school context.

Another technique to develop a specific research question is the application of focusing circles and mind mapping (Edge, 1992; Buzan & Buzan, 1996). Focussing circles refer to a method through which the teachers are able to narrow their research question by sketching a small circle within the larger circle. The issue, then, is written in the small circle and the larger one is split become four parts. In each part of the larger circle an element of the topic is written down. In addition, mind mapping suggested by Buzan and Buzan (1996) is the same as spider webs. This technique requires the teachers to write the issue in the centre of a piece of paper and the associated elements are branched out from the centre issue. Ferrance (2000) also provide a clear description about shaping the question in [class] action research. The question should be a higher-order question, not a yes/no question. Another criterion is that the question should use a common language, not a jargon. The question has to be concise and meaningful as well as does not have an answer yet. Most importantly, the question should interest the teachers and it is worthy in terms of effort and time available.

Shaping and narrowing the research questions in class action research is very crucial. This will help teachers to do much with problems in their class as well as provide the appropriate solution to

the problems arise. Burns (2010) proposes some criteria of determining research questions in class action research as they are will cure the problems face by the students. They are as the description below:

- 1) The teacher has to keep away from questions that they do very little about them. This means that the teacher needs to focus on the specific questions they want to achieve as they will be able to provide any information required and propose alternative solutions regarding the concern of the class or students.
- 2) The teacher also needs to think about the availability of the time carefully to conduct class action research. The discussion and analysis class action research as the result of the proposed research questions must not exceed the time limit.
- 3) The researcher has to design the research questions which have to address one single issue arises in the classroom.
- 4) The teacher is required to select one area of research that directly benefits the teacher themselves, teaching improvement and the school institution.

As a matter of the important aspect of designing good research questions, Schwalbach (2003) creates a question checklist that might be used as guidance by teachers or researchers to produce a good research question in conducting class action research. The question checklist will be completely explained in the following table.

	Question type	Sample question	Comment
1	Does the	What improves	The first question is too
	question have	motivation in my	broad and there will too
	the right	class?	many learning and
	scope?		teaching factors to point
			to any particular reasons
			for improvement

		What kind of	The second question
		speaking activities	allows for a focus on a
		will motivate my	particular skill area.
		students?	
2	Is the question	Can group work be	The first question invites
	close or open-	extended in my	a 'yes'/'no' response.
	ended	classroom?	
		How can group work	The second question
		be extended in my	allows for a range of
		classro <mark>om?</mark>	possibilities to be
		/ <u> </u>	identified
3	Is the question	How will using	The first question
	biased?	elect <mark>ro</mark> ni <mark>c</mark>	already assumes that the
		dictionaries lead to	dictionaries will make
		higher test scores in	an improvement.
		my students'	
		writing?	
		How will using	The second question
		electronic	does not assume there
		dictionaries	will be an improvement.
		influence my	Finding that something
		students' writing?	does not work may be as
			an important as finding
			that it does.
4	Does the	How will	Observation alone is
	question allow	observation of my	unlikely to result in
	for a logical	students carrying	comprehensive findings
	connection	out listening tasks	about how the students
	between the	increase my	develop their listening
	action and the	understanding of	skill.

	outcome?	how best to develop their listening skill?	
5	Does the question lend itself to data collection?	What is the task-based language learning?  What kind of reading task work the most effectively in my classroom	The first question is a very general one that should be answered by reading the literature on TBLL.  The second allows you to try out different kinds of tasks for teaching a specific skill and collect on what happens
6	Does the question relate to the current research?	How can I develop students' reading skill by using a phonics-only approach?	Although teaching phonics is a part of developing reading skills, current research indicates that reading development requires attention to a variety of other complementary skills and strategies
7	Is the question ethical?	How can I stop beginner low- achieving Chinese students from using their first language (L1) in my class?	This question assumes that beginner Chinese students are not able to achieve well, and second that using L1 is a negative aspect of early language learning – an assumption that is not supported by current

			research.			
8	Is the question	What kinds of	The first question is full			
	stated clearly	listening tasks based	redundant information and is very wordy. Some of the information relates to the context and			
	and concisely?	on contemporary				
		theories of				
		communicative				
		language teaching	to the current widely			
		used in seventh	used teaching			
		grade classroom at	approaches and should			
		Au Bord de la Mer	be placed in a report of the research.			
		Second <mark>ary</mark> Schoo <mark>l in</mark>				
		the R <mark>eg</mark> ion of				
		Norm <mark>a</mark> ndy, <mark>F</mark> rance,				
		can b <mark>e</mark> st <mark>be a</mark> pplied				
		to increase the				
		listening skill of EFL				
		student in that class?				
		What kinds of	The second question			
		listening tasks will	indicates specifically what kinds of tasks will be investigated and what			
		assist my EFL				
		seventh grade				
		students to develop	the aim of the research			
		their listening skill?	is.			

Basically a good research question is derived from variables embedded in the title of class action research. The title of class action research always consists of two variables, independent variable and dependence variable and from those two variables research questions are developed. If the research questions are beyond the two variables which are clearly spelt out in the title, there is no guarantee that class action research will address the concern to be investigated. Indeed, the

title of class action research has to portray something that is being questioned in the field of teaching and learning process and it is called by dependence variable, for instance 'the development of students reading comprehension'. The second is that the title should describe any actions that will be taken to overcome the problem being questioned, for instance 'the employment of collaborative strategic reading'. Therefore, the examples below indicate a good title of class action research at any levels of institution (State University of Makasar, 2010).

	isti, 2010).	
No	Title of class action research	Level
1	Guessing pictures by drawing the number area as the alternative of learning media on the development of students' thought  Tebak Gambar dengan Mewarnai Daerah Bilangan sebagai Media Altenratif Pembelajaran pada Pengembangan Daya Pikir Siswa	
2	The use of paper wastes of Setia Budi Printing as a medium to develop the students' creativity Pemanfaatan Limbah Kertas Percetakan Setia Budi Sebagai Sarana Pengembangan Keterampilan Anak	Kindy TK
3	The effectiveness English of local content lesson with dice game.  Efektivitas Pembelajaran Muatan Lokal Bahasa Inggris dengan Permainan Dadu	Primary SD
5	The development of interpretative reading skill through Jigsaw Peningkatan Kemampuan Membaca Interpretatif dengan Teknik Jigsaw	SMP
6	The use of simple gene method in developing	Secondary

	the understanding of opportunity and wish to two individuals with different traits  Penggunaan Metode Gen Sederhana dalam Meningkatkan Pemahaman Mengenai Peluang dan Harapan pada Persilangan Dua Individu dengan Dua Sifat Beda (DIHIBRIDA)	SMP
7	Ampermeter model: A quality assurance approach of Physics that aims at developing contextual reading learning.  Model Ampermeter: Suatu Upaya Pendekatan Mutu Pembelajaran Fisika yang Berorientasi pada Peningkatan Contextual Reading Learning	Secondary SMP
8	The use of concept card and order card in learning contextual Mathematics to increase learning result.  Penggunaan Kartu Konsep dan Kartu Bertingkat dalam Pembelajaran Matematika Kontekstual untuk Meningkatkan Hasil Belajar	Secondary SMP
9	Group model investigation as the implementation of portfolio based learning in creating learning atmosphere of Civic Education.  Model Investigasi Kelompok (Group Investigation Model) sebagai Penerapan Pembelajaran Berbasis Portofolio dalam Menciptakan Iklim Belajar PPKN	Secondary SMP
10	Role play simulation in learning History as an effective way to doctrine the value of nationalism and the sense of unity.	Secondary SMP

	Simulasi Bermain Peran dalam Pembelajaran	
	Sejarah Suatu Langkah Efektif Menanamkan	
	Nilai Nasionalisme dan Rasa Persatuan	
	The use of cooperative learning method in	Secondary
11	the learning of history.	SMA
11	Penggunaan Metode Cooperative Learning	
	dalam Pembelajaran Sejarah	
	The strategy of actual learning method in	Secondary
	integrating life skill to increase the learning	SMA
	process and the result of learning Sociology.	
12	Strategi Metode Actual Learning dalam	
	Pengintegrasian Life Skill untuk	
	Meningkatkan Pros <mark>es dan Hasil</mark> Belajar	
	Sosiologi	
	Managing students in outbound training to	Secondary
	develop the learning activities of Chemestry.	SMA
13	Mengorganisasi Siswa dalam Outbound	
	Training untuk Meningkatkan Aktivitas	
	Pembelajaran Kimia	
	The learning effectiveness by using taped	•
	ball to increase the achievement of throwing	SMA
14	Jevelin.	
	Efektivitas Pembelajaran dengan	
	Menggunakan Bola Berpita Terhadap	
	Prestasi Belajar Lempar Lembing	T7 1
	The design of observation screen of	
	Geometry model in enhancing the students	SMK
1.5	understanding towards the sub competence	
15	of picture projection.	
	Rancang Bangun Layar Pengamatan Model	
	Geometris dalam Meningkatkan Pemhaman	
	Belajar Siswa pada Sub Kompetensi Gambar	

Proyeksi

The third element involved in planning a [class] action research is ethical clearance. In fact, research ethics are to do with carrying out the research, any kinds of research, in a moral and accountable manner (Burns, 2010). The ethical clearance is compulsory when the research includes human participants. The requirements for obtaining ethical standard may vary from one research to others. They depend on the scope and the method applied, the number of the researchers and the research subjects involved, the setting of the research, and how the research finding will be disseminated.

For conducting [class] action research projects, you are highly advised to keep in mind three significant issues for getting ethical clearance as illustrated below:

- a) Whose permission do you need for the research?. The requirements may suggest you to obtain permission from the school board or district to conduct a research. You need also to inform the principal or the head of department what your research is about as well as the research details including focus, questions, methods, procedure, participants and the benefits of your research.
- b) Who will get impacts from your research?. This indicates that the research you are carrying out does not promote any dangerous, harm and drawbacks to the students being involved in your research. You are not allowed to attack the students' privacy, reaching their sensitive area, particularly when it is concerned with ethnicity and religion. You also need be aware of power difference between you and your students in which they are more likely to do what you are asking to do so.
- c) Who should be notified about your research when it is accomplished?. This question informs you that the students

or your research participants have a right to recognize the results of your research and in what way the results will be presented to them. This is due to the fact that their feedback regarding your research results will sharpen and strengthen your research findings at the end.

