

Garis Panduan
KURSUS PENYELIDIKAN TINDAKAN
Untuk
Maktab Perguruan Malaysia

Disediakan Oleh:
Sub Unit Penyelidikan
Unit Dasar, Perancangan & Pembangunan
Bahagian Pendidikan Guru
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**Garis Panduan Penyelidikan Tindakan
Maktab Perguruan Malaysia**

ISI KANDUNGAN

<i>Perkara</i>	<i>.....</i>	<i>Muka Surat</i>
<i>Prakata</i>		<i>i</i>
<i>Pengenalan, Objektif & Strategi</i>		<i>ii</i>
1. Konsep Asas Penyelidikan Tindakan	<i>.....</i>	1
<i>Artikel 1: Kaedah pembelajaran koperatif dalam Pengajaran matematik: Keberkesanannya</i>	<i>.....</i>	2
<i>Artikel 2: My first action research: Using Malay language in teaching English in a low proficirncy class</i>	<i>.....</i>	8
<i>Artikel 3: Collaborating with adult learners: Exploring the role of the facillator</i>	<i>.....</i>	16
2. Model dan Proses Penyelidikan Tindakan	<i>.....</i>	32
<i>Apakah itu penyelidikan tindakan</i>	<i>.....</i>	33
<i>Penyelidikan tindakan yang berkualiti: Beberapa ciri</i>	<i>.....</i>	36
3. Mengenalpasti Aspek Amalan	<i>.....</i>	51
<i>Mencari fokus penyelidikan tindakan</i>	<i>.....</i>	52
4. Perancangan dan Tindakan/Implementasi	<i>.....</i>	57
<i>Merancang & melaksanakan tindakan</i>	<i>.....</i>	58
<i>Kod etika</i>	<i>.....</i>	59
5. Pengumpulan Data	<i>.....</i>	64
<i>Teknik pemerhatian</i>	<i>.....</i>	64
<i>Teknik temubual</i>	<i>.....</i>	65
<i>Teknik-teknik lain mengumpul data</i>	<i>.....</i>	74
6. Refleksi	<i>.....</i>	80
<i>Rujukan</i>		
<i>Ahli Panel Penggubalan</i>		

PRAKATA

Semenjak diilhamkan oleh Kurt Lewin (1946), penyelidikan tindakan telah dilihat sebagai satu cara memartabatkan profesion keguruan hasil daripada peningkatan keberkesanan guru melalui inkuiri sistematik guru ke atas amalan kerjanya sendiri. Usaha memartabatkan guru adalah penting, tambah-tambah lagi pada masa kini di mana perlakuan dan tindakan guru sentiasa mendapat perhatian masyarakat.

Sehubungan itu, penyelidikan tindakan telah dimasukkan dalam sukatan pelajaran Kursus Diploma Perguruan Malaysia, Kursus Perguruan Lepas Ijazah dan Kursus Sijil Perguruan Khas di maktab-maktab perguruan Malaysia. Oleh itu, adalah menjadi harapan Sub Unit Penyelidikan, Bahagian Pendidikan Guru bahawa garis panduan ini menjadi sumber rujukan untuk pensyarah dan peserta merancang dan melaksanakan penyelidikan tindakan di maktab-maktab perguruan.

Pihak Sub Unit Penyelidikan, Bahagian Pendidikan Guru mengucapkan jutaan terima kasih kepada ahli panel kerana usaha gigih mereka dalam membantu menyediakan buku Garis Panduan Penyelidikan Tindakan untuk diguna pakai di maktab-maktab perguruan di Malaysia.

Begitu juga kepada semua pihak yang telah berusaha mengembangkan budaya penyelidikan di maktab perguruan Malaysia, pihak kami merakamkan setinggi-tinggi tahniah atas usaha murni ini.

*Sub Unit Penyelidikan,
Unit Dasar, Perancangan & Pembangunan
Bahagian Pendidikan Guru.
Jun 2001.*

PENGENALAN, OBJEKTIF DAN STRATEGI

Pengenalan

Garis panduan ini bertujuan meningkatkan pengetahuan dan kemahiran dalam melaksanakan penyelidikan tindakan (PT) di kalangan guru-guru pelatih maktab-maktab/institut-institut perguruan Malaysia. Pendedahan awal ini mengambil kira satu kitaran dalam mana-mana model PT. Walau bagaimanapun, dalam garis panduan ini, model yang diubah suai dari Lewin (1946) dan Somekh (1988) dijadikan asas perbincangan. Namun begitu, bagi sesuatu penyelidikan tindakan yang mantap, penyelidik digalakkan menjalankan lebih daripada satu kitaran supaya penyelesaian atau penambahbaikan bagi sesuatu masalah atau fokus dapat menyumbang kepada pengajaran dan pembelajaran yang lebih bermakna.

Objektif

Pada akhir sesi kursus, peserta akan dapat:

- menjelaskan konsep-konsep asas PT
- menjelaskan rasional guru sebagai penyelidik
- memperoleh kemahiran asas melaksanakan PT

Strategi

Pelbagai strategi boleh digunakan untuk menyampaikan isi kandungan kursus ini.

Strategi-strategi yang dicadangkan adalah:

- Perbincangan
- Simulasi
- Aktiviti Penyelesaian Masalah
- Sumbang saran
- Inkuiri penemuan
- Kajian kes

KONSEP ASAS PENYELIDKAN TINDAKAN

Aktiviti & Bahan Bacaan

KONSEP ASAS DAN PROSES PENYELIDIKAN

Aktiviti ini bertujuan untuk membolehkan para peserta memahami konsep asas dan proses penyelidikan tindakan.

Arahan:

- (1) Peserta diminta membaca artikel berikut:

Rosmah Onong. (2000). *Kaedah pembelajaran koperatif dalam pengajaran Matematik: Keberkesanannya*. Kertas kerja dibentangkan dalam Seminar Penyelidikan Pendidikan Zon Sabah Tahun 2000, 21-22 September 2000. Kota Kinabalu, Sabah: Maktab Perguruan Gaya.

- (2) Fasilitator mengemukakan beberapa soalan asas yang dapat menghubungkan kaitkan artikel dengan konsep penyelidikan tindakan.

Contoh soalan:

- Siapakah penyelidik?
- Beliau menjalankan penyelidikan ke atas siapa dan mengenai apa?
- Apakah masalah/fokus/amalan pengajaran dan pembelajaran penyelidik?
- Apakah tindakan yang telah diambil oleh penyelidik?
- Apakah kesan daripada tindakan yang telah diambil oleh penyelidik?
- Apakah refleksi penyelidik?

ARTIKEL 1:

KAEDAH PEMBELAJARAN KOPERATIF DALAM PENGAJARAN MATEMATIK: KEBERKESANNYA

Oleh:
Rosmah Onong,
SM St Mary Papar

ABSTRAK

Artikel ini saya karang untuk menceritakan bagaimana saya mencari cara yang paling sesuai untuk mengajar matematik di kelas IB iaitu sebuah [sic] kelas yang lemah dalam hampir kesemua subjek. Ramai di antara pelajar tersebut mempunyai masalah kerana tidak mempunyai kekuatan dan keberanian untuk bertanya semasa berada dalam kelas. Bila mereka tidak faham mengenai sesuatu pengajaran mereka mengambil langkah berdiam diri dari bertanya. Walau bagaimana pun selepas menjalankan kajian saya dapati kaedah pengajaran koperatif amat berkesan kepada pelajar-pelajar kelas tersebut.

LATAR BELAKANG KAJIAN

Apabila beberapa orang pensyarah dari Maktab Peerguruan Gaya datang ke sekolah dan memperkenalkan kajian tindakan kepada sekumpulan guru-guru yang mengajar mata pelajaran tertentu, saya merasakan ianya merupakan satu lagi tambahan beban kerja yang diberikan kepada guru. Tidak pasti tentang apa itu 'Action Research' pada mulanya, maka saya telah mula membuat pelbagai andaian yang buruk-buruk belaka. Bagaimanapun apabila mengikuti sesi bersama dengan pensyarah-pensyarah tersebut maka saya dapati ianya amat menarik dan boleh menyumbangkan sesuatu dalam proses pengajaran dan pembelajaran kelak. Kebimbangan akhirnya terjawab bila panduan dan bimbingan yang berterusan diberikan oleh pihak terbabit.

Nota: Artikel 1 ini merupakan sedutan artikel yang dipetik tanpa pindaan dibuat oleh panel penggubal.

FOKUS KAJIAN SAYA

Siapakah fokus saya?

Sungguh sukar untuk memulakan kajian ini kerana rata-rata pelajar sungguh lemah. Mereka juga seperti saya, yang tidak tahu apa yang hendak saya buat. Bagaimana harus saya membuat kumpulan dengan bilangan pelajar yang terlalu ramai yang lemah berbanding yang pandai (jurnal: 26 April 2000).

Saya mengajar kelas 1B yang terdiri dari 45 orang pelajar yang mempunyai masalah pembelajaran dalam hampir semua subjek. Mereka kebanyakannya datang dari keluarga yang kurang mampu dan mempunyai tahap pendidikan yang rendah. Mereka lemah sehinggakan sifir darab dua pun tidak hafal. Rata-rata mereka hanya mampu mendapat markah 40% dan kurang semasa ujian kelompok yang pertama (Mac 2000).

“Siapa tidak faham?” Saya sering mengemukakan pertanyaan tersebut. Jarang sekali ada pelajar yang berani mengaku mereka tidak faham sama ada secara langsung mahupun dengan mengangkat tangan. Saya beranggapan mereka takutkan saya, tetapi saya masih merasakan pelajar tersebut begitu rapat dengan saya kerana ada di antara mereka berjumpa dengan saya sendirian. Oleh itu saya membuat kesimpulan bahawa mereka tidak mesra dengan rakan sekelas dan tidak mahu pelajar lain tahu mereka tidak tahu atau tidak faham. Oleh itu fokus utama saya ialah membuatkan mereka bergaul dan berbincang dalam kumpulan.

Saya lihat para pelajar mula bekerja secara berkumpulan. Hampir semua menonggeng untuk mengambil bahagian dalam perbincangan kali ini. Ketua nampaknya sibuk sekali. Mereka selalu menggunakan ketua sebagai saluran untuk berhubung secara terus dengan saya. Bising juga. Mereka sudah mula bergaul (Jurnal, Mei 2000).

Selepas menerima reaksi yang baik dari para pelajar maka saya terus memilih kaedah pembelajaran koperatif kerana dari makluman yang saya dapat bahawa kaedah ini banyak membantu pelajar bekerjasama.

TINDAKAN SAYA

Pada mulanya saya membahagikan semula pelajar-pelajar tingkatan 1B mengikut kumpulan. Oleh kerana lebih ramai yang lemah dari yang pandai maka saya meletakkan seorang yang pandai bagi setiap kumpulan. Saya juga memperkenalkan sistem markah dan denda (merit dan demerit) bagi soalan yang diselesaikan secara berkumpulan.

Setiap hari saya mengajar seperti biasa dan saya juga sering memberikan banyak contoh sehingga saya merasakan mereka memahaminya terutama kepada pelajar-pelajar yang pandai. Kemudian saya pun memberikan mereka soalan-soalan untuk diselesaikan bersama. Mereka digalakkan berbincang dan saya kemudian meminta beberapa orang pelajar untuk menyelesaikan soalan tersebut di papan tulis.

Saya menekankan kepada semua pelajar bahawa setiap ahli mesti boleh menyelesaikan soalan tersebut, boleh mempertahankan jawapannya, boleh menerangkan jika diminta berbuat demikian. Mereka harus memastikan ahli-ahli kumpulan tahu dan faham kehendak soalan. Jika kumpulan berjaya menjawab soalan maka mereka akan diberikan merit. Jika tidak mereka akan diberi demerit. Pelajar-pelajar ini sungguh 'sensitif' dengan sistem pemarkahan merit dan demerit yang diamalkan di sekolah.

Selalunya pelajar yang saya pilih untuk menjawab adalah pelajar yang kurang pandai. Maka ahli kumpulan akan berusaha untuk memberi pemahaman kepada pelajar tersebut.

HASIL YANG SAYA LIHAT

Saya dapati pelajar tingkatan 1B lebih cergas dan aktif sepanjang tempoh pengajaran. Mereka tidak lagi duduk dan menunggu untuk menyalin dari orang lain. Mereka yang lemah berusaha untuk menguasai sedapat mungkin kerana mereka tidak mahu menjadi punca sekumpulan diberi demerit. Untuk mengharapkan mereka menjadi lebih pandai sekaligus dan cepat, adalah mustahil namun ianya merupakan satu permulaan yang baik.

Dari kaji selidik yang dibuat, 80% pelajar lebih suka kepada kaedah belajar secara berkumpulan berbanding individu. Mereka lebih senang bertanya dengan rakan-rakan mereka dari bertanya pada guru. Saya selalu mengingatkan mereka dari semasa [sic] ke semasa tentang pentingnya mereka bekerja dalam kumpulan.

Dalam ujian kelompok bulan Julai, peratus kelulusan dalam matematik meningkat ke 44% dari 37% iaitu seramai 19 orang pelajar lulus dan 24 orang gagal. Kualiti juga meningkat, terdapat 2 orang pelajar memperolehi gred A, malahan bila saya menguji sekali lagi melalui ujian subjektif, pelajar tersebut masih boleh mengekalkan pencapaian gred A. Saya tidak percaya pada keajaiban tetapi saya percaya mereka boleh berjaya jika mereka berusaha dan terus berusaha.

KESIMPULAN SAYA TENTANG KAJIAN TINDAKAN INI

Selepas menjalankan kajian tindakan ini saya dapati kaedah pengajaran koperatif ini amat sesuai dan memberikan kesan yang baik kepada para pelajar. Pada mulanya saya selalu putus asa menghadapi kelas 1B namun selepas diperkenalkan dengan kajian tindakan dan juga kaedah koperatif, saya sudah bersedia dan tahu apa yang perlu saya buat untuk menggalakkan mereka, menggerakkan mereka agar mereka berusaha dan tidak terus menerus mengharapkan rakan-rakan untuk meniru sahaja.

Sekian.

Komen Laporan Rosmah Onong

Secara keseluruhannya, laporan Rosmah Onong memberi suatu pengenalan yang baik kepada proses menjalani penyelidikan tindakan, khususnya kepada pendidik yang ingin memulakan penyelidikan tindakan buat kali pertama.

Namun begitu, laporan ini dapat diperlengkapkan lagi jika antara lain beliau:

- (i) menyatakan secara eksplisit nilai pendidikan yang beliau ingin lihat diamalkan dalam pengajarannya. Daripada laporan yang dikemukakan, nampaknya beliau kurang puas hati dengan tahap kerjasama di kalangan murid beliau dan ingin mengubah keadaan tersebut. Bagaimanapun sebagai pembaca, kita tidak dimaklumkan tentang data yang beliau gunakan untuk membuat kesimpulan ini,
- (ii) menghuraikan dengan lebih terperinci refleksi beliau. Umpamanya, refleksi tersebut mungkin menyentuh kebimbangan beliau tentang kesan negatif terhadap murid lemah sekiranya mereka diberi markah demerit.

Laporan ini juga agak *detached*. Dengan membaca laporan ini, kita tidak begitu mengenali Rosmah Onong. Siapakah Rosmah Onong sebagai seorang guru? Apakah nilai-nilai yang dipegangnya? Beliau hanya memberi kita sedikit akses kepada dunia beliau. Oleh itu, kita tidak begitu memahami dunia beliau. Jika kita diberi lebih akses, kemungkinan besar kita sebagai pendidik akan belajar lebih daripada pengalaman beliau, agar sekurang-kurangnya kita dapat mengaplikasikan sebahagian daripada apa yang kita dapat pelajari daripadanya kepada situasi kita.

Banding dan beza laporan ini dengan laporan Caroline Val Madin (Artikel 2) dan Goh Lay Huah (Artikel 3) yang dikemukakan selepas ini berdasarkan soalan-soalan berikut:

- Siapakah penyelidik?
- Mereka menjalankan penyelidikan ke atas siapa dan mengenai apa?
- Apakah masalah/fokus/amalan pengajaran dan pembelajaran penyelidik?
- Apakah tindakan yang telah diambil oleh penyelidik?

- Apakah kesan daripada tindakan yang telah diambil oleh penyelidik?
- Adakah nilai pendidikan mereka lebih eksplisit? Apakah nilai-nilai pendidikan tersebut?
- Adakah refleksi mereka lebih mendalam dan lebih kritikal?
- Adakah dunia mereka lebih terbuka luas untuk kita mengaksesnya?
- Sebagai pendidik, apakah yang kita dapat pelajari daripada pengalaman mereka?

Fasilitator kemudiannya mengaitkan hasil perbincangan dengan konsep asas dan proses penyelidikan tindakan.

Nota: Artikel 2 - 3 merupakan sedutan artikel yang dipetik tanpa pindaan dibuat oleh panel penggubal.

ARTIKEL 2:

MY FIRST ACTION RESEARCH: USING MALAY LANGUAGE IN TEACHING ENGLISH IN A LOW PROFICIENCY CLASS

By:
Caroline Val Madin,
SM St Mary Limbahau, Papar

ABSTRACT

This is an article that looks at the usage of Malay language in the teaching of English in a low proficiency class. First, I wrote about my feelings – uncertainty, doubt, discomfort, and regret – that I have while carrying out my first action research. Then, I proceed to why I have chosen this topic which is to improve my teaching. Using the techniques of a questionnaire, a checklist, and two lesson plans, I discovered intriguing findings, which has helped me to upgrade my teaching skills. I ended this piece of writing with what I have learnt from this action research.

Artikel ini memberi fokus kepada penggunaan Bahasa Melayu dalam pengajaran Bahasa Inggeris di dalam kelas yang lemah. Pertama sekali, saya menulis tentang perasaan keraguan, tidak selesa dan kesal yang ada pada diri saya semasa melakukan penyelidikan tindakan saya yang pertama. Seterusnya, saya menyatakan sebab pemilihan tajuk penyelidikan iaitu untuk memperbaiki kaedah-kaedah pengajaran saya. Dengan menggunakan kaedah-kaedah soalselidik, 'checklist', dan plan aktiviti pengajaran di dalam kelas, saya telah mendapat beebread penemuan yang menakjubkan yang dapat membantu saya dalam mengembangkan kaedah pengajaran saya. Akhir sekali, saya sudahi penulisan artikel ini dengan perkongsian tentang apa yang telah saya perolehi dan pelajari dari penyelidikan tindakan ini.

