

REDEFINING AND REPOSITIONING ACTION RESEARCH IN SCHOOL PRACTICE

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ABSTRACT

Classroom action research is undoubtedly important to be implemented by teachers. Many experts on education have provided enormous rationale bases for the benefits of conducting action research for quality education. However, there have not been many teachers performing it with many different reasons. It is important for any parties who are concerned on quality education to find out teachers' reasons of not conducting action research. The data could be used to formulate any strategies to promote action research in school practice. However, this paper suggests that finding out why teachers perform action research is not less important. Teachers' motives of performing action research cannot be separated from the values proposed by idealized concept of action research itself. Thus it is important to examine closely whether teachers' perspectives meet with the intended benefits as proposed theoretically. The findings are useful to give an insight on whether action research needs to be redefined and repositioned in educational practice.

Keywords: Action Research; Idealized Concept; Teacher's Motive; Redefining Action Research

INTRODUCTION

There have been many explanations concerning the history of action research. The philosophical bases for the research procedures were rooted from the Science in Education movement of the late nineteenth century (McKernan 1991:8), long before the term action research was introduced in 1946 by Kurt Lewin.

Stephen Corey (1953) was one of the first to use action research in the field of education. According to him, "convinced that the disposition to study . . . the consequences of our own teaching is more likely to change and improve our practices than is reading about what someone else has discovered of his teaching" (70). Lawrence Stenhouse (1975) extended Corey's work, promoting the idea of teachers as researchers in the United Kingdom. It means that understanding deeply on what is being done would give more impact on one's teaching quality than finding

explanation from others about the practice of teaching.

The use of action research for educational improvement is believed to be very useful for improving the quality of education. It was noted by Rapoport (1970:499) as cited in McKernan (1991:4) "action research aims to contribute both to the practical concerns of people in an immediate problematic situation and to the goals of social science by joint collaboration within a mutually acceptable ethical framework". It means that an action research is always conducted within a practical process where many problems may appear during the process. Thus action research is intended to encounter the problems with the most effective solution. In this way, the practitioners would be more skillful in coping with any problems as the inseparable part of their whole task. In other words, doing action research would empower those

who are engaged in social development including in educational setting.

In Indonesia, classroom action research was first introduced and developed by the government in 1994 through 1994-1995 PGSD projects. The project was aimed at coping with the issues of education in elementary school but not specifically emphasizing the practices of classroom action research. In 1996-1997, lecturers of PGSD were required to conduct action research in collaboration with elementary school teachers. (<http://idtesis.com/>). It can be said that classroom action research has not been long enough to exist in Indonesia.

Despite of its relatively new appearance, among educators, action research has become a popular discussion for many different purposes. Many workshops and training have been conducted in many parts of the country to give teachers and other educational practitioners guidance how to conduct action research. Teachers are generally become the target since in many educational institutions, teachers are playing important roles in succeeding quality education. Based on Murray (2010), teachers should make any efforts to pursue professional development. The efforts are manifested in finding suitable professional development activities done either individually or collaboratively. Action research is one of the efforts that should have been mentioned by Murray. Based on its characteristics, action research offers a powerful tool for changes and improvements at the local level (Cohen, 2009). Especially for teachers, action research offers great advantages.

Great advantages that the educational institutions would gain by teacher performing action research should motivate them to put action research in a better shape. There should have been resources which are easily

found in Indonesia which provide valuable guidance and recommendation about teaching practice which are based on their reflective activities in performing their task as teachers. However, the fact shows that such condition is still very far beyond to exist.

Previous research conducted by Retnowati in 2014 has found out many challenges that teachers and educational institution should face in conducting action research. The challenges include the teachers' limited knowledge and skill in conducting action research, time spent, and educational institution's acknowledgement on the action research report.

Despite the great advantages that action research could offer, it is interesting to find out whether the benefit, which theoretically could be taken for granted as enabling to empower practitioners, could give direct impact to teaching practice. A close interview and observation on those who have ever conducted action research would give an insight about what is going on. Does action research still give a hope? How should it be defined? Where is its position in teaching practice?

The findings are useful to make a kind of reflection for redefining and repositioning action research to be better implemented for improvement on education.

