

ISLAMIC JUNIOR HIGH SCHOOL TEACHERS' PERCEPTIONS, PRACTICES AND PROBLEMS IN CONDUCTING CLASSROOM ACTION RESEARCH

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Abstract: This article aims at investigating teachers' perception, practices and problems in conducting classroom action research (CAR). This study employed a descriptive quantitative research design using a survey. Forty-five teachers from two different State Islamic Junior High Schools in Kediri are randomly selected. To collect the data, an open-ended questionnaire is used as the instruments. To analyze the data, descriptive statistics analysis is used. The finding shows that the teachers have a good perception of CAR. Almost of them agreed that it could improve the quality of their teaching and learning process, improve students' motivation and achievement and improve their professional rank. Their good perception of CAR can be seen from their practice in conducting CAR. Majority of them have experience in conducting CAR; however, some of them still get difficulty in making the report. The teachers also face some problems in conducting CAR. Those are time, reporting system, in-existence of the supervisor, lack of understanding of research, insufficient references, research budget, and incomplete facilities. The alternative solution is by conducting the research collaboratively with their colleagues in the same subject. It is recommended for the school stakeholder to consider this finding in making the school policy, especially in increasing teacher professionalism.

Keywords: Perception, teacher professional development, classroom action research.

Introduction

One way to develop teachers' professionalism is by conducting research. It is in line with the ministry decree of *Pendayagunaan Aparatur Negara (PAN)* of Indonesia number 16 in 2009 about teacher professional development. In this decree, it is stated clearly that publication on research report becomes teachers' obligation that should be fulfilled by the teachers during their dedication on the profession. Conducting research becomes a requirement for teachers not only in getting teachers' certification but also in getting higher position level of the job. Furthermore, Suhandani and Julia said that a professional teacher is a teacher having expertise based on education quality standard regulated by the government.¹

One type of research that can be conducted by teachers is classroom action research. It is kind of teachers' investigation in their classroom to improve their understanding of teaching and learning process and to make changes in their classroom practice. According to Richards and Farrell, classroom action research is the systematic approach in conducting investigation and collection information to solve the problem and to improve classroom practice.² Wahyuni and Yulaida said that classroom action research is a research method to find out "what works best in the classroom" in order to enhance the students' learning.³

Among various types of research, classroom action research is also considered as the most appropriate research design conducted by teachers because of some reasons. First, classroom action research is really appropriate for teachers to make them more sensitive and responsive toward the dynamic phenomena in the classroom learning. They become reflective and critical toward teachers and students' activities. Next, classroom action research can increase teachers' works to be more professional. They can be not only experts in

¹ Deni Suhandani & Julia Julia, Identifikasi Kompetensi Guru Sebagai Cerminan Profesionalisme Tenaga Pendidik di Kabupaten Sumedang (Kajian pada Kompetensi Pedagogik). *Mimbar Sekolah Dasar*, Vol. 1 no. 2 (August, 2014): 128-141. DOI: <https://doi.org/10.17509/mimbar-sd.v1i2.874>.

² Jack C. Richard & Thomas S.C. Farrel, *Professional Development for Language Teachers: Strategies for Teacher Learning* (New York: Cambridge University Press, 2005), 171.

³ Sri Wahyuni & Handayani Yulaida, Flashcards as a Means to Improve EFL Learners' Vocabulary Mastery. *JEELS*, Vol. 1, no. 1 (May, 2014): 47-61.

teaching but also in conducting research to make betterment and innovation in teaching and learning process. Furthermore, by conducting classroom action research, teachers can increase their teaching and learning process through a deep investigation of what happened in their classroom. Then the most important reason is that classroom action research does not disturb the teachers' main duty since they do not need to leave the classroom.

By doing classroom action research, teachers can do a reflection on their own teaching and improve their teaching ability.⁴ It can increase teachers' critical thinking and their reflectivity in the teaching profession. Furthermore, Burns relates the classroom action research into reflective practice, in which teachers reflect on their teaching and learning activities and make changes based on careful analysis of the activities.⁵ Action research is an activity that can be practised by teachers to improve their teaching.⁶ In addition, action research can promote personal teacher growth effectively, improve students' learning and help advance the teaching profession that can facilitate the empowerment of the teacher.⁷

However, the research atmosphere in education, especially in secondary school is still limited. Teachers are very rare in conducting research. Based on the result of the researcher's pre-observation in a certain school, there are some reasons for unmotivated teachers in conducting research. First, the teachers' ability to write and conduct research is still low and needs to be improved. Next, there is the limited motivation for teachers to write and conduct research. Then there is fewer teachers' understanding of the way in writing and conducting research, especially action research. Moreover, there is not any training for teachers in writing action research in secondary school, especially in Islamic Junior high school.