Getting permission of conducting class action research is highly recommended particularly if you research is involving children. Even you need to manage a written permission from their parents to make sure the children are safe and not in danger. McKay (2006) suggests that if the research participants are dealing with children when you carry out class action research, it would be better for you to ask children's parents permission by signing an agreement form [you can keep one copy and another copy is given to children parents] of the involvement of their children in your research. The written terms and condition between children parents and you are more valuable and stronger than verbal agreement. McKay (2006) further explains that written agreement is very beneficial as it will show high admiration to people involved in your research. Another benefit is that most school institutions require such ethical clearance when the research is associated with human particularly young children. If you have already had a written agreement in advance, there will be a high probability that the school principal to allow conducting class action research in their school. The last benefit is that you will be easy to publish your class action research result in a journal if you have already had written agreement or ethical clearance.

Below is a sample of consent form used in Lucy's action research which is mostly and widely used when conducting class action research (cited in Burns, 2010).

[Name of institution]

Research project informed consent

Title of your project: Adult ESL students' perception of group work

[Your name] of [name of your institution] [Telephone: \_\_\_\_\_] is conducting research on the above topic.

The aims of the research are to explore my students' responses to group work in a mixed-ability class. The purpose of the research is to investigate what kinds of grouping work most effectively in my classroom from the students' point of view.

If you agree to participate in this study, you will be asked to complete a written survey and be part of a focus group interview with other students to discuss how you respond to group work. The focus groups will be audio-recorded. The recordings and the notes I take during the interview will be used as information for the project.

Your participation in this research is voluntary and you can withdraw at any time. You do not need to give a reason for withdrawing from the research and this will be no negative consequences if you decide to withdraw. Before the final report for the project is prepared, I will send a summary of what I have written about the surveys and interviews and will ask you to comment on any descriptions or interpretations that you believe are in accurate or mistaken.

When I report on the research, I will ensure that you are not identified. No reference to personal names will be used. I am the only person who will have access to the data collected for the project. Any data I use in reports or publications will be for illustration only. If you wish to have a copy of the final report sent to you, I will arrange for this to be done.

Participant consent								
The participant has been given a signed copy of this form to keep.								
1 1 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2								
I agree to participate in this research.								
Signed: Date:								
The ethical aspects of this study have been approved by the [name of								
institution] Ethics Review Committee (Human Research). If you								
have any complaints or reservation about any ethical aspect of your								
participation in this research, you may contact the Committee								
through the Research Ethics Officer [Telephone: Fax:								
Email:]. Any complaints you make								
will be treated in confidence and investigated, and you will be								
informed of the outcome.								
Name of researcher: Date:								

Central to planning in [class action research] is to prepare resources and materials needed. One important aspect of resources is searching literature. Having exposed to sufficient literature will shape the research to be received ideas (Naidu at.al., 1992). The literature in which you want to obtain is that should be related to your focus of research can be taken from the most recent collection of books to provide up to date information needed. Another source of literature can be from educational databases which give you varied resources from distinct research disciplines such as www.eric.ed.gov and popular search engine such www.google.com as and http://scholar.google.com are a good tool to get adequate literature.

As a teacher or researcher you need to think critically about people you want to be involved in your research. The most significant persons are your research participants including you as a teacher and your students. This, then, can be followed by co-teachers, team teachers, librarians, school principal or volunteer helping your students. A part from material preparation you need is to set up some equipment that might benefit your research. They can be software and hardware materials. Software materials refer to materials such as cover notepads, diaries, day books, lesson plan, papers, cards, OHP/LCD viewer and observation/survey sheet. While hardware materials refer to hardware equipment such as video recorders, audio cassettes, MP3 players, mini disc, digital cameras and mobile phones (Burns, 2010).

# 2) Action [putting the plan into action]

This section will look at some ways of collecting information from the field of research, well known as data collection. Burns (2010) argues that it is very fundamental to collect data in a systematic way since it will inform the teachers or researchers what action needs to be applied (Ferrance, 2000). It is also believed that by doing a reflection of data collected the teachers or researchers will have a deep understanding and insights about the issues in their teaching practice. Varied sources of data, which is called triangulation, (Ferrance, 2000) might be applied in order to provide a better comprehension of the scope of what has occurred in the classroom or school, to avoid subjectivity of the researchers and to make the research results more credible (Burns, 2010).

There are two influential paradigms of collecting data in the research context, positivist and naturalistic paradigms (Koshy, 2005). A positivist paradigm refers to the large amounts of data collection from the large scaled surveys and analyses with the primary purpose to generalize the findings. On the other hand, a naturalistic paradigm is an interpretative process of gathering data to get inside individuals and institutions in order to reach the holistic understanding about situations and people involved. In the case of doing [class] action research, it is more likely that the teachers or researcher will apply the second paradigm of collecting data.

In the second step of doing [class] action research, it is important for teachers or researchers to determine what kinds of information they need in accordance to the assigned research questions on how the information might be gathered (Chamot, Barnhardt & Dirstine, 2011). Data or information which is needed can be collected in a number of ways. They might be gathered throughs observations, interviews, questionnaires, tests, portfolios, diaries, field notes, audio tapes, photos, memos, focus groups, anecdotal records, checklists, journals, individual files, video tapes, case studies, surveys, records-test, report, report cards and attendance, self-assessment, and sample of student work, project and performances, applied technology such as blog, chat room and blackboard (Chamot at. al., 2011; Burns, 2010; Ferrance, 2005; Hobson and Salmon, 2001). The teachers or researcher can also use a ready-made instrument available to collect the information needed. For instance, to assess oral proficiency, the teachers can apply SOPI as it is a proven assessment tool. The data collected should be managed in a useful way in order to be able to identify the themes and trends by organising them, for example, into gender, classroom, grade level or school (Ferrance, 2005).

Applying various different methods for data collection within [class] action research does not necessarily guarantee your research becomes much better, but the quality of your data gathered that does matter to shape your research. A collection of data which is not adequately deep seems not to be beneficial when the teachers or researchers are working on data analysis and presenting the conclusion (Koshy, 2005). Therefore, the teachers or researcher doing [class] action research need to keep in mind that they need to provide supporting arguments and evidence when the teachers or researchers come to the data analysis in order to strengthen the conclusion made.

Prior to the application of varied methods of collecting data in [class] action research, the teachers or researchers need to be aware of

many things about data collection particularly in [class] action research (Burns, 2010):

- 1) Techniques used should fit towards what the teachers or researchers want to discover.
- 2) The teachers require balancing between data collection and teaching practice in terms of the effectiveness of gathering data.
- 3) Be up to date to use a creative and adaptable technique of collecting data to meet the teachers' needs and interest in the context of their teaching.
- 4) The collected data is not the end of the research; rather they will connect action, observation and reflection to promote a deeper understanding of the research in which the teachers are carrying out.

Here is an example how teachers or researchers can use classroom activities as the basis for data collection.

Regular classroom activities	[Class] action research data collection					
Teaching new grammar items	Audio-record classroom interaction or students group work responses to see how the students are using them					
Teaching aspects of writing [e.g. structuring the essay]	Collect students' text over a set period of time and monitor the improvements and gaps in their writing					
Using different materials	Discuss with students their reaction to new materials compared with previous materials					
Teaching vocabulary	Give students a survey asking them for their responses to different vocabulary activities					
Encouraging students to take more responsibility for learning	As students to write a letter to a class partner to explain their most					

	effective strategies for learning English
Extending students' motivation	Get students to interview each other about what they like/dislike about various activities and ask them to record their responses

With regard to the several methods of collecting data, observation technique is probably the most use in [class] action research. McKay (2006) and Richards (2003) propose four approaches to do observation. First, the teachers need observe everything happening in the classroom that might bring about a brief overview of the environment observed. Second, the teachers have to look at unusual things which might happen. Third, teachers need to identify paradox among students. For instance, there is a student who is quiet in all classroom activities suddenly becomes talkative. Fourth, teachers or researchers require finding out the primary problem in which students face.

Furthermore, Burns (2010) explains in detail the common use of a observation and non observation method in collecting data within [class] action research. The difference of both is illustrated below:

Observation: What do I need to see? Example	Non-observation: What do I need to know? Example					
Observation by teacher or colleague on particular aspect of classroom action	Interview					
Brief notes or recorded comments made by the teacher while the class in progress	Class discussion/focus groups					
Audio- or video-recordings of classroom interactions	Questionnaires and survey					
Transcripts of classroom interactions between teacher and students or students to students	Diaries, journals and logs kept by teacher or learners					

Maps, layouts or sociograms of the classroom that trace the interactions between students and teacher Classroom documents, such as teacher-made or textbook materials used, samples of student writing, speaking tests, assessment portfolio, or selfevaluations

Photographs of the physical context

# 3) Observation [observing the results of the plan]

After teachers have planned their [class] action research project and have accomplished of collecting data using varied methods, now this is the turn to work on data analysis and to make a sense of all information you have gathered before writing up the conclusion and implementing the appropriate action. In addition, as [class] action research is a cycle process of action and reflection, this allow teachers and researchers begin analysing the collected data in more dynamic way starting from the early stage of collecting data.

Burnaford (2001) maintains that process of data analysis within [class] action research is often called as squashing or crunching the data. This process involves data reduction in order to form patterns as well as explanation. There is no a fixed formula to carry out data analysis in [class] action research. The most important thing is that teachers can focus on the prime meanings and messages resulted from the data. As the consequence, Burns (2010) proposes a general framework for doing data analysis as below.

# a) Assembling your data

- 1) Teachers or researchers need to gather all data and their reflection so far.
- 2) Teachers or researchers have to check the early or amended questions.
- 3) Teachers require looking at the general patterns, ideas or trends of the collected data that might give answers for the assigned questions.

#### b) Coding the data

- Based on the general description of data, teachers begin to narrow the data by coding them into more specific categories.
- 2) Teachers, then, classify those data into two sections, those that can be coded qualitatively [e.g. journal entry] and those that can be coded quantitatively [e.g. questionnaire].

#### c) Comparing the data

- 1) When the coding process is accomplished, teachers need to go further for comparing diverse sets of data across categories.
- 2) Teachers or researchers create a table or chart to arrange the data in more concise form.

# d) Building meanings and interpretations

- 1) Teachers or researcher need to think critically about the data beyond their surface meanings.
- 2) Teachers are encouraged to observe the abstract thought of the data found.
- 3) Teachers or researcher have to set questions, find the relationship and build description about the research in order to create the widest comprehension.
- 4) Teachers or researchers need to improve their individual theories about what the research means.