THEORETICAL FRAMEWORK

The Definition of Action Research

Action research has been defined in many different ways. However the most important thing to consider is its main characteristics which have been proposed by the initiators. Action research came into being to answer the social problems which the practitioners always faced when performing their tasks. According to Lewin (1946) which was reproduced in Lewin (1948: 202-3) the research needed for social practice can best be characterized as research for social

management or social engineering. It is a type of action-research, a comparative research on the conditions and effects of various forms of social action, and research leading to social action. Research that produces nothing but books will not suffice. It means that, initially action research was conducted as the effort to make the intended changes. The actions should be controlled in such a way resulting not only theories which are usually written in books but also changes or improvement.

There are two different camps when discussing about action research in education. The first is promoted by the British tradition which tends to view action research as research oriented toward the enhancement of direct practice. The second tradition is following the USA tradition which view action research as 'the systematic collection of information that is designed to bring about social change' (Bogdan and Biklen 1992: 223). The practitioner is actively involved in the cause for which the research is conducted. For others, it is such commitment is a necessary part of being a practitioner or member of a community of practice.

Carr and Kemmis (1986: 162) defines action research as simply a form of self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own practices, their understanding of these practices, and the situations in which the practices are carried out.

John Elliott (1991) proposed the definition of action research as the process through which teachers collaborate in evaluating their practice jointly; raise awareness of their personal theory; articulate a shared conception of values; try out new strategies to render the values expressed in their practice more consistent with the educational values they espouse; record their work in a form which is readily available to and understandable by other teachers; and

thus develop a shared theory of teaching by researching practice.

It is noted by Masters (1995) that three of the many definitions for action research are: a "systemic inquiry that is collective, collaborative, self-reflective, critical and undertaken by participants in the inquiry" (McCutcheon and Jung 1990:148). "a form of collective self-reflective inquiry undertaken by participants in social situations in order to improve the rationality and justice of their own social or educational practices, as well as their understanding of these practices and the situations in which these practices are carried out" (Kemmis and McTaggart 1990:5). "action research aims to contribute both to the practical concerns of people in an immediate problematic situation and to the goals of social science by joint collaboration within a mutually acceptable ethical framework" (Rapoport 1970:499 as cited in McKernan 1991:4).

Further, Masters explains that within all these definitions there are four basic themes: empowerment of participants; collaboration through participation; acquisition of knowledge; and social change. The process that the researcher goes through to achieve these themes is a spiral of action research cycles consisting of four major phrases: planning, acting, observing and reflecting (Zuber-Skerrit 1991:2).

Based on the definitions above it can be noted that action research so called possesses different characteristics from other types of researches. It emphasizes not only on specific goals but also the processes. Action researches are always dedicated for changes and improvement of a certain condition. The process always involves collaboration of any related parties.

The Procedures of Conducting Action Research

The procedures of conducting an action research have been debated by many

researches. There have been many procedures proposed. As the pioneer of action research, Kurt Lewin proposed the 'action research spiral'. According to McTaggart (1996: 248) to think that following the action research spiral constitutes 'doing action research' is a mistake. He said that action research is not a 'method' or a 'procedure' for research but a series of commitments to observe and problematize through practice a series of principles for conducting social enquiry. He argued that Lewin has been misunderstood or, rather, misused and the notion of a spiral may be a useful teaching device – but it is all too easily to slip into using it as *the* template for practice (McTaggart 1996: 249). Thus it clear that the procedures of doing action research is not always following spiral path.

Lewin in McTaggart (1996: 205-206) describes the initial cycle for the first step is to examine the idea carefully for an overall plan and the first step of action. The next step is 'composed of a circle of planning, executing, and reconnaissance or fact finding for the purpose of evaluating the results of the second step, and preparing the rational basis for planning the third step, and for perhaps modifying again the overall plan.

Masters also identifies that doing action research is similar to the everyday process of improvement but it is done in collaborative way. In the collection of data, or evidence related to practice, action research emphasizes the educator's own, often intuitive, judgments of teaching and helps to locate one's vision of good teaching within those of others involved in educative process (parents, children, teacher educators, the community, etc.) This continual revisiting of issues and practices built a new kind of theory-practice relationship.

Thus selecting a procedure is only a small part in an action research. The

most important thing is the goal achievement.

The Roles of Action Research for Teaching Development

Action research is very supportive to the gaining goal of successful education, since it possesses in nature any activities which enable teachers enhance their capability in managing their professional task.