⁴ Dwi Astuti Wahyu Nurhayati, Investigating Self Professional Development in Teaching English: The Case of English College Teachers' Role as Models. *Dinamika Ilmu*, Vol. 18, no.1 (2018): 91-108. doi: <http://dx.doi.org/10.21093/di.v18i1.1034>.

⁵ Anne Burns, *Doing Action Research in English Language Teaching* (Abongdon: Routledge, 2010).

⁶ Janak Singh Negi, Improving Teaching through Action Research; Perceptions, Practices, and Problems (3Ps): Voices from Secondary Level Teachers in an EFL Context. *ELT Voices-International Journal for Teachers of English*, Vol. 6, no.4 (2016): 18-30

⁷ Andrew P. Johnson, *A Short Guide to Action Research (4th Edition)* (New Jersey: Pearson Education, 2012).

According to Pati, from 1.461.124 of Indonesia public school teachers, only a few of them (2.5 %) undertook action research in their classroom to improve the rang of professionalism.⁸ There are some reasons for this fact. First, not all public teachers in Indonesia have a bachelor degree, especially in elementary and junior high school. Many of them only have a teaching certificate. They do not have enough ability in conducting classroom action research.⁹ Furthermore, they do not get sufficient supervision and guide in conducting classroom action research. Pramswari also found that most of the teachers stated that classroom action research was really important; however, they still got problems in implementing action research in their classroom.¹⁰ Therefore, the present study aims at investigating teachers' perception, practices and problems in conducting classroom action research and tries to give the solution for the problems.

This research employed a descriptive quantitative research design using a survey. A survey research design is a procedure in quantitative research in which investigators administer a survey to a sample or to the entire population of people to describe the attitudes, opinions, behaviours, or characteristics of the population.¹¹ Then a survey is a research strategy in collecting information from large groups, where standardization is crucial. It consists of two components, questions and responses. Therefore, the present study used the survey method to investigate teachers' perception, practice, and problem in conducting classroom action research.

The target population of the present research was all teachers of Islamic junior high school in Kediri. The accessible population was teachers of two State Islamic junior high schools in Kediri (± 120 teachers). Both schools are the most favourite schools in Kediri. The expectation is that they have the same level/grade of school to

⁸ Petrus Pati, Indonesian Foreign School Teachers' Perception and Capability to Undertake Classroom Action Research: Basis for Capability Building Program. *IQSR Journal of Research & Method in Education (IQSR-JRME)*, Vol. 4, no.1 (February, 2014): 67-89

⁹ Kunandar, *Steps in Doing Classroom Action Research* (Bandung: Kharisma Putra Utama Offset, 2008).

¹⁰ Lungguh Puri Pramswari, Persepsi Guru SD terhadap Penelitian Tindakan Kelas. *Mimbar Sekolah Dasar*, Vol. 3, no. 1 (April, 2016): 53-68. Doi: 10.17509/mimbar-sd.v3i1.2355.

¹¹ John W. Cresswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research (Fourth Edition)* (Boston: Pearson, 2012), 376.

minimize the difference between the population. Then the sample of this study was randomly selected from the population. The sample was at least one third (± 40) of the total of the teachers of the two-State Islamic junior high schools in Kediri.

Forty-five (45) teachers from those two institutions agreed to be the respondents of this study. The background or profile of those respondents is presented in Table 1.