THE BACKGROUND OF MY RESEARCH

When I first heard the words "Action Research", I was thinking of something interesting like going out in the field or places and doing *real* action research. In fact, I was prepared to be asked to go anywhere if the action research required me to do some authentic and actual research. On the other hand, I felt it would be easy for me if I further my study next time as the research will provide one credit hour related to the course that I will be taking. However, the first impression that I got when I entered the room was different from what I had been thinking before. It is nothing less than the thesis that I had to do during my study in the university. Then, the feeling of regret for joining this action research team in the first place came to me. Why did I feel regret? Well, firstly, I felt that

this research would be a burden to me since I was teaching. Thus, the pictures of workload roamed in my mind and this had certainly put a negative impression on it.

Nevertheless, I was feeling curious at the same time since the lecturers who were in charge of giving us the information and guidance we needed in doing the action research were so much enthusiastic. They also managed to give me the idea that this research would be something distinct from what I had done before. Due to my curiosity, I was able to drive myself to be more responsive and drawn into the action research. By half of the day, I was not feeling that I had to force myself to be attentive again but I had successfully changed my perspective that this research would be a breakthrough in my insight in the teaching field by joining the Action Research Team.

After listening and taking notes as well as getting ideas from the first meeting that we had among the team on that very first day, my mind started to be flooded with ideas. I started with a universal topic that will help the development of my teaching career. I began to gather a lot more ideas on what I had to do for the research through the meetings between my team and Miss Gertrude Jock from Gaya Teaching College, Kota Kinabalu. This had eventually helped me to start my brain labor for this research.

MY ACTION RESEARCH

What is my concern?

As an English teacher in a rural secondary school, the usage of Malay language in the teaching and learning of English language in a low proficiency classroom has always been my concern. When I was still schooling in the same school six years ago, the frequent usage of Malay language in the teaching of English among my English teachers did exist. Now, after I have become an English teacher, I still use the same method used by my former English teachers in teaching my low proficiency class. The techniques of teaching this second language has not change much in which both my previous English teachers and all English teachers in my school nowadays (including me) use Malay in the English class. Thus, in my first action research, I finally decided to ask a very simple question:

Do I really need to use Malay in my teaching of English language in my low proficiency classroom?

What did I do first?

First, I made a list on the possible ways of getting information that I could use for my research. Then, I made a choice of which class that I would like to target as the subject for this research. I decided that I would take Form 4A which had a big number of low proficiency students in English language. Then I made a study of the background of the students as I believed the correlation of their background and environment with their command in the English language does exist. I had also made a checklist of how many times I use Malay while teaching the English language to my students. Finally, I did two lesson plans in which one where the medium of instruction was wholly in English and the other was wholly conducted in Malay. Then I carried out the lessons in the class to see if there would be any differences in teaching English using Malay and English.

How did I carry out my study?

I started off by distributing a questionnaire (Appendix 1) to the students on their opinions on the usage of Malay language in teaching them the English language. I had divided the questionnaire into three sections. The first section questioned the students' opinions on the English language in general, the second section asked the students' ideas on the importance of English language, and lastly, the third section inquired the students' perception of the usage of Malay language in learning English in the classroom.

The checklist, which was carried out during one of my English periods and before I planned my two lesson plans was employed to find out the frequency of Malay used by me while teaching the students. This was done with the help of one of the English teacher in the school. The checklist that I used is as shown in the diagram 1 below.

The checklist was set up with the help of my Action Research Team during the meeting we had beforehand. I had divided the checklist into three sections namely the Introduction Phase, the Production Phase, and the Closure Phase. Then, the other vital part of the checklist was the purpose of my using the Malay language in the class such as for greetings, advising, scolding or explaining.

PHASE OF TEACHING/ PURPOSE	INTRODUCTION	PRODUCTION	CLOSURE	AMOUNT
1. Greetings		-	-	1
2. Advising				3
3. Scolding				3
4. Explaining				3
5. Discussing	-			2
6. Re-explaining	-			2
7. Questioning				3
8. Giving information				3
9. Giving meaning of words				3
10. Translating				3
11. Instructing				3
12. Giving compliment	-			2
AMOUNT	9	11	11	31

Diagram 1: Teacher's checklist for the Malay language usage in the English class.

Finally, the lesson plan activity was carried out in order to see the different result of the students' comprehension of what was being taught by examining the exercises. The two lesson plans consisted of two parts which was learning a topic (Subject-Verb Agreement) in a fully English language manner (first lesson plan) and the other part was to teach the same topic in Malay language (second lesson plan). The findings of both activities were gained through the different exercises which were done after each lesson.

What did I find out?

In relation to my interest, I found out that 99.6% of the students spoke Malay or even their ethnic language at home. This information was gathered by asking the students to raise up their hands according to their preference. Therefore, I concluded that most of the students had never spoken the English language at their homes. In addition, they seldom use the English language outside the school as well as in the school. Hence, this kind of background gives me a lot of ground to seek and to analyze the other three methods of finding information for my research.

From the questionnaire, I found out that most of the students said they love to learn English and it is an interesting subject to learn. They were also aware that there was an importance of the English language especially in finding jobs in the future. On the other hand, only 3.6% of the students stated that the English language is needed when watching television, listening radio, reading books, and doing recreational activities. In relation to the use of Malay language in the English class, 92.5% of the students said that they could not understand the teaching of English language if it is fully conducted in the language itself. This might suggests the students' preference of the Malay language usage in the English class.

Surprisingly, 55% of the students suggested that there is no need to continue the usage of the Malay language during the English language periods. Here, I believed that this number of students is aware of the importance of having the English-environment learning setting during the acquisition of the language even though they stated earlier that they could not comprehend the teaching of English if it is wholly done in the language itself.

The checklist provided me with the knowledge that I used a whole lot of Malay language in the English class. From the 12 purposes of using the Malay language in the English class in three stages of teaching, the frequency of the Malay language used while I teach English in this class is 86.1%. This frequency can be acquired through the formula below:

$$\frac{\text{Total Amount of Malay Language Usage}}{36} \times 100 = \text{Frequency of using Malay language in the English Class}$$
$$\frac{31}{36} \times 100 = 86.1$$

To be more detailed, I analyzed the checklist by looking at the three stages of teaching. In the first stage, the Introduction Stage, the frequency of my usage of Malay is nine (9) times in which I used it for greetings, advising, scolding, explaining, questioning, giving information, giving meaning of words, translating, and instructing. On the other hand, the frequency of my usage of Malay is even greater in the Production Stage, which is eleven (11) times. In this second stage I used Malay for advising, scolding, explaining, discussing, re-explaining, questioning, giving information, giving meaning of words,

translating, instructing, and giving compliments. Lastly, the frequency of my usage of Malay in my English class in the third stage is similar to the second stage, which is eleven (11) times. The case is also the same for the purpose of my using Malay in teaching English in the low proficiency class.

The final method that I used for this research is the lesson plan activity. From the exercise in the first lesson plan which I used Malay to teach Subject-Verb Agreement to the students, I discovered that one student got 2 marks only out of 10 and 2 students got 5 marks. The other 37 students got marks higher than 5. In spite of that, from these 37 students there were only 2 students who managed to get full marks. From the exercise in the second lesson plan, on the contrary, there was no student got marks lower than 6. In addition, the number of students who got 9 and full marks increased to 15 and 6 students respectively. After a thorough comparison between the students' exercises, I further encountered an appealing and encouraging discovery that there was a total of 25 students whose marks increased from the previous exercise. The number of students whose marks decreased in the exercise 2 was only 9 with 8 students had unchanged marks.

Therefore, it be vividly seen here that the use of Malay language in the teaching of English in a low-proficiency classroom is indeed and undeniably a helping formula for a better teaching of the second language in my class. The result of the exercises in detail is as shown in diagram 2 below.

EXERCISES/MARKS	EXERCISES 1	EXERCISES 2	↑ ↓
1	-	-	-
2	1	-	↓
3	-	-	-
4	-	-	-
5	2	-	↓
6	7	4	↓
7	4	4	-
8	11	11	-
9	13	15	↑
10	2	6	↑
TOTAL	40	40	

Diagram 2: Marks gained by the students for each exercise.

What will I do with my findings?

From these findings, I discovered that the need to continue to use Malay in my teaching is necessary. In relation to that, I will try to find more ways on how to incorporate the use of Malay language in the teaching of English especially in a low proficiency classroom effectively and efficiently. Looking at the results of each method of used in this research, it is evident that the usage of the Malay in my low proficiency class will assist the students' comprehension and understanding in the learning of English. This may encourage me to do my next action research with a different set of students who will not be aware of the research that I will be carrying on them next time.

WHAT HAVE I LEARNT FROM MY FIRST ACTION RESEARCH?

From this action research, I gained a lot of experiences and knowledge that I would really like to share in this article. My active participation in the Action Research Team has enriched my skills and knowledge as a teacher educator as well as a leader. Some of the things that I have acquired from this action research are:

1. Action Research is a bit different from the usual research that I had done before. Even though it is not the *real* Action Research like going out to do field research as I had presumed earlier, I learnt that this research has a lot of benefits as it involves both personal and general development especially in finding out how I can improve my personal practice to enhance my performance.
2. All members of my Action Research Team are from the English Panel and as the head of the Panel, I learnt how to approach them in a more appropriate way. The lack of discussion and communication between us before this had certainly made it difficult for us to understand and to handle each other. Therefore, I came across with the realization that my interaction with my team to be better and more meaningful than earlier before. In addition, it has polished up some of my leadership skills. The discussion I had with my Action Research Team made me to know and comprehend them better.
3. I found out that doing this action research is actually quite easy if we really put our heart into it. Placing a negative perception into something before we really

understand how it really works is one thing that we should avoid. Thus, I had another principle in my life which is *I must try before I quit*.

4. I gained a lot from doing this research in which I learn to value the profession of educating. If in the previous days, I teach my students just for the sake of teaching them or because *it is my job*, I learnt now that teaching is also helping my personal and professional development and understanding people especially my colleagues and my students. I now really understand why they say that teaching is a noble profession.
5. I also learnt that a method that we use to get information on the research must be thorough and detail so that we would be able to gain a more reliable data. This is because I feel the set of questionnaire for the students was not in detail as I had only the numbers and percentages of students for each question without knowing why they chose to say Yes or No.

At the end of this piece of writing of mine, I am proud to say now the Action Research is indeed a useful and beneficial way to approach other issues or problems and in finding means to rectify them using better solutions. Perhaps, I might be considering doing another Action Research in some other time. That time it would be of full interest and heart.

**COLLABORATING WITH ADULT LEARNERS:
EXPLORING THE ROLE OF THE FACILITATOR**

**By:
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ABSTRACT

*This is an action research. I have adopted a postmodernism approach to research as narrative, that is, "research as it is experienced" and not just "research as it is described"(Packwood & Sikes, 1996). I used myself as a **subject(*)** of study, the facilitator, with three English Language teachers who were participants in the Smart School In-Service course in Maktab Perguruan Gaya, as my **co-researchers(*)**. The instruments used: reflective grids, journal, audio-taped reflection session and a simple checklist. I learned that it was important for a facilitator to possess good interpersonal skills, be a good listener, be positive minded and be constructive. A facilitator who is assertive also seemed to be an important asset to my adult learners.*

1.0 THE OLD BECAME THE NEW

I was acquainted with the concept of the teacher playing the role as facilitator when my lecturers mentioned it 20 years ago. However, through my career as a teacher and an educator, it remained a word, a term, a vague inclination to try it out one fine day. It was only during my participation in the Smart School training programme for school teachers that its possibilities, advantages and benefits made significantly new sense to me. It coincided with the current concern with cultivating independent learning and thinking skills among our learners. Having made tentative attempts at playing the facilitator role with the first few groups of school teachers who came in for the KDP Bestari (Smart School INSET) in 1999, I thought that the March 2000 intake would be a good opportunity to consciously explore the facilitator practice in depths.

Nota: (*) Ahli panel berpendapat bahawa perkataan yang sesuai menggantikan kedua-dua perkataan tersebut ialah 'participant' memandangkan paradigma penyelidikan tindakan itu sendiri serta bahawa mereka yang terlibat sebagai partisipan setakat memberi maklum balas tentang amalan penyelidik ini.

1.1 Bridging Theory and Practice

Collaboration is a crucial aspect of facilitating learners. In my lectures as a key trainer in the Smart School programme, I had talked about how a facilitator could be effective by collaborating with learners; and I had practiced in my classes the techniques (learnt through reading) which I perceived to be “collaboration”. Now I would study whether my practice could be seen as effective “collaboration” from the point of view of my ‘significant others’, in this case, my adult learners. In the quest for truth I would bridge this gap between the theory and practice. I feel that an in-depth study in the search for a practitioner’s definition of effective collaboration would help very much in my role as a college Smart School trainer to provide effective facilitation to my course participants so that they would be effective learners. Facilitator skill is one of the generic skills in the Smart School programme specific to the teacher or lecturer. The other four generic skills- information technology, thinking, learning and assessment – are skills which would ideally be developed by both the learner and the teacher as facilitator. In fact, facilitation skills is an important element for the educator in ensuring that the other four generic skills are developed in the process of teaching and learning. The teacher as facilitator shifts her paradigm from that of a “sage on the stage” to that of a “guide by the side”, and consequently alters her teaching-learning strategies to fit into the new paradigm. She collaborates with the learner, plays the role of mentor when needs arise, and facilitates the learner’s acquisition of information and knowledge.

Effective communication and collaboration are essential to becoming a successful learner. It is primarily through dialogue and examining different perspectives that students become knowledgeable, strategic, self-determined, and empathetic. Moreover, involving students in real-world tasks and linking new information to prior knowledge requires effective communication and collaboration among teachers, students, and others. Indeed, it is through dialogue and interaction that curriculum objectives come alive. Collaborative learning affords students enormous advantages not available from more traditional instruction because a group-whether it be the whole class or a learning group within the class-can accomplish meaningful learning and solve problems better than any individual can alone. This focus on the collective knowledge and thinking of the group changes the roles of students and teachers and the way they interact in the classroom (Tinzmann et al, 1990).

1.2 What I Wanted To Know

I went into this simple study with two purposes in mind. First, I wanted to find out how a facilitator could effectively collaborate with adult learners. I would ask myself the following two questions continuously throughout the duration of this research:

1. As a facilitator, in what ways have I been effective in collaborating with the adult learners (what are my strengths)?
2. In what ways can I improve to be more effective in collaborating with the adult learners (what are my weaknesses)?

Strengths would be qualities or behaviours I could reinforce during my future practices; weaknesses would be areas I could improve to be a better facilitator.

Secondly, a chance conversation¹ persuaded me to try something different from my previous research and report style². Coincidentally, I had come across the idea of research as narrative (Packwood & Sikes, 1996). This is action research, as my colleagues Kee Chuan, said “at the other extreme” of the research practices continuum (28.08.00). Survey researches had previously allowed me to acquire the wider view of situations. Action research would allow me to delve into my self for answers. I would be the participant, as well as the observer, as were the three learners who volunteered to participate in this research.

¹ I remembered a conversation with Mr. Gan (a colleague from MP Miri) while we were travelling in a van. We were discussing how the idea of *research* scared away the lay practitioners. I observed that if taking a single idea read from an article or a book and trying it out and reporting it, could be considered ‘action research’, then it would be uncomplicated enough for anybody. He appeared interested at the possibility. So, here it is.

² My previous efforts had been descriptive survey studies, combining quantitative and qualitative data, the style of formal reports; a study of others rather than on self. I enjoyed these exercises. There was a certain magic in playing with the data through the statistical programme that could spew out awesome (and oftentimes bewildering) results at the tap of a finger. Among other things, I learned the serious responsibility of reporting ethically and precisely with such quantitative data. I thought I would now experience report a study of self, and without reference to any data that has numbers.

2.0 WHAT THE EXPERTS SAY

Prior to starting action on this research, I have made a search over the internet on facilitation, collaboration, and adult learners. Literature abound regarding facilitator effectiveness through collaboration. The wealth of information I had managed to acquire enabled me to construct a framework within which I used as guidelines to act and carry out this “study of self” research. From such sources, I reinforced my understanding about adult learners. Imel’s (1988) suggestions for creating a climate for adult learning was very useful: She stressed on the need to create a non threatening atmosphere in which adults have permission and are expected to share in the responsibility for their learning.

“A climate in which adult learning flourishes provides the opportunity for adult learners to have ownership, to participate, and to feel that the activity is related to their needs”(Imel, 1988).

The following strategies for accomplishing this were helpful tips that I adopted³:

Establish Adult-to-Adult Rapport.

Create a Participatory Environment.

Facilitate Adult Independence.

Help the learner identify the starting point for a learning project.

Create a partnership with the learner.

Be a manager of the learning experience rather than an information provider.

Encourage the setting of objectives.

Provide examples of previously acceptable work.

Make sure that learners are aware of the objectives, learning strategies, resources, and evaluation criteria.

Teach inquiry skills, decision making, personal development, and self-evaluation of work.

Help match resources to the needs of learners.

³ the “References” section provided titles of articles written by Susan Imel which are available at the following website: http://www.ed.gov/databases/Eric_Digests/index/

Help learners locate resources.

Help learners develop positive attitudes and feeling of independence relative to learning.

Recognise learner personality types and learning styles.

Encourage critical thinking skills.

Create an atmosphere of openness and trust to promote better performance.

Help protect learners against manipulation by promoting a code of ethics.

According to Imel Susan (1996), although it is important to realize that each adult is an individual, some generalizations can be applied to adult learners. Through a review of the literature on adult learners, Kalamas (1987) identified the following:

Adults Can Learn throughout Their Lives.

Adult Life Cycles Influence Learning.

Adults Learn What They Consider Important.

Adults Are Often Time-Conscious Learners.

What Is Important Varies Among Adults.

Adults Wish to Be Treated as Such—Sometimes.

Biological Changes May Affect Learning.

An environment in which participants could freely exchange ideas and share experiences in order to create knowledge would be ideal for collaboration. Learners should feel unthreatened and be willing to listen to and respect different points of view as well as tolerate divergent opinions (Imel, 1994).

3.0 THE WAY IT WAS DONE

I adopted a postmodernism approach to research as narrative, that is, “research as it is experienced” and not just “research as it is described”(Packwood & Sikes, 1996). As Packwood & Sikes (1996) maintained:

“Experience is viewed as fragmentary from a postmodernist perspective. Our ability to predict and thereby control phenomena through knowledge is severely limited because experience is in principle chaotic and prone to fracturing. A narrative approach attempts to recognize and capture the fragmentary, fractured, and chaotic reality of the research process for all

of the individuals concerned. It embeds that process within the textual product. The voice of the researcher telling the story/stories of the research becomes part of the polyphony through which the text evolves” (pg. 343).

