

# LANGUAGE TEACHERS' DIFFICULTIES OF BOGOR-BEKASI-BANTEN IN CONDUCTING CLASSROOM ACTION RESEARCH

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## **Abstract**

To improve students' language skill, the teacher needs to find out what are the appropriate techniques in teaching to achieve particular goals. The teacher can research to get the solution. One kind of research that can be conducted is Classroom Action Research (CAR). However, teachers sometimes find difficulties in implement it. The aim of this research is to find out teachers' difficulties in conducting CAR. This is qualitative research. The samples of the research are 22 teachers from 5 high schools in Bogor, Bekasi, and Serang (Banten). Data collecting technique is conducted through questionnaire and interview. The results of this research are 1) the teachers are lack of information on how to conduct CAR, 2) teachers do not have much time to spend hours in conducting research since they have to teach many classes, and 3) Research training or workshop for teachers are rarely being conducted at those six schools in Bogor, Bekasi, and Serang (Banten).

## **Keywords:**

Teachers' difficulties, Classroom Action Research (CAR), high school teachers

## **A. Introduction**

One of the efforts to improve the quality of learning is to apply the curriculum. The curriculum applied by teachers in the school will know the outcome, if the teacher evaluates, that is learning evaluation. One form of evaluation of learning is to conduct research.

Research that has been done by many teachers is a classroom action research. In fact, action research is not

only a concern of teachers but also the concern of administrators and policymakers across the country. Educators at various levels do classroom action research. Gay *et al.* said: "Action research in education is any systematic inquiry conducted by teachers, principals, school counselors, or other stakeholders in the teaching-learning environment that involves gathering information about the ways in which their particular schools operate,

the teacher teach, and the students learn.”<sup>1</sup>

Zeichner and Noffke in Gall et al. said: "Action research in education is a form of applied research whose primary purpose is to increase the quality impact and justice of education professionals' practice. We use the term action research to include what is sometimes called practitioner research.”<sup>2</sup>

Classroom Action Research is a dynamic process, with four cycles namely planning, action, observation, and reflection. Meanwhile, David Hopkins in Emzir stated that CAR is a process being designed to stimulate participants (teachers, students, and other participants) to improve teaching-learning process. It might be concluded that CAR is a kind of research conducted in the classroom, and aimed to evaluate the process of teaching-learning class.<sup>3</sup>

To conduct curriculum development or classroom learning activities can be done classroom action research. Brown, et al. in Grundy and Kemmis stated:

“Educational action research is a term used to describe a family of activities in curriculum

development, professional development, school improvement programs, and systems planning and policy development. These activities have in common the identification of strategies for planned activities which are implemented, and then systematically submitted to observation, reflection, and change. Participants are the action being considered are integrally involved in all of these activities.”<sup>4</sup>

Actions should be guided by a plan that has been made but keeps in mind that the action was not controlled by the plan, given the dynamics of the learning process in your class, which requires adjustment. Therefore, you need to be flexible and ready to change the plan of action in accordance with the existing situation. All changes/ adjustments that happen to be noted for the future should be reported.

Implementation of the plan of action has the character of the struggle of material, social, and political in the direction of improvement. Maybe negotiation and compromise are necessary, but a compromise must also be viewed in the context of its strategy. The added value might be moderate enough for a while, and then the underlying value-added next action. The observation had been done by the researchers and teachers to get a better practice in the classroom. (1) is planned in order to (a) no documents as a basis

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<sup>1</sup> Lorraine. R. Gay, Geoffrey E. Mills, and Peter Airasian, *Educational Research: Competencies for Analysis and Applications* (New York: Pearson Education, 2011), 508.

<sup>2</sup> Meredith D. Gall, Joyce P. Gall, and Walter R. Borg, *Educational Research: An Introduction*, 8th ed. (New York: Pearson Education, 2007), 597–98.

<sup>3</sup> Emzir, *Metodologi Penelitian Kualitatif dan Kuantitatif* (Jakarta: PT Raja Grafindo Persada, 2012), 233.

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<sup>4</sup> Shirley Grundy and Stephen Kemmis, “Educational Action Research in Australia: The State of the Art (an Overview).” (AARE Annual Conference, Adelaide, 1981), 536.

for subsequent reflection and (b) flexible and open to record things unexpected; (2) be done carefully because you are in a class action will always be limited by the constraints of reality dynamic class, characterized by unexpected things; (3) is responsive, open views and thoughts.