Table 1
The Profile of the Respondents

Educational Background	Frequency	Percentage (%)
Under Bachelor Degree (< S1)	0	0
Bachelor Degree (S1)	36	80
Master Degree (S2)	9	20
Doctoral Degree (S3)	0	0
Length of Service		
1-5 years	1	2.2
6-10 years	4	8.9
11-15 years	22	49
16-20 years	14	31.1
21-25 years	3	6.6
26-30 years	1	2.2
More than 31 years	0	0
Age		
20-25 years old	0	0
26-30 years old	0	0
31-35 years old	2	4.4
36-40 years old	13	28.9
41-45 years old	14	31.1
46-50 years old	9	20
More than 51 years old	7	15.6

In Table 1, it can be seen that the educational background of 80 % (36 teachers) respondents are bachelor degree, and 20 % (9 teachers) respondents are master degree. It can be interpreted that most of the respondents have the capability to conduct classroom action research since they have experience in conducting research such as a thesis (*Skrripsi*). Table 1 above shows that 49 % (22 teachers) have been teaching for 11 to 15 years; 31.1 % (14 teachers) have been teaching for 16 to 20 years, and 6.6 % (3 teachers) have been teaching for 21 to 25 years. Only 2.2 % (1 teacher) has been teaching for 1 to 5 years, and 8.9 % (4 teachers) have been teaching

for 6 to 10 years. From these data, it can be interpreted that most of the respondents have many experiences in serving their schools. In other words, they seem to have the capability in conducting classroom action research.

Table 1 also shows the range of the respondents' age. 64.4 % (29 teachers) of the respondents are in productive age; they are in the age range of 20 to 45. It is implied that they are in productive age in conducting classroom action research. In addition, 20 % (9 teachers) of the respondents are in their late adulthood (in the age range of 46 to 50), and 15.6 % (7 teachers) of the respondents are in the age of 51 years old and more.

The instrument used in this study was a questionnaire. It was a kind of open-ended questionnaire which consists of two parts. The first part was asking about the background or profile of the respondents. Then the second part was asking about the respondents' perceptions, practices, and problems in conducting classroom action research. It consisted of fifteen items in which the answers spaces were provided below the questions. The questionnaire was made by the researcher adapted from some sources, namely from Pati,¹² Negi,¹³ and Pramswari.¹⁴ To make respondents easier in understanding the questions, it used *Bahasa Indonesia*. The blueprint of the questionnaire is presented in Table 2.

Table 2.
The Blueprint of the Questionnaire

No.	Objectives	Indicators	Questionnaire's items
1.	To identify the teachers' / respondents' perceptions on CAR/PTK	Asking the teachers' purpose of conducting CAR.	7
		Asking the supporting factors in conducting CAR	11
		Asking the significances of conducting CAR	13
		Asking the role of CAR/PTK	14
2.	To identify the teachers' practices in	Asking the first time the teachers know CAR	1
		Asking the number of practicing	6

¹² Pati, *Indonesian Foreign School*, 78.

¹³ Negi, *Improving Teaching*, 23.

¹⁴ Pramswari, *Persepsi Guru SD*, 59.

	conducting CAR/PTK	CAR	
		Asking the implementation of CAR in the school	2,3,8
		Asking the budget and the source of budget in conducting CAR	4,5
		Asking the process of proposing the research/CAR and reporting the result of the research	9,10
		Asking the role of CAR report from universities	15
3.	To identify the problems faced by the teachers in conducting CAR/PTK	Asking the problems faced by the teachers in conducting CAR	12

The blueprint of the instrument above consisted of four indicators. The first indicator was to identify the background/profile of the teachers /respondents. This indicator was important since the teacher's background might influence the teacher's perception of conducting CAR. Then the following indicators were related to the research questions. This blueprint strengthened the content validity of the instrument. This instrument was also considered reliable since it had been used by some research

In collecting data, there were some steps. The first step was problem identification. In the problem identification, the researchers observed junior high schools and the teachers that had been implemented classroom action research. This step was to determine which teachers of junior high schools could be the respondents of the present study. The next step was distributing the questionnaire to the respondents. It was informed to the respondents that their answers would be kept and would not influence their position as teachers; therefore, they were asked to answer the questions honestly.

After the data were collected, the next step was analyzing the data. In analyzing the data, descriptive statistics analysis was used in this study. The data collected from the respondents were tabulated and grouped based on the characteristics of the data gathered. Then the data were displayed in the form of a table and categorized based on the questions to be easier in reading and understanding the data.

The last step was interpreting the data based on the data display and discussion.

The Teachers' Perceptions in Conducting Classroom Action Research

As mentioned in the previous chapter, the data on teachers' perception in conducting classroom action research are collected from the open-ended questionnaire. Since the instrument is an open ended questionnaire, the respondents may have more than one answer. The teachers' perceptions of conducting CAR or *PTK* are divided into four aspects. Those are the purpose of conducting CAR, the supporting factors in conducting CAR, the significances of conducting CAR, and the position of CAR/*PTK*. The summary of the teachers' purpose in conducting classroom action research can be seen in Table 3.