In this research, I used myself as a subject of study, the facilitator, with three English Language teachers who were participants in the Smart School In-Service training (INSET) in Maktab Perguruan Gaya from March till July 2000, as my co-researchers. The Smart School INSET in Maktab Perguruan Gaya trained two cohorts of teachers in one year, one cohort training teachers from English and Mathematics options, and another cohort training Science and *Bahasa Melayu* teachers. These teachers came from ten selected schools around Sabah. My co-researchers were English teachers. During the INSET, the main task was for the teachers to produce a learning package for a year (Form Two or Four), and a learning sub-area of their choice. They would necessarily have to work together to produce a complete learning package for all the three levels of ability. I was given the task of supervising a group of the English option teachers in their teaching learning process which would culminate in their producing the learning package. During my first meeting with all the English teachers, I introduced the curriculum specifications for Forms One and Four English. At the same time, I made known my intentions to conduct this small research and invited any interested party to participate. I had explained to the teachers the nature of my study. Nam, Bo an VJ (all codenames) volunteered. I explained that they would fill in the reflective grid (Appendix 1) at the end of each facilitation session. I explained how self reflection can be carried out.

Comments from the reflective grid that I would quote in the following discussion would be labeled “reflections”. I kept a reflective journal detailing my experience, observations and thoughts during every session with my course participants. Those quoted would be labeled “journal”. At the end of the course, we had an audio-taped reflection session among my co-researchers and I. Quotes from this session would be labeled “interview”. Quotes were all type-written in *italics*. All these would comprise data upon which I would base my analysis and write-up of the research.

4.0 EXPLORING THE FACILITATOR'S ROLE

4.1 Three Phases of Facilitator Role

I was working with the adults in the English language groups from March till June 2000. Upon reflection and analysis of the notes made by me and my three co-researchers, there emerged three phases in my development as a facilitator: **control**, **letting go**, and finally, **collaboration**.

i. Control

The beginning of the course was, to me, very crucial. First impressions were frequently lasting ones. The way I started out, our mutual impressions of each other, and how we relate to one another should create the foundation for a healthy learning partnership and set the tone for future interactions. MacGregor (1990) and Sheridan (1989) suggested that the facilitator must consider where and how collaboration was appropriate in a learning activity; establish and communicate clear objectives, use suitable techniques; prepare content materials, including developing meaningful questions or problems for group work; structure groups; and provide a clear sense of expected outcomes of group work (Imel, 1991). With Kalamas' (1987) exhortation about adult learners as guidelines, and bearing in mind the advice to create a conducive environment to facilitate learning,

"...what I did was to generate free discussion in a big group of eleven, based on the input (handouts) I had distributed, and at all times attempting to focus them on three issues: I) the Smart School teaching-learning principles, II) Smart School curriculum for secondary school English and III) the Learning Package"(240300 journal).

It was important to start out right. I realised that. It was crucial that they understood what was required of them from the beginning of this course. At this stage, I was the central figure in the scene of action, and learning was very teacher (facilitator) directed.

"She explained precisely some uncertainties of Smart School curriculum specifications. She gave examples that led to understanding of concepts. We did brainstorming which is actually good for sharing information and experiences, since I'm a new teacher"(Nam, 220300 reflections).

As their facilitator I designed and structured the activity to ensure that maximum learning occurred. Although the two-way flow of communication was intense, admittedly I did a lot of talking. I was in control, providing input, setting the pace, and directing the interaction within the group. They found that helpful.

"I feel that the help given by my facilitator had helped me in understanding more about what I need to do in the learning packages. Through the discussion we've had, I have more clear picture of what I am supposed to do in weeks to come – with regards to the learning package"(Bo, 280300 reflections).

"Sharing of ideas, information, the informal approach in acquiring the knowledge was a plus point in going on with the Smart School teaching. Today's session was very interesting"(VJ, 220300 reflections).

Providing adequate input seemed to be very important. They valued relevant explanations, downloadable files and handouts (*reflections notes*) given to each of them. We got off to a good start.

"... I observed a certain positiveness in their attitudes towards this course.... They were quite frank. A couple said that they were really looking forward to it....We were concerned with clarifying concepts, tasks and responsibilities" (240300 journal).

Learners agreed that it was the responsibility of the facilitator to create a climate in which collaboration could occur. In order to start off on the right foot, a non-threatening environment seemed to be an important pre-requisite for the adult learner.

"...most important thing would be an environment where learners do not feel threatened by other learners or esp. by the facilitator. If there is such an environment then I think the learner will be more open or more willing to share and discuss within the environment"(Bo, 220600 interview).

".... At the same time we must also create atmosphere where they can be together where they can share their opinion without any fright or any force and they should be feeling very free to voice up whatever opinion"(VJ, 220600 interview).

"By being 'relaxed' my facilitator helped me in participating in the conversation" (Bo, 230300 reflections).

They were a mixed lot. Initial progress was promising. Some were lively and voluble, a few less forthcoming with their views. The latter gave me some concerns.

"From the discussions, I observed that there were generally members who were eager to impart their opinions and views. However, Rashid (not his real name) was exceptionally quiet. I am unable to gauge his attitude, his philosophy and his opinion. I talked it over with Keng (a colleague of mine) and from him, I learned to be patient and refrain from forming any opinion until a later stage" (220300 journal).

ii. Letting Go

The second phase of my role as facilitator came about in the second week of the course. The learners had their work momentum started and going and they were hard at work.

"Real work has commenced. VJ said that by now, they already had an idea of what was expected of them. They were able to see more clearly the tasks set out for them"(290300 journal).

I was no longer the central figure in their learning. In the first phase, I was in control of the teaching-learning situation. I was comfortable with that. But at this stage, I no longer control the learners' work pace and direction. Collaboration happened among them. I think that the metacognitive awareness I had of carrying out my role as facilitator enabled me to carry out interaction and input systematically, and this may have contributed the fact that the learners settled in well, which explained why.

"...I did not do as much facilitation today, because the groups have become more focused, more oriented on the task on hand. I felt that they had a lot to discuss after having understood what they had to do.... In that sense, I felt that perhaps my input to them the past week had been successful enough to put them on the right track"(300300 journal).

For a while, I felt redundant. I was idle. I even went around asking them if they needed help, anything. I think I "hovered" over them. Bo later confirmed that she was uncomfortable with that.

"I also prefer to be left alone when I need to do my own work...."(Bo, 220600 interview).

On hindsight, it was amusing, and enlightening. But at that time, it was a new experience that needed getting used to. I had to adjust to letting the power and control go into my learners' hands. I was uneasy with it.

“They were too nice to tell me to “butt out”, I think. Should I leave? I felt guilty about leaving, so I hanged around – who knows. I might be needed for some clarifications?”(040400 journal).

The second phase therefore would be the period when the learners were starting to experience independent learning. Learning was significantly enhanced when knowledge that was created and transmitted was influenced by the activities and perspectives of the group, so the facilitator’s role as an authority and source of knowledge was reduced (Imel, 1986). They needed space to explore what they were able to achieve on their own, or among themselves. It should be indicative of good facilitator guidance during the beginning phase if learners showed readiness to take responsibility for learning into their own hands. They were ready to exercise the authority relinquished by the facilitator, and develop a sense of commitment and responsibility to the group. In turn, the facilitator must be willing to surrender complete authority for the learning process and become co-learners with other participants as they progressed into the third phase (Imel, 1986). MacGregor (1990 in Imel, 1996) suggested that the facilitator should reconcile the responsibility of providing input with the objective of enabling students to learn on their own. I think in future I should let them progress at their own pace and direction, not to crowd them, but at the same time making sure they know that I would be available for consultation and discussion should the need arise.

iii. Collaboration

The final and longest phase of the facilitator role is, I think, the most demanding on the facilitator’s time and attention. Collaboration had extended from the learners’ group to include me into their discussion.

“My discussion with my facilitator helped me to get a clearer view on how to do my package. To be more specific, on the choice of suitable ILOs and the activities to achieve these ILOs”(Bo, 040500 reflections).

The issue of who had control and power in the learning process no longer existed during this last phase. It was replaced by collaboration between facilitator and learner – a mutual sharing of thoughts, a one-on-one communication. “Both facilitator and learners become active participants in the educational process. The hierarchy between

facilitators and learners is eliminated' (Imel, 1991). Knowledge was created together, and not transferred from teacher to learner.

4.2 Facilitators Qualities

Into the fourth week of their course, the learners had produced some learning activities for the package. They started turning to me for ideas and suggestions. I was needed to sit with each individual learner, going through their scripts, the "PP4", "PP5", "ILO"s and Activity sheets⁴. At this stage, I realised that the facilitator needed listening skills, the ability to put all other thoughts out of the mind and concentrate fully on the learner's problems, give constructive opinions, advice suggestions and always suggest alternative solutions where necessary.

"...attentive,caring concern,understanding ...be very positive this really help me"(VJ, 220600 interview).

"She gave recommendations and suggestions on how to overcome those problems faced by us"(Nam, 180500 reflections).

In addition to being a good listener and a sounding board the learners also appreciated a facilitator who was positive and encouraging.

"Your tend to have ... I don't see you having a negative impact on a learner. You are always very positive. Even though I come up with something not very good, you tend to say, "oh no, still it's good, but then ..." (VJ, 220600 interview).

"...the 'but' there – it's a friendly way of saying something negative"(Nam, 220600 interview).

"... tend to play the role of a facilitator in a psychological manner. So, we know, you see, she's happy, but maybe I should improve. It's not that she shows she's not happy but why should I do it? We don't blame – we don't achieve anything that way. You put it in a such nice way to us, in a very soft manner. It might be a comment, but then towards the end we feel it is very encouraging"(VJ, 220600 interview).

⁴ The PP4 is a form to map out sub-areas of the topic. The PP5 helps to map out strategies to achieve the learning of the sub-area. ILO is 'intended learning outcome'. The activity sheets consists of teaching-learning materials for a topic, all prepared and ready to be used in a class lesson.

From our taped discussion, I gathered that my learners expected me to be more forceful and authoritative. I think that is because, thinking that they were adult and thus my equals, I did not wish to exert control and impose my authority on them. Perhaps they did not feel the equality like I did, and would rather defer to me in certain issues. They would rather I decide for them than that I leave them to decide. As Imel (1988) put it,

"most adults want to be treated as if they were responsible individuals with the capacity to determine things for themselves...(but) ...because some adults have experienced only structured and teacher-centered learning environments, they may need assistance in accepting responsibility for their own learning".

Bo (220600 interview) said that:

"...you are not demanding. I'm quite relaxed. When I can't finish certain things, I don't feel like I'm to be blamed...you followed my pace..."

Being not demanding might not be a good characteristic. Perhaps it allowed learners not be high achievers, to strive to achieve more than they are capable of? On the other hand,

"...when it comes to work, she's particular she wants something to be done, she makes a point. That is good" (VJ, 220600 interview).

My greatest drawbacks were accessibility and availability. These were two aspects I would have to develop upon. I was not there enough for my learners, especially when they needed me.

"...it was true that you were there, but you were not there when we need you..."(Bo, 220600 interview).

"I think as a facilitator maybe you should be given a lot of time to be with the group and not involved with other responsibilities like lectures, observations. You're tied up here and there, you see. Since we left everything to attend this course you also should have been given that kind of freedom to be with us"(VJ, 220600 interview).

"... to do that, you have to be accesible"(Bo, 220600).

“...should be available. Not necessarily to be with us. You can be in your room. And whenever there is a need for us, we can be there in your room and see you there and then. Unlike this situation where you are tied up with other responsibilities. What I am trying to say is you should be given a free hand totally to be with us” (VJ, 220600 interview).

Out of a total of 256 hours for the whole course, I was allocated 45 hours to be with the KDP Bestari group, although sometimes I had to miss a couple of sessions because, as VJ said, I had other duties like lectures, observations, etc. From the conversation, I gathered that to them availability and accessibility was a very serious need that I should focus on for my next group of KDP Bestari English option learners. I saw two related factors regarding the problem here: one, that perhaps the allocated amount of time was not enough; and two, that I did not devote enough time to them. The issue here would be more efficient time management so that I could concentrate on this group of learners, at the same time carrying out my other commitments, which demanded more than twice the amount of hours allocated for the Bestari group. I should request for priority given to them during the next session intake in order that I could be more accessible and available whenever they needed me.

“...That’s why maybe in time to come, our facilitator should be given a lot of freedom, she should be there, but at the moment she can’t because she had to carry out other responsibilities, she had no choice. But maybe in the near future, for another group, so whenever they go to your room, and you are there, and straight away they can solve the problem there and there, instead of “Oh, Pn. Goh not here, I think she has gone for observation”. OK, never mind we postpone, maybe we see here two days later. And so two days gone like that, you see” (VJ, 220600 interview).

4.3 A model?

It would seem that I became a model for the learners – unintentionally. Vygotsky’s (1986) concept of scaffolding within an individual’s zone of proximal development came to mind. I think that through the practice of collaborating with the adult learners, I became to them a credible model (I hope!) for which they would use as scaffold in their role as facilitator and collaborator back in their schools during their teaching practice.

“When we came to the course and attended the course and day by day, after looking at the way the lecturer play the role towards us, the way they

were moving, the way they were dealing with us, in a way it gave me some ideas and knowledge how exactly a facilitator play a role. ... the way she played her role, the way she attended to whatever we need – that gave me a clear picture of how a facilitator should play a role, instead of being an ordinary teacher. I felt that she became a model of a facilitator to me”(VJ, 220600 interview).

It was disconcerting that they saw me as a model, since I was not certain at that time that I was an adequate one. I set out to learn, not for my learners to learn from me – yet. So I went back to the internet and looked up on what qualified as a role model⁵, and confirmed that I practiced some of the qualities. Perhaps it was a natural consequence. I set out to do a good job because of an ulterior motive (the research!) and so I was diligent in ensuring that I exemplify the qualities of a facilitator I have read so far. Thus I learned, and understood myself better.

4.4 A Friend?

I think I have learnt to be a friend, not just to be friendly. Normally I retained a certain reserve that kept me at a distance with my students. The invisible barrier between myself and my students was a boundary which neither party had crossed. I was friendly (I like to think I was!), but not a *friend*. Perhaps I had previously employed this reserve to maintain a formal teacher-student relationship which defined the roles and functions of each party. With my adult learners, I think I merged the *friendly-friend* mental and physical space. It was not a conscious effort. Learning to be a friend to my learners was not on my agenda of research objectives. I realized this development after I reflected and analysed on the changes in my behaviour and relationships with my adult learners through the duration of this whole research exercise. I saw my adult learners as each adult individual. I took the time and effort to observe their uniqueness, to understand their differences and sameness. Towards the end of the course, I came to

⁵ ...in collaborative classrooms, modeling serves to share with students not only what one is thinking about the content to be learned, but also the process of communication and collaborative learning. Modeling may involve thinking aloud (sharing thoughts about something) or demonstrating (showing students how to do something in a step-by-step fashion) metacognitive thinking and thinking aloud when things do not go smoothly I is invaluable in helping students understand that learning requires effort and is often difficult for people...

know more than the learner, I knew the person. And having known them as individuals, I remember them better and longer.

4.5 A Mentor

On thinking about it, I realised that being a friend was actually another step towards being a good facilitator. But beyond being a model and a friend, I think what was more appropriate professionally was that I should develop myself as a mentor to my adult learners. As a facilitator, they felt that I had provided a model, scaffolding (e.g. in a problem situation, asking “What do think you should do next?”) and guided learning, which Cleminson and Bradford (1996 in Kerka, 1998) suggested was characteristic of the most effective mentoring. With trust and friendship as the foundation of the relationship, “mentors give proteges a safe place to try out ideas, skills and roles with minimal risk”(Kaye and Jacobson 1996 in Kerka, 1998). Such experiments are more authentic when linked with real-world activities such as their learning package. The knowledge acquired is thus constantly reinterpreted and developed through their teaching practice.

5.0 A LEARNING EXPERIENCE

This academic exercise has enriched me in so many ways. I learned through the articles I read, and then I learned in action, as I learned when I reflected on my actions; and finally I ‘learned’⁶ my learners as they ‘learned’ me.

Through the voices of my *significant others* in this little study, I had come to a better understanding of my capacity as a facilitator. I think I could conclude that I had been relatively successful at this first serious attempt playing as facilitator; and I could also see where I would have to make improvements to be better. Facilitating learning, rather than teaching for learning, is a learning experience I valued greatly.

⁶ My lecturer, Ms. Arlene Gilpin, once commented that the Yorkshire English had a quaint way of using the term ‘learn’ when they actually meant ‘teach’, and it made sense because as one teaches, one actually also learns. Which makes the process more meaningful.

I attempted to present my research in the narrative form. Did I succeed? It was certainly unconventional. Could what I have written be considered research? I hope you, the reader, and my colleagues will let me know. Anyhow, I enjoyed a sense of freedom in allowing myself such informal style of expression. Being able to give voice to my innermost reflections was a cathartic experience that revealed issues and patterns that I would not have been aware of under superficial analysis. Nevertheless, I was also mindful of the need to avoid an 'over-absorption with the self'(which, in my opinion, would make it a personal diary rather than a research.) I hope that this style of sharing thoughts and ideas would appeal to the reader, and that the reader would also be able to learn from it.

Although my colleagues and my family would hear my moans throughout the whole process from start to finish, I actually enjoyed carrying out research studies, even during the write-up when I was agonizing painfully over *'that perfect phrase'*. In order to learn, one had to experience the entire process. During this time, I always claimed the writer's prerogative to staring for long periods into space or at the computer, and said that I was working hard – at my research.

And finally, don't we all experience the immense satisfaction which feeds the self-respect, the self-worth and the professional self, that very moment when we type *finis* to our work, however short it may be?

Thank you.