Based on C Holly and Whitehead (1986) in Cohen (2009: 297) that the scope of action research as a method is impressive. It can be used in almost any setting where a problem involving people, task, and procedures cries out for solution, or where some change of feature results in a more desirable outcome. Action research can be done by individual teacher, a group of teachers working cooperatively within one school, or teachers working alongside researchers in a sustained relationship, possibly with other interested parties like advisers, university departments and sponsors on the periphery.

Winter's (1996: 13-14) in Cohen (2009: 299) proposed six key principles of action research: reflexive critique, dialectical critique, collaboration, risking disturbance, creating plural structure, theory and practice internalized. The characteristics of action research implies that by performing action research, teachers would be reflective, always questioning whilst doing their professional tasks to get better in their teaching performance.

In 1954, Stephen Corey (in Noffke, 1995:7) argued that a major advantage to engaging in action research by teachers resided in their "beginning to know" rather than just "hoping" that their work was successful. Indeed, the systematic inquiry associated with action research may help practitioners "to know" that their practice is successful. Noffke further suggested that action research must not be seen as only a staff

development strategy, it must also serve as a means to make public the understandings of practitioners and the contexts in which they work.

Apple (1993) in Noffke pointed out that one could, instead, examine the implication of educators engaging in action research in schools that historically have been undemocratic and that are increasingly controlled, albeit in more understated ways.

Based on Suherdi, in performing good teaching, teachers are required to possess independency which is based on their understanding on pedagogical principles. In English education context, Richards (1994: 29-41) in Suherdi (2008:146) mentioned that the beliefs include teachers' belief on the term of language, learning, teaching, instructional program and curriculum and the belief of teaching language as a profession. Further, Richard explains that the beliefs could be derived from any sources such as personal experiences as language learners, experiences on effective language learning, outstanding practices, personality factors, educational principles or principles derived from research activities, and principles of an approach or methods.

Teachers' belief, then, should play a very important role in guiding teachers to perform any actions in teaching practice. Thus it is very difficult to suggest that teaching as a profession could be performed by those who do not have 'right belief' or 'out of date belief'. Therefore, teachers' belief should always be modernized or improved. In this case Kennedy (1997) in Suherdi (2008: 147) claimed that teachers' belief is relatively difficult to change. This is, of course, a challenge in educational process. However, Suherdi mentioned that the changes on teachers' attitude and belief on effective learning is a must. It is identified that conventional belief which suggests 'teacher elicitation guidance' giving less chance for students to

develop at their own speed should be reformed to the recent belief which directs more on students learning.

One of the ways to search out the changes intended is by doing action research. Action research offers important procedures to cause teachers always renew their knowledge on their professional tasks which would automatically change their beliefs on teaching practice. By doing action research, teachers would always be reflective on their teaching practice. They are able to perceive ideal condition in the class room, maintain progressive teaching target, review relevant and most recent theories and methods in language teaching, etc.

In other words, a teacher who performs an action research would, first of all study the condition of his/her classroom. He would think about what might be wrong in his/her class. After he finds the problem, then he begins to reveal the causes of the problems. He might be looking at himself of the way he performs teaching, the materials presented, the media used, etc. When he has got enough information, he should make necessary appraisal on theories or research findings related to the problems he is posing. Then he begins with planning actions and makes necessary preparation. While conducting action research he could share with his college. In this case he is actually having dialectical process. He could also change the action in the middle of the research and take important notes to help him look at the problem more closely. The next step would be reflecting all the actions that have been performed and doing analysis based on the data collected. The following step is writing report. Having accomplished with this step, actually the teacher has got more knowledge and skills not only theoretically but also empirically; in addition he is also engaged with intensive and professional communication with his college. To

make the task perfect, the teacher could socialize his findings to any academic forum in narrow scope or wider scope. Having done this activity along with his routine activity of teaching in the classroom, a teacher would always improve his belief on teaching practice. This would guide him to do his task professionally.

