

# **CHAPTER I**

## **INTRODUCTION**

### **1.1 Background of The Research**

In teaching and learning activities there are several problems such as low student motivation, student failure in achieving learning outcomes, lack of teacher evaluation in teaching techniques also become one of the problems in teaching and learning activities. In this condition, the classroom teacher is arguably the single most important individual in directing student success. They have to be professional in school activities. Moreover, it is a must for them to have a good understanding on how to handle the class; treat the students well; implement suitable methods and techniques; and evaluate their students using an appropriate measurement. Such condition must also occur in EFL teachers. Naturally, there exists instructional problems in every EFL classroom which varies in terms of quality and quantity as the impact of the variability of learning itself such as learners, learning facilities, technique or strategy and even learning materials (McNiff, J., 2006) (Altrichter, H., Posch, P., 2000). Every EFL teachers will surely face various problems in the process of teaching and learning activities. A good teacher must have self-awareness or self-instruction to find answers to every problem encountered in class. If the teacher does not have the self-awareness to solve the problem and they postpone the motivation, then the problems that occur in the classroom will never be resolved. The impact will be that learning in the classroom will never be effective. A good teacher is a teacher

who always has innovation to fix problems and change learning strategies to be effective. In this condition, it is very important for teachers to understand and comprehend the importance of conducting classroom action research (CAR).

Classroom Actions Research (CAR) is research conducted by the teacher (educator) in the classroom or place where he teaches, which focuses on improving the learning process. (Ur, 1996, p. 328) States that classroom action research is carried out by teachers on phenomena in their own classrooms. It is meant primarily to improve the teacher-researcher's own teaching process and is done based on a cycle of investigation, action and re-investigation by two or more collaborating teachers. (Bogdan, Robert C . Biklen. Sari Knopp, 1992, p. 223) Explain that action research is the systematic collection of information that is designed to bring about social change. In addition, (Cameron-Jone, 1983) defines action research as a research carried out by practitioners with a view to improve their professional practice and understand it better. In accordance with that (Allwright, Dick., Bailey, Kathlen M, 1991) mention that it is a research centers on the classroom, and simply tries to investigate what actually happens inside the classroom. It treats classroom interaction as virtually the only object worthy of investigation.

Classroom Action Research functions as a tool to solve problems that arise in the classroom, as a tool for teacher motivation in improving learning methods, and also as a tool for in-service training, where teachers use new skills and methods and sharpen their analytical abilities. Furthermore, as a tool to create innovative learning, as a tool to improve communication between teachers and

scientific researchers, as well as tools that provide alternatives to problems that occur in the classroom. The purposes of action research in school and classroom fall broadly into five categories (Cohen, 1993, p. 118). *First*, it is a mean of remedying problems diagnosed in specific situations, or improving in some way a given set of circumstances. *Second*, it is a mean of in-service training, thereby equipping the teacher with new skills and methods, sharpening his analytical powers and heightening his self-awareness. *Third*, it is a mean of injecting additional or innovatory approaches to teaching and learning into going on system which normally inhibits innovation and change. *Fourth*, it is a mean of improving the normally poor communication between the practicing teacher and academic researcher. *Fifth*, it is a mean of providing a preferable alternative to more subjective approach to problem solving in the classroom. Action research is basically a method of scientific teaching. The teacher uses action research to find out exactly what works in class and what doesn't. With so many teaching strategies available, teachers need to determine what is best for them and for their students. For the above explanation of classroom action research is needed to evaluate teachers in the classroom and to improve the strategies used by teachers in teaching. Here action research is very important for every teacher. The teachers' understanding on classroom action research is also very importance, therefore research is conducted on the teacher's understanding of classroom action research.