# e) Reporting the outcome

- 1) Teachers or researcher have to think on how they will present and disseminate their research findings.
- 2) Teachers or researcher need to find some ways on how to manage and maintain the whole research process from the start until finish.

Depending upon the questions in which teachers have already decided, the data collected can be analysed qualitatively or

quantitatively (Ferrance, 2000). Qualitative data refer to those that can be analysed without applying numbers or statistical analysis. Indeed, the data are just analysed and classified based on the major themes (Burns, 2010; Ferrance, 2000; Koshy, 2005). The information might be gathered through a journal/diary entry, interviews, classroom recordings between teachers and students or students to students, and classroom notes. The data analysed might be in the form of opinions, attitudes or checklist that can be encapsulated in the table format. In the qualitative data analysis, the teachers can sort the object or information in rational groupings or major themes, categorising data (Altrichter, Posch & Somekh, 1993). The teachers might also apply emic approach to the data analysis as it looks at data from the people's perspective involved in the research as well as analysing their views and opinions regarding the data collected. Another method in which the teachers can use is the deductive coding where the teachers create categories based on the theoretical found in the literature.

On the other hand, the teachers can also apply quantitative technique for data analysis within [class] action research. Quantitative data analysis means presenting the data using statistic, technical assistance or in numerical form (Burns, 2010; Ferrance, 2000). There are at least four benefits of applying quantitative data analysis to [class] action research. The first is to get a brief numerical picture of the issues discussed. The second is to identify a collection of numbers. The third is to display the numbers concisely in the forms of averages, frequencies or percentages. The last is to identify how numbers are different from a central point. The statistic analysis that can be used is descriptive statistic, a tidy technique to summarise the quantitative data, which measures a central tendency and dispersion (Dornyei, 2007). Central tendency includes mean (add the all numbers and divide the total by the number of items), median (number that comes in the middle point set up from the smallest to the highest one), and mode (the number with most frequently seen in the set of scores).

While dispersion is associated with range [the spread across all the number you have], and standard deviation [finding an average distance of each score from the mean].

#### 4) Reflection [reflecting and planning for further action]

Reflection is the final step in the cycle of [class] action research. In this section you might take all the process to the end. You can also draw your conclusion and interpretation followed by a statement of the whole story of your research. In [class] action research, a reflection should cover innovative insights, thoughts and comprehension about what you have done and discovered. This might occur since the beginning of conducting research (Burns, 2010). This stage will look forward the whole process of the research so far and the planning of the next step in which the researchers or teachers might do.

This reflection will emphasize on the process we have passed through [class] action research cycle and the knowledge we have attained from [class] action research. In the reflection of [class] action research cycle, we will focus on the experience either on teaching or [class] action research with a purpose of building knowledge resulting from systematic classroom investigation. Therefore, the reflection in [class] action research brings about a significant effect on how the teachers construct their personal knowledge of their teaching quality (Golombek, 2009).

The first reflection, which is about [class] action research cycle, will be classroom action. Practical action in the class is central in [class] action research and it always drives to the reflection. Therefore, practice and reflection are an integral part and cannot be separated to each other in the process of [class] action research. The second concern of the reflection is on the research process. This deals with the relationship between teaching practice and research which are very close and systematic. Action and reflection have a tight relationship and this becomes a crucial part in the research process in

order to provide better outcomes for you as a teacher or researcher and your students. The third reflection is beliefs and values. Our personal beliefs and values, as a teacher, on teaching and learning will affect the whole activities we do in the classroom. The availability of [class] action research attempts to develop and change the situation of the class because [class] action research provides profound engagement with realistic situation rather than a daily-based teaching. The last reflection is something to do with feelings and experience. This means that [class] action research does not only focus on concrete action but emphasizes on emotional and psychological aspects of teachers. [Class] action research reflection, then, is associated with the reaction of emotion towards the change of our practice. Altrichter et al (1993) argues that [class] action research is the art of possible meaning it aims to find changes and make positive changes toward the teaching practice.

The second reflection is on planning the next step. Since the reflection is a dynamic process of research, it might happen throughout the [class] action research (Burns, 2010). Some considerations whether you want to continue or conclude the cycle of the research depend on the success or failure of the action. You probably need to continue your research to the next cycle if the first cycle of the research did not reach the appropriate results as you are looking for. You might also conclude the action of the research if the issues you had investigated have met your satisfaction. In this stage you have already found the relationship and constructed meaning about the whole process of the research.

To spread the benefits [class] action research in which you have already conducted, you need to share with others. This is probably other teachers share the same common as you although they live in different setting throughout the world and your research findings might be able to resolve the problems they have. Indeed, you can share your research results using verbal modes such as face to face

communication [conversation, discussion, workshops, visit, seminar and conference presentation]. You might also disseminate your findings using visual modes such as presentation slide and written modes such as chat rooms, blogs, discussion list [blackboard system] and brief report as well as the action research account that provides the last write up with a full discussion that is more complex than a report. Although writing is a hard work since it requires teachers to spend the amount of time and effort, it will be worthy as you can disseminate your ideas and insights to other teachers worldwide for better educational change and the enhancement of their pedagogical skills.

# The Sample of Class Action Research Proposal

The following is the example Class Action Research proposal. It is directly quoted from the work of Zaini and As'adi (2013), it is a collaborative research project between a lecturer at Private Institute of Islamic Studies of Annuqayah and an English teacher at Senior High School of Annuqayah. The title of class action research proposal is as the following description.

# Collaborative Strategic Reading to Improve Student's Reading Comprehension at Senior High School of Annuqayah

# Chapter 1: Introduction

# 1.1 Background of the Study

A common question in second language (L2) or English foreign language (EFL) studies is that whether the comprehension of L2 or EFL reading text is a matter of the language or the reading itself. Teaching reading in English as a foreign language at secondary level, as a receptive skill, is believed as a difficult skill since it involves the application of various sources of knowledge that might be taken into consideration in order to successfully comprehend the EFL reading text. This knowledge is the students' prior knowledge effect, the

restricted lexical items knowledge and inner linguistic influence (Tsai, Ernst & Tally, 2010).

With regard to the complexity of reading comprehension in which the students might encounter during the teaching and learning EFL reading and the traditional technique of teaching EFL reading, simply translating the EFL reading text into the students' first language (L1) word by word, applied by the English teacher, in this situation the English teacher needs to provide the students with sufficient exposure to a new technique that might fit the students' interest and need to easily understand the content of the EFL reading text. This is due to the fact the word by word translation might not give the students a holistic understanding of what the EFL reading text tells about since the EFL reading comprehension might require the involvement of linguistic acquisition, the recognition of cognitive matters and sociocultural contribution toward reading comprehension in more general way and EFL reading text in more specific context (Hudson, 2007). The English teacher needs to know the possibility of the contribution of learner's differences in terms of linguistic, culture and education that might affect their understanding of EFL reading text.

The application of a new reading technique such as collaborative strategic reading (CSR) into teaching EFL reading is more likely to boost the students' ability in comprehending the message of EFL reading text. This technique applies two instructional approaches such as reading comprehension strategy and cooperative learning. The combination of these two strategies might give an opportunity for the students to articulate their background knowledge and negotiate the meaning of the EFL reading text in order to completely comprehend the reading text discussed. As a result, this class action research attempts to point out the contribution of collaborative strategic reading in improving the students' reading comprehension at Senior High School of Annuqayah.

# 1.2 Research Questions

Based the problems identified and the gap between the primary purpose of teaching and learning EFL reading in the background of the study, the researcher formulate two research questions as the following:

- 1) How do the activities of teaching and learning of teaching and learning EFL reading using collaborative strategic reading?
- 2) How is the collaborative strategic reading able to improve the students EFL reading comprehension?

#### 1.3 Research Objective

In accordance to research questions in which the researcher has already formulated, the purpose of this class action research is:

- 1) To identify the nature of activities in teaching and learning EFL reading using collaborative strategic reading.
- 2) To examine the contribution of collaborative strategic reading in developing the students' EFL reading comprehension.

#### 1.4 Research Benefits

After conducting class action research to the students of Senior High School of Annuqayah, the result of research might bring about benefits for:

- 1) The English teachers at Senior High School of Annuqayah. The finding of the research might enhance their pedagogical and professional development particularly in designing the lesson plan, applying the appropriate English teaching method and classroom language (most importantly EFL reading), learning techniques to keep the activities and the tasks work well.
- 2) The students as the target of this research. The result of this study might motivate the students to successfully comprehend the EFL reading text and be able to apply the appropriate reading technique to enhance their competence and performance in understanding EFL reading text.

#### Chapter 2: Review of the Related Literature

#### 2.1 Teaching Reading

Reading is one of the four English language skills which has a significant role to acquire a foreign language particularly English. In more simple way, reading is defined as a process of translating signs and symbols into meanings and incorporating the new information into cognitive structure (Hudson, 2007). In fact, reading is an active process of getting meaning from the text. Reading in a second or foreign language requires of grasping full linguistic meaning in the new language through the symbol used to represent it. Therefore, a competent reader of EFL reading might bring his prior knowledge of (words or sounds) system to task of reading.

Moreover, the main purpose of reading is to seek and obtain information embedded in the reading text and understand the meaning of the reading. Koda (2007) also points out that the objectives of reading are to understand the detailed information from any books or reading texts. So, by being familiar with the reading objectives, the readers or students can comprehend the reading text both implicitly and explicitly. Indeed, there are several goals of reading such as reading to obtain details of facts, find the main ideas, find out the order or organization structure of the story, conclude their overall, break down or clarify, provide an assessment or evaluation and compare or contrast.

To help the students, furthermore, understand well the EFL reading text, there is a huge opportunity for English teachers to apply the following reading approach.

# 1) Bottom-up approach

In this approach readers attract meaning from letters, words, phrases, clauses and sentences by processing the text into phonemic units that represent the lexical meaning in a linier manner. It can be a series of states occurring in a permanent order or the reader might read word by word in isolation and independent from the whole reading text.

#### 2) Top-down approach

Within this approach a reader approaches the text with a conceptualization beyond the textual limit which has been already in operation and then operates to the text itself. The reader applies his background knowledge or schemata to the text, and continually change hypothesis about the meaning information.

# 3) Interactive approach

This is combination the first two approaches. This approach allows the reader interacts with text and uses the both bottom-up and top-down strategies to reading EFL text (Hudson, 2007).