~finis~

MODEL & PROSES PENYELIDIKAN TINDAKAN

Aktiviti & Bahan Bacaan

MODEL & PROSES PENYELIDIKAN TINDAKAN

Bahagian ini mempunyai bahan-bahan bacaan tentang model dan proses penyelidikan tindakan. Ia merangkumi tiga aspek utama berikut:

1. Definisi Penyelidikan Tindakan
2. Model Penyelidikan Tindakan
3. Ciri-Ciri Penyelidikan Tindakan

Arahan:

1. Fasilitator menerangkan secara rapi pelbagai definisi penyelidikan tindakan.
2. Peserta diminta membanding dan membezakan di antara pelbagai definisi penyelidikan tindakan yang diberikan.
3. Fasilitator menerangkan secara rapi model dan ciri-ciri penyelidikan tindakan.
4. Peserta diminta menerangkan aspek-aspek berikut:
 - (a) Lima Peringkat Model Penyelidikan Tindakan
 - (b) Ciri-Ciri Penyelidikan Tindakan Yang Baik
5. Fasilitator memikirkan satu aktiviti penyelesaian masalah yang memerlukan pemikiran bercapah. Sebagai contoh, para peserta boleh diminta untuk membina kapal terbang kertas yang boleh terbang jauh. Para peserta diminta mencatat perkara-perkara penting yang mereka lakukan ke atas kapal terbang mereka.
6. Selepas aktiviti, fasilitator mengemukakan persoalan-persoalan berikut:
 - (a) Apakah fokus anda semasa membina kapal terbang?
 - (b) Adakah anda puas hati dengan kapal terbang yang dihasilkan?
 - (c) Apakah yang dilakukan oleh kumpulan anda sehingga berjaya dalam projek anda?
 - (d) Apakah yang perlu diperbaiki supaya kumpulan anda dapat kejayaan yang lebih baik lagi?
 - (e) Apakah yang anda dapat pelajari daripada aktiviti ini?
7. Fasilitator mengaitkan proses aktiviti ini dengan proses penyelidikan tindakan.

APAKAH ITU PENYELIDIKAN TINDAKAN?

Mengikut Ebbutt (dipetik dari Gabel, 1995), penyelidikan tindakan adalah kajian secara sistematik ke atas usaha-usaha untuk meningkatkan amalan pendidikan oleh golongan yang terlibat melalui tindakan praktis mereka sendiri dan dengan cara membuat refleksi terhadap kesan-kesan tindakan tersebut.

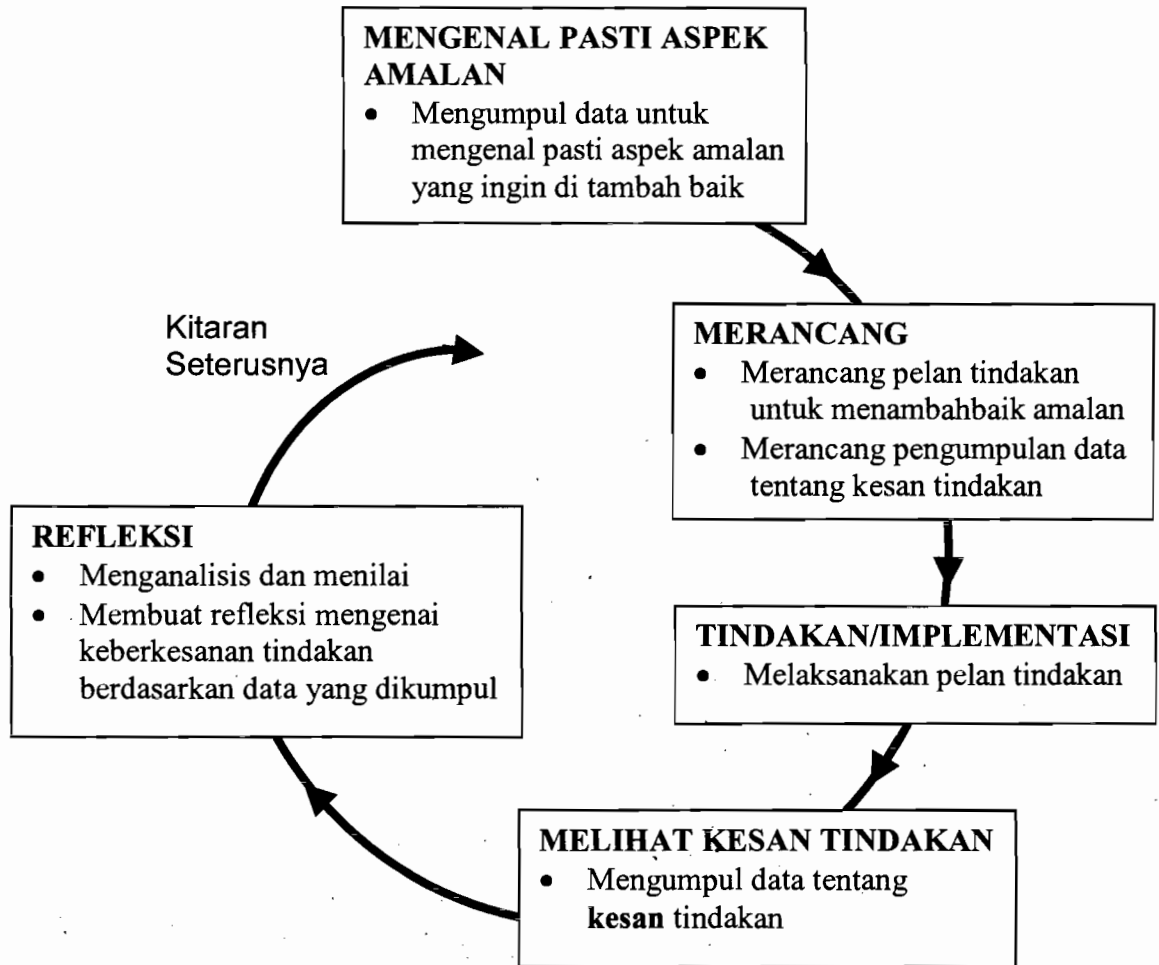
Elliott (1981) pula mendefinisikan penyelidikan tindakan sebagai satu kajian dalam situasi sosial [bilik darjah/sekolah] dengan hasrat untuk memperbaiki kualiti sesuatu tindakan dalam konteksnya [proses pengajaran & pembelajaran/mengurus bilik darjah/sekolah] – dilaksanakan oleh pengamal [guru/pentadbir] dalam usaha memperbaiki kefahamannya tentang sesuatu peristiwa, situasi dan masalah supaya keberkesanan amalan [cara mengajar/mengurus] itu dapat dipertingkatkan.

“The study of a social situation [classroom/school] with a view of improving the quality of action [managing classroom/managing teaching and learning/managing school] within it – carried out by practitioners seeking to improve their understanding of events, situations and problems so as to increase the effectiveness of their practice.”

Pelaksanaan penyelidikan tindakan melibatkan lima (5) peringkat seperti yang ditunjukkan pada Rajah 1 Proses Penyelidikan Tindakan yang diadaptasi dari Lewin (1946) dan Laidlaw (1992). Lima (5) peringkat ini adalah;

- Mengenal pasti aspek amalan
- Perancangan
- Tindakan / Implementasi,
- Pengumpulan data,
- Refleksi

RAJAH 1:
PROSES PENYELIDIKAN TINDAKAN



(Adaptasi dari Lewin, 1946 dan Laidlaw, 1992)

Nota tambahan:

- (1) Perhatikan dua peringkat di mana data dikumpul dan dianalisis untuk:
 - (a) mengenal pasti aspek amalan
 - (b) melihat kesan tindakan
- (2) Peringkat "Mengenal Pasti Aspek Amalan" dan "Merancang" nampaknya terpisah, tetapi dalam pelaksanaan sebenar, kedua-dua peringkat ini boleh berlaku serentak.
- (3) Peringkat "Tindakan/Implementasi" dan "Melihat Kesan Tindakan" boleh berlaku serentak.
- (4) Refleksi juga boleh dibuat sepanjang kitaran penyelidikan. Walaupun peringkat "Tindakan/Implementasi" dipisahkan daripada peringkat "Refleksi" seperti rajah di atas, situasi yang sebenarnya kedua-dua peringkat ini boleh berlaku serentak.

Artikel ini memberi penjelasan lanjut tentang Penyelidikan Tindakan;

What is action research?

It is a practical answer to a question of principle: *'How can I improve the way I teach the tenth years on a Friday afternoon?'* for example; or *'How can I enhance the status of dance within the school's curriculum?'* People engaging in Action Research believe that individual teachers within the classroom are in the best possible position to reflect on their practice and a systematic application of a cyclical form of reflection and adaptation of methods as a result of that reflection as the most efficacious way of improving existing practice.

Let us imagine the process as a circle of some sort, or as a series of interrelated steps in which the beginning and the end are fused. The following is a guide to the stages inherent in an Action Research enquiry:

- 1) Externally your enquiry **begins with a question** (although the insights and the need to solve something arise out of your past practice and experience). There is something happening now about [your own practice] in which you are uneasy, and would like to be able to tackle. So you formulate a question, like, *'How can I enable my class of non-examination eleventh year pupils to get the most out of their last term at the school, when it is obvious from the attitude of some of them that they are bored and want to move on?'*
- 2) You decide on a **solution**. What would a solution to your particular concern look like? Perhaps you decide to give your pupils more autonomy in their choice of learning areas for their last term, or you decide that you would make the most of existing links between your school and work so that they have more of an idea of what it is they can do to prepare for the experience of life outside school.
- 3) You **implement** your perceived solution. Perhaps you arrange for speakers from outside school in employment in the area to talk to them. You might also set up opportunities for them to study application procedures, interview techniques, engage in some role-play on it, and the like.

- 4) You observe how it appears to be going. Many of the pupils seem to be more positive in their attitude and this is remarked upon by visitors and observers. You ask them what they think of what is happening as well.
- 5) You **reflect** on it and either carry on, or adapt, or change your plan altogether.
- 6) The **cycle begins** again.

(Sumber: Laidlaw, 1992)

PENYELIDIKAN TINDAKAN YANG BERKUALITI: BEBERAPA CIRI

(Sebahagian daripada penulisan ini dirumus dan diterjemah daripada artikel "*What is good action research? – Some criteria*" oleh John Elliott, 1995. Komen tambahan ditulis oleh Lim Chong Hin)

Dalam kertas yang ringkas ini, saya akan menyenaraikan beberapa ciri-ciri utama penyelidikan tindakan. Selepas itu, saya akan menghuraikan implikasi ciri-ciri tersebut terhadap penyelidikan tindakan yang berkualiti.

A. Ciri-Ciri Utama Penyelidikan Tindakan

1. Ia mempunyai matlamat pedagogi yang merangkum nilai-nilai pendidikan yang ingin direalisasikan dalam amalan/pengajaran (umpamanya, nilai memberi layanan yang adil dan saksama kepada semua murid, nilai menggalakkan dan menghargai pandangan murid, nilai memupuk budaya belajar (learning culture) di kalangan murid, nilai menggalakkan murid menjadi 'critical thinkers', nilai membina keyakinan dan imej sendiri yang positif di kalangan murid, nilai menjadikan murid 'thoughtful learners', nilai menjadikan mata pelajaran yang diajar relevan kepada kehidupan seharian murid, dan lain-lain)

2. Ia berfokus kepada mengubah amalan/pengajaran agar ianya lebih konsisten dengan nilai-nilai pendidikan yang ingin direalisasikan.
3. Ia mengumpul maklumat/bukti/data mengenai sejauh manakan amalan/pengajaran konsisten dengan nilai-nilai pendidikan yang ingin direalisasikan.
4. Ia mengenal pasti dan menerangkan kewujudan ketidakkonsistenan antara amalan/pengajaran dan nilai-nilai pendidikan yang diaspirasikan.
5. Ia melibatkan pendidik dalam proses menjana dan menguji tindakan-tindakan baru bagi merealisasikan aspirasi mereka. Dengan itu, ia membolehkan pendidik mengubahsuai teori-teori yang memandu amalan/pengajaran mereka selama ini.
6. Ia adalah suatu proses reflektif. Refleksi adalah suatu komponen yang amat penting dalam penyelidikan tindakan. Di sinilah terletaknya sebahagian besar daripada pembelajaran yang diperolehi dan perkembangan profesional yang dicapainya oleh pendidik yang menjalani penyelidikan tindakan.
7. Dari perspektif penyelidikan tindakan, mengajar ialah suatu bentuk penyelidikan.

B. Implikasi

Ciri-ciri yang disenaraikan di atas mempunyai beberapa implikasi. Sekali gus ia menetapkan kriteria-kriteria untuk menentukan kualiti penyelidikan tindakan yang dijalankan. Antara kriteria-kriteria tersebut adalah penyelidikan tindakan yang berkualiti;

1. bertujuan merealisasikan nilai-nilai pendidikan yang diaspirasikan.

2. mengintegrasikan pengajaran dan penyelidikan di mana pengajaran dan penyelidikan dilihat sebagai aktiviti yang tidak boleh dipisahkan jika nilai-nilai pendidikan ingin direalisasikan dalam amalan/pengajaran.
3. mengembangkan kurikulum – penyelidikan tindakan yang berkualiti bukan sahaja berupaya menambah baik amalan/pengajaran tetapi juga dapat memberikan panduan mengenai bagaimana merealisasikan matlamat kurikulum yang digubal.
4. berimplikasi pengajaran reflektif – penyelidikan tindakan yang baik menjana bukti untuk menyokong pertimbangan mengenai pengajaran yang berkualiti. Bukti ini sentiasa merupakan bukti mengenai pedagogi supaya pendidik dapat membuat refleksi mengenai tindakan yang diambilnya sendiri.
5. membabitkan pengutipan data daripada pelbagai sumber (contohnya, daripada murid-murid, rakan sejawat, penulisan sendiri dalam bentuk jurnal, rakaman audio dan video, dan lain-lain) mengenai pengajaran agar pertimbangan yang dibuat mengenai kualiti pengajaran adalah berdasarkan data yang telah ditriangulasi (yakni data daripada pelbagai sumber yang telah dibanding beza).

Sebagai kesimpulan dapat diperhatikan bahawa penyelidikan tindakan membabitkan lebih daripada setakat melaksanakan penyelidikan dan seterusnya mengambil tindakan sahaja. Penyelidikan yang dilaksanakan perlulah berfokus kepada amalan/pengajaran dan pendidik sendiri memainkan peranan aktif menjalankan penyelidikan ke atas amalan/pengajarannya. Tujuannya adalah untuk menambah baik amalan/pengajaran tersebut agar ianya lebih konsisten dengan nilai-nilai penyelidikan yang diaspirasikan.

Ini bermakna pendidik yang melibatkan diri dengan penyelidikan tindakan tidak boleh mengelak daripada mengenal pasti dan seterusnya meneliti secara mendalam nilai-nilai pendidikan yang dipegangnya. Hanya dengan berbuat demikian, barulah pendidik dapat mengutip data untuk mengkaji sejauh manakah nilai-nilai tersebut dipraktikkan dalam amalan/pengajarannya.

Kemudian perancangan dan tindakan yang wajar perlu dilaksanakan bagi menambah baik aspek amalan/pengajaran yang dikenal pasti. Seterusnya data perlu dikutip sekali lagi tentang kesan tindakan tersebut. Data itu kemudian dianalisis dan seterusnya dijadikan bahan untuk refleksi bagi menentukan sejauh manakah tindakan yang telah diambil berjaya merapatkan jurang antara nilai-nilai pendidikan yang diaspirasikan dan nilai-nilai yang diamalkan dalam pengajaran.

Artikel ini memberi penjelasan lanjut tentang ciri-ciri dan tujuan Penyelidikan Tindakan.

What is good action research?

oleh John Elliott

Introduction

Anything which deviates from traditional quantitative forms of educational research tends to get labelled 'action research' nowadays on the North American continent. I have even heard qualitative researchers like ethnographers claiming they are doing action research. The term is being used to legitimate any form of methodological deviance from the traditional paradigm. It is the *buzz* word which is appealed to when any researcher wants to promote the practical relevance of their work to teachers and administrators.

In this short paper I will briefly scated the main features of what I understand as educational action research and then spell out what this implies for what is to count as good action research.

The main features are:

- It has a pedagogical aim which embodies an educational ideal and which all those who participate are committed to realising in practice,
- It focuses on changing practice to make it more consistent with the pedagogical aim,
- It gathers evidence about the extent to which practice is consistent or inconsistent with the aim,

- In identifying and explaining inconsistencies between aspiration and practice (such explanations may lie outside the classroom in the broader institutional, social, and political contexts of teaching) it problematises the assumptions and beliefs (theories) which tacitly underpin practice in classroom,
- It involves teachers in a process of generating and testing new forms of action for realising their aspirations and thereby enables them to reconstruct the theories which guide their practice,
- It is a pedagogical process characterised by teacher reflexivity. From an action research perspective teaching is a form of research and vice versa.

Action research aims to realise educational values

Good action research is informed by the values practitioners want to realise in their practice. In education it is defined by the educational values teachers want to realise. Educational values are ideas about what constitutes an educationally worthwhile process of teaching and learning. They specify criteria for representing knowledge and skills to students. Terms like 'understanding, inquiry, discovery, autonomy, and independence, co-operative' all specify qualities of that relationship. Good action research is educational; namely it is a form of reflective inquiry, which enables teachers to better realise such qualities in their practice. The tests for good action research are very pragmatic ones. Does it improve the educational quality of the transactions between teachers and learner? Good action research might fail this particular test if it generates evidence to explain why improvement is impossible in the circumstances; in which case it justifies a temporary tolerance of the status quo. In each case action research provides a basis for wise and intelligent decision making. A decision to wait awhile with patience until the time is ripe and circumstances open new windows of opportunity is sometimes wiser than repeated attempts to initiate change.

Action research integrates teaching and research

The are not extrinsic tests but ones which are continuously conducted within the process of the research itself by practitioners. If they have no idea whether or not their research is improving their practice as educators then its status as educational action research is very dubious indeed. It follow from this that action research is not a different process to that of teaching. Rather it is a form of teaching and vice versa. It fuses teaching and research into a singular activity. Those who claim they have no time to change their teaching in any fundamental sense. When teaching strategies are viewed as hypothetical probes into ways of actualising educational values they constitute the core activities of the educational research process: a process which must always be distinguished from research on education by outsiders. Educational research aims to realise values in practice. Research on education aim to generate knowledge about practice. The former may utilise the latter but subordinates the generation of propositional knowledge to the pursuit of practical situational understanding.

Action research develops the curriculum

Good action research in education always implies curriculum development. The curriculum is never simply a set of statements about content. It always specifies the form in which it is to be represented to students. If it is specified in terms of specific learning objectives then the message to the students is that content is an object of mastery that it has to be mastered in a certain sequence, that it defines deficits in them and dependence on their teachers as a means of remedying them. The question then is whether such curricula enable teachers to represent content in a form which is consistent with the nature of knowledge and the way students learn. Curricula embody theories of knowledge and theories of learning. And it is through action research that their educational potential can be assessed. Through action research curricula are deconstructed and reconstructed in both content and form. Curriculum designs need not simply shape practice but through educational action research they can be shaped

through practice. Good curriculum designs will not only specify content but also articulate principles governing the form in which it is to be represented in students of it potential. Teachers generally can explore in their particular practical contexts. Such strategies need not be confined to pedagogical processes but can refer to the organisational practices, which shape social relationships amongst students and teachers and the amount of time available to each for working on certain kinds of tasks. A good curriculum design not only specifies good educational practice but also guidance on how to realise it. The outcome of good action research is not simply improvement in the quality of teaching for those engaged in it but the systematic articulation in the form of a curriculum design of what this involves and how it might be achieved by other teachers. Good action research does not generate private knowledge or an elite core of teachers. It renders what they have achieved public and open to professional scrutiny.