Not many teachers are likely to know what to do in classroom especially when he/she is faced with a problem or problems. Based on assumptions from

researcher, the teacher mostly will turn to more senior teachers for help. It does solve the problem. However, the solution given by others cannot be personalized in a particular class sometimes. The teacher has to find out what was wrong and how to get it right. In addition, doing action research can help improve the teacher's self-esteem. Documented action research can be one source of solving problem. It also helps develop the teacher's repertoire. Finally, the teacher can use action research he or she has done to help others whenever they have difficulties. A considerable body of research that shows that teachers who engage in action research acquire many benefits (Widodo, H.P. & Zacharias, N.T., 2014). These include:

1. Becoming more knowledgeable and self-directed about teaching
2. Testing practical knowledge and their theories about teaching.
3. Feeding their research back into continuing changes in practice
4. Gaining research skills and skills in analysis and reflection
5. Understanding more about their students and their students' learning
6. Being more open to students' needs and addressing them in their teaching practice
7. Increasing their professionalism and personal development
8. Engendering greater confidence as teachers
9. Boosting teachers' status and feelings of self-efficacy
10. Learning more about the broader educational context of ELT in their country.

Engaging in the process of action research is a tool one can use to bridge the gap between school and the world outside school. Most important is that educators be aware of these conflicting modes of knowing, of the way paradigms influence not only our own ways of thinking and perceiving but those of others. Action research assists practitioners and other stakeholders in identifying the needs, assessing the development processes, and evaluating the outcomes of the changes they define, design, and implement (Wachholz, P. & Christensen, L, 2004). As a form of alternative professional development, action research can be seen to offer teachers opportunities to professionalism their work by investigating how effectively teaching and learning are carried out in their classroom. Schools and school principals have an important role to play in supporting and encouraging teachers to work together and to see professional development as something that can be school-based and not owned by external 'experts'. Teachers are the experts in their own schools and classrooms and their knowledge and experiences can be productively captured through such professional learning. In this way teachers become active educational agents who are able to share what they have learned to create more effective learning opportunities for their students. In this way too, teachers are given opportunities to rise above being classroom technicians and to become professional classroom educators (Widodo, H.P. & Zacharias, N.T., 2014). It is very advisable for teachers that they know how to conduct action research. By doing action research teachers are actually developing their self. The research is done in a series of planning, execution, and evaluating the feedback of action. Therefore, teachers

have to explore in their knowledge about how to act to solve a classroom problem. In other word, they will make a quest to find out the answer for their problems.

In this case, based on previous study of research, teachers should have adequate awareness about classroom action research (CAR). The teacher who is robust to promote the quality of his/her instruction will always conduct CAR because it is a part of teacher's academic and professional reflection (Huda, Afrida, & Chelong, 2020). CAR should be one of the most appropriate ways to resolve problems in every learning activity in class. CAR characteristics are very synonymous with attempt to solve problems in learning because CAR is the kind of research that improved the quality of learning. When the teacher works on classroom action research in a learning process in the right way, it can solve learning problems and have the quality of the good learning process. Therefore, CAR should become academic rite for the teachers because every instruction has potential to have problem/s (Korthagen, F.A.J., 2010). In case that, an instruction is relatively supposed to run well, without any significant problem, but action research is still suggested to be done because basically, CAR is used to improve the quality of classroom instruction and a part of teachers' professional development (Denny, H, 2005) (Mamlok-naaman, R, 2018) (Schmack, J, 2013).

In a context education, ideal professional teachers will always carry out a reflection in every lesson. Teacher will always remember high awareness that the instructions should be improve continuously. By doing reflection, teachers will always try to improve the instructions. A systematic way to reflect is realized by

conducting CAR (Huda, Afrida, & Chelong, 2020). Therefore, it is concluded that every professional teachers should always have innovations to find problems that occur in class, and the awareness to always conduct self-evaluation in teaching. So, classroom action research is very important to improve the quality of productive learning. Based on previous study of research and the importance teachers knowledge on CAR, the researcher will research about “Analysis of EFL Junior High School Teachers’ Understanding on Car; A Case Study in Bondowoso”.