A report on the nature and impact of an action research professional development program in one urban school district was made by Bruce from Madison Metropolitan School District and Zeichner from University of Wisconsin-Madison in May 1998. The program began in 1990 involving 300 staff conducting action research. The researchers met once a month for a half or full day in small group of 4-10 people facilitated by two experienced action researchers. The facilitators got six days released time a year and held seminars every six weeks. Researchers were pursued to write the reports which were published by school district and then distributed to all the schools in the district. Categorized abstracts of all the studies have been made available on the school district's web and complete studies would be provided for those who request them. An annual action research conference was held to provide the opportunity of the participants to share their research with a statewide audience. The program was recorded and then broadcasted by local cable TV. All participants were awarded with district professional development credits and they could elect to receive graduate credits through the Department of Curriculum and Instruction at the University of Wisconsin-Madison. The study reported that they have found so many evidences on the benefit of conducting such kind of program besides also obstacles and difficulties experienced by teachers while doing action research. The benefits are teachers felt as the owners of the

program because they could choose their own research issues, teachers felt the honor as being professionals, teachers felt to have emotional support, and teachers were provided with a culture for teacher learning by having exchanged the information in seminars. The obstacles challenged the program were time problems, finding substitutes for teachers who were having meetings, limited time to write reports, and not having enough time to get feedback. The study also reports that there have been follow up program to ensure that human development could be reached through action research.

The report suggests that action research could provide so many advantages under the support of all parties. Though the main actors of action research in educational context are teachers, the support and acknowledgement of the surrounding are needed.

The Position of Action Research in Education System

Based on laws number 14 year 2005 on teachers and lecturers, teachers function as professional staff who play role as the learning agents for national quality education. Based on government regulation number 74 year 2008, teachers should conduct 24 hour classroom meeting in a week, each lasts in 40 minutes. The main tasks of teachers are planning instruction, performing instruction, evaluating instruction, guiding and training students, and having additional tasks such as becoming principles, base teachers, etc. Further explanation of each task is explained in sub *chapter 52* in this regulation.

Based on teachers' main tasks, it is identified that teachers are dealing with the real classroom practices which are very practical. It is not mentioned in the regulation that teacher should always consult with the theories and do researches

as the integrated part of their professional work. In other words, action research is positioned on teacher further development stage. It is not and has not been teachers' daily professional life.

Teachers' educational background is not sufficient as a support for teachers' complicated task unless followed by continuous effort to upgrade the knowledge. Changes and progress in social life as well as recent findings on educational researches contribute to the high demand of teachers to adjust themselves with the new situation and condition.

Ornstein and Livine (1984) in Soetjipto (1994) defines profession as a career to serve people which is done for the whole life, a career which requires certain background of knowledge and skills, a career which is done based on the development of the theories of the field, etc. National Education Association (NEA) proposes the criteria of teaching profession as the career which involves intellectual activities, working on a certain body of knowledge, needs a professional preparation, etc.

The nature of profession based on Department of Education and Culture (1984:10) means a wise response or services and devotion which are characterized by skill, procedure and certain state of personality. People who are engaged in educational world are debating about whether in practice teaching has met the criteria to be called a profession or it is still in the process of meeting the criteria. Amitai Etzioni in Soetjipto (1994) stated that teaching is semi professional career. No matter how the experts agree upon the categorization, it is clear that teaching as a profession requires heavy duties. It should be done thoroughly, seriously, intensively, etc. to fulfill all of the requirements of being called profession. The requirements are well performed when teachers are reflective. Action research could guide

teachers to become more and more reflective on their classroom context.

In fact, most teachers do not perform action research. They would perform it if required for example for promotion, career improvement, or other requirements. Thus the position of action research in educational system is still in axiomatic level.

RESEARCH FINDINGS

The previous research conducted in 2015 found useful information about the challenge in doing action research. It was done by distributing questionnaires, interview, and direct observation. Questioners were distributed to 180 high school level English teachers at 50 schools in Bogor Municipality. Each school may consist of one or more English teachers. Questions were asked to both teachers who have experiences in conducting action research and those who have not. Direct interview was used to clarify the information acquired from questionnaires. Observation was used to support the findings. There are seven points discussed; i.e. teachers' experience in performing action research, teachers' interest, motivation, challenges, teachers' joining seminars, acknowledgment, and socialization.

First information is about teachers' experiences in performing action research. Based on the questionnaire, it was found that as many 36 of 180 teachers claimed that they have ever performed action research. It means that teacher performing action research reaches 20% in Bogor municipality. Further the writer classified the respondents into two categories; i.e. age and teaching experience. It was recognized that none of teacher under 25 years old have ever conducted action research. Most of the action research performers were in the age 40 years old above. Based on teaching experience, it was interesting to find that the greatest performers of action research were

having six to ten year teaching experience.