#### 2.2 Collaborative Strategic Reading [CSR]

Collaborative strategic reading [CSR] is reading technique that combines two instructional approaches, comprehension strategy instruction and cooperative learning (Klingger & Vaughn, 1999). The following is the collaborative strategic reading plan for strategic reading.

# 1) Before reading

This step comprises of two main points, brainstorming and prediction. In brainstorming there will be a question that might be posed is that what we have already known about the topic. While in prediction process the reader is requested to ask themselves about what we think we will learn about the topic when we read the passage.

# 2) During reading

In the process of reading a text, there are two points that might be taken into account, clink and clunk and get the gist. In clink and clunk technique the reader have to answer the two following questions.

- a) Are there any parts or words that are hard to understand [clunk]?
- b) How can we fix the clunk?

To answer these questions the reader is encouraged to use some strategies offered below:

- 1) Reread the sentences and look back for the key ideas to help you understand the word.
- 2) Reread the sentences before and after looking for clues.
- 3) Look for prefix or suffix in the word.
- 4) Break the word apart and look for the smaller words.

The second part of during reading activity is to get the gist. In this step there are at least two important parts to be questioned and answered smoothly. They are as below:

- 1) What is the most important person, place or thing?
- 2) What is the most important idea about the person, place or thing?

# 3) After reading

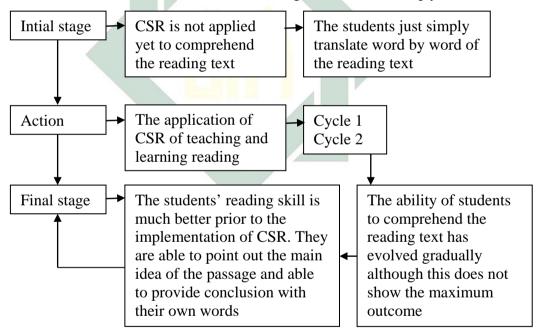
As the reader has already finished reading the reading text, that would be better to wrap-up the passage by asking two important questions. For instance, what questions would check whether we understand the most important information in the passage? This must be followed by another question; can we answer the questions proposed? Another valuable step in this part is to do a review of the passage. This can be done by asking question such as what did we learned? ((Vaughn, Klinger, Swanson, Barman, Robert, Mohammad & Stillman-Spisak, 2011).

The benefit of applying CSR into teaching EFL reading is that it teaches students how to monitor their comprehension and how to use the procedures for clarifying understanding when difficulties to

happen. This is because CSR involves critical elements for enhancing students' comprehension of a reading text. Indeed, CSR is more likely to make the reading instruction to be more visible and explicit, implements procedural strategies to facilitate learning, uses interactive groups or partners and provides provide chance for interactive dialog among students and between teachers and students (Vaughn at al, 2011).

#### 2.3 The Framework of Thought

The following is the framework of the thought associated with class action research conducted at Senior High School of Annuqayah



Chapter 3: Research Method

# 3.1 Research Design

The research design of this research is class action research which focuses on improving the outcome that might be better than before. Arikunto (2008) argue that class action research comprises of three words that represent the research, action and class. This means that

observation toward the teaching and learning is a conscious action occurring in the class simultaneously.

#### 3.2 Subject of the Research

The subject of this research is the students of Senior High School of Annuqayah who are restricted to the grade XI.

#### 3.3 Planning

In the planning stage, the researcher design a lesson plan together with learning media needed to facilitate teaching and learning EFL reading. The observation itself is conducted while the teacher instructs EFL reading by applying CSR technique into teaching reading.

#### 3.4 Action

The action of this class action research is divided into two cycles. Each cycle of this research uses CSR technique to teaching EFL reading. The cycle comprises some activities such as planning, action, observation and reflection. Indeed, each cycle of this class action research will be elaborated in more detail the following description.

#### Cycle 1

In this cycle, the process of teaching and learning EFL reading consists of four weeks. There are several steps in which the researcher applies to boost the students' EFL reading comprehension by using CSR when teaching and learning EFL reading text. They are as below:

- 1) Group students into a small group of four or five.
- 2) Give each group the sufficient reading texts until each member has one text.
- 3) Ask each group members to read and discuss the reading text given by the teacher.
- 4) Ask each group to point out the main idea of each paragraph of the passage.
- 5) Each group is required to summarize the passage by their own words and then each group is also encouraged to

correlate a lesson learned from the passage with the real life around them.

#### Cycle 2

The second cycle is conducted as the first cycle does not show any significant improvement regarding the students' comprehension of EFL reading even though they are taught using CSR technique. In the second cycle, the process of teaching and learning of EFL reading encompasses four weeks, the same as cycle 1. There are several steps which need to follow in order to develop the students EFL reading ability by applying CSR technique into teaching and learning EFL reading text. Those steps as follow:

- 1) Group students into a small group of four or five.
- 2) Give each group the sufficient reading texts until each member has one text.
- 3) Ask each group members to read and discuss the reading text given by the teacher.
- 4) Ask each group to point out the main idea of each paragraph of the passage.
- 5) Each group is required to summarize the passage by their own words and then each group is also encouraged to correlate a lesson learned from the passage with the real life around them.

#### 3.5 Research Timeline

The following table is the time table for conducting class action research at Senior High School of Annuqayah.

No	Activity	July				August			
		1	2	3	4	1	2	3	4
1	Searching the resources								
2	Preparing instrument								
3	Data collection								

4	Analysis and discussion				
5	Writing the final report				

# The Sample of Class Action Research Report

Sample 1

The following is the sample Class Action Research report. It is directly quoted from the field research Fitrawati (2009). She is a lecture at Faculty of Language and Art, the State University of Padang. The title of final report her class action is described in detail as below.

# Improving Senior High School Students' Reading Comprehension through Reading Strategies Derived from Genre Based Approach By Fitrawati

Abstrak: Penelitian ini bertujuan untuk melihat penerapan strategistategi membaca berdasarkan Genre Based Approach guna menigkatkan pencapaian nilai membaca siswa. penulis melaksanakan penelitian tindakan kelas dengan menerapkan strategi membaca berdasarkan konsep Genre Based Approach yang terdiri dari empat langkah yaitu building context of the text, modeling the text, joint construct of the text, dan independent construction of the text. Strategi-strategi membaca berdasarkan genre based approach diterapkan melalui tiga fase membaca yaitu, pre-reading phase, whilst reading phase, dan post reading phase. Hasil penelitian menunjukkan bahwa penerapan strategi membaca bisa memperbaiki proses belajar dan mengajar membaca. Simpulan ini bisa dilihat dari hasil tes membaca siswa yang menunjukkan peningkatan dari 12, 5% di siklus 1 ke 70, 8% di siklus 2 dan terakhir di siklus 3 menjadi 83, 3%. Penulis juga melakukan pengamatan dengan menggunakan (contreng) checklist terhadap strategi pengajaran dan keaktifan siswa. Hasil pengamatan menunjukkan hampir semua siswa suka strategi pengajaran guru dan sebagian besar dari siswa sudah aktif. Hasil angket menunjukkan 90% dari siswa tertarik dengan cara pengajaran guru dan 88% dari siswa tersebut aktif dalam belajar. Data tersebut juga diperkuat oleh informasi dari wawancara yang direkam terhadap 15 siswa pada tiap siklusnya. Berdasarkan hasil wawancara diketahui bahwa sebagian besar siswa mengatakan mereka tertarik dengan cara guru mengajar dan termotivasi membaca teks berbahasa Inggris

Key words: Students' Reading Comprehension, Genre based approach, Reading Strategies Derived from Genre Based Approach

#### **Introduction**

It is clearly stated in the 2004 English curriculum (Pengembangan Silabus Berbasis kompetensi SMA, Depdiknas, 2004) that the purpose of teaching English is to develop students' ability in term of the four skills (listening, speaking, reading, and writing). It is expected that by the end of the learning process, students will be able to perform English in both spoken and written effectively. Therefore, in speaking, they are able to communicate with other people in the certain context of situation. Meanwhile, in writing, they are able to convey their ideas or messages through various kinds of writing products. But in fact, many students still do not possess capability to perform those skills.

In term of understanding reading comprehension, many students had difficulty in understanding various text books. The researcher assumed that it was caused by several factors. The first factor was the students' lack of vocabulary mastery. If the students didn't have enough vocabulary, of course it would be difficult for them to comprehend the reading text. The next factor was the students' lack ability of recognizing the grammar because mastering grammar was also an important problem to understand the text, such as; sentence pattern, syntax, and others. The students must be familiar with those

terms. Then, it was about students' passiveness toward reading. It could be identified from their attitude toward the text they read, such as they were not curious to read and explore more details information from the text.

Finally, the last problem was related to the teacher's method of teaching reading. Usually teachers asked the students to read the entire page by reading it loudly. Then teachers explained the difficult words if there was any. If not, they asked the students to answer certain questions which were related to the text, this way of teaching was not interesting to the students. They easily felt bored with reading because the techniques or strategies of teaching reading were not following such kind of interesting reading techniques. In the other words, teachers couldn't attract the students' interest in reading. As a result, students felt reluctant to read even didn't understand the text optimally.

In conclusion, those problems above appeared because the teacher did not apply the effective reading strategies yet in order to motivate students become active and creative in learning reading. According to Anderson (2008), to make students become active and get involved in reading activities, it is needed to teach them the various reading strategies because reading with various strategies would create students to be critical and creative readers. To solve those reading problems, the writer applied the reading strategies derived from the theory of genre based approach which could encounter the reading issues.

# **Reading Comprehension**

Basically, the main goal of reading is comprehension of what is being read. The comprehension is an interactive process. This statement is also supported by Troyka and Joseph Wayne Theweatt (2009) who say that reading comprehension is a complex, diverse process. This opinion is in the line with Anderson (2003). She says that reading comprehension is a process that involves meaningful

construction of an author's message by the use of prior knowledge, especially the knowledge of language. It means that reading comprehension as a process of negotiating, understanding between the reader and the writer. In most of cases, especially in academic setting, a reader expects a text to make sense.

Furthermore, the readers who have good reading comprehension can grasp the meaning and the organization of the writer's idea. The readers bring their previous knowledge and experience into relation with their present reading; compare the facts and arguments presented by the authors. To support this idea, Harris (1969) explains reading comprehension can be gained from several skills. They are:

- a) if the students have a large amount of vocabulary
- b) if the students have skill in identifying unfamiliar words
- c) if the students have a good eye-movement habits
- d) if the students have proper habits of posture, holding books, etc
- e) if the students have speed and fluency in silent reading
- f) if the students can develop oral reading skill; phrasing, expression, pitch.

