

THE SOCIALIZATION OF CLASSROOM ACTION RESEARCH FOR THE TEACHERS OF BERINGIN BANGUN

PURBA VACATIONAL SCHOOL IN PANDEMIC SITUATION

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Abstract

Various policies carried out by the government to improve the education, especially during this pandemic. The pandemic has a negative impact on the society, especially in the education field. Evaluation of the teaching process is very important to do in the current situation. Classroom action research is the good solution to solve those problems. There are four main concepts on classroom action research, namely: planning, action, observation, and reflection. The teachers can evaluate the class by implementing those concepts. The implementation also does in each subject of the teacher's class. Teachers may do it while they teach their students in the learning process. By this socialization, teachers can evaluate their class in their daily activities at school. Classroom action research gives the positive impact to the teachers and also as researchers.

I. INTRODUCTION

Classroom action research is increasingly becoming a trend to be carried out by the professionals as an effort to solve problems and improve quality in various fields. Classroom action research is carried out by starting with a systematic study of the problems. This study is then used as the basis for solving problems. The process of implementing the plans, that have been prepared, then an observation and evaluation is carried out which is used as input to reflect on what happened at the implementation stage. The result of this reflection process then underlies efforts to improve and refine the next action plan. The stages above are carried out repeatedly and continuously until a certain quality of success can be achieved. Classroom action research is very useful for teachers to improve the quality of the process and learning outcomes in the classroom. By carrying out the classroom action research stages, teachers can find solutions to problems that arise in their own classroom, not other people's classes, by applying a variety of creatively relevant theories and learning techniques.

Action research includes qualitative research although the data collected may be quantitative. Action research is different from formal research, which aims to test hypothesis and build general theories. Action research is more aimed at improving performance, it is contextual in nature and the results are not to be generalized. However, the result of action research can be applied by another people who have a background similar to the researcher. The difference between formal research and classroom action research is presented in the following table.

FORMAL RESEARCH	CLASSROOM ACTION RESEARCH
1. Done by other people. 2. Samples must be representative 3. Instrument must be valid and reliable, 4. Demands the use of statistical analysis, 5. Requires hypothesis, 6. Develop theory.	1. Done by the teacher or lecture 2. Sample representativeness is not considered. 3. Valid and reliable instruments are not considered. 4. No complicated statistical analysis required, 5. Do not always use hypothesis, 6. Improving hands-on learning practice.

There are several reasons why classroom action research is a necessity for teachers to improve the professionalism of a teacher, namely:

1. Classroom action research is very conducive to making teachers sensitive and responsive to the dynamics of learning in their classrooms. He becomes reflective and critical of what he and his students are doing.
2. Classroom action research can improve teacher performance so that they become professional. The teacher is no longer a practical person, who has been satisfied with what has been done for years without any improvement and innovation efforts, but also as a researcher in his field.
3. By carrying out the stages in classroom action research, the teacher is able to improve the learning process through an in-depth study of what is happening in the classroom. The action taken by the teacher are solely based on the actual and factual problems that develop in the classroom.
4. The implementation of classroom action research does not interfere with the main task of teacher because he does not need to leave his class. Classroom

action research is a research activity that is integrated with the implementation of the learning process.

5. By implementing classroom action research, teachers become creative because they are always required to make innovation efforts as the implementation and adaptation of various theories and learning techniques as well as the teaching materials they use.
6. The application of classroom action research in education and learning has the aim of improving and or improving the quality or learning practices on an ongoing basis so as to improve the quality of instructional outcomes; develop teacher skills; increase relevance improve the efficiency of instructional management and foster a culture of research in the teacher community.

II. METHODOLOGY.

Classroom action research is categorized as a qualitative research because when the data is analyzed, a qualitative approach is used, without any statistical calculations. It is said to be experimental research, because this research begins with planning, treatment of research subjects, and evaluation of the research achieved after the treatment. Judging from its characteristics, classroom action research at least has the following characteristics: based on the problems faced by teachers in instructional, the existence of collaboration in its implementation, research as well as practitioners who do reflection, aims to improve and or improve the quality of instructional practice, carried out in a series of steps with several cycles.

Lewin's model is the main reference or basis for various action research models, especially classroom action research. He was the first to introduce action research. The main concept of action research according to Lewins consist of four components, namely: planning, action, observation, and reflection. The relationship of the four component is seen as a cycle.

This activity will be conducted 2 cycles. In every cycle, conclude 4 steps. Namely planning, implementing, observing, and reflecting. The phases in conducting the research were:

1. Planning

Planning was the arrangement for doing something, considered in advance. It was purposed to the teacher as a handbook that was used in classroom to shown the action. It involved detailed planning of lessons well in advance such as the whole week’s lessons. Planning must be flexible because it depends on circumstance and curriculum. The idea of long term planning gave the researcher an overview the plan of action.