What is observed in CAR is (1) the actions, (b) the effect of the action (intentional and accidental), (c) the circumstances and constraints of action, (d) how the situation and the constraints that impede or facilitate the planned action and influence and (e) other matters arising.

What is meant by reflection is remember and reflect back an action exactly as it has been noted in the observations. Through reflection of you trying to (1) understand the processes, problems, issues, and constraints were evident in strategic action, taking into account the variety of perspectives that may exist in the teaching-learning prepare, and (2) understanding problem of learning and classroom situation where teaching-learning implemented. In reflection, you should also discuss with your peers, to produce a reconstruction of the meaning of the situation your classroom learning and provide a foundation repair plan for the next cycle.

Reflection has evaluative aspects; in reflection, you should weigh organize learning experiences in the classroom, to assess whether the effect of (problems arise) is desired, and provide suggestions on ways to continue the work. But in the sense that it is

descriptive reflection, you are reviewing, developing an idea to make it more alive (a) of the learning process of your class, (b) about the difficulties faced in the class action, and, more importantly, (c) about what it is now possible for your students in order to achieve the goal.

Sukidjo said that the reality in the field is still many teachers who have not implemented the PTK. In fact, according to him, in Permeneq PAN & RB No.16 Year 2009 on Sustainable Culture Development (PCB), it is mentioned that the teacher is obliged to Implement Sustainable Development of Profession. In fact, in Permeneq PAN & RB, teachers who will be promoted to class IIIb are required to have professional development work, such as the work of Classroom Action Research (CAR).<sup>5</sup>

The importance of CAR for teachers has also been discussed by Andrew. Classroom action research was conducted by Andrew. He told the conclusion:

“This study is one of the first exploring the value of action research as a tool for giving teachers a voice for decision- and policy-makers to heed as Vietnam and other nations in the South East Asian boom-zone in alliances with Australia and other nations (Cambodia, Myanmar, Thailand, The Phillipines, Laos, Indonesia and so on) continue to innovate their language teaching curricula and practices in an age

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<sup>5</sup> Sukidjo, “Kompetensi Penelitian Tindakan Kelas Guru SMP DIY,” *Jurnal Cakrawala Pendidikan* 3, no. 3 (October 9, 2014): 376–77, <https://doi.org/10.21831/cp.v3i3.2381>.

characterized by global movement,<sup>6</sup> desire for self betterment,<sup>7</sup> aspiration for future communities,<sup>8</sup> and complex identities in flux.”<sup>9</sup>

To improve students' language skill, a teacher can conduct a Classroom Action Research (CAR). Unfortunately, not all teachers want to research because of many factors. One of those factors is limited information about how to conduct the research. Based on standard qualified teachers from the Indonesian government, the teachers' duty is not only teaching but also should do the research. One kind of research is Classroom Action Research (CAR). However, not all teachers know how to conduct the research. The teachers find many difficulties in conducting the CAR. Therefore, the researchers are interested in conducting this research entitled "teachers' difficulties in conducting CAR.

The objective of the Study are as follows: 1) To find out the teachers' difficulties in implementing CAR at school, 2) To find out the reason of the participants to do or not to do the CAR method.

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<sup>6</sup> Canh & Bernard, 2009 in Martin Benedict Andrew, "Using Innovation and Action Research to Build TESOL Teacher Capacity in Vietnam," *International Journal of Language Education* 1, no. 2 (October 29, 2017): 25, <https://doi.org/10.26858/ijole.v1i2.4311>.

<sup>7</sup> London, 2011 in Andrew, "Using Innovation and Action Research to Build TESOL Teacher Capacity in Vietnam."

<sup>8</sup> Kanno & Norton, 2003 in Andrew.

<sup>9</sup> Norton, 2000 in Andrew, 25.

## B. Method

This is a qualitative method. This research has been done in the three regents, Bogor, Bekasi, Serang-Banten. The subject of the research were teachers of high school level. The teachers from three schools are being interviewed in Bogor area. They are from SMA 1 Bogor, SMA Regina Pacis, and SMA Kornita. While in Bekasi, there was only one high school, SMA Korpri. In Serang-Banten area, there were two schools being interviewed concerning with CAR; those are SMA 3 and SMA 7 Serang. Data collecting technique are gathered through the questionnaire, with closed and open-ended questions. The total questionnaire were 22 from twenty-two teachers.