From Table 3, it can be seen that the highest percentage of the teachers' purpose in conducting classroom action research is improving the quality of teaching and learning process (44.4 % of the respondents). Then it is followed by 35.6 % of the respondents who answer that improving students' motivation and achievement is the aim of conducting classroom action research. The other purposes of conducting classroom action research of the teachers are improving teachers' professional competence (26.7 %) and fulfilling the requirement of rising job position (20 %).

Table 3
The Summary of the Teachers' Purpose

The Purpose in Conducting CAR/ <i>PTK</i>	Frequency	(%)
Improving the quality of teaching and learning process	20	44.4
Improving students' motivation and achievement	16	35.6
Improving teachers' professional competence	12	26.7
Fulfilling the requirement of rising job position	9	20

This finding is not the same as the finding of Pramswari's study. She found that the highest percentage of elementary teachers' purpose in conducting classroom action research is fulfilling the requirement of rising position (66.67 %). Then it is followed by fulfilling *KKG* (*Kelompok Kerja Guru*/ teacher workgroup /9.52 %),

improving teachers' knowledge (6.35 %), fulfilling the requirement of teachers' certification and accreditation (6.35 %), and fulfilling the requirement of headmaster's assessment (3.17 %).¹⁵ The different purposes of those both studies may be caused by the different level of school, secondary and elementary level. Then the different level of school may also make a different way of thinking of the teachers in conducting classroom action research.

Table 4 below shows the summary of teachers' perception of supporting factors in conducting classroom action research.

Table 4
The Summary of teachers' Perception of Supporting Factors in Conducting CAR

The Supporting Factors	Frequency	(%)
Teachers' motivation and self-capability	22	48.9
Students and headmaster	14	31.1
Learning facilities	12	26.7
The requirement for teacher certification and rising position	12	26.7
Teaching and learning strategy	10	22.2
Colleagues and collaborator	6	13.3
Budget	3	6.7

In terms of teachers' perception of supporting factors in conducting classroom action research, as presented in Table 4, seven factors are found in this study. Teachers' motivation and self-capability becomes the highest factor (48.9%). It means that 48.9 % of the respondents mention that this factor becomes the most influential factor for them in conducting CAR. Then it is followed by students and headmaster factor (31.1 %). The students' condition and the rules made by the headmaster encourage the teachers to conduct CAR. Learning facilities and requirement for teacher certification and rising position have the same percentage in supporting the teachers in conducting CAR (26.7 %). The next supporting factors are teaching and learning strategy (22.2 %), colleagues and collaborator (13.3 %), and budget (6.7 %).

Table 5 presents the summary of teachers' perception of the significances in conducting CAR and the position of CAR for the teachers. The top significance of conducting CAR is improving teachers' experience, knowledge and expertise/professionalism (66.7

¹⁵ Pramswari, *Persepsi Guru SD*, 60.

% of the respondents). From doing CAR, their knowledge in conducting research is improved. They become more professional and get new experience in implementing new teaching method. The next significances are improving students' motivation and achievement (37.8 %) and improving the quality of teaching and learning process (37.8 %).

Table 5
The Summary of the Significances in Conducting CAR and the Position of CAR for the Teacher

The Significances	Frequency	(%)
Improving teachers' experience, knowledge and expertise/professionalism	30	66.7
Improving students' motivation and achievement	17	37.8
Improving the quality of teaching and learning process	17	37.8
The Position of CAR/PTK		
Necessity	37	82.2
Compulsion	8	17.8

In term of the position of conducting classroom action research, table 5 shows that the respondents have a different perception. However, most respondents mention that conducting classroom action research is a necessity (82.2 %). They mention that it will improve teachers' knowledge, especially in writing a scientific paper. The other respondents perceive that conducting classroom action research is a compulsion (17.8 %). Insufficient time and their overload duties make them unmotivated in conducting research. Moreover, one of the respondents mentions that classroom action research is a burden for the teacher.

The finding above is in line with Pati's study, which found that teachers' capability significantly related to teachers' perception in conducting classroom action research.¹⁶ However, it is not in line with Negi's study. He found that the secondary teachers in the remote and resource-poor areas in Nepal are familiar with the basic concept of classroom action research (having good perception). However, their capability in conducting classroom action research is still less. 68.18 % of the respondents did not solve their ELT classroom problems through classroom action research.¹⁷

¹⁶ Pati, *Indonesian Foreign School*, 67.