Related to reading strategy, the reader should have effective reading strategies to gain the better reading comprehension. Reading strategies can be defined as "plans for solving problems encountered in constructing meaning" (Duffy in Richard & Renandya, 2002). It means that the strategy is a tool to achieve the reading goal. In other words, the goal of teaching reading strategies is to create students become strategic readers. Being strategic reader is not easy; it takes time and needs a lot of practices.

# The Concept of Genre

Genre refers to a class of communicative events such as a seminar presentation, a university lecture, or an academic essay (Paltridge, 2001). In line with that, Richards, et al (in Paltridge, 2001) describe genre as a particular class of events that are considered by a discourse

community to be the same type. Example given there are prayer, sermons, conversations, songs, and speeches. From the two definitions, it can be stated that genre belongs to communicative event and has a certain community. Different discourse community would have different genre.

Further, Swales (1990) describes genre as a class of communicative events with some shared set of communicative purposes. The communicative purpose of particular genre is recognized by members of the discourse community who establish the obstacles on what is generally acceptable in terms of content, positioning, and form for a particular genre. Genre based Approach in teaching reading can arise student's awareness of social contexts that shape their reading ability. Coe (1994:7) also describes that student's awareness can be gained by asking students to specify the purpose, audience, and circumstances or their reading text and then assess their texts in relation to these factors.

#### **Types of Genre**

Gerot and Wignell (1995) compile kinds of genre in a different form namely, exposition (analytical), anecdote, report, exposition, narrative, discussion, news item, procedure, explanation, and description. Then they divide those types into technical and humanities. The technical texts such as argument: metalwork, report, and so on which related to technical work or workshop. The descriptions of each genre are as follows:

- a) Narrative. The function of this text is to amuse, entertain and to deal with actual or vicarious experience in different ways or as a reconstruction of event (Gerot and Wignell, 1995:204).
- b) Anecdotes. The social function of anecdotes is to share an account of an unusual or amusing incident (Gerot and Wignell, 1995:202).

- c) Descriptive. The genre is aimed at describing a particular person, place or thing.
- d) Analytical exposition. This kind of text is used to persuade the readers that something is an important matter (Gerot and Wignell, 1995:197).
- e) Hortatory exposition. Gerot and Wignell (1995:209) argue that hortatory exposition is kind of text that is used to persuade the readers that something should or should not be the case.

# Reading Strategies Derived From Genre Based Approach Pre-reading phase

This phase functions to tap students background knowledge and to provide students with new information that will help them comprehend the passage. There are some strategies that can be done in the classroom (Stoller, 2005:2-5). They are:

- 1) Creating a semantic map. Before even looking at the reading material, the teacher and students can create a semantic map on the blackboard that graphically displays information within categories related to a central concept and stimulates meaningful word associations. The teacher begins the process by introducing the major theme, a major concept, or the major issue of the text.
- 2) Studying the layout of the reading text. Students can be asked to preview the text title, subheadings, and/or "visual" (e.g. photograph, picture, illustrations, charts, graphs) to see if they "reveal" the main idea of the text. Students can quickly examine the layout of the text, and try to predict the contents of the text
- 3) Skimming for the main idea. After examining the title and heading, students can be asked to read quickly the first paragraph and the last paragraph to determine the main idea of the text. If the text contains easily identifiable information

- that will help students to understand the content (e.g. names of countries, times and/or dates, name of people)
- 4) Examining the visuals. If the selected text has charts, graphs, or figures that are fairly easy to decipher without having read the text, students can be asked to examine those visuals in order to discover the main idea of the text.
- 5) If the article includes vocabulary words that are likely to be new to students, these terms can be introduced before students are asked to read the passage.

# Whilst-reading phase

The primary purpose of whilst reading phase is to facilitate the actual reading of the selected passage. It provides more academically oriented students to practice in activities while reading for purposes (genre). Strategies in applying this phase are highlighting the text, take notes, predict the content of the text and determine what has happened. They are:

- 1) Read with the specific purposes
- 2) The teacher can ask the students to read with a highlighter (or pen) in hand, so they can highlight the main points of the text and the answer to set of questions posed to them before reading.
- 3) Then students can take abbreviated notes on a separate sheet paper about the text while they are reading.
- 4) Teacher can ask the students to work in groups or as a class to predict what will happen next in the text. In this way, students are exposed to diverse reactions and interpretation of the text. They can work together to hypothesize the content of the rest of the reading passage.
- 5) The last is determining what has happened in the text. It can be done by asking the students to read the text in "chunk". That is, students can be asked to read the text section by

section, stopping at the end of each section to discuss the main idea up to that point.

#### Post-reading phase

Post-reading phase gives the idea to the students about reviewing, synthesizing, summarizing and reacting to selected reading text they have read. Just as it is useful to prepare students for what they read through pre-reading phase, students need to follow up on what they have read through post-reading phase. The reading strategies are:

- Students can discuss the text with their classmate. They can
  discuss the main idea or specific issue from the text with a
  classmate, in groups or as a class. Rather than asking students
  to summarize main points, teacher can pose questions that
  will create more communicative interchange among students.
- 2) Generating summarize or reactions. Students can be asked to present oral or written summarize and reactions to the article utilizing information from the text.
- 3) The last is that students can apply information from the text to an information gap activity, problem solving activity, debate, simulation, game, role-play, etc.

#### Research Method

This research was a classroom action research. The action research in the language classroom is a tool for teachers and curriculum development to improve the way of teaching. It aims at increasing teachers' understanding of classroom teaching and learning process (Kemis and Mc Taggert: 1982). In the line with that, the purpose of action research is to improve the quality of teaching and learning process. In this case, the researcher wanted to improve students' reading comprehension at senior high school of Diniyyah Puteri Padang Panjang.

This research was a collaborative one. In conducting the research at second years students of Diniyyah Puteri Padang Panjang, the researcher and another English teacher became a team who

worked together to do the research in teaching reading skill. The action research was conducted in three cycles. Each cycle consisted of four to five meetings. Every meeting was similar to two hours (2x40 minutes). So there were twelve-thirteen meetings during research process.

#### The procedures

# The Cycles are dealing with these four steps:

#### 1. Plan

In plan step, the researcher had known the problems of teaching reading. They were students' passiveness and teacher's teaching strategies. Based on these problems, the plan activities were:

- Designing class room reading activities which might be done to complement the reading strategies derived from genre based approach
- b) Making a copy of the narrative text to the students
- c) Distributing the copy of narrative text entitled "The Golden Eggs" to the students

#### 2. Action

The action activities in cycle 1 were:

- b) Introduction. The teacher warmed up the class by greeting and attracting students' interest
- c) The teacher distributed the copies of reading text to each students
- d) The teacher implemented the reading strategies derived from genre based approach in three reading phases: pre-reading, whilst-reading and post reading
- e) The teacher divided the students into groups of six. Each group was led by one student as a group leader

f) The teacher monitored the group discussion by walking around the class

#### 3. Observation

- a) Other teacher observed the researcher while she was implementing the reading strategies
- b) Other teacher did the checklist to know how many students were active, what the students activities were, and how the students worked in the group
- c) The team observed the students during the process of learning reading
- d) The team observed the students during the discussion and presentation

#### 4. Reflection

At the end of cycle 1, the researcher distributed the questioners. The questioners aimed at knowing how the reading strategies derived from genre based approach could improve students' reading comprehension. In other words, the questioners were used as guidance to identify the improving of students' reading comprehension.

Later, the team analyzed the data collected from the observation checklist, questioners, and interview to make conclusion about any development from the students learning behavior. Finally, the team planned pattern of improving students' reading comprehension found in cycle 1 and made plan for cycle 2 to continue the progress achieved in cycle 1. In cycle 2 and 3, the activities were similar to those in cycle 1, but there were some different emphases due to the revised plan.

# The Participants

The participants of this research were the students of second year of senior high school of Diniyyah Puteri Padang Panjang. The class consisted of 24 students.

#### The Instrument

The researcher used three kinds of instruments. They were reading comprehension test, observation, interview and questionnaire. The questionnaire was used to guide the interview and to know whether the students had actively involved (solving students' passiveness) in the class activities. To know whether the students were passive or active in learning, it needed to know the characteristics of motivated students since motivation was one of the major factors for the students to be activated in learning activities. Anderson, C.R and Faust, G.W (in Yumaslinda, 2006) suggested the characteristics of students who had interested in learning as follows:

- 1) having motivation in learning
- 2) being persistent in facing learning difficulties
- 3) having self confident in learning
- 4) not being easy to be satisfied with the learning result
- 5) wanting to get feedback and assessment on task
- 6) competing positively with themselves and others to get the best result
- 7) having high discipline in using time and learning activities
- 8) having willingness to work

To complete this, McManus (2001) pointed out the characteristics of active students and passive students as follows:

Active student	Passive student
Students learn to restructure the	Students are assumed to enter the
new information and their prior	course with empty mind vessels
language into new knowledge	or sponges to be filled with
about the content and practice to	knowledge
use it	
Students tend to retain and	Students prefer to think about
understand information best by	information quietly
doing something active with it by	
discussing or applying it or	

explaining it to others	
Students tend to like group work	Students prefer working alone
Teacher provides examples and	Teacher verbalizes information to
illustration, processes and	passive – note taking students
features	
Students look up definition and	Teacher reads definition to the
vocabulary before and after the	class
class	
Students tend to respond the	Students tend to keep silent
teacher's questions	

# **Finding and Discussion**

The researcher divided this action research into three cycles. Each cycles consisted of four stages: planning, action, observation, and reflection.

# **First Cycle**

# Plan

In this planning stage, the researcher had known the problems of teaching reading namely; teacher's teaching strategies and students' passiveness. Based on these problems, the plan activities were:

- 1) Designing class room reading activities which might be done to complement the reading strategies.
- 2) Making a copy of the narrative text for each students
- 3) Distributing the copy of narrative text entitled "*The Golden Eggs*" to the students
- 4) Asking students to sit in group for the discussion activities

The first cycle was done for 5 meetings. The first, second and third were done on 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> of May. The fourth and fifth meetings were done on 9<sup>th</sup> and 16<sup>th</sup> of May 2007. It meant that there were five meetings a week. Every two meetings consisted of one reading topic. In other words, there were two reading topics discussed

for one cycle the activities and result of cycle 1 could be seen in table 1 below.