2. Acting

Acting was the process of doing things. It is an implementation of planning. The researcher should be flexible and welcome to the situation changing in school. Thus, the action should be dynamic, need immediately decision for what was done, and completed simple evaluation

3. Observing

Observing was purposed to find out information of action, such as the students’ attitudes even the obstacles that happen. Thus, it is collected as the data, which used as a basic of reflection. So, the observation should be done carefully.

4. Reflecting

Reflection was a feedback process forms the action, which had been done before. Reflection is used to help the teacher make decisions. Reflection had evaluative aspects to evaluate the effect of spacious issue and suggested the way to handle it.

RESULTS AND DISCUSSION

1. Improving students reading’s comprehension using directed reading thinking activity: the implementation of classroom action research.

By applying the classroom action research in the reading subject by using the directed reading thinking activity, the students showing the improvement of capability in learning process. The result dealing with reading comprehension and student’s motivation.

Table 1. The students' improvement in reading comprehension

Aspects	MainIdea	Purpose of the Text	Detail Information	Meaning of the Words	Reference	Mean Score
Passing Grade	70	70	70	70	70	70
Pre-Test	36.61	35.42	31.64	28.57	57.14	37.77

Post-Test 1	50.00	69.27	33.20	54.02	64.29	53.13
Post-Test 2	54.91	70.31	74.61	74.56	75	72.59

The table was shown the students had the problem in reading comprehension. The mean score of students in pre-test did not pass the passing grade, the after implementation of directed reading thinking activity, it show the mean score of students was improved. Some of students who could comprehend the main idea of the task could determine the text purpose. There was improvement of students' motivation toward teaching and learning process. It was show from the students' need for goal orientation and achievement.

Table 2. The students' improvement in motivation

Students' Motivation	The beginning of cycle 1	The end of cycle 1	The end of cycle 2
Students' task orientation	Most students became passive when the English teacher taught reading,	Most of students more interested in the lesson during the implementation	All of students tackle the task actively. The enjoyed the lesson and challenged in

		of DR-TA.	making predictions.
Students' need for achievement	Students were determined to stay silent rather than risk committing.	A few of students did not have willingness to tackle tasks and did not enjoy the reading task. Some students were risk committing in making prediction.	Most of students was risk committing, so that they have high need for achievement.
Students' aspirations	Some students dominated classroom interaction, while the rest did not give any aspirations.	Some smart students were still dominated the lesson.	The smart students were not dominated the lesson. All of students have equal participations.
Students' goal orientation	Some students did chit-chat with their friends when the teacher explained material.	Some students paid attention to the lesson.	Most of students paid attention to the lesson. There is no students who did chit-chat with their friends when the teacher explained the lesson.
Students' perseverance	When they couldn't answer the teacher's question, they just copied the answer of other students.	Some students were actively engaged in thinking the predictions and the evidence, and there is no students who copied the answer of their classmate.	The students were actively engaged in sharing their predictions and their answers of the tasks. They were brave to raise their hand.

The second table show the positive improvement of students' motivation. Students' was show the improvement through the treatments; the researcher used the colorful picture in each presentation, the students' were free to share their predictions, and the students interested in the text by enhance the thinking skill prediction.

2. Using Listening Application To Improve Listening Skill: The Implementation On Classroom Action Research

Through this socialization by using application of smartphone to improve student listening skill. First, the teacher will make the student get pretest to measure their ability in listening skill. The teachers give them treatment in next meeting. Then, teachers make the students get post test to measure their score after get the treatment in the previous meeting. After that, in the next meeting, the students get the treatment again to adding their skill and knowledge about material.

And in the last meeting, the teachers give them the post test to measure their final score. The teachers will conduct 2 cycles that include 4 activity in each cycle. Both of the

teachers and students can increase their ability in teaching and learning. Learning with this application can increase the ability of teachers in doing the classroom action research and students in listening and the students were interested in learning because they are learning using modern media namely smartphone mobile as a media of learning activities.

Base on the socialization, the teachers were enthusiastic and more understand how to evaluate their class. The teacher realized that the classroom action research was important to them because it can give them some reflection to increasing their class, especially in covid-19 situation nowadays. The teachers give some response and arguments about the topic. They also explore their experience in teaching and learning proses. Then, some problem that their facing in the learning process. Those problems are the basic of evaluation for the teachers in teaching and learning process. Besides that, the principle hopes that this socialization must be continued because the teachers need the information and new model and evaluation in teaching learning proses.

CONCLUSION

This socialization give the positive impact to the teacher because they have been known the way to evaluate their class. The teachers' interest and enthusiastic to the material can see from their attention and responses. They can improve his/her teaching by conducting classroom action research while they teach in the classroom without leave their class.

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