¹⁷ Negi, *Improving Teaching*, 26.

The Teachers' Practices in Conducting Classroom Action Research

The teachers' practice in conducting classroom action research (CAR/PTK) in this study is divided into six aspects. Those are the first time teachers conduct classroom action research (Table 6), the number of practising CAR (Table 7), the implementation of CAR at the school (Table 8), the budget and the source of the budget in conducting CAR (Table 9), the process of proposing the research and reporting the result (Table 10), and the role of CAR report (Table 11). The summary of the finding on the first time teachers conducts classroom action research can be seen in Table 6.

Table 6
The Summary of the Finding on the First Time Teachers Conduct CAR

The First Time Knowing CAR	Frequency	(%)
Workshop at school/ <i>madrasah</i>	29	64.4
Studying at universities	9	20
<i>PLPG</i>	7	15.6

In Table 6, it can be seen the first time the teacher conduct classroom action research. 64.4 % of the respondents mention that they conduct CAR/PTK firstly when they got workshop *PTK (Penelitian Tindakan Kelas)* at school. Since CAR report becomes one of the requirements for teacher certification, the school has a program to introduce CAR for the teachers by conducting workshop *PTK*. Then 20 % of the respondents state that they conducted CAR when they were studying at universities (S1 and S2). The other respondents mention that they conduct CAR firstly when they got *PLPG* (15.6 %). This program is provided by the ministry for a certificating teacher as a professional teacher.

This finding is not the same as Pramswari's study. She found that 76.19% of the respondents start to know *PTK* when they were studying in universities; 74.6 % in S1 and 1.59 % in S2. Meanwhile, 6.35 % of the respondents start to know *PTK* from workshop and seminar, and 3.17 % of the respondents start to know *PTK* from *KKG* activity.¹⁸ The different percentage of the findings of both studies may be caused by the different subject of the study. Even though both studies have a different percentage of the finding, they have quite

¹⁸ Pramswari, *Persepsi Guru SD*, 59.

similar in terms of the respondents' answers. Supporting the findings of these studies, Mufidah states that studying at college/universities influences teachers' professional development, especially in understanding classroom action research¹⁹

In terms of the number of practising CAR, Table 7 presents the summary result of the number of teachers conduct/practice CAR. As presented in table 7, the respondents have variant answers. The highest percentage of the number of practising CAR is 1-2 times (42.2 % of the respondents). Then it is followed by 26.7 % of the respondents conduct CAR 3-4 times. However, 17.8 % of the respondents do not give an answer. There are two possible reasons; they never conduct CAR, or they forget how many times they conduct CAR. Next, 8.9 % of the respondents conduct CAR 5-6 times, and 4.4 % of the respondents conduct CAR 7-8 times.

Table 7.
The Summary of the Number of Practicing CAR

The Number of Practicing	Frequency	(%)
No answer	8	17.8
1-2 times	19	42.2
3-4 times	12	26.7
5-6 times	4	8.9
7-8 times	2	4.4

This finding is similar to Negi's study. He found that although teachers were familiar with the core concept of classroom action research, they were not practised it. Their lack of research skill became one of the factors.²⁰ It is in line with Kunandar. He said that only a few public school teachers in Indonesia conducted classroom action research. Their lack of capability in conducting classroom action research became one of the factors.²¹ Then Table 8 presents the implementation of CAR at school.

Table 8
The Implementation of CAR at School

The Implementation at School	Frequency	(%)
Independent	35	77.8
Collaborative	5	11.1

¹⁹ Nida Mufidah, The Development of Pre-Service Teachers' Teaching Performance in the Teaching Practice Program at English Department of State Islamic University of Antasari Banjarmasin, *Dinamika Ilmu*, Vol. 19, no.1(2019): 97-114.

²⁰ Negi, *Improving Teaching*, 26

²¹ Kunandar, *Steps in Doing*, 56.