**Action**Table 1 the schedule of cycle 1

Meeting	Date	Activities	
1	6 May 2007	Giving questioners to the students	
1			
	7 May 2007	Giving the first text which entitles "The	
		Golden Egg", and building the context	
		about the text by doing pre-reading phase.	
		They strategies used in this phases are:	
		1) asking the students to create	
		semantic mapping about the text	
		2) let the students read the text for	
2		about five minute (skimming and	
2		scanning the text)	
		3) find the difficult vocabulary from	
		the text	
		4) ask the students to find the	
		meaning of the difficult	
		vocabulary	
		5) let them to retell the story based on	
		the vocabulary	
	8 May 2007	Modelling the text and deconstructing the	
3		text by discussing the tense, the linguistic	
		features and structural pattern of the text	
	9 May 2007	Whilst-reading phase. In whilst reading	
		phase, the strategies are:	
4		1) asking the students to read in the	
		purpose of the text	
		2) asking the students to read with a	
		highlighter (or pen) in hand, so	

	they can highlight the main points
	of the text
	3) asking the students to take
	abbreviated notes on a separate
	sheet paper about the text while
	they are reading
16 May	Post-reading phase. The strategies used
2007	are:
	1) asking students to discuss the text
	with their classmate
	2) asking students to make summary
	of the reading text

# Observation

The observation was done during the action. In the observation, the researcher used checklist which contained strategies in teaching reading.

# 1) Students' activities in reading (checklist)

Table 2 the Students' Activities

No	Items	Results
	Interaction (dialogue)	Some students interacted with a
1	with teacher and	teacher by asking, answering the
1	friends	question and commenting their
		friends opinions
	Being persistent in	Some students keep on reading even
2	facing reading	though they found some difficulties
	difficulties	in comprehending the text
3	Having self confident	Some students seemed to trust on
3	in reading	their ability
	Wanting to get	Some students asked for feedback
4	feedback	from the teacher about the
		assignment that they had done

5	Competing positively	Few students seemed to be very eager
3		to compete among them
6	Having high discipline	Some still late to enter class
0	in using time	
	Not being easy to be	Some students seemed to get satisfied
7	satisfied with reading	easily even though they understood a
	result	little
	Having willingness to	Some students were eager to do the
8	work in group	reading tasks and participate in
		discussion

# 2) Teachers' teaching activities

Table 3 the teacher's teaching strategies

No	Items	Results
	Pre-reading phase	Most of the students paid fully
1		attention to the teacher. They looked
1		enthusiastic in listening to the
		information given by the teacher
	Modelling	Some students were serious to
2		practice the strategies while making a
2		note. It seemed that they liked to use
		the strategies in reading
	Whilst-reading phase	Most of the students still needed help
3		in practicing the strategies. Some
3		other still looked confused in
		implementing summary strategies.
4	Monitoring	Some of them were still unmotivated
		to apply the strategies
	Post-reading phase	Group's interaction was still low.
5		Some students tended to keep silent
		when participated in discussion

At the end of cycle 1, the researcher conducted the reading comprehension test to the students. The reading test was one instrument to measure the reading improvement. The result could be seen in the table below:

Table 4 students' reading comprehension test result in cycle 1(pretest)

Students' code	Score	Criteria
1	64	Incomplete
2	62	Incomplete
3	78	Complete
4	62	Incomplete
5	52	Incomplete
6	60	Incomplete
7	40	Incomplete
8	48	Incomplete
9	32	Incomplete
10	44	Incomplete
11	60	Incomplete
12	21	Incomplete
13	62	Incomplete
14	94	Complete
15	60	Incomplete
16	48	Incomplete
17	32	Incomplete
18	32	Incomplete
19	65	Complete
20	42	Incomplete
21	28	Incomplete
22	44	Incomplete
23	36	Complete
24	32	Incomplete

Maximum score was 100. The average score in cycle 1 was 49.6. The highest score was 94 and the lowest score was 20. There were only 3 students who were able to complete or pass the test (12.5%)

#### Reflection

Based the result of reading test, observation and questionnaire, it could be concluded that the second problem almost could be solved since they were only some students who were not interested in teacher's strategies. While, the first problem was not solves yet since there were still many students who were not active in reading yet. After having the data from the observation and questioner, the team interviewed the students. The interview was focused on the students who were still passive in reading discussion. Having interview with the students, the team concluded that it was some problems faced by the students. These problems might influence their activeness and interest in reading.

The problems were as follows:

The reasons why the students were not active in reading

- a) They did not really understand the concept of reading strategies derived from genre based approach. So they could not implement them in reading
- b) They lack of vocabulary to comprehend the reading text and express ideas with their own friends
- c) They lack of self confident to answer and ask the questions from the teacher and other students
- d) They were afraid of making mistake. So they felt in doubt to participate in any reading activities

# **Second Cycle**

There were two topics in the second cycle. The cycle was done in four meetings. The first and the second meeting were done on the  $17^{th}$  and  $20^{th}$  of May 2007. The third and the fourth meetings were held on  $22^{nd}$  and  $23^{rd}$  of May 2007. The time for each meeting was 80 minutes (2x40 minutes)

# Plan

Based on the reflection in the previous cycle, there might be two focusing problems that should be solved (students' passiveness and teacher's teaching strategies). Therefore, it was necessary to set up the plans for the coming cycle.

Table 7 the schedule of cycle 2

Meeting	Date	Activities	
	17 May	Giving the first text which entitles	
	2007	"Singapore" and building the context about	
		the text by doing pre-reading phase. They	
		strategies used in this phases are:	
		1) ask the students to create semantic	
		mapping about the text	
1		2) let the students read the text for about	
		five minute (skimming and scanning	
		the text)	
		3) find the difficult vocabulary from the	
		text	
		4) ask the students to find the meaning of	
		the difficult vocabulary	
	20 May	Modelling the text and deconstructing the text	
2	2007	by discussing the tense, the linguistic features	
		and structural pattern of the text	
	22 May	Whilst-reading phase. In whilst reading phase,	
	2007	the strategies are:	
		1) asking the students to read in the	
		purpose of the text	
3		2) asking the students to read with a	
		highlighter (or pen) in hand, so they	
		can highlight the main points of the	
		text	
		3) asking the students to take abbreviated	

		notes on a separate sheet paper about
		1 1
		the text while they are reading
	23 May	Post-reading phase. The strategies used are:
	2007	2) asking students to discuss the text with
4		their classmate
4		3) asking students to make summary of
		the reading text

The following plans were set up as follows:

- 1) The team redesigned the activities in implementing the reading strategies derived from genre based approach to solve the reading problems
- 2) The team paid more attention to the students who had lack of self confident, less motivated and reluctant to study
- 3) The team rearranged the group members and also their seat as they could work cooperatively. It was known since they were not comfortable in working with the same level group
- 4) The teacher approached the students more closely and personally
- 5) The teacher provided more feedback to the students' reading activities

The plans above were then arranged into more specific activities that would be explained more detail in action. Those plans led the team for the better action in the future class activities, also it guided the team to be well prepared in teaching.

# Action

This cycle was done in four meetings with two reading topics. The first reading topic was about descriptive text and the other was anecdote text. One topic was discussed in two meetings. This cycle was the same with the first cycle. At the first section, the teacher did building context. The researcher gave the students reading text entitled

"Singapore". The meeting was started by doing reading activities as follows:

- 1) activate students' background knowledge by applying semantic map
- 2) ask students to skim and scan the text to find the new vocabulary
- 3) let the students to find the difficult vocabulary by consulting to dictionary
- 4) ask students to work in group to discuss the text

# Observation

The items of observation in cycle 2 were similar with cycle 1. In this case there were two important things should be observed, they were:

- 1) teacher strategies in teaching reading
- 2) students' reading activities

Table 8 the teacher's teaching strategies

No	Items	Results
	Pre-reading phase	Most of the students paid fully
		attention to the teacher.
1		They looked enthusiastic in listening
		to the information
		given by the teacher
	Modelling	Some students were serious to
2		practice the strategies while making a
2		note. It seemed that they liked to use
		the strategies in reading
	Whilst-reading phase	Most of the students could practice
3		the strategies well. However few
		students still looked confused in
		implementing summary strategies.
4	Monitoring	Teacher more focused on the

		monitoring class activities
	Post-reading phase	Group's interaction had improved.
5		Most of the students got involved in
		the discussion

As the previous cycle, the items in the questioner were about students' activeness in learning included the students' motivation, their feeling about the task, students' confidence in reading, teacher's feedback, and others. This table was used to measure how far the progress of teaching compared to the first cycle.

Table 9 students' reading activities (checklist)

No	Items	Results		
110				
	Interaction (dialogue)	There were many students wanted to		
1	with teacher and	interact with the teacher and other		
1	friends	students. The number was increasing		
		than in the first cycle.		
	Being persistent in	Only few students who still		
2	facing reading	complained about the difficulties		
	difficulties	they found in reading		
3	Having self confident	Some students seemed to trust on		
3	in reading	their ability		
	Wanting to get	Some students asked for feedback		
4	feedback	from the teacher about the		
		assignment that they had done		
	Competing positively	Most of the students wanted to do		
5		the best. They took every		
		opportunity to practice		
6	Having high discipline	Some were still late to enter class		
0	in using time			
7	Not being easy to be	Some students seemed to get		
/	satisfied with reading	satisfied easily even though they		
	l .			

		result	understood a little		
Having willingness to		Having willingness to	Most of students were eager to do		
8	3	work in group	the reading tasks and participate in		
discussion			discussion		

Table 8 indicates the students' interaction was getting better than in cycle 1. It could be seen from the number of students who asked and answered the questions during the reading activities. The improvement also could be seen from the students who wanted to get involved in the discussion.

Table 10 students' reading comprehension test result in cycle 2

Students' code	Score	<u>Cri</u> teria
1	80	Complete
2	70	Complete
3	90	Complete
4	60	Incomplete
5	75	Complete
6	60	Incomplete
7	80	Complete
8	60	Incomplete
9	60	Incomplete
10	70	Complete
11	80	Complete
12	75	Complete
13	75	Complete
14	80	Complete
15	80	Complete
16	70	Complete
17	80	Complete
18	60	Incomplete
19	75	Complete

20	70	Complete
21	55	Incomplete
22	50	Incomplete
23	80	Complete
24	70	Complete

Maximum score was 100. The average score in cycle 2 was 71. The highest score was 90 and the lowest score was 50. There were 17 students who were complete or pass the test (70.8% of the students). Comparing from the first cycle, there was 58.3% average of the increasing of reading comprehension test. It meant there was improvement of students reading comprehension.