## **1.2 Problems of The Research**

The following research questions motivate the present study:

1. How do the EFL Junior High School teachers’ understanding on CAR in Bondowoso?
2. What are the factors that effect EFL junior high school teachers’ understanding on CAR in Bondowoso?

## **1.3 Purpose of The research**

This research has following objectives that motivate the present study that the importance teachers’ understanding on CAR and what factors that the effect teachers’ understanding on CAR

#### **1.4 Significance of The research**

The results of this study are expected to be useful for teachers, especially for English teachers to always have innovations that change effective learning strategies.

##### **1.4.1 For English Teachers**

The results of this study are expected to be used for new information and every teacher is always innovate to change the learning strategy to make it more effect.

##### **1.4.2 For future researcher**

This research can be used as references in conducting further research related to this research.

#### **1.5 The Assumption of Research**

The assumption of this research is teachers' understanding on CAR. The researcher has seen from based previous studies "EFL College Teachers' Awareness on CAR; A case study at University of Muhammadiyah Jember" by (Huda, Afrida, & Chelong, 2020) that there are a big gap to other researcher do research with other object. So, the researcher used EFL junior high school teachers in Bondowoso as subject in this research. Why did the researcher use EFL junior high school in Bondowoso as subject of research? Because among the efforts they can do to solve the problem and improve the instructional quality is by implementing classroom action research (CAR). It can be said that one of the reflective practice the teachers may set up to solve their instructional problem is



the use of CAR (Hong, C. E., & Lawrence, S. A, 2011). Ideally, EFL teachers in tertiary education context should have adequate awareness about CAR. A EFL junior high school teachers who is robust to promote the quality of his/her instruction will always conduct CAR because it is a part of teacher's academic and professional reflection. Especially the teachers have had educator certificate. So, from this explanation, there are a big gap for the researchers to know "How do the EFL junior high school teachers' understanding on CAR in Bondowoso?" and "What are the factors that effect EFL junior high school teachers understanding on CAR?".

## **1.6 The Scope of Research**

### **The Scope of Research**

The scope of this research is about “an analysis of EFL junior high school teachers’ understanding on CAR”. The subject of the research is English junior high school Teachers in Bondowoso

## **1.7 The Operational Definition of Key Terms**

### **1.7.1 EFL Teachers**

In this condition, the classroom teacher is arguably the single most important individual in directing student success. They have to be professional in school activities. Moreover, it is a must for them to have a good understanding on how to handle the class; treat the students well; implement suitable methods and techniques; and

evaluate their students using an appropriate measurement. Such condition must also occur in EFL teachers. Every EFL teachers will surely face various problems in the process of teaching and learning activities. A good teacher must have self-awareness or self-instruction to find answers to every problem encountered in class. If the teacher does not have the self-awareness to solve the problem and they postpone the motivation, then the problems that occur in the classroom will never be resolved. The impact will be that learning in the classroom will never be effective. A good teacher is a teacher who always has innovation to fix problems and change learning strategies to be effective. In this condition, it is very important for teachers to understand and comprehend the importance of conducting classroom action research (CAR).

#### 1.7.2 Classroom Actions Research (CAR)

CAR is research conducted by the teacher in the classroom or place where teacher teaches, which focuses on improving the learning process. It is meant primarily to improve the teacher-researcher's own teaching process and is done based on a cycle of investigation, action and re-investigation. Why does classroom action research need to be done by teachers? Because when teacher use CAR, teachers can try to be sensitive and responsive to the dynamics of learning in their class. Teachers can be reflective and critical of the learning process in the classroom. Teachers also can improve the quality and quantity of the

learning process that occurs in the classroom. So, that is the reason why this research will be conducted. The researcher will conduct the research with some questions in online test. Therefore, it will be known that how much the teacher understands CAR in learning (especially for EFL teachers) and the factors that effect EFL teachers' understanding on CAR.