Un-optimal/still need supervisor	5	11.1
The supervisor provision	26	57.8
No supervisor	19	42.2

Based on the table above, the majority of the respondents mention that they conduct classroom action research independently (77.8 %). They conduct the research to solve their own problems in the teaching and learning process. Then 11.1 % of the respondents state that they conduct CAR collaboratively with their colleagues. The collaborators help the teachers in conducting the research, especially in observing and giving suggestion for solving the problems. However, 11.1 of the respondents mention that the implementation of CAR at their school is still un-optimal. They still need a supervisor to do classroom action research. 42.2 % of the respondents mention that there is no supervisor in conducting CAR; however, 57.8 % of the respondents state that there is a supervisor in conducting their CAR.

This finding is in line with Pramswari's study. She found that almost teachers conduct classroom action research individually, and she also found that most of them feel constrained in conducting it.²² The independent work makes teachers confront barrier to conduct classroom action research. The collaborative work and the provision of a supervisor can help them in conducting classroom action research.

Table 9 presents the summary of the finding on the budget and the source of the budget of the teachers in conducting classroom action research. This data support the previous finding on the implementation of classroom action research at school. Since in conducting research, it needs a budget.

Table 9
The Summary of the Finding on the Budget and the Source

The Budget and the Source	Frequency	(%)
Never count	11	24.4
100-200 thousands	19	42.2
300-400 thousands	9	20
500-600 thousands	3	6.7
700- above	3	6.7
Personal money	44	97.8
Certification aid/money	1	2.2

²² Pramswari, *Persepsi Guru SD*, 60

From Table 9, it can be seen that 42.2 % of the respondents mention that the budget for conducting CAR is 100-200 thousand rupiahs, and 20 % of the respondents mention 300-400 thousand rupiahs. Meanwhile, only 6.7 % of the respondents state 500-600 thousand rupiahs and 700-above. In contrast, 24.4 % of the respondents mention that they never count the cost of conducting CAR since it does not need much money, and it can be covered by themselves. Therefore, almost the respondents use their own money (personal money) to conduct classroom action research (97.8 %). Only 2.2 % of the respondents use certification aids/money to conduct classroom action research.

This finding supports Pramswari's study, which found that the budget in conducting classroom action research is cheap, and they use their own money. However, the budget would be more expensive if they were asked to make a research report.²³ The finding of this study also supports Pati's study. He found that conducting classroom action research can be done at minimum expense.²⁴ In contrast, Kunandar stated that teachers need much money to conduct classroom action research. Their job salary is not enough to overcome the cost of conducting CAR. It is a need to give research funding and salaries for teachers in conducting classroom action research.²⁵

Table 10 shows the summary on the process of proposing a CAR and reporting system. This data also supports the previous finding on the implementation of classroom action research at school. If the teachers have been conducted CAR, it is believed that they know how to propose the CAR and how to report it.

Table 10
The Summary on the Process of Proposing CAR and Reporting Result

The Process of Proposing CAR and Reporting Result	Frequency	(%)
Making a proposal	36	80
No proposal	1	2.2
No answer	8	17.8
Structured reporting	30	66.8
Unstructured reporting	1	2.2
No answer	14	31.1

²³ Ibid., 61.

²⁴ Pati, *Indonesian Foreign School*, 78.

²⁵ Kunandar, *Steps in Doing*, 60.

Based on table 10, most of the respondents mention that they need to make a proposal for classroom action research previously (80 %). They propose the research to the headmaster first. Then if they have got the approval, they continue to do the research. However, there are 17.8 % of the respondents do not answer the questionnaire. There are two possible causes of no answer. They may do not understand about the way to conduct classroom action research in their school, or they do the research informally or without any approval. Then 2.2 % of the respondents mention that they do not need to make a research proposal. They conduct classroom action research for solving problems in their classroom practice without any approval from others.

In making a research report, 66.8 % of the respondents state that they make a structured report. They submit the research report to the headmaster and the chief of the library to get the approval before having seminar inside the school (internal) or outside the school (external) such as in *MGMP (Musyawarah Guru Mata Pelajaran)*. However, there are 31.1 % of the respondents do not give an answer in the questionnaire. They may be still confused about how to make a research report and what they should do with their report. In addition, 2.2 % of the respondents mention that they make unstructured research report. They just use the research result for themselves to solve problems in their own classroom.

Table 11 presents the role of classroom action research report from universities for the teachers, especially in conducting CAR. This finding also supports the previous finding on the implementation of classroom action research at school. It is to know whether the teachers use primary research article for their CAR.