Action research implies reflexive teaching and not simply reflective teaching

Good action research generates evidence to support judgment about the quality of teaching. It is always evidence about the pedagogy. Teacher research which focuses on everything other than the pedagogical conditions established by the teachers is not good action research. Good action research always reflexive: not merely reflective. One can reflect about any manner of things other than one's own actions. Evidence of pupil learning outcomes does not in isolation constitute evidence of teaching quality. Outcomes need to be explained. The quality of the teaching is not only one possible explanation of a success or failure on the part of students. Other kinds of evidence need to be collected before the contribution of teaching to outcome can be judged. Outcome data may be provide a basis for hypothesis about the nature of this contribution but the hypotheses will need to be tested against evidence about the pedagogical process. Outcome data is only indirect evidence of quality. Judging the quality of outcomes and the quality of teaching are different enterprises.

Action research involves gathering data about teaching from different points of view

Evidence about the quality of teaching can be gathered from number of sources: teacher's own accounts of their practice, students accounts of their teachers practices, peer group observation of each other practices, 'outsiders' as an observational accounts of their children's classroom experiences, video and audio recordings of transaction between teachers and students. This process of gathering data from a multiplicity of sources we call triangulation. There are three fundamental sources of evidence: from observers and from the major participants i.e the teacher and his or her students. In fully developed A-R process teachers will comparing and contrasting the accounts of observers and students with their own.

Action research defines rather than applies quality indicators

I have cited the source of 'evidence' but how do teachers can have sense of it?. How do they know what to look for? Do they need a pre-coded checklist of quality indicators, i.e a judgification of behaviours that are indicative of the qualities and want to realise in their practice? The problem with suggesting they do is that it preempts and distorts what is involved in doing action research. Quality indicators cannot be predefined because it is the task of action research to define them. When a teacher choose certain courses of action as a possible means of realising his or her educational values in practice she/he is exploring the question. What action is indicative of those values? Evidence then has to be collected to determine whether the means selected are indicative of the educational values the teacher espouses. She/he may select a course of action in the belief that it will encourage students to question the subject matter and discover this belief to be somewhat problematic in the light of triangulation data. Students may report that they experience the action, as constraints on their freedom to question and such reports may appear to be consistent with observational accounts of student's responses. The evidence renders the teacher's action problematic as quality indicators and challenges her to redefine what constitutes good practice in the circumstances she confronts.

Educational quality indicators are determined through action research, not in advance of it. Pre-specifications of quality indicators prescribe what teachers must do to realise educational values. By standardising responses they render them insensitive to context and substitute standardised assessments of performance in the place of action research. Good action research acknowledge the fact that what constitutes quality in teaching cannot be defined independently of the particular set of circumstances a teacher confronts in the classroom. It can only be defined *in situ* through action research. Teacher may through action research generalise indicators across a range of contexts but this outcome provides a source of hypotheses for teachers to test in their classroom and not a prescriptive straight jacket which preempts teachers from ultimately judging what action are indicative of quality in particular circumstances. Good action research involves grounding such judgments in triangulated case data.

Bahan Bacaan Tambahan

HURAIAN RINGKAS BEBERAPA CONTOH PENYELIDIKAN TINDAKAN YANG TELAH DIJALANKAN OLEH GURU

Oleh

Lim Chong Hin

1. Seorang guru sekolah rendah di Sarawak berminat untuk mengetahui sama ada dia memberi layanan yang saksama kepada semua murid. Dia meminta rakan sejawat yang rapat dengannya untuk merekod murid mana yang dia berinteraksi semasa tiga sesi pengajaran. Dia mendapati bahawa dia berinteraksi dengan murid-murid berprestasi tinggi dua kali ganda lebih berbanding dengan murid-murid berprestasi rendah sungguhpun bilangan yang berprestasi tinggi adalah kurang berbanding dengan yang berprestasi rendah. Sehubungan itu, dia mengubah pola interaksinya.

Komen : Nilai pendidikan yang disiasat oleh guru ini ialah melayan semua murid secara saksama. Beliau ingin mengetahui sama ada nilai yang dipegangnya ini sememangnya dipraktikkan dalam pengajarannya.

2. Seorang guru Tingkatan 4 mata pelajaran Matematik Tambahan di sebuah sekolah asrama penuh berminat untuk mengetahui sama ada dia benar-benar memberi penekanan kepada aspek kefahaman konsep (*conceptual understanding*) di kalangan murid dalam pengajarannya. Dia membuat dua rakaman audio mengenai pengajarannya dan, setelah menganalisis data yang dikumpul, mendapati bahawa soalan-soalan yang dikemukakannya kurang menguji kefahaman konsep muridnya. Dia kemudian mengubah kualiti soalnya. Kesannya adalah memberangsangkan. Bagaimanapun dia juga dapati dia perlu memberi lebih masa kepada muridnya untuk menjawab soalan yang dikemukakan. Justeru dia melanjutkan penyelidikan tindakannya ke kitaran kedua.

Komen : Dalam situasi ini, nilai pendidikan yang diberi tumpuan ialah mengembangkan potensi murid semaksimum mungkin. Guru

yang terbabit bimbang nilai ini tidak dipraktikkan dalam pengajarannya.

3. Seorang guru Tahun 6 di sebuah sekolah rendah di pinggir satu bandar besar menghadapi masalah mengawal kelas. Dia merekod kekerapan dia berleter semasa mengajar dan mendapati dia merupakan sebahagian daripada punca masalah disiplin disebabkan oleh kekerapannya berleter sehingga murid berasa 'fed-up'. Dia kemudian berunding dengan murid mengenai peraturan bilik darjah. Selepas itu, masalah disiplin berkurangan begitu ketara sekali. Dia kemudian berunding dengan muridnya mengenai cara dia mengajar pula dan mendapati bahawa strategi mengajar yang melibatkan murid secara aktif jauh lebih berkesan daripada strategi yang meminggirkan murid.

Komen : Nilai pendidikan yang diberi tumpuan oleh guru ini ialah menghormati keupayaan murid membuat keputusan dan seterusnya bertanggungjawab terhadap keputusan tersebut.

4. Sekumpulan guru sekolah rendah luar bandar secara kolaboratif mencuba beberapa strategi mengajar murid yang lemah dalam mata pelajaran Bahasa Inggeris. Selama tempoh enam bulan, sambil mencuba strategi-strategi tersebut, mereka mengutip data daripada murid, membuat catatan harian mengenai pemerhatian dan refleksi mereka, dan berbincang serta berkongsi kefahaman sesama mereka. Mereka dapati bahawa jika mereka mengajar secara berpasangan di mana salah seorang akan bertugas sebagai 'pembantu guru' bila seorang lagi mengajar, bilangan murid yang lemah dalam mata pelajaran tersebut dapat dikurangkan dengan ketaranya.

Komen : Nilai pendidikan yang diminati kumpulan guru ini ialah bahawa semua murid berhak mendapat akses kepada pendidikan yang disediakan sebaik mungkin. Mereka khawatir murid yang lemah akan tersisih daripada kurikulum sekolah amnya, dan daripada aktiviti yang memerlukan Bahasa Inggeris khususnya, jika mereka sebagai guru tidak berbuat sesuatu.

ACTION RESEARCH: AN EXAMPLE

This example is of an actual action research project done by a beginning teacher, David Weisz of Silver Spring, Maryland, while he was a student teacher in a second-grade classroom (Weisz, 1989).

David's Questions

David was a very sensitive person and held strong beliefs about the importance of social justice in our society. He thought a lot about what teachers could do to promote justice and equality in their classrooms and was specifically concerned about his own treatment of students. His intentions were to treat all students equally and to communicate the same expectations to all students regardless of their abilities. He decided to study his use of questions and feedback in math groups from an equity perspective. He determined that the following questions would guide his action research project.

1. Do I favor students I perceive to be high achievers by directing more questions to them and by focusing high-level questions at them rather than at perceived low achievers and/or by giving them qualitatively or quantitatively better feedback?
2. Do I favor boys or girls in these same regards?

David explained that two things prompted his interest in this project. First, he had noticed during his student teaching the "relative ease with which a lesson can proceed if I focus exclusively or primarily on those students who appear to listen well, who have studied the materials, and who can be relied on to respond correctly or, at least, intelligently". He wondered if in his desire to have a smooth lesson he was favoring those he perceived as good students by asking them more questions and giving them more feedback and at the same time ignoring those students who he perceived as not so good. He believed that teachers could be easily tempted into doing this as the pressures of teaching increase and wrote that "he wanted to avoid falling into this trap – or to get out of the trap if I've already fallen in it".

Second, David had studied gender differences in mathematics participation and written a paper on that topic for one of his college classes. He knew that some teachers show differential treatment to boys as compared to girls. He also had observed in a journal he kept that he was able to learn the names of the boys in his classes more readily than the names of the girls. So he wondered, "Will I be surprised to find that I differentiate between boys and girls in the questions I ask and the feedback I provide?".

David's Data Collection Methods

To carry out his study, David made five audiotapes and one videotape of lessons he identified in advance as those where he planned to have considerable teacher-student interaction. In addition, a week before taping, David identified the names of five students in the class whom he perceived to be high achievers and five whom he perceived to be low achievers. These perceptions were based on 4 weeks of experience with his students and knowing how well they did in mathematics. He reported, however, that he "quickly put his list away and tried not to think about it anymore until the taping was finished". David knew if the names became too embedded in his mind it could bias his interactions and diminish the value of the information he was about to collect.

Table R2.1 David's Data Sheet for Coding Particular Types of Teacher-Student Interaction

Student's Name	Response Opportunities	Type of Questions	Type of Feedback
Coding schemes:	High Low	None + + - + - - + -	
	Response opportunity:	Student was called on by teacher.	
	High questions:	Questions that required students to think.	
	Low questions:	Questions that required recall of information.	
	None:	Teacher moved on with no response.	
	+ +	Teacher praised a correct student response.	
	- +	Teacher identified an incorrect response but dignified the error.	
	- -	Teacher identified an incorrect response and was critical of the error.	
	+	Teacher was positive but with no affect.	
	-	Teacher was negative but with no affect.	

David's Results and Interpretations

After organizing his data and putting them in table format, David found that indeed he was showing slight differential treatment for high achievers as contrasted to low achievers and to boys as contrasted to girls. What is most interesting about David's action research project, however, is his careful and thoughtful interpretation of these data. His own words say it better than any summary: "There were certain areas where my treatment was not equitable (high- and low-order questions and the no-response, praise, and incorrect/dignified types of feedback)". David did not conclude from this information, however, that his differential treatment of students was necessarily bad teaching or unfair. Instead, he thought about what it meant and posed a question that even many professional researchers have ignored: "Is differential treatment always undesirable?"

One important question which must be dealt with at the outset is whether an equal distribution of response opportunities, types of questions, and feedback is indeed desirable when comparing my treatment of perceived high achievers and perceived low achievers. Low achievers, high achievers and midrange achievers have different needs and may therefore require some kind of differential treatment: for example, low achievers may need more response opportunities a more judicious blend of high-order and low-order questions, more praise – as long as it is measured and sincere – and more "dignifying" follow-up to incorrect responses. If I perceive certain students to be low achievers, would I be aiming at equal treatment of them vis-à-vis those I perceive to be high achievers, or *should I develop a more sophisticated approach to both the low achievers and the high achievers?*

A case then can be made for differential treatment of high and low achievers. The problem is, however, that when educational researchers find such differential treatment it often goes in the wrong direction – that is, it is often biased against low achievers. I refer, for example, to

the work of Good and Brophy (1987). While equal treatment may not be ideal, it is nevertheless better than differential treatment that works against those who are perceived to be most in need of help.

So, David concluded that differential treatment may be desired as long as it is meeting individual needs and not always going against those of low ability. He turned next to his differential treatment of boys and girls and in this instance reaches a different conclusion.

Differential treatment on the basis of sex would seem to be much less defensible than differential treatment for perceived high and low achievers. What is significant in my results is that even though not great, it is the fact that in each case the imbalance in my treatment favored the boys: Proportionately more of the total response opportunities went to boys, proportionately more high-order questions went to boys and substantially more low-order questions went to the girls. Again, while the differential is not large, the imbalance in all three instances works to the detriment of girls. Given the generally lower participation and achievement of girls in mathematics at higher levels, *I would have felt better had the imbalance gone the other way.*

Finally, David concluded his thoughts about his action research project and set some goals for his teaching behavior in the future.

As I teach, I do not consciously think in terms of categories such as perceived high and low achievers and boys and girls. Nevertheless, the patterns found in the types of teacher-student interaction I studied in my action research indicated that, in some cases, I am interacting with students on the basis of these categorizations rather than on the basis of the individual student and thus may be communicating to them certain expectations for their performance based on these categorizations.

I am, now, as a result of this action research, more sensitive to the many ways that this can be done. I now must work to keep this sensitivity alive and ensure that I apply it in my teaching in the years ahead.

For those who choose to become students of their own teaching, David's action research project can be a model to follow. He chose to study a problem – differential treatment of students – which has been of concern to professional researchers for over two decades. It is also a problem for which teachers, regardless of their good intentions, find discrepancies between what they believe and what they actually do. David's use of audio and video recordings, along with the rather simple but effective coding scheme, produced objective information about his teaching behavior. The limited scope of the study and its overall design conform to the principles for action research described by Hopkins (1985). Most important, David's thoughtful interpretation of his results shows the significant progress he has made in his young career toward becoming a reflective, autonomous professional.

Bahan bacaan in dipetik dari:

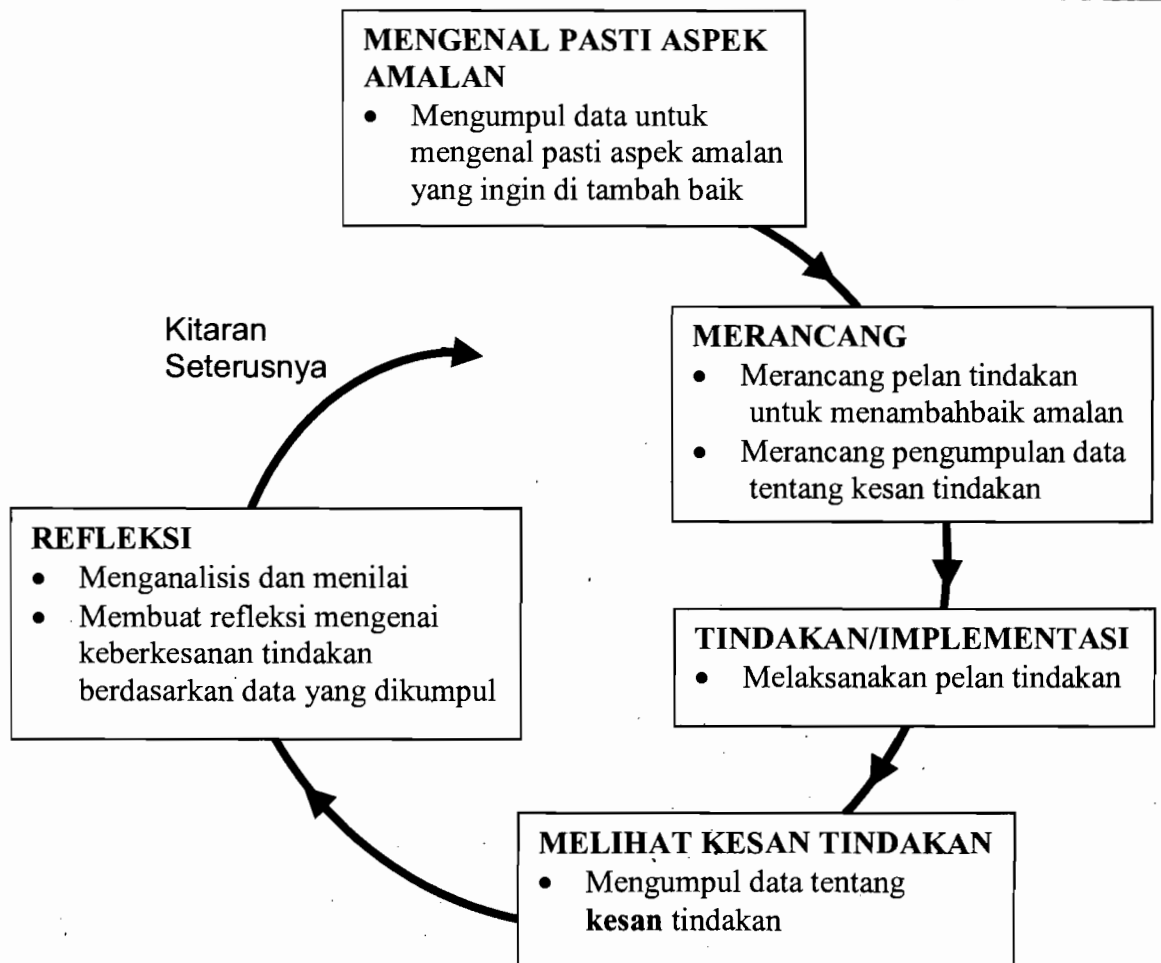
Arends, R. I. (1998). *Learning to teach*. (4th ed.) Boston: McGraw Hill.

Rujukan yang dinyatakan dalam bahan bacaan ini:

- Good, T. L., and Brophy, J. E. (1987). *Looking in classrooms* (4th ed.) New York: Harper & Row.
- Hopkins, D. (1985). *A teacher's guide to classroom research*. Philadelphia: Open University Press.
- Weisz, D. (1989). *Action research project: Equitable distribution of questioning and feedback in the classroom*. (Memeographed). College Park, MD.: University of Maryland.

MENGENAL PASTI ASPEK AMALAN

Aktiviti & Bahan Bacaan



(Adaptasi dari Lewin, 1946 dan Laidlaw, 1992)

MENGENAL PASTI ASPEK AMALAN

Aktiviti ini mempunyai empat langkah dan bertujuan membantu para peserta mengenal pasti fokus penyelidikan tindakan mereka.