## C. Results

There were two things which become the outputs of this study. The first was the implementation of action research by the language teacher in high school in Bogor, Bekasi, and Banten. The second is the implementation constraints of classroom action research by the language teacher in high school in Bogor, Bekasi, and Banten.

### 1. Research Implementation

Implementation research in school classes according to different teachers based on the results of the open questions, the teacher said there were not going well, and not all teachers do, every teacher gets support from the school. There are

also teachers who stated that the implementation of the action research is quite smooth, but sometimes they have problems in managing the time. From the results of the study at schools in different cities, it was found that more than half of language teachers never do research. Those who claimed never to do research is 63.6% of the 22 respondents, and 22.7% are very rarely the research. However, from the results of the research, the teachers said that they have obstacles to do action research is less than half of the respondents, namely 36.4 % said very often, and 4.6% said always. Based on the questionnaire, it was found that many teachers who had never planned action research before. It was less than 31.8% (see Table 1).

Learning methods that have been implemented by teachers, and the teacher in Classroom Action Research (CAR) is different. The most widely applied method is CLT

(Communicative Language Teaching). Other methods are 1) the mind mapping technique with the media picture story, 2) role play, 3) Jigsaw, 4) circle outside, 5) pairs, 6) mind mapping, 7) discussions, 8) based learning, 9) TPR, and 10) discovery learning.

In addition to examining the application of the learning method, teachers also examine instructional media. Teaching media studied related to learning methods applied. The teacher will look at the effectiveness of a media, and media influence learning to write and increase student learning outcomes. Teachers who examined the application of the jigsaw method of the presentation researching tool.

Other media that have been studied are pictures, videos motivation, LCD, oral check, download the event display, flashcard, mind mapping, blank paper, and colored pencil.

**Table 1 Planning, Acting, and difficulties in conducting CAR**

No	Statement	Percentage						Total
		NA	N	VR	R	VO	A	
1	I have ever done the CAR	4.6	63.6	22.7	4.6	0	4.6	100
2	I found the difficulties in CAR	9.1	27.3	4.6	18.2	36.4	4.6	100
3	I planned to do action research	18.2	31.8	0	9.1	18.2	22.7	100

NA=No Answer, N=Never, VR= Very Rarely, R= Rarely, VO=Very Often, A=Always

The existence of teachers who experience obstacles in conducting CAR and also by the results of

research by Sukidjo. From the results of the study revealed that 16 teachers (29%) stated still facing many

obstacles to implementing CAR. In that case, the teacher must develop and innovate with curriculum development, especially in schools. The same is right with language teachers. Language theories and teaching methods continue to grow so that teachers are required to develop syllabus, methods, techniques, and media of language teaching globally.<sup>10</sup>

In that case, the CAR cannot be separated from teacher activity. This is in line with Gall's opinion. He stated: "Action research is also about incorporating into a teacher daily routine a reflective stance—a willingness to look critically at one's own teaching so that it can be improved or enhanced."<sup>11</sup>

Andrew's research results also reinforce opinions from Canh and Bernard "...continue to innovate their language teaching curricula and practices in an age characterized by global movement."<sup>12</sup>

Teachers who do CAR have a variety of reasons. There are five reasons of why they conduct CAR. First is to solve the problem and find a solution. Second is done as their final project (S1). The third is to find out and solve the problem of student learning. Fourth is caused by many phenomena in the learning process

are less than the maximum. Fifth is to improve learning outcomes by enhancing the learning process, find learning exciting and useful.

This is also in accordance with the opinion of Gall *et al.* Gall *et al.* says the following. "Action research with a primarily personal motivation has as its central purposes the improvement of the researcher's practice. Thus the focus is on the teacher and the teacher's own student."<sup>13</sup>

Meanwhile, Anggraini, as quoted by Putriani *et al.*, says that teachers who have the motivation for promotion do CAR. Conversely, teachers who are not motivated for development are not implementing CAR. Motivation promotion is the only factor supporting the implementation of CAR.<sup>14</sup>

Thus, it can be analyzed that motivated teachers only perform CAR. The motivation that can be a motivation to develop themselves and can also motivation to build learning.