# Reflection

After analysing and evaluating the reading test, questioners and students' interview. It seemed that almost all problems (teacher's teaching strategies and students' passiveness) in this research were solved by doing action research. However, the team thought that it was still necessary to continue the research until cycle 3 to get better research result.

Related to the first problem, teacher teaching strategies in teaching reading, the problems were nearly solved because from the activities done by the teacher almost all students enjoyed and were motivated in learning. These could be seen in the following table.

Table 11 the result of students' interest toward teacher's teaching strategies

No	Items	Always	Often	Seldom	Never
		(%)	(%)	(%)	(%)
1	Students' interest in	18	4	2	
1	teacher strategies	(75%)	(16.6%)	(8.3%)	-
	The strategies	17	1	3	
2	helped the students	(70.8%)	(16.6%)	(12.5%)	-
	in reading the text	(70.6%)	(10.0%)	(12.3%)	

3	Students persistence in using the strategies	13 (54.1%)	9 (37.5%)	2 (16.6%)	-
	The students' motivation in reading activity	15 (62.5%)	5 (20.8%)	2 (8.3%)	1 (4.16%)

The table indicated that most of the students were interested, felt helped, persistence and motivated by the teacher's teaching strategies.

Table 12 the result of students' reading activities

No	Items	Always	Often (%)	Seldom	Never
INO		(%)	Often (70)	(%)	(%)
1	Interaction with teacher and friends	14 (58.3%)	7 (29.1%)	3 (12.5%)	-
2	Being persistent in facing reading ifficulties	8 (33.3%)	12 (50%)	2 (8.3%)	2 (8.3%)
3	Wanting to get feedback	6 (25%)	12 (50%)	4(16.6%)	2 (8.3%)
	Having self confidence in reading	8 (41.6%)	10 (41.6%)	3 (12.5%)	2 (8.3%)
	Competing positively	5 (20.8%)	15(62.5%)	3 (12.5%)	1 (4.16%)
	Having high discipline in using time	7 (29.1%)	9 (37.5%)	5 (20.8%)	1 (4.16%)
	Not easy to be satisfied with the reading result	7 (29.1%)	12 (50%)	2 (8.3%)	2 (4.16%)
	Having	14	8 (33.3%)	2 (8.3%)	-

willingr	ness to	(58.3%)		
work in	group			

The reasons of the increasing were as follows:

- 1) The students felt comfortable in learning with the teacher and their friends
- 2) They didn't feel shy to speak and interact with the teacher and their friends
- 3) They enjoyed the learning atmosphere that had been built by the teacher.
- 4) The teacher gave more opportunities to the students to share their opinion

#### Conclusions

From all activities which were applied in the classroom through conducting action research by using reading strategies derived from genre based approach at second year students of Diniyyah Puteri Padang Panjang, it could be concluded that reading strategies derived from genre based approach could help the students to understand and comprehend the text easily. It was because the reading strategies derived from genre based approach provided the students with various reading activities which could increase their reading skill such as building vocabulary and grammar mastery. When the students possessed amount of vocabulary and understood the grammar of the reading text, it would help them to understand the paragraphs of the reading text easily. As the result, they would be easy to identify the message that the writer wanted to convey.

Furthermore, the reading strategies derived from genre based approach could create the various reading class activities which could make the students become critical and active readers in the learning activities. The students were accustomed to using various reading strategies and they were motivated to apply them in their reading activities.

# Sample 2

The second sample Class Action Research report is written by Hollis (1995). This report is a direct quotation from an edited book. She is a teacher at Lake City Middle School. The title of final report of her class action research is illustrated in the following format.

# Effect of Technology on Enthusiasm for Learning Science By Jane L. Hollis

Lake City Middle School Lake City, Florida

#### **Abstract**

The effect of technology on students' enthusiasm for learning science (both at school and away from school) was investigated. Preand post-student and parent surveys, student and parent written comments, and teacher observations were used to record changes in enthusiasm for learning science during a six-week study period.

In this study, I investigated how the integration of technology into my middle school science curriculum would impact my students' enthusiasm for learning science. Enthusiasm for learning science can be defined as the students' eagerness to participate in science activities in the classroom, as well as away from school. My motivation for focusing on technology was twofold. First, I have had an interest in integrating technology into my students' studies of science for some time. Secondly, the funding for technological equipment and software recently became available. During the 1993–1994 school year, my school was awarded a \$115,000 incentive grant to purchase equipment and software and to train teachers in the use of this software and technological equipment. One of the stipulations of the grant was that the equipment and software must be for student use.

According to Calvert (1994), American education is a system searching for solutions. Our children drop out, fail to sustain interest

in learning, and perform below capacity. Some have argued that television is the culprit. Others have argued that computers may be the answer.

Today's middle school students have grown up in a technological world with television, electronic toys, video games, VCRs, cellular phones, and more. They are accustomed to receiving and processing information through multi-sensory sources.

I wanted to bring technology into my classroom and incorporate it into my science curriculum using multimedia computer presentations. Barbara ten Brink (1993) noted, ". . . students look to us [teachers] to prepare them for an increasingly technological world. Fortunately, with videodiscs, we are meeting the challenge by delivering curriculums in ways that engage, motivate, and thrill our students." In this study my students had an opportunity to use assorted multimedia technology as they explored a segment of a middle school science curriculum.

#### **Theoretical Frameworks**

Learning is an extremely complex human process. During my twenty-four years of teaching I have used many strategies to enhance student learning and to teach new concepts. I am still not convinced that I thoroughly understand how children learn. Yet, at this point, I do believe children learn through experiences. They build on past experiences and previous knowledge to process new concepts. As children redefine old understandings of concepts and integrate new experiences into their old concepts, they mature in their knowledge and understanding.

In their early experiences of the world pupils develop ideas which enable them to make sense of the things that happen around them. They bring these informal ideas into the classroom, and the aim of science education is to give more explanatory power so that their ideas can become useful concepts (National Curriculum Council, 1989).

In a discussion in "Discovery, Enquiry, Interaction, Constructive Learning - What's the Difference?" Harlen (1993) suggested that there is no single solution to the complex matter of education. According to Harlen, the objectives of learning are various and so should be the approaches to teaching. A combination of approaches is often the most effective education.

As a teacher I cannot assume that I am the giver of knowledge. I can only be confident in knowing that I am the facilitator of understanding, the presenter of an opportunity to explore, discover, and compile knowledge. A student's willingness to learn and his/her enthusiasm for discovering knowledge and developing understanding will dictate the level of student learning.

Students need to be actively involved in their education. Interested and enthusiastic students are more willing learners, and I believe willing learners become active participants in their own instruction. As children become more actively involved in their learning, they develop interest and enthusiasm for the content and/or the process that is their conduit for acquiring new knowledge.

Through this study I hoped to find that multimedia technology would be the conduit that my students needed to acquire new knowledge, develop new concepts, and express strong understanding. Through the integration of multimedia computer software I hoped to tap the enthusiasm of my students towards learning science and make them active participants in their own instruction.

# The Study

I teach eighth grade, comprehensive science (an integrated life, earth/space, and physical science program) at a middle school in a rural North Florida county. I am a member of a four teacher team, along with one math, one history, and one language arts teacher. We instruct 130 students who make up the academic team (Team E). Although I teach five science classes a day, I targeted my seventh period class for my research.

This class is made up of thirty-one average and above-average science students. I chose this last class of the day for purely logistical reasons. With only one computer in my classroom, I needed to borrow eleven computers daily from neighboring teachers. Seventh period was the most agreeable period to the other teachers. An extra advantage of using the last period of the day was that students could return the computers after the final dismissal bell and not take valuable class time for this task.

My data was generated by comparing these students' attitudes toward learning science at the beginning of the school year, during my study, and at the conclusion of the study period. The students' attitudes and reactions were documented by the students themselves, by their parents, and by my own observations. Collecting data from three sources allowed for triangulation of the findings in this study. Data triangulation helped reduce the likelihood of error in the findings when similar results are reported from two or more of the sources. I surveyed all of the class members and their parents at the beginning and the end of my study.

During the first six weeks of school, I reviewed the scientific method, the metric system, scientific measurement, and laboratory safety. At this point multimedia technology was not part of the curriculum. Some hands-on activities were used at this time. The students worked both individually and in groups. To determine each student's level of enthusiasm for learning science, during this time I administered a survey which contained the following questions: How do you like learning science? How have you liked learning science so far this year? How enthusiastic are you about exploring science at home? Students were asked to rate their answers to each question using a scale of 1 to 5. The scale was represented by (1) a very an unenthusiastic unenthusiastic response, (2) response, (3) indifference, (4) an enthusiastic response, and (5) a very enthusiastic response.

Additionally, I sent home parent surveys with each student in order to solicit and record the parents' opinions concerning their child's enthusiasm for learning science. The survey included two questions: How enthusiastic is your child about learning science? How enthusiastically does your child do science activities at home? I used the same rating scale for the parents that I used with the students.

At the beginning of the second six weeks I introduced a unit on oceanography. Oceanography was used as the unit of study primarily because of the number of resource materials available to the students through the media center. It was during this unit that I began to integrate technology into my curriculum. As the unit was introduced I asked my students to look through the oceanography chapters in their textbooks and make a prioritized list of the eleven subtopics in physical and biological oceanography they would like to study. Students were grouped according to their interest as much as possible and were assigned to work in groups of two or three to develop a multimedia presentation that would be used as an instructional tool for the other students.

During this period I began to introduce them to the multimedia computer program, HyperStudio (Wagner, 1994). HyperStudio is a program that allows the user to combine sound, graphics, and animation with text to make creative and entertaining presentations. The introduction of HyperStudio and the development of the student presentations took six weeks to complete.

Throughout the study I observed and made notes as to how the students were working and their reactions to class. These observations were guided by several questions: What problems are the students encountering as they work on their multimedia presentations? Are the students having problems with content? Are there problems working in groups? Are they having problems using the multimedia software? These observations and notes were useful in making sense of any fluctuations I found in the end-of-study student surveys. I was able to

discern the source of problems so that content difficulties or friction within groups was not confused with a loss of enthusiasm for technology.