Arahan:

1. Para peserta diminta menjalankan Langkah 1 dan Langkah 2 berdasarkan lembaran yang diberikan secara INDIVIDU.
2. Para peserta diminta mencari seorang pasangan dan berkongsi dengan pasangan masing-masing tentang perkara-perkara yang telah mereka catatkan dalam lembaran. Tujuan langkah ini adalah membantu mereka memperjelaskan idea dan situasi yang mereka alami.
3. Para peserta diminta melengkapkan Langkah 3 dan Langkah 4 dalam lembaran secara INDIVIDU.
4. Para peserta diminta berkongsi hasil Langkah 3 dan Langkah 4 dengan kelas.

MENCARI FOKUS
PENMELIDIKAN TINDAKAN

LANGKAH 1:

Renung pengalaman anda mengajar satu kelas sekarang. Catatkan segala yang timbul dalam fikiran anda secara spontan:

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LANGKAH 2:

- (a) Senaraikan TIGA pengalaman tersebut yang anda anggap positif dan TIGA lagi pengalaman yang dianggap negatif. Seterusnya, catatkan petanda-petanda / indicator-indikator yang anda telah gunakan untuk menyatakan bahawa pengalaman tersebut adalah positif / negatif.

Pengalaman Positif	Petanda /Indikator

Pengalaman Negatif	Petanda /Indikator

(b) Pilih SATU aspek pengalaman mengajar positif dan SATU lagi pengalaman mengajar negatif yang dinyatakan dalam Langkah 2(a). Huraikan secara SPESIFIK sebab-sebab anda menganggap pengalaman tersebut positif / negatif.

Pengalaman Positif:

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Huraian:

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Pengalaman Negatif:

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Huraian:

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Langkah 3:

Pilih SATU aspek pengalaman mengajar yang disenaraikan pada Langkah 2 yang anda ingin siasat dengan lebih lanjutnya untuk tujuan penambahbaikan.

Saya ingin menambah baik

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Langkah 4:

Saya ingin menambah baik aspek dalam Langkah 3 kerana

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Sehubungan itu, **nilai pendidikan** yang saya pegang yang ingin saya siasat ialah

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AKTIVITI:

Para peserta dikehendaki mengisi lembaran berikut:

LEMBARAN PERANCANGAN PENYELIDIKAN TINDAKAN

Merujuk kepada aspek amalan yang telah anda kenal pasti dalam aktiviti “Mencari Fokus Penyelidikan Tindakan”, tuliskan soalan kajian yang berkaitan dengan fokus anda.

--

Apakah bukti / data yang dapat membantu anda membuat keputusan tentang kesan tindakan yang akan anda implementasikan?

Bukti / Data	✓	Bagaimana dan bila bukti/data harus dikutip
Diari – nota dan pemerhatian peribadi guru		
Analisis Dokumen – sukatan pelajaran, kad-kad perkataan, hasil kerja murid		
Gambar Foto		
Rakaman Audio / Video serta Transkripsi		
Pemerhati “Luaran”		
Temu Bual – guru / murid dll.		
Komentari – rekod peristiwa secara terperinci		
“Shadow Study” – pemerhatian secara dekat terhadap seseorang untuk jangka masa tertentu		
Senarai Semak / Soal Selidik		

Diadaptasikan dari (PALM, 1980-1990)

Bahan bacaan berikut bertujuan untuk membantu dalam merancang dan melaksanakan tindakan.

BAHAN BACAAN 1:

MERANCANG DAN MELAKSANAKAN TINDAKAN

Dalam merancang dan melaksanakan tindakan, penyelidik boleh melakukannya secara individu atau kolaboratif (dengan guru lain). Pilihan mana yang dibuat adalah bergantung kepada apa yang difikirkan oleh guru yang akan membawa kepada keberkesanan tindakan.

Antara perkara yang boleh membantu dalam merancang dan melaksanakan tindakan ialah:

- Matlamat tindakan perlulah jelas
- Sebab-sebab tindakan yang diambil itu haruslah berasas
- Tindakan-tindakan yang dirancang dan diambil seboleh-bolehnya dinyatakan dan disenaraikan secara terperinci. Perincian ini penting kerana ini membolehkan penyelidik:
 - (i) mengetahui dengan jelas apa yang perlu dilaksanakan
 - (ii) mempelajari daripada pengalaman yang dilalui selepas tindakan diambil
- Kriteria/indikator keberkesanan/kejayaan tindakan perlulah dinyatakan dengan jelas. Kriteria ini tidak semestinya dalam bentuk pencapaian murid dalam ujian/peperiksaan. Kriteria juga tidak semestinya satu sahaja seperti pencapaian murid. Sekiranya kualiti jawapan murid bertambah baik atau murid-murid didapati berinteraksi/menyoal dengan lebih kerap, ini juga boleh menjadi kriteria kejayaan/keberkesanan tindakan asalkan ia berkaitan dengan fokus permasalahan yang dikenal pasti. Perlu ditekankan di sini bahawa tindakan yang diambil tidak semestinya berakhir dengan keberkesanan/kejayaan. Sekiranya tindakan tersebut gagal, faedahnya masih lagi wujud kerana penyelidik mempelajari daripada pengalaman tersebut yang seterusnya menyumbang kepada perkembangan profesionalnya. Lagipun, kegagalan tersebut boleh dijadikan asas perancangan kitaran yang kedua.

BAHAN BACAAN 2:

KOD ETIKA

Kod etika secara amnya mempunyai dua tujuan utama iaitu untuk:

1. menjaga kepentingan mereka yang terlibat dalam penyelidikan agar ianya tidak mendatangkan kesan negatif kepada mereka, dan
2. mewujudkan suasana penyelidikan di mana mereka yang terbabit bebas menyatakan pandangan mereka secara ikhlas dan jujur.

Antara kod etika tersebut yang perlu diberi perhatian ialah:

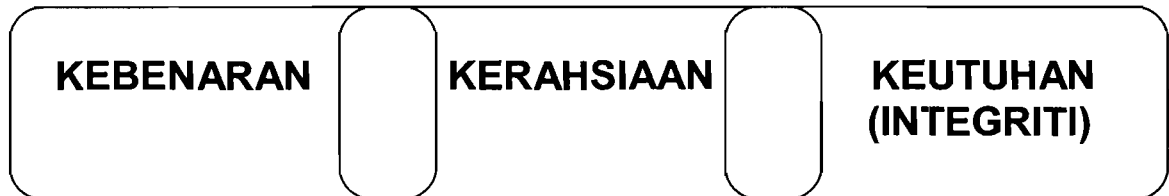
- ❖ Kebenaran perlu diperolehi daripada partisipan (pemberi maklumat) sebelum data yang dapat digunakan untuk mencam mereka didedahkan dengan orang lain.
- ❖ Sebarang data yang dikumpul merupakan hak pendidik yang menjalani penyelidikan. Penyelidik akan menentukan siapakah yang berhak mendapat akses kepada data berkenaan dan dalam bentuk apa.
- ❖ Perbincangan formal atau informal kekal menjadi rahsia di kalangan partisipan penyelidikan.
- ❖ Bagi penyelidikan yang melibatkan kanak-kanak sebagai partisipan utama, penyelidik perlu berhati-hati dan memberi pertimbangan yang sewajarnya sebelum berkongsi data yang dapat mencam kanak-kanak tersebut agar ianya tidak mendatangkan kesan negatif kepada mereka.
- ❖ Sebarang persetujuan yang dicapai dengan partisipan mengenai prosedur mengumpul dan melaporkan data perlu diikuti sepenuhnya.

- ❖ Sebarang laporan penyelidikan yang ditulis oleh penyelidik akan diterbitkan atas nama mereka sendiri untuk memberi perakuan atas kerja-kerja yang mereka lakukan.

- ❖ Maklumat berkaitan dengan sekolah atau organisasi penyelidik akan hanya dijadikan rekod umum setelah mendapat persetujuan ketua jabatan/organisasi, sekolah atau *stakeholders*.

(sebahagiannya diterjemahkan daripada
"Code of Confidentiality", PALM, 1980 -1990)

ETIKA PENYELIDIKAN



❖ Beritahu dan jelaskan kepada partisipan tujuan penyelidikan

Maklumat yang dikumpulkan adalah sulit

* Laporan/ dapatan penyelidikan boleh dipercayai

❖ Mendapat Persetujuan

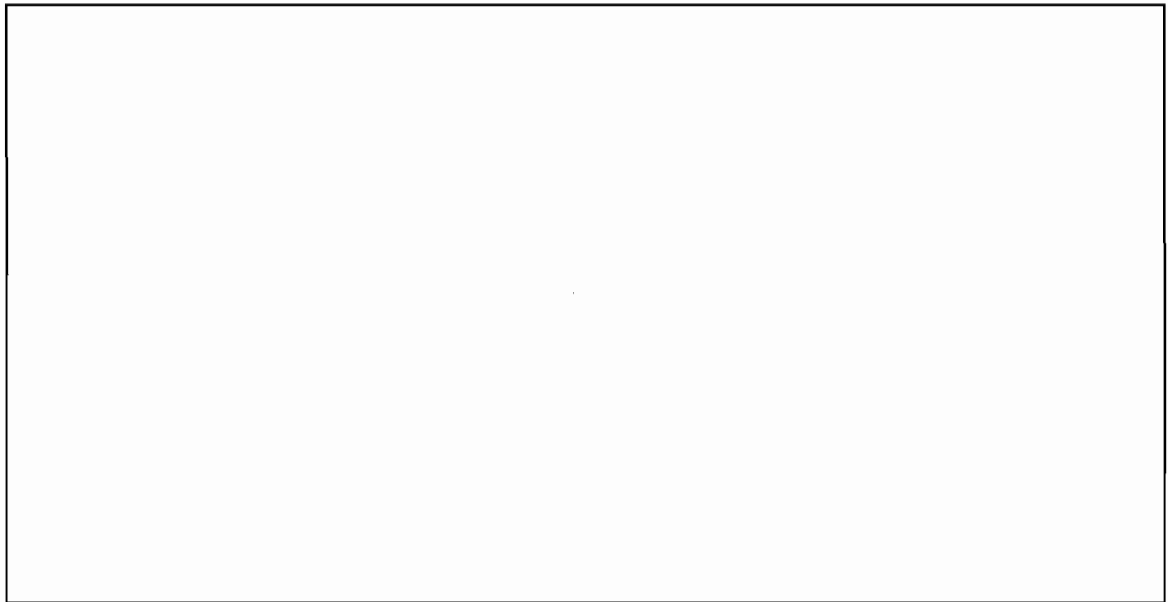
- ❑ The ends do not justify the means.
- ❑ Participants should not be harmed in any way (physically and mentally).
- ❑ Falsifying data in order to make findings agree with a hypothesis is unprofessional, unethical and unforgivable

L.R. Gay (1996)

An Introduction to Action Research – Planning Sheet

What aspect of my classroom work/children's learning is of particular interest/concern to me at the moment?

(This could be the introduction of new organization, new methods or new resources. It could be centered on concern about the welfare/performance of an individual child, small group of children or a sub-group within the class – e.g: girls. Ensure that the target of your research is quite specific).



What sort of evidence would help me make decisions about what action I should take – if any?

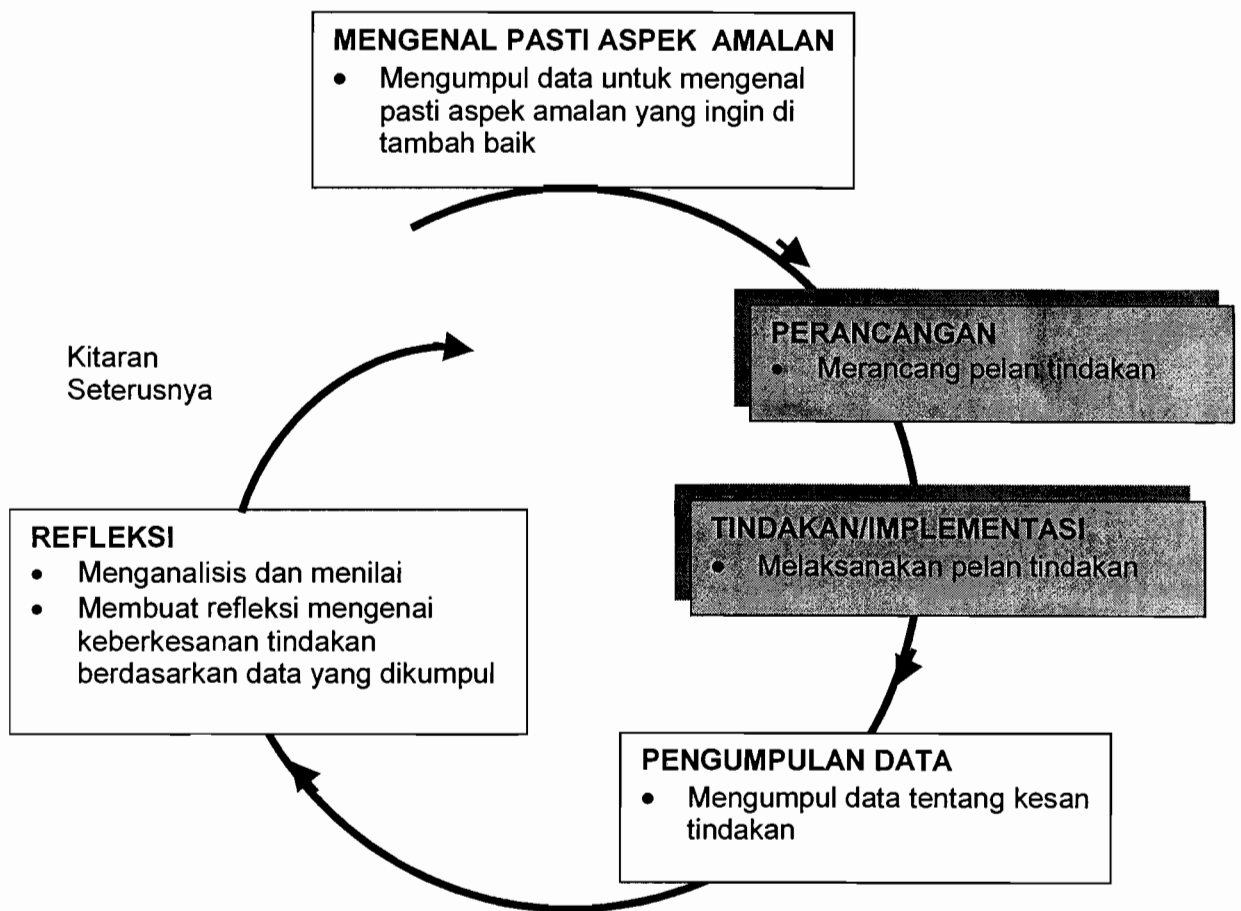
(Identify the sorts of evidence which would help your enquiry. Makes notes about how and when this information will be gathered. What help and support will you need?)

Evidence	√	How and when evidence should gathered
Diaries – teacher's personal observations, notes		
Profiles – a record of a view of a person or situation over a period of time		
Document Analysis – syllabuses, word cards, children's work etc.		
Photographs		
Tape/Video Recordings and transcripts		
An "Outside Observer"		
Interviews – teacher/children etc.		
Running Commentary – detailed literal record of events		
Shadow Study – close observation of person for period of time		
Check List/ Questionnaires		

(Sumber: PALM, 1980 – 1990)

PERANCANGAN & TINDAKAN / IMPLEMENTASI

Aktiviti & Bahan Bacaan



*rujukan m.s. 34 bagi
jajuh yang telah
diperbetulkan.*

PENGUMPULAN DATA

Sumber data yang dikumpul boleh dikategorikan kepada:

- data yang dijana sendiri oleh penyelidik, contohnya, data pemerhatian (termasuk pemerhatian turut serta – *participant observation*), penulisan jurnal/ log/diari/catatan lapangan
- data yang dijana oleh orang lain tetapi dikumpul oleh penyelidik, contohnya, data dari temu bual, soal selidik, artifak orang lain seperti filem, kaset, video, dokumen, surat pekeliling, minit mesyuarat, sukatan pelajaran dan lain-lain.

Aktiviti-aktiviti berikut bertujuan untuk memberi sedikit latihan tentang teknik pemerhatian dan temu bual.

Aktiviti I: Teknik Pemerhatian – Tayangan Video

1. Peserta dibahagi kepada 5 kumpulan
2. Setiap kumpulan dibekalkan borang senarai semak pemerhatian pengajaran & pembelajaran
3. Tayangan video pengajaran guru
4. Peserta dikehendaki memerhati proses pengajaran guru
5. Dengan menggunakan borang pemerhatian, peserta mencatatkan proses pengajaran & pembelajaran guru dari beberapa aspek seperti :
 - permulaan pengajaran
 - penggunaan papan hitam
 - strategi pengajaran & pembelajaran (contoh, teknik penyualan)
 - respons guru pada jawapan murid
6. Perbincangan antara fasilitator dan peserta tentang masalah yang dilalui dalam membuat pemerhatian
7. Fasilitator merumuskan teknik pemerhatian yang baik

Aktiviti II: Teknik Temu Bual - Simulasi

1. Pasangan dipilih secara sukarela untuk menjadi penemubual/ yang ditemu bual dan pencatat
2. Setiap pasangan memilih fokus dan menjalani temu bual.
3. Peserta lain memerhati dan mencatatkan perjalanan temubual.
4. Fasilitator bersoal jawab bersama peserta tentang kekuatan, kelemahan dalam sesi temu bual tersebut.
5. Fasilitator membuat rumusan dengan menekankan teknik temu bual yang baik.

Atau

1. Setiap kumpulan berbincang dan membentuk soalan temu bual
2. Setiap kumpulan menjalani sesi temu bual.
3. Rakaman dibuat
4. Transkripsikan temu bual

Contoh Borang Pemerhatian

Nama Guru:

Tarikh:

Masa:

Tajuk:

Arahan:

Merujuk kepada bahagian permulaan pengajaran, tandakan ✓ pada ruang berkaitan.

KEMAHIRAN	Lemah	Sederhana	Baik	Catatan
a) Menarik Perhatian				
b) Membangkitkan Motivasi				
c) Menstrukturkan Bahasa				
d) Membuat Cantuman				

CONTOH CATATAN PEMERHATIAN

Catatan berikut merupakan catatan yang dibuat oleh seorang pensyarah semasa membuat pemerhatian dalam bilik kuliah:

[11:02 am] The lecturer then switched to what the class would be doing that day, she said something like 'lots of book talk today'. Two young women in the front row started talking to one another while the teacher was talking. Several people [maybe 5] were shifting around in their desks]. The lecturer then was talking about '...catching up with response logs today'.

One young man in the row in front of me was paging through the Wings For the Future brochure. Another female student, two rows in front of me was paging through another kind of book. Three students in that same row on the far right were paging through notebooks. The lecturer said something like: 'You are doing a wonderful job with your personal responses. (She had described them as journals for personal reactions to the material they were covering in class and the text.) The lecturer went on to say I think ...journals now will be taken on a rotation basis... (I find myself concentrating on what the lecturer is saying rather than on the class participants].