The following table gives information on teacher performing action research based

on age and teaching experience in Bogor Municipality.

Tabel 1

No	Category	Total			
		Yes	%	No	%
1	Age				
	21 – 25	0	-	8	4,4
	26 – 30	5	2,8	21	11,7
	31 - 35	7	3,9	23	12,8
	36 – 40	5	2,8	27	15
	41 – 45	10	5,5	28	15,6
	46 - 50	8	4,4	27	15
	Total	35	19,6	144	80
2	Experiences				
	1-5	8	4,4	50	27,9
	6-10	10	5,5	29	16,2
	11- 15	5	2,8	30	16,7
	16-20	4	2,2	12	6,7
	21-25	6	3,3	15	8,3
	26 – 30	1	0,5	8	4,4
	Total	35	19,5	144	80,4

Second information is about teachers' interest in action research. Having asked about their willingness to perform action research, as many 100 % of the respondents who have not performed action research claimed that they have great interest to do action research. As many 82% respondents stated that conducting action research is very important for teachers. They believe that action research would enable teachers perform better in teaching and further would help improve students' English ability. They also mentioned that teachers could find problems in teaching which are related to methods, materials, students' attitude, media, facilities, etc. As many 100% teachers who have ever performed action research informed that they would conduct action research again in the future. The frequency ranged from once in each semester to once in two years.

Next is about teachers' motivation. As mentioned previously that as many 20% respondents in Bogor municipality have performed action research. Having asked about their motivation, they gave various argumentations. As many 22% of the respondents admitted that they performed action research because of promotion in professional rank, 5 % because of school obligation, 35% because of their willingness to improve their teaching performance. There are also reasons such as to get teacher certification, to fulfill one of the conditions in joining '*Lomba Guru Berprestasi*', to answer the challenges in professional task, etc.

There were many reasons stated by teachers of not conducting action research. There were as many 46% respondents admitted that they do not understand how to do action research, 56% claimed that they do not have time

to do it, 10 % claimed that they do not know the benefits. Some respondents informed that they do not need it. Even one of them does not believe that action research could help him overcome the problems in teaching English in the classroom. Other reasons found are school facilities, poor students' economic background, no problems faced in teaching.

Seminars on action research are considered as important programs in giving knowledge of conducting action research. Therefore, the writer asked the respondents about their experiences in joining seminar or workshops on action research. It was found that as many 67% respondents informed that they have ever joined them. However only about 46% claimed that their knowledge improved after joining seminars, 22% claimed that they know a little, 22% admitted that they do not understand about the procedures of conducting action research.

Acknowledgment on any activities is believed to result in growing motivation to do them. The writer tried to investigate how system in education has accommodated or given room to action research. One of the indicators of the acknowledgment on teacher doing action research is that they are being listened. Any researchers should always end with conclusions and suggestions. The conclusions and suggestions are usually addressed to the researchers themselves, other colleagues, school or other higher educational institution. Therefore, there should be a systematic appreciation on teachers' action research findings. In other words, the educational system should guarantee that the result of action research would not end in the researchers' ware house.

In this study, the writer found that as many 76 % respondents who performed action research claimed that they did not share the result of action research to other people, even to their colleagues in their school. They just kept

the result at home. 12 % of the respondents shared it by putting the action research report in the school library, 12% socialized it in seminar outside the school.

DISCUSSION

As stated in research findings, all teachers (100%) in this study have the willingness to do action research. It means that they do not deny that action research is important for them. However there are only 20% teachers claimed that they have ever had the experience to do it. Those who have ever conducted action research have mentioned their motives of doing it, and those who have not performed action research have also stated their difficulties. The study also found that seminars do not give significant contribution on teachers' doing action research. It means that even though they have joined many seminars on action research it does not mean that they would perform it. Further, the study found that there have not been 'right' follow up. The results are kept by the researchers themselves. There is no appreciation on the thorny effort of conducting action research or at least a certain mechanism to appreciate it from the very close surroundings; e.g. school environment, to larger scope.

Based on the evidence mentioned above and further observation and interview with some teachers who have ever performed action research and have never performed it, there are further questions need to be answered. The questions such as whether action research still gives a hope, how action research has been defined so far, how it should be defined, Where it has been and should have been positioned in every school life. Such questions are worth explaining.