At the end of the oceanography unit I had each group of students share their presentations with the rest of the class. After the presentations, each group was asked to comment to the class on how they enjoyed developing their works. I noted these student comments as they were presented to the class. Each student was also asked to make written, individual comments to me, responding to the following questions: What problems did you encounter while you were developing your presentation? What did you learn about your topic while you were developing your presentations? Did you learn from the other students' presentations? Would you like to do another presentation on some other topic in science? Again I surveyed the parents of these students to gain information about their child's interest in learning science. I asked the following questions: Is your child talking about science at home? Is your child eager to share what we are doing and learning in science class? Do you feel that your child is learning science? Why or why not? How enthusiastic is your child about learning science? How enthusiastically is your child doing science activities at home? I again surveyed the students asking the same questions that I had asked in the beginning survey.

#### Results

As I watched and listened to my students during the study, it was apparent very early that they were thoroughly enjoying using computers and developing their presentations. Students rushed to class, eager to get started on their presentations. There were no tardies to class during the study period, while there had been fourteen tardies to class in the month before the study period. Normally these students would ask to pack up their things three to five minutes before the end-of-the-day bell sounded. During the study period I had to insist that they stop work, and often they ignored me and worked through the

dismissal bell. Several times a week students would ask to stay after school and work on the computers. One group worked for an hour and a half after school and would have stayed longer, but I had to go lock up for the day.

Twenty-eight of the thirty-one members of the class responded to the pre- and post-study surveys. One member of the class withdrew from school during the study period, and two students did not return their surveys.

The pre- and post-study attitudinal surveys show an increase in my students' enthusiasm for learning science (see Table 1 on the following page). In the pre-study survey, 75% of the students were enthusiastic or very enthusiastic about learning science, while the post-study survey showed 96% of the students enthusiastic or very enthusiastic about learning science. When the students were asked how enthusiastic they were about doing science away from school, their responses showed a decrease in enthusiasm for learning science away from school after the study as compared to pre-study data. On the pre-study survey, 49% of the students were enthusiastic or very enthusiastic about doing science away from school, while only 28% of the students were enthusiastic or very enthusiastic on the post-project survey. Students' comments on the post-study survey concerning their diminished enthusiasm for learning science away from school centered around the lack of availability of computers and software at home. Only eight students had access to a computer at home, and only one student actually had the Hyper Studio computer program to use at home.

When the students were asked how they had liked learning science so far this year, their responses again showed an increase in enthusiasm for learning science. On the pre-study survey, 70% of the students were enthusiastic or very enthusiastic about learning science during the first half of their eighth grade year, while 81% of the students were enthusiastic on the post-study survey.

The students were questioned before and after the study about their likes and dislikes while learning science this year in an attempt to determine the impact that the topic of oceanography had on their enthusiasm for learning science during the study. The students' responses all centered around the method of instruction rather than the curriculum. Their responses made reference to lectures, note taking, group work, projects, lab work, using computers, etc. Since the students did not mention content in their likes or dislikes, I do not think the topic used during this study had a significant effect on the results of this study.

The increased enthusiasm of my students was made apparent during the study through two separate incidents. The first incident occurred during the second week of the study. Seven of my students missed class one day a week to participate in a gifted program. These students told the teacher of the gifted program that they did not want to miss class while they were working on a computer presentation. However, these students were not allowed to miss gifted class and were very unhappy.

The second incident occurred during the sixth week of the study. The entire student body was being rewarded with an incentive assembly. They were allowed to watch or participate in a student versus faculty basketball game instead of attending sixth and seventh period. eventeen of my students in the seventh period study group asked for permission to miss the incentive assembly and spend the two hours in science class working on their computer presentations.

#### Table 1

#### Student Responses to Pre-Post Surveys

Number-28 students

Pre-Post Survey Questions

- 1. How do you like science?
- 2. Do you do science activities away from school?
- 3. How have you liked learning science so far this year?

	Very Unenthusiastic				Very Enthusiastic
Question 1 Pre	0%	0%	25%	46%	29%
Question 1 Post	0%	0%	4%	32%	64%
Question 2 Pre	10%	28%	14%	17%	32%
Question 2 Post	25%	21%	28%	28%	0%
Question 3 Pre	0%	10%	17%	53%	17%
Question 3 Post	0%	0%	21%	71%	10%

Enthusiasm for learning science was also reflected in student comments during and after the study. Some of these comments were as follows:

- 1) "Everyone gets into the topic more when they use Hyper Studio."
- 2) "It's creative and it is fun."
- 3) "It's a lot more fun working on a computer than in a book."
- 4) "You get to make friends with people and learn what they know. It's a different
- 5) way of teaching and I think it keeps our attention better."
- 6) "I think anyone could benefit from studying a topic in science by developing a
- 7) multimedia presentation."
- 8) "It is like doing book work but fun."
- 9) "I enjoyed doing the multimedia presentation. I feel it was very helpful and fun at the same time but educational."
- 10) "It was a fun learning experience."

- 11) "Using books gets boring, but you can learn by computers at the same time if working on them."
- 12) "There is so much you can learn off computers that you just can't from books."
- 13) "With books it gets boring after a while, but with computers it's fun and exciting. Computers make learning fun."
- 14) "I find it very interesting to work on computers. It makes me think a lot."
- 15) "It made me enjoy looking up information for my presentation."
- 16) "Computers are millions of times more fun than book work."

Table 2								
Parent Responses to Pre-Post Surveys								
Number—10 parents	Number—10 parents							
Pre-Post Survey Questio	ns							
Is your child enthusiastic about learning science?     Does you child do science activities at home?								
	Very Unenthusiastic	:			Very Enthusiastic			
Question 1 Pre	0%	20%	20%	30%	30%			
Question 1 Post	0%	0%	40%	30%	30%			
Question 2 Pre	0%	40%	20%	20%	20%			
Question 2 Post	0%	0%	40%	30%	30%			

Parents were surveyed before and after the study. The same ten parents completed and returned both the pre-study and post-study survey. The parent surveys (see Table 2) showed that 60% of the parents considered their children enthusiastic or very enthusiastic about learning science both before and after the study. These surveys did show that 20% of the parents felt that their children were unenthusiastic about learning science before the study, while none of

the parents recorded their child as being unenthusiastic about learning science after the study. When asked how enthusiastic their child was about doing science activities at home, 40% of the parents noted that their children were enthusiastic or very enthusiastic about doing science activities at home on the pre-project survey. On the post-project survey, 60% of the parents reported that their child was enthusiastic or very enthusiastic about doing science activities at home.

Several parents added comments to their post-project surveys. Their comments were as follows:

- 1) "I feel the more 'high tech' the equipment, the more important the subject will be to the students. If they think science is 'cool,' because the equipment they use is 'cool,' then more learning will take place and interest will remain high."
- 2) "As our society is becoming more computer dependent our students need an early start."
- 3) "Hands on is fine, but they need the basics too. We also need to have more computers in the classroom to be effective."
- 4) "It seems to generate more enthusiasm for science and learning."
- 5) "My daughter talked more about science during the use of computers."

# **Discussion**

My findings show a marked difference in the opinions of the parents as compared to the opinions of the students. The parents perceived no change in the enthusiasm for learning science, while the students noted a 21% increase in enthusiasm for learning science. The parents recorded a 20% increase in enthusiasm for doing science activities away from school, while the students recorded a 21% decrease in away from school science activities.

The differences between parent results and student results could be a reflection of the communication gap between parents and students of this age. The parents equated the increase in conversations about science and planning of presentations that their children were doing at home with increased enthusiasm. The students on the other hand were enthusiastic about working with the computers but did not consider their conversations at home and their planning of presentations actually "doing science activities." They indicated instead a frustration about not having more access to computers and software to "do science" at home.

The results of this study support the notion that the level of enthusiasm for learning science was increased through the incorporation of computers and multimedia software into the middle school science curriculum. The integration of technology will be an ongoing pursuit in my classroom. The enthusiasm it brought to my students has been infectious. Students and parents of students in my other four classes have asked when they would have an opportunity to work with computers. Teachers throughout the school have become interested in integrating technology into their curriculum. Through the insistence of my coworkers, I have taught two HyperStudio training sessions for twenty-one teachers and teacher aides from all academic disciplines as well as areas such as special education and the media center. Seventeen of my study group students volunteered to assist me with these teacher training sessions.

I believe that multimedia computer technology could enhance all of the core curricula. In English, it could be used to illustrate creative writing assignments. Social studies classes could use multimedia to develop geography or history presentations. One of my study group students used HyperStudio to develop an award-winning math fair project. Adding anthusiasm to learning in any discipline through the use of technology is limited only by the ability of a school to provide funding for the equipment, adequate software, and teacher training.

The availability of equipment when doing class projects involving technology is critical.

This active research study was made possible through the cooperation of my fellow teachers. By borrowing computers from neighbouring classrooms, each group of students that developed a presentation had a computer to use throughout the study period. Ideally, computers and software should be made available to students and teachers for check-out and use at home as well as at school through the school's media center. The difficulties encountered in this study (all of which involved the logistics of accessing the equipment needed) were far outweighed by the academic benefit to my students.

This active research study not only increased my students' enthusiasm for learning science, but it also rekindled my excitement for teaching. During the prestudy period, I was extremely apprehensive and began to question the feasibility of the study. Once I began, however, I found myself looking forward to the hectic pace and the commotion that from eleven groups of middle school students using sound, animation, and graphics to develop multimedia computer presentations.

### Conclusion

[Class] action research is believed to play a significant role in enhancing teachers' professional development and pedagogical skills as well as boosting students' achievement. From the discussion mentioned previously, it can be concluded that:

- [Class] action research is derived from the word "class", "action" and "research". This means that [class] action research a small-scaled research conducted within the classroom environment.
- 2) The characteristic of [class] action research differs from formal research. For instance the knowledge resulted from formal research can be generalised to a wider audience while

- the finding [class] action research aims at improving the practice in a local context.
- 3) The term of [class] action research can be traced in the work of Kurt Lewin (1946), a psychologist, which was published in the USA in 1940s. He is a founding father of [class] action research.
- 4) There are three types of [class] action research. They are individual [class] action research, collaborative [class] action research and school wide action research or district wide action research
- 5) There four models of [class] action research proposed in this article. They are Kurt Lewin model, Kemmis and McTaggart model, John Elliot model and Eileen Ferrance model of [class] action research.
- 6) The application of [class] action research comprises of four steps. They are plan [planning the action], action [putting the plan into action], observation [observing the result of the plan] and reflection [reflecting and planning for further action].
- 7) A sample of [class] action research proposal and two samples of [class] action research report are provided as a guided manual for those who want to conduct [class] action research in any field of discipline.

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