[11.12 am] Two young women sitting in front of me were discussing something. I haven't seen any of the students write anything down yet. Most people have notebooks or binders sitting on their desks. Some are open and some are closed. Three to four different groups of student pairs are talking to one another while the lecturer is talking. The lecturer now is talking about "...have to remember that you have a life outside of school. It's easy to be a martyr ...if something comes up outside of school you have to take care of yourself... I've seen a lot of teacher burn-out from not taking care of yourself.' (The lecturer, I think is referring to once the students are teachers, not their role presently as students.

[11.22 am] (I stopped to figure out how many rows and desks were filled in the lecture room. I thought it might help me remember more when I typed up the fieldnotes if I could reference where people were sitting.) A girl who the lecturer called Jamilah asked a question, "Are you saying we need to know about stress management?"...

(Sumber: Lim Keat Heng, 2000)

Sekiranya seorang guru ingin mengkaji sama ada nilai menghargai pandangan murid yang diaspirasikannya diamalkan di dalam pengajarannya, satu borang pemerhatian yang beliau boleh gunakan untuk mengumpul data adalah seperti yang diberikan berikut. Contoh borang pemerhatian lain boleh diperolehi daripada Borich (1994).

Figure 8.14: Event System for Observing Use of Student Ideas

Teacher Behavior	Times student ideas are used														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1. Acknowledging															
2. Modifying															
3. Applying															
4. Comparing															
5. Summarizing															
Totals															

BAHAN BACAAN 1:

PUNGUTAN DATA KUALITATIF MELALUI PEMERHATIAN

Oleh

Lim Keat Heng
Maktab Perguruan Tun Abdul Razak
Kota Samarahan

Perkataan “data” sebenarnya berasal daripada perkataan Latin “*datum*”. Definisi data daripada kamus *Collins* (1986:216) mentakrifkannya sebagai satu siri pemerhatian, pengukuran atau fakta. Pengertian ini menggariskan sifat data sebagai fakta yang boleh direkod melalui pemerhatian atau pengukuran. Altricher et.al., (1993:70) menganggap data sebagai sesuatu mewakili peristiwa atau pengalaman yang dianggap penting dan relevan oleh seseorang penyelidik kepada isu yang diselidikinya. Ia merupakan maklumat mengenai sesuatu peristiwa atau pengalaman yang boleh direkodkan sebagai bukti untuk diakses kemudian oleh anda sebagai penyelidik dan orang lain yang berminat.

Unsur pilihan (*selectivity*) iaitu apakah yang merupakan data dan yang mana bukan data untuk sesuatu isu yang diselidiki adalah penting untuk ditentukan terlebih dahulu oleh anda. Ia sebenarnya sangat bergantung kepada soalan utama dalam isu yang diselidiki.

Selain daripada *selectivity*, bagaimana data itu harus dipungut adalah perkara yang penting juga untuk ditentukan oleh anda. Dalam melaksanakan kajian tindakan biasanya anda boleh mengamalkan pelbagai cara pungutan data. Contohnya, pemerhatian, temu bual dan kutipan bahan-bahan dokumentasi.

PUNGUTAN DATA MELALUI PEMERHATIAN

Pemerhatian adalah salah satu daripada cara pungutan data yang popular dilaksanakan oleh penyelidik kajian tindakan. Pemerhatian adalah pengamatan secara sistematik mengenai sesuatu peristiwa atau tingkahlaku yang dikaji, contohnya pemerhatian bilik darjah (*classroom observation*).

PERKARA-PERKARA YANG HARUS DIPERTIMBANGKAN SEBELUM MELAKUKAN PEMERHATIAN

Perkara-perkara yang perlu dipertimbangkan oleh anda adalah seperti berikut (Altrichter et al., 1993:83; KPM, 1995:22)

Siapa dan apakah yang anda akan perhatikan?

Mengapakah anda membuat pemerhatian itu?

Di manakah pemerhatian akan dilaksanakan?

Bilakah anda akan membuat pemerhatian itu dan untuk berapa lama?

Bagaimanakah pemerhatian itu akan dicatatkan atau dirakamkan?

Semasa mempertimbangkan perkara-perkara di atas, fikirkan apakah prosedur yang patut diikuti untuk memastikan pemerhatian itu boleh dipercayai dan ada kesahan. Data yang dipungut melalui pemerhatian mempunyai kebolehpercayaan yang tinggi sekiranya ia dilaksanakan secara teratur dalam situasi kajian yang sebenar.

PERANAN PENYELIDIK DALAM PEMERHATIAN

Sebenarnya, penglibatan penyelidik dalam pemerhatian sesuatu situasi sosial yang dikaji berbeza-beza dalam satu kontinuum (Patton, 1980, cited in Marshall & Rossman, 1989:79), daripada "*full participant observer*" kepada "*onlooker observer as an outsider*".

APAKAH YANG PERLU DIPERHATIKAN?

Anda seharusnya memerhatikan perkara-perkara yang berikut dan membuat catatan;

- a. Persekitaran fizikal – menerangkan tempat berlakunya situasi yang diperhatikan dan benda-benda fizikal yang ada sekeliling; suasana persekitaran tempat itu; masa berlaku.
- b. Persekitaran sosial – menerangkan konteks sosial di mana situasi itu berlaku; peranan orang-orang yang terlibat; siapa lakukan apa kepada siapa dan bila;

interaksi sosial yang berlaku; bahasa yang digunakan (*native language*); komunikasi bukan verbal yang ditunjukkan.

- c. Aktiviti yang berlaku – menerangkan apa yang berlaku ; apa yang dilakukan oleh orang-orang yang terlibat; bagaimana aktiviti yang dirancang dan yang tidak dirancang berlaku.
- d. Perkara yang nampaknya remeh-temeh tetapi mungkin penting untuk memahami situasi yang diperhatikan seperti masa; keadaan cahaya; keadaan suhu dalam bilik; sudut-sudut dalam bilik; kedudukan perabot; aras kebisingan di dalam dan di luar bilik darjah dan lain-lain.
 - Catat masa anda menulis nota
 - Gunakan singkatan untuk perkataan yang sering kali digunakan (contohnya, G untuk Guru, P untuk Pelajar, PT untuk Papan Tulis, KK untuk Kerja Kumpulan, dll.
 - Adalah berguna untuk melukis satu gambarajah pelan bilik darjah berkenaan, ditambah dengan catatan seperti di mana guru dan pelajar berada, ruang yang digunakan dan yang tidak digunakan, pergerakan guru, objek-objek yang penting, dll.
 - Semak nota yang dicatat selepas pemerhatian untuk membuat pembetulan, menulis komen, atau menulis nota tambahan untuk tujuan menjelaskan sesuatu perkara. Nota tambahan boleh terdiri daripada catatan perasaan, refleksi, atau sesuatu idea baru.

Fikirkan tentang;

- a. Apakah semua ini bermakna?
- b. Apakah yang penting di sini?
- c. Kenapakah ia berlaku seperti yang diperhatikan?
- d. Apakah yang seharusnya saya siasat selanjutnya?

e. Apakah yang seharusnya saya beri fokus jika saya balik semula ke setting situasi ini?

- Melaksanakan pemerhatian dalam bilik darjah secara langsung adalah memעותkan. Oleh itu, adalah dicadangkan penyelidik menyelang-selikan catatan nota penuh dengan catatan ringkas setiap beberapa minit.
- Penyelidik harus membezakan catatan yang menerangkan apa yang sebenarnya berlaku (*descriptive reporting*) dan tafsiran yang dibuat mengenai sesuatu perkara (*interpretative reporting*). Tafsiran adalah segala catatan yang cuba menjelaskan sesuatu perkara mengikut perspektif penyelidik yang menjalankan pemerhatian secara langsung itu. Satu cadangan adalah menggunakan kurungan untuk membezakan tafsiran daripada catatan.

BORANG PEMERHATIAN

Borang pemerhatian adalah satu dokumen yang disediakan untuk merekod apa yang diperhatikan secara sistematik dan teratur. Dalam borang pemerhatian itu, aspek-aspek yang tertentu untuk direkodkan semasa pemerhatian dijalankan.

SENARAI SEMAK

Senarai semak adalah satu dokumen yang telah disenaraikan aspek-aspek pemerhatian dan penyelidik hanya diperlukan membuat tanda untuk merekod aspek-aspek pemerhatian ini.

RAKAMAN AUDIO

Rakaman audio dapat merekodkan segala perbualan dan bunyi dalam sesuatu situasi untuk dimainkan semula dan dijadikan bukti kajian. Bahan rakaman ini dapat membantu penyelidik menganalisis semula apa yang berlaku dan membuat interpretasi serta refleksi supaya situasi itu dapat difahami dengan lebih mendalam.

RAKAMAN VIDEO

Rakaman video bukan hanya dapat merekodkan sebalah perbualan dan bunyi tetapi segala pergerakan juga dapat ditangkap melalui kamera video itu. Bahan rakaman ini adalah sangat berguna untuk melihat dan mengkaji semula sesuatu situasi yang telah dirakamkan dengan cara yang lebih berkesan dibandingkan rakaman audio. Konteks situasi lebih jelas dilihat dan pola tingkahlaku boleh dikesan di samping mengkaji komunikasi secara verbal dan bukan verbal.

MEMPELBAGAIKAN CARA PUNGUTAN DATA

Dalam melaksanakan kajian tindakan biasanya, anda boleh mengamalkan pelbagai cara pungutan data. Artikel ini hanya membincangkan cara pemerhatian. Cara lain yang boleh anda amalkan ialah melalui temuramah dan kutipan bahan-bahan dokumentasi. Mempelbagaikan cara pungutan data ini dapat membantu anda membina pengkalan maklumat yang lengkap dan bermakna serta dapat meningkatkan kesahan dan kebolehpercayaan sesuatu kajian yang dijalankan. Kita akan membincangkan cara temuramah dalam artikel yang seterusnya.

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BAHAN BACAAN 2:

TEKNIK-TEKNIK LAIN MENGUMPUL DATA

Temu Bual

Temu bual adalah satu kaedah kajian yang amat penting kerana ia membantu pengkaji meneroka dan mendapatkan maklumat kajian secara mendalam. Seringkali dalam kajian, ada banyak maklumat yang tidak dapat diperolehi melalui kaedah pemerhatian, dokumentasi ataupun catatan diari seseorang. Pengkaji perlu berhubung melakukan hubungan 'face-to-face' atau bersua muka secara terus menerus dengan peserta untuk mendapat maklumat secara langsung. Peserta-peserta yang penting ditemu bual adalah murid-murid sekolah, guru-guru yang mengajar mata pelajaran yang sama, rakan sejawat yang sesekolah, pihak pentadbir sekolah (contoh, guru besar, penolong kanan) dan pemerhati yang turut serta dalam kajian.

Mereka perlu ditemu bual untuk mengetahui perasaan dan pendapat serta sikap mereka terhadap kajian dan tindakan yang diambil. Misalnya, apabila pengkaji ingin mengetahui perasaan pelajar-pelajar secara mendalam atau meneroka idea mereka, maka adalah penting pengkaji itu berhubung dengan peserta untuk tujuan menyoal jawab, berbual-bual ataupun berbincang.

Jenis-jenis teknik temu bual: temu bual berstruktur dan tidak berstruktur

- **Teknik temu bual berstruktur:** adalah aktiviti perbualan dan soal jawab di mana bentuk dan kandungan soalan-soalan yang ingin ditanya adalah terhad pada sesuatu tajuk atau bidang yang tertentu sahaja. Misalnya, satu siri soalan yang bertujuan mendapatkan maklumat tentang cara guru membetulkan kesilapan ejaan pelajar dibentuk atau gubah terlebih dahulu agar pengkaji dapat menyoal peserta atau responden secara sistematik. Contohnya;
 - ❖ Adakah anda membetulkan semua kesilapan ejaan pelajar?
 - ❖ Adakah anda pernah mendenda pelajar yang membuat kesilapan ejaan?
 - ❖ Jika ada, apakah denda yang anda gunakan?
 - ❖ Siapakah pelajar yang selalu didenda?

- **Teknik temu bual tidak berstruktur:** merupakan aktiviti perbualan dan soal jawab yang mementingkan penerokaan idea atau perasaan lebih daripada mendapat fakta-fakta tertentu. Soalan-soalan terbuka ('open-ended questions') dikemukakan dan pelbagai jawapan boleh diperolehi dari peserta atau responden. Contohnya;

- ❖ Adakah apa-apa yang anda hendak beritahu kepada kami?
- ❖ Apakah perasaan anda pada masa itu?
- ❖ Mengapa anda rasa begitu?
- ❖ Apakah pandangan atau pendapat anda?

Kelebihan temu bual tidak berstruktur ialah ia memberi peluang kepada pengkaji meneroka secara mendalam dan memberi kesempatan kepada peserta mengambil masa berfikir, berbual-bual dan membuat interpretasi mengenai perasaan dan ideanya sendiri. Adakalanya, peserta boleh meminta penjelasan dari pengkaji ataupun menyoal pengkaji. Temu bual ini lazimnya diadakan dalam situasi tidak formal. Pada masa temu bual itu, pengkaji boleh juga melakukan pemerhatian tentang tingkah laku peserta dan memberi komen serta menyoal secara spontan iaitu tidak menggunakan soalan yang telah disediakan terlebih dahulu.

Cara merekod temu bual: semasa mengadakan temu bual, adalah penting pengkaji mengambil tindakan merekod dialog atau perbualan melalui cara-cara tertentu. Pengkaji boleh menggunakan rakaman audio kalau pita rakaman itu tidak mengganggu aktiviti atau situasi temu bual. Pengkaji boleh juga mengambil masa membuat catatan ringkas kata-kata atau jawapan peserta dan jika perlu, transkrip temu bual boleh diperolehi kemudian sebagai bahan sokongan kajian temu bual yang lebih teliti. Rekod-rekod mengenai tarikh, situasi dan kandungan soalan dan jawapan dalam temu bual eloklah disimpan dalam diari pengkaji.

Bahan-Bahan Dokumen

Tujuan meninjau dokumen ;

- untuk mengutip data atau maklumat berguna dari dokumen-dokumen yang dikaji. Dokumen boleh membekalkan maklumat berkaitan dengan isu atau masalah yang diselidiki. Ia merupakan bahan penting untuk memahami tujuan, rasional dan sejarah

sesuatu program atau dasar. Dalam pelaksanaan analisis, kita dapat tahu tentang data yang sudah ada dan data yang mesti dikutip.

- Contoh dokumen yang berguna dan boleh digunakan untuk mengutip data adalah seperti berikut;
 - ❖ Sukatan pelajaran dan rancangan pelajaran
 - ❖ Kertas peperiksaan dan ujian
 - ❖ Laporan kurikulum
 - ❖ Minit mesyuarat panitia
 - ❖ Contoh kerja pelajar
 - ❖ Bab-bab dalam buku teks yang dikaji
 - ❖ Bahan-bahan dokumen bergambar/foto: gambar-gambar dapat memberi gambaran sesuatu situasi dengan jelas, contohnya gambar-gambar dapat menunjukkan;
 - ◆ Gambar/foto cara-cara pelajar menjalankan sesuatu tugas dalam bilik darjah; apa yang berlaku di bilik darjah tanpa pengetahuan atau mendapat perhatian dari guru
 - ◆ Susunan meja kerusi di bilik darjah
 - ◆ Corak organisasi sosial dalam bilik darjah, contohnya: adakah pelajar-pelajar bekerja dalam kumpulan atau berseorangan? Kedudukan guru dan sikapnya semasa bercakap atau bekerja dengan pelajar-pelajar.

(Sesetengah daripada bukti bergambar hanya boleh dikutip dengan bantuan seorang pemerhati tetapi sesetengah daripadanya hanya boleh dikutip oleh guru sendiri.)

Menulis Diari

Catatan diari adalah satu cara penting mengutip data. Catatan mengenai pemerhatian, perasaan, tindakan, hipotesis dan penyelesaian sesuatu situasi boleh dibuat. Kita boleh menggunakan cara tersendiri untuk catatan diari. Terdapat dua (2) jenis catatan diari: Diari guru dan diari murid.

Panduan menulis diari:

- Catatan diari harus sentiasa dilakukan. Contohnya, selepas sesuatu pengajaran yang mana satu strategi khas telah digunakan atau selepas bermesyuarat dengan kelas yang bermasalah
- Dalam amalan catatan diari, tinggalkan 'margin' yang luas untuk merekodkan segala perubahan, tambahan nota atau rujukan kepada bahagian lain di diari
- Setiap catatan diari mesti ada;
 - ❖ Tarikh peristiwa berlaku dan tarikh catatan dibuat
 - ❖ Maklumat tentang masa, lokasi, responden, fokus kajian dan lain-lain yang penting kepada kajian
 - ❖ Terdapat tajuk besar, tajuk kecil dan gariskan bahagian-bahagian penting untuk menyenangkan silang rujukan
 - ❖ Bahan-bahan penting seperti gambar, salinan dokumen, kerja pelajar dan lain-lain boleh dilekat dalam diari untuk rujukan
 - ❖ Dari semasa ke semasa, analisis catatan diari harus dilakukan untuk mengetahui sama ada isu kajian itu dapat dijawab melalui data yang dikutip dan apakah data yang masih perlu dikutip
 - ❖ Analisis catatan yang dilakukan akan membantu dalam rancangan tindakan susulan
 - ❖ Perbincangan catatan diari dengan seorang rakan kajian akan membolehkan kita mendalami situasi/isu yang dikaji

Catatan Diari Pelajar: merupakan sumber menarik sebagai data atau maklumat. Catatan pelajar akan memberi pandangan yang berbeza daripada pandangan guru mengenai isu yang sama. Ia juga membekalkan guru dengan maklum balas yang ikhlas untuk mengetahui tentang suasana bilik darjah dan kemajuan pelajar-pelajar. Walau bagaimanapun, pelajar-pelajar akan menulis tentang guru-guru secara bebas sekiranya mereka percaya kepada guru itu.

Rakaman Pita Video dan Transkrip

Penggambaran video memerlukan bantuan seorang rakan kajian ('research partner') untuk melaksanakan sesi penggambaran.

Kegunaan penggambaran video;

- dapat mengesan data-data yang berupa perlakuan guru, perlakuan pelajar atau fakta-fakta lain yang gagal dikesan oleh guru.
- untuk mengukur dan menilai kegiatan seseorang individu atau kumpulan dalam sesuatu aktiviti. Transkrip perbualan pelajar-pelajar merupakan petunjuk yang berkesan untuk menilai kefahaman pelajar-pelajar mengenai pemahaman sesuatu konsep.