Redefining and Repositioning Action Research in School Practice

This study, of course, would not matter the definition of action research

proposed by the experts. On the other hand, it is trying to point out the gap between its literal definition and its practical definition. It is identified that there is a mismatch between experts' explanation on action research and teachers' understanding on the definition.

As mentioned earlier that John Elliott (1991) proposed the definition of action research as the process through which teachers collaborate in evaluating their practice jointly; raise awareness of their personal theory; articulate a shared conception of values; try out new strategies to render the values expressed in their practice more consistent with the educational values they espouse; record their work in a form which is readily available to and understandable by other teachers; and thus develop a shared theory of teaching by researching practice. Masters (1995) emphasized that all definition on action research is characterized by empowerment of participants; collaboration through participation; acquisition of knowledge; and social change.

The definition is not separated from the process and the goal. The process of doing action research should always be characterized as 'togetherness', sharing, openness, etc. The goal should be characterized as 'empowerment, continuous changes, deep understanding on the field, etc. In fact, many teachers define action research in different ways. Based on the observation and teachers' claim, the process of doing action is characterized as an individual activity. Teachers do not share and work together in the process of conducting action research. One of the reasons is that scientific discussion on teaching problems among teachers is not popular yet. The process of action research is mostly seen as report writing. In other words most of them paid more attention on the process of writing a research report than in the actions. This

happens because of the goal orientation. Though teachers claim that the goals of doing action research are to reach the ideals as mentioned in the theories, the practice indicates that the goal is to meet the requirements recommended for certain purposes such as career promotion or else.

Thus it can be said that practical definition of action research in school practice has been different from what theories suggest. In other words action research has been defined as a report writing activity to fulfill the requirement suggested for a career improvement. This definition, of course, cannot be separated from the position of action research in school practice. This statement is supported by the fact that many teachers claim that they have ever done action research when they have report document. Though, when asked further actually they have made series of action to cope with any teaching problems. They could explain the problems they face and the actions performed in dealing with the problems. The actions chosen based on their previous background of knowledge. Yet, it cannot be said that they have conducted action research.

The wrong definition affects the whole process. Teachers are shadowed with the time consuming process of report writing. This would restrict them in initiating an action research. Thinking and sharing about the possible actions which could be implemented may not be hard things to do but the most difficult part is writing the report.

Report is important as evidence; however the actions are the most important ones. This leads to the question how action research should be positioned in school practice.

As noted earlier that action research has been positioned away from teachers' daily life. Government regulations on teachers' task have not mentioned action research as the inseparable part for teacher profession.

Doing action research thus becomes a luxury. It is appreciated as one of the requirements for proposing higher rank at certain level; e.g. to get IV b level for government teachers. Teachers also complain of the difficult process of having approval for the appropriateness of an action research report. This triggers off the wrong practice of action research. Many teachers work more on writing report than pursuing the actions.

Thus it is important to reposition action research in school practice in its right position as suggested by the basic idea of the action research. Action research should become teachers' daily conversation and discussion. As professionals, teachers should be able to explain and take the responsibility of every action that they make. To guide them to the right actions they must make a good collaboration with other teachers and related parties. Teaching is a team work. It is not an individual work.

This suggests the changes of government regulation. Teachers are required not only fulfilling their 24 hour meeting in a week but also give explanation on what they have done in their professional task. Of course the difficulties that the teachers find should also be considered. Action is action; and report is report. It means that actions in teaching and report are two different things. Teachers should be aided with simple instrument to write their reports. Thus doing action research and writing action research report could be done simpler. Action research should become the daily life of school practice.

CONCLUSION AND SUGGESTIONS

Conclusion

Based on the discussion above, it can be concluded that action research has been wrongly defined and positioned by many educational practitioners. The wrong defining leads to the wrong positioning which affect the whole process of performing action research.

The existence of action research model, historically, was initiated from the need for social changes. The changes could best be directed by practitioners who are engaged directly with the objects. The new definition and position of action research in school practice should refer to the original definition of action research which has certain characteristics related the process and the goal. Action research should be the inseparable part of teacher professional life. Action research should be conducted not for a report purpose but more than that as the instrument for teachers to make a self reflection as well as to explain and show their responsibility as professional teachers.

Suggestions

The study results in the following suggestions:

- Action research should be implemented as an integrated part of teaching task
- Action research should not be identified as similar to research report
- There should be simpler format for action research report

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