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<sup>10</sup> Sukidjo, "Kompetensi Penelitian Tindakan Kelas Guru SMP DIY," 377.

<sup>11</sup> Gay, Mills, and Airasian, *Educational Research*, 508.

<sup>12</sup> Gay, Mills, and Airasian, 508.

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<sup>13</sup> Gall, Gall, and Borg, *Educational Research*, 559.

<sup>14</sup> Mayang Risqi Putriani, Sri Wahyuni, and Leny Noviani, "Analisis Kesulitan-Kesulitan yang Dialami Guru Ekonomi untuk Melakukan Penelitian Tindakan Kelas," *Jurnal Pendidikan Bisnis dan Ekonomi* 2, no. 1 (2016): 1–17.

**Table 2 Support and Follow-up Research Program**

No	Statement	Percentage						Jumlah
		NA	N	VR	R	VO	A	
1	Colleague support in doing CAR.	9.1	22.7	0	18.2	22.7	27.3	100
2	Principle supports the workshop of CAR.	9.1	22.7	0	9.1	31.8	27.3	100
3	Education beaurau/institution (Diknas) support the program	18.2	22.7	0	9.1	31.8	18.2	100
4	Present the result of CAR in a seminar	9.1	81.8	4.5	4.5	0	0	100
5	Publish the result of the research in Journal.	13.6	81.8	0	4.5	0	0	100

NA=No Answer, N=Never, VR= Very Rarely, R= Rarely, VO=Very Often, A=Always

## 2. Constraints in conducting action research

Furthermore, the teacher turns to have a lot of obstacles in conducting action research. However, no teacher says 'always' finds a problem doing CAR. There is also no teacher who is 'always' experiencing difficulties in determining CAR goals. For teachers who have already done CAR, they have no one to say 'always' have problems in completing CAR.

Among the challenges faced by teachers in the classroom action research, constraints at most, i.e. more than 50%, is to process the data, analyze the data, and set the time of completing the study. Teachers who have difficulty in processing the data is 40,9% said very often, and 14% said always.

Teachers who have the problem to analyze the information is 36.4% mentioned very often, and 14% said always. Teachers do not have much time to do the CAR since the teachers still have to teach many classes. Those who claimed not to have time for the CAR were 40,9% stated very often, and 4,6% said always.

In fact, some teachers do not know the problem to be studied. As many as 40% they stated very often. Many teachers' constraints in conducting action research is a set of time completing the study; they expressed very often 59.1% (see Table 3).

**Table 3 Teachers' difficulties in conducting CAR**

No	Statement	Percentage						Total
		NA	N	VR	R	VO	A	
1	Having difficulties in arranging research problems.	9.1	27.3	14	9.1	40.9	0	100
2	Find difficulties in determining the purpose of the research	18	27.3	4.6	13.6	36.4	0	100
3	Having problems in deciding the method of the research	9.1	22.7	0	27.3	31.8	9.1	100
4	Having problems in classifying the data	14	22.7	0	9.1	40.9	14	100
5	Having difficulties in analyzing the research data	9.1	22.7	9.1	9.1	36.4	14	100
6	Still do not understand how to create pre-test and post-test as the instrument of the research	14	31.8	4.6	13.6	31.8	4.6	100
7	Having problems in interpreting the data	9.1	22.7	4.6	22.7	27.3	14	100
8	Having difficulties in arranging and calculating the research funds	9.1	22.7	0	22.7	40.9	4.6	100
9	Find difficulties in finishing the CAR	9.1	22.7	0	9.1	59.1	0	100
10	Do not have much time to do the CAR since the teacher still have to teach many classes	9.1	22.7	4.6	18.2	40.9	4.6	100
11	Find difficulties in getting the permission letter from the principle to do the CAR at school or out of school	9.1	36.4	4.6	22.7	22.7	4.6	100

NA=No Answer, N=Never, VR= Very Rarely, R= Rarely, VO=Very Often, A=Always

Meanwhile, the open question of the questionnaire, teachers are not doing action research because of the time and opportunity to teach. The other reason is no knowing how to conduct action research and

regarding students who will be investigated.