Cadangan untuk membuat transkrip;

- dengar segala rakaman untuk mendapatkan gambaran menyeluruh
- dengar rakaman untuk kali kedua dan buat nota ringkas dan catatkan nombor pada kaunter tape/pita supaya mudah membuat rujukan semula
- daripada nota ringkas, pilih bahagian yang penting kepada persoalan kajian dan membuat transkrip yang lengkap

(Sumber: EPRD, 1993)

BAHAN BACAAN 3:

MENULIS JURNAL

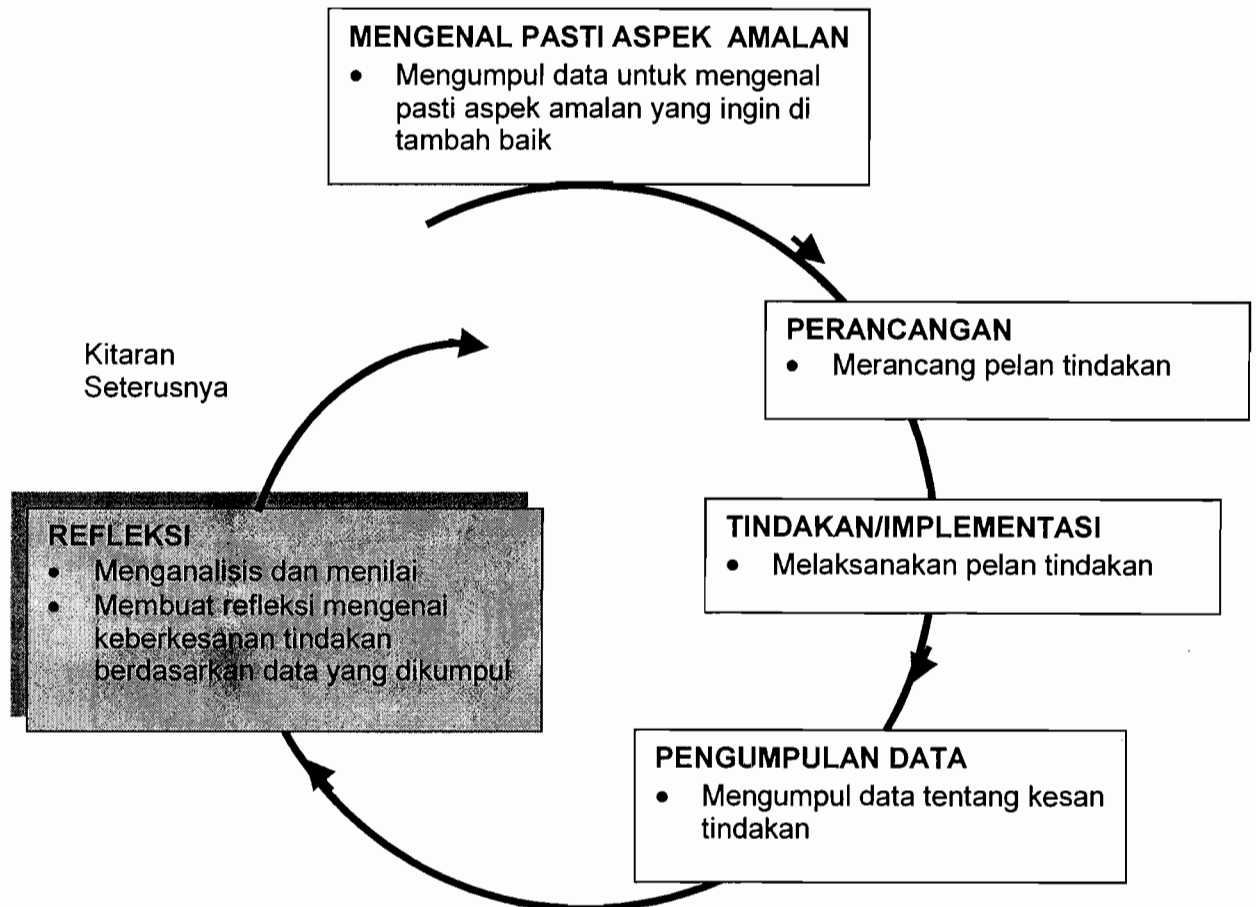
Oleh
Lim Chong Hin

Kita belajar daripada pengalaman. Bagaimanapun pembelajaran kita menjadi lebih cekap dan berkesan jika kita membuat refleksi secara berdisiplin (berasaskan bukti/data) ke atas pengalaman yang dilalui. Terdapat banyak cara untuk membuat refleksi. Satu cara yang popular dan berkesan ialah dengan menulis jurnal. Kandungan berikut boleh dimasukkan ke dalam jurnal (anda boleh menambah aspek lain yang difikirkan sesuai mengikut tujuan dan situasi anda).

Kandungan	Contoh
Huraian mengenai peristiwa pengajaran/ pembelajaran	Perbincangan mengikut kumpulan 4 orang di mana murid-murid dikehendaki mencari penyelesaian kepada masalah yang saya (guru) kemukakan di dalam edaran. Setiap kumpulan diberi masalah yang berbeza.
Matlamat yang ingin dicapai daripada peristiwa tersebut	Adalah penting murid diberi peluang berbincang sesama sendiri. Ini bukan sahaja memupuk semangat kerjasama tetapi juga mengajar mereka menimbang pandangan orang lain
Apakah kesudahan peristiwa tersebut	Di kebanyakan kumpulan, hanya seorang dua sahaja yang aktif berbincang. Yang lain nampaknya 'menumpang' sahaja. Ada juga yang meniru tanpa memahami apa yang ditiru
Beberapa sebab yang berkemungkinan besar membawa kepada kesudahan tersebut.	Cara kumpulan dibentuk – komposisi (jantina, kebolehan) dan saiz. Masa yang diperuntukan untuk perbincangan
Beberapa langkah penambahbaikan yang boleh dicuba seterusnya	Cara kumpulan dibentuk diubah suai
Soalan-soalan selanjutnya untuk diterokai	Apa kata jika penyelesaian sesuatu kumpulan disemak oleh kumpulan lain ? Apakah implikasinya terhadap

REFLEKSI

Aktiviti & Bahan Bacaan



Rujukan m.s. 34.

REFLEKSI

Bahan bacaan dan aktiviti berikut dari pelbagai sumber bertujuan untuk membantu peserta mempelajari penganalisisan data kualitatif.

BAHAN BACAAN 1:

PENGANALISISAN DATA

Cara data dianalisis bergantung kepada jenis data yang dipungut. Secara amnya, data dapat dikategorikan kepada data kualitatif dan data kuantitatif. Oleh kerana penyelidikan tindakan lebih tertumpu kepada proses (contohnya, proses pengajaran dan pembelajaran dan lain-lainnya), data yang dipungut dalam penyelidikan tindakan biasanya berbentuk kualitatif. Justeru itu, bahan bacaan yang disediakan adalah tertumpu kepada penganalisisan data kualitatif sahaja. Untuk mengetahui tentang cara menganalisis data kuantitatif, sila rujuk mana-mana buku penyelidikan yang biasanya membincangkan perkara ini.

APAKAH MAKSUD ANALISIS DATA DALAM PENYELIDIKAN TINDAKAN?

Data analysis is the process of systematically searching and arranging the interview transcripts, fieldnotes, and other materials that you accumulate to increase your own understanding of them and to enable you to present what you have discovered to others. Analysis involves working with data, organizing them, breaking them into manageable units, synthesizing them, searching for patterns, discovering what is important and what is to be learned, and deciding what you will tell others.

(Sumber: Bogdan & Biklen, 1992).

Data analysis is the process of bringing order, structure, and meaning to the mass of collected data. It is a messy, ambiguous, time-consuming, creative, and fascinating process. It does not proceed in a linear fashion; it is not neat. Qualitative data analysis is a search for general statements about relationships among categories of data; it builds grounded theory.

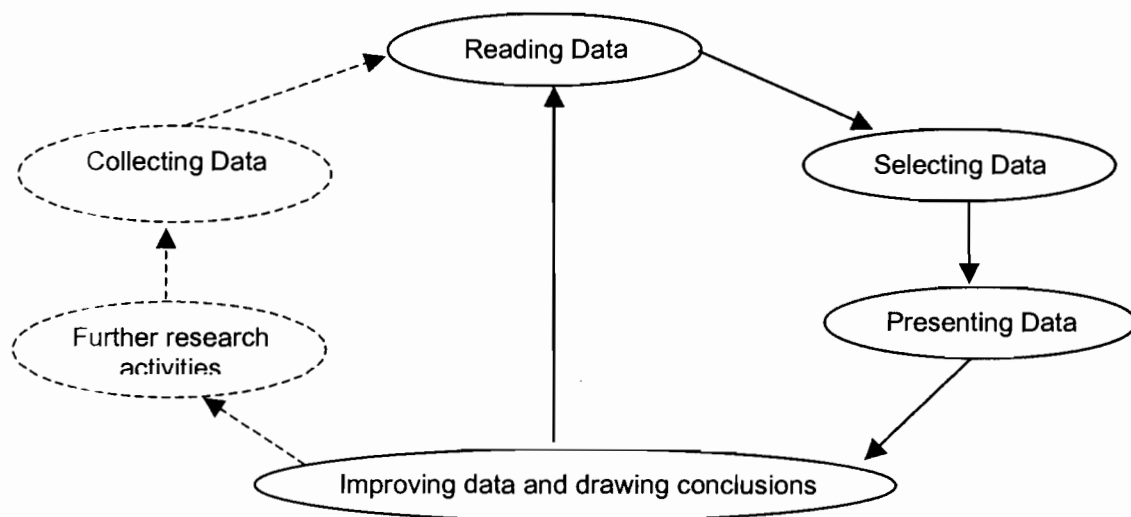
(Sumber: Marshall & Rossman, 1995)

What is at issue is the best means to 'make sense' of the data in ways that will facilitate the continuing unfolding of the inquiry, and, second, leads to a maximal understanding of the phenomena being studied.

(Sumber: Lincoln & Guba, 1985)

PROSES ANALISIS DATA DALAM PENYELIDIKAN TINDAKAN

Miles & Huberman (1982) telah menyarankan struktur berikut sebagai panduan proses analisis data kualitatif:



(Sumber: Altrichter, Posch, & Somekh, 1993).

Langkah-langkah dalam aliran di atas dinamakan "The Constructive Stage of Analysis" / Peringkat Pembinaan.

Langkah 1 (Reading data)
Meneliti data-data yang diperolehi untuk mengingat kembali peristiwa & pengalaman yang berkaitan.

Langkah 2 (Selecting data)
Menapis untuk memilih fakta yang penting.
Menghimpun data mengikut kategori / criteria.
Memperudahkan maklumat yang kompleks.

- Langkah 3 (Presenting data)
Merumuskan data yang terpilih dalam bentuk yang mudah dipersembahkan, misalnya garis kasar atau grafik.
- Langkah 4 (Interpreting data & drawing conclusions)
Menjalinkan perhubungan antara data.
Merangkakan model/teori untuk menjelaskan situasi.

Untuk menjamin kesahan (validity) kajian yang dijalankan, langkah-langkah tersebut hendaklah diiringi atau disusuli dengan “The Critical Stage of Analysis” / Peringkat Kritis.

Sehubungan itu, dua aktiviti utama ialah

- Menyemak kesahan sebarang bukti yang menyokong sesuatu dapatan.
- Mencari bukti yang tidak selaras dengan dapatan.

Kriteria Pengawalan Kualiti Penyelidikan Tindakan

Secara umumnya, kriteria mengawal kualiti penyelidikan tindakan terdiri daripada:

1. Mempertimbangkan Perspektif Alternatif

Adakah pemahaman yang diperolehi daripada kajian disemak secara silang dengan perspektif mereka yang terlibat atau bersama penyelidika lain?

Perspektif alternatif termasuk:

- Perspektif orang lain sama ada yang terlibat secara langsung (pelajar dalam kelas kita) atau secara tidak langsung (pemerhati/rakan kritis).
- Perspektif daripada kaedah lain bagi situasi yang sama, misalnya pemerhatian terus disokong oleh temu bual pelajar.
- Perspektif daripada kajian lain dalam situasi yang serupa.

2. Pengujian Melalui Tindakan (Practical Action)

Adakah pemahaman yang diperolehi daripada penyelidikan diuji melalui tindakan?

(Sumber: Altrichter, Posch & Somekh, 1993)

KAEDAH-KAEDAH ANALISIS DATA DALAM PENYELIDIKAN TINDAKAN

Analisis Kandungan (Content Analysis)

Secara ringkas, kaedah ini melibatkan penyelidik

- Meneliti data yang diperolehi (contoh: transkrip rakaman audio sesi pengajaran & pembelajaran) dan menggariskan/menandakan perkara-perkara yang dianggap penting berhubung dengan persoalan kajian.
- Merujuk balik perkara-perkara yang ditandakan dan menentukan kategori yang sesuai (contoh: Penyoalan Guru, Pujian dll).
- Melabelkan bahagian-bahagian data dengan Nama Kategori atau Singkatan/Kodnya (Contoh: PY bagi Penyoalan, PJ bagi Pujian dsb) digunakan, pastikan koding yang lebih detail digunakan agar punca data berkenaan dapat dikenal pasti.

Contoh:

PJ: TSPP3 / 2 / 18



Analisis Pola (Pattern Analysis)

Setelah mengenal pasti serta membuat pengekodan perkara-perkara penting, penyelidik membuat analisis berpandukan kepada soalan-soalan berikut:

- Apakah pola yang dapat dilihat?
- Apakah kesignifikan pola ini?
- Apakah kesan pola perlakuan tersebut?
- Sejauh manakah pola serta kesan daripadanya serasi/sepadan dengan hasrat guru?
- Sekiranya kesan pola berkenaan memang sepadan dengan hasrat guru, apakah teori yang dapat dirumuskan?

Analisis Dilema (Dilemma Analysis)

- Meneliti data yang diperolehi (khasnya transkrip temu bual) untuk mencari kes-kes di mana sasaran kajian menghadapi dilema yang bercorak
“On one hand .. but, on the other hand ... “
- Menuliskan satu pernyataan yang jelas tentang dilema berkenaan.
- Menjelajah dilema tersebut untuk memahami faktor-faktor yang menimbulkannya, kesan serta tahap seriusnya.
- Mencari penyelesaian.

TEKNIK MENYEMAK DATA (TRIANGULASI DATA)

Data yang dipungut perlu mempunyai kredibiliti. Dengan demikian, data yang dipungut seboleh-bolehnya perlu disemak untuk menentukan sejauh manakah ianya boleh dipercayai. Satu kaedah yang popular yang digunakan untuk menyemak kebolehpercayaan data kualitatif ialah triangulasi. Cohen & Manion (1994: m.s. 236) dan Altrichter et al (1993: m.s. 116) telah mencadangkan beberapa jenis triangulasi yang boleh diamalkan mengikut situasi dan keperluan kajian iaitu triangulasi masa, triangulasi metod, triangulasi sumber dan triangulasi penyelidik.

1. Triangulasi Masa

Mengumpul data daripada sumber yang sama untuk satu jangka masa yang panjang (juga dikenali sebagai rekabentuk *longitudinal*). Contohnya, berbincang atau menemu bual seorang individu yang sama mengenai topik yang sama pada masa yang berlainan.

2. Triangulasi Metod

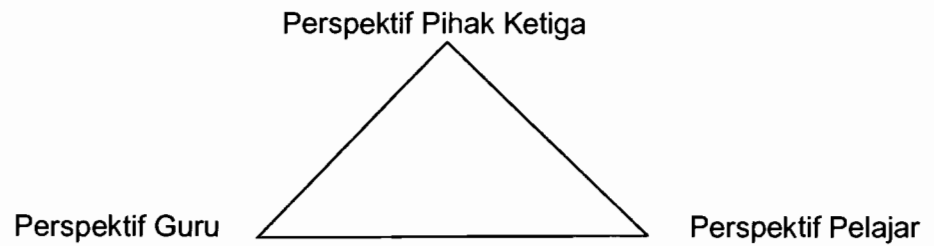
Menggunakan kaedah mengumpul data yang berlainan ke atas objek kajian yang sama (triangulasi antara kaedah – *between methods* , untuk menguji kesahan). Contohnya, mengumpul maklumat mengenai aspek yang sama melalui temu bual, pemerhatian dan borang soal selidik.

Menggunakan kaedah yang sama untuk situasi yang lain (triangulasi dalam kaedah – *within methods* – bermaksud mengulang satu kajian untuk menguji kebolehpercayaan termasuk membuat replikasi).

3. Triangulasi Sumber

Mendapat maklumat dan pandangan daripada sumber-sumber informasi yang berlainan. Contohnya, mendapat pandangan pelajar, guru sebaya, pemerhatian sendiri, pihak pentadbir, buku rekod guru dan lain-lain lagi.

Altrichter et al (1993: m.s. 116) menggambarkan triangulasi tiga penjurur ini seperti berikut:



4. Triangulasi Penyelidik

Menggunakan lebih daripada seorang penyelidik untuk mengumpul data.

(Sumber: Altrichter et al, 1993; Cohen & Manion, 1994)

AKTIVITI 1:

Aktiviti berikut bertujuan memberi latihan kepada para peserta terhadap teknik penganalisisan data kualitatif.

Arahan:

1. Para peserta membaca transkrip yang diberikan dan gariskan ayat-ayat yang mempunyai maksud terhadap tajuk kajian.
2. Mencari perkataan-perkataan yang membawa maksud kepada tajuk kajian dan memberi kod kepada perkataan-perkataan itu.
3. Menulis ayat-ayat atau ungkapan-ungkapan dalam ruang yang disediakan sebagai latihan analisis data kualitatif.
4. Catatkan jumlah kod perkataan yang dapat dalam transkrip itu sebagai data mentah.
5. Bilangkan kekerapan sesuatu ungkapan yang dinyatakan dalam transkrip ini sebagai bukti kesahan hasil kajian.

TRANSKRIP TEMU BUAL
OLEH: NG KEE CHUAN

Sila baca transkrip temu bual ini dan jawab beberapa soalan berikut.

Tajuk Kajian: **Keberkesanan Bimbingan Latihan Mengajar**

Tarikh: 7 Jun 1997

Tempat: Maktab Perguruan Kent Sabah

Masa: 2.30 petang

Kunci: **(N)** K.C Ng, **(K)** Kathy, **(R)** Rus, **(S)** Sutinah

Peserta	Perbualan	Kod