Table 11
The Summary on the Role of CAR Report from Universities

The Role of CAR Report	Frequency	(%)
Give significant contribution	30	66.8
No significant contribution	1	2.2
Never know	14	31.1

Based n the table above, 66.8 % of the respondents mention that the research report from universities gives significant contribution to them in conducting CAR. The reports can be references or sources of knowledge or models in conducting classroom action research. However, 31.1 % of the respondents state that they never now the research reports from universities in their

school. They still get difficulty in finding the research report. Next, only 2.2 % of the respondents mention that there is no significant contribution to a research report from universities for them in conducting classroom action research. It is in line with Pramswari's study, which found that limited references become constrain for the teacher in conducting classroom action research.²⁶

The Teachers' Problems in Conducting Classroom Action Research

In conducting classroom action research (CAR) or *Penelitian Tindakan Kelas* (PTK), the teachers also face problems. There are seven problems found in this study. Those are time management, reporting, the existence of supervisor, in understanding the research (CAR), references, budget and facilities. As presented previously, the instrument used in this study is open-ended questionnaire; therefore, the respondents may have more than one answer. The summary of the finding in the problems faced is presented in Table 12.

Table 12
The Summary of the Teachers' problems

Teachers' Problems	Frequency	%
Time management	28	62.2
Reporting	8	17.8
The inexistence of supervisor	8	17.8
Less Understanding on CAR	8	17.8
Insufficient References	2	4.4
Budget	2	4.4
Incomplete facilities	1	2.2

From Table 12, it can be seen that there are seven problems found in this study. The highest percentage of the problem faced by teachers in conducting classroom action research is time management (62.2 %). They get difficulty in managing their time due to the overload duties as teachers. Insufficient time makes them confront barrier in conducting classroom action research. Then the process of reporting, the inexistence of supervisor, and less understanding on classroom action research become the next problems faced by the teachers in conducting classroom action research (each of the 17.8 % of the respondents). Furthermore, 4.4 % of the respondents state that insufficient references provided (4.4% of the respondents), budget

²⁶ Pramswari, *Persepsi Guru SD*, 65.

(4.4 % of the respondents), and incomplete facilities are also the problems for the teachers in conducting classroom action research.

This finding is similar to Pramswari's study. Pramswari found that time becomes the top problem faced by teachers in conducting classroom action research. Then it is followed by unskillful in using a computer, heterogeneous students, cost, reporting system, limited references, no idea for solving the problem, a different point of view between teacher and supervisor, lazy for typing, getting difficulty in finding the problem, incomplete facilities, unskillful in doing research, inexperience in doing research, and no support from colleagues.²⁷

Similar to the finding of this study, Kunandar also stated that time becomes the first-factor influencing teachers in conducting classroom action research. He said that teachers need a lot of time in conducting classroom action research. It is hard for them to conduct classroom action research while teaching since they have overload teaching duties. The other factors influencing teachers in conducting classroom action research have cost, image, technically, and effort.²⁸ In line with Kunandar, Pati found that teachers need a lot of time in doing classroom action research.²⁹ Furthermore, Negi also found that lack of time becomes the most influential factor for teachers in conducting classroom action research. Besides, lack of support and research skill also becomes the following factors influencing teachers not to practice classroom action research.³⁰

Conclusion

In accordance with the research findings and the discussions of the study, it can be concluded that the teachers have a good perception of classroom action research. Almost of them agreed that it could improve the quality of their teaching and learning process and improve their professional rank. Their good perception of classroom action research can also be seen from their practice in conducting classroom action research. Almost of them have experience in conducting classroom action research; however, some of them still get difficulty in making the report of the research. The teachers also face some problems in conducting classroom action research. Those

²⁷ Ibid, 62.

²⁸ Kunandar, *Steps in Doing*, 65.

²⁹ Pati, *Indonesian Foreign School*, 78.

³⁰ Negi, *Improving Teaching*, 27.

are time, reporting system, in-existence of the supervisor, lack of understanding of research, insufficient references, research budget, and incomplete facilities. The alternative solution to minimize the problems faced by the teachers is by conducting the research collaboratively. They can do collaborative classroom action research with their colleagues in the same subject. The implication of the findings of this study is mostly for school stakeholders. They need to consider this finding in making the school policy, especially in increasing teacher professionalism. For further researchers, the findings of this study can be a reference for conducting further research in the same area by considering the limitation of this study.

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