Their other statements also support the reason teachers that they do not have any knowledge how to do action research. They are many who admit that they have never



received training class action research methods.

The existence of obstacles in finding problems and processing this data also by the findings Sukidjo. So even with the reason that teachers who say that they do not have time to do research, this is also by the findings Sukidjo. According to Sukidjo, teachers said it was difficult to set aside some time to implement CAR because in one week many teachers who teach up to 30 hours face to face. In addition to teaching, teachers still have to prepare and arrange lesson plans, make problems and right tasks and administrative tasks. The findings of Sukidjo are in line with Barun's research that 82.5% of teachers have not researched because of the activity of school and not yet used to write and study.<sup>15</sup>

Meanwhile, Putriani *et al.* who examines subject economics teachers say the conclusions are as follows. The cause of most economics teachers have not done the CAR can group into two, i.e. Main objectives and supporters. Reason most significant teachers of that economy became informants in this study have not done and continue CAR caused not yet motivated to doing CAR. Teacher motivation for do CAR there are two that is the need for promotion and improve the quality of learning do. The reasons teachers support do not

do CAR there are five. First, teachers experience technical difficulties in the preparation of CAR related to the development of problem formulas, scientific sentences, and theoretical studies, collecting, processing, and summarising data and compiling required annexes, such as student grades, teaching agenda, lesson plans, and student lists. Second, the perception of 'self-busy' in the teacher, CAR takes a long time and the budget needed is quite large, and the CAR can be a burden for a teacher. Thirdly, the CAR training they follow is not yet optimal. Fourth, lack of culture reading teachers related books CAR activities. Fifth, lack of experienced teachers in research. Sixth, they assume that age is old so there is no energy to do CAR.<sup>16</sup>

By doing CAR, teachers will be able to create teaching methods and techniques or can also test the techniques and methods that already exist. Then, these methods and techniques are evaluated. What's more now, increasingly sophisticated technology, methods, techniques, and learning media are growing. This is in Andrew 's opinion.

There are further advantages in terms of procedural and ontological knowledge. Such a teacher education program enables learners to apply the tools of professional practice as

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<sup>15</sup> Sukidjo, "Kompetensi Penelitian Tindakan Kelas Guru SMP DIY," 377.

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<sup>16</sup> Putriani, Wahyuni, and Noviani, "Analisis Kesulitan-Kesulitan yang Dialami Guru Ekonomi untuk Melakukan Penelitian Tindakan Kelas," 15.

research and potential to become 'champions' in their educative contexts. Importantly, it allows them to research in a way that is culturally appropriate in the case of Vietnam, using applicable methodological tools and techniques. Although the tenets of postcolonial theory and critical pedagogy inform the delivery of the program, there is far to go before local teachers can feel safe with either introducing innovative techniques into classrooms or to introduce a critical approach to textuality<sup>17</sup>

Teachers are experiencing difficulties in implementing the action research trying to find a solution. How to solve the problem of teachers is 1) sharing with friends, 2) sharing with fellow researchers, 3) read the book, 4) looking for references on the internet, 5) reading journals, and 6) asked senior teachers.

Discussion with peers conducted by language teachers when they found obstacles in teaching, also by the results of research Neolaka *et al.* The barriers of English subject teachers are similar to the constraints of Indonesian subjects, arts and culture teachers, namely the difficulty in making learning tools, such as developing aspects of the assessment of shells.<sup>18</sup>

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<sup>17</sup> Andrew, "Using Innovation and Action Research to Build TESOL Teacher Capacity in Vietnam," 26.

<sup>18</sup> Frengky Neolaka, "Implementasi Kurikulum 2013 Di SMP Negeri 1 Kupang Tengah Kabupaten Kupang Tahun Ajaran 2013/2014,"

## D. Conclusion

Based on the result of the research, the researchers conclude that there are three research conclusions. The first, many teachers who do not carry out action research is because they do not know how to do the action research. Second, most teachers' constraint in conducting action research is because they do not have enough time to do the research, and the third, only a few teachers who have ever got Classroom Action Research training or workshop.

Therefore, language teachers need to do CAR in order to improve the quality of language learning in the classroom. If the government or schools are lacking facilitation, teachers may be able to implement the CAR along with one GMP teachers in the city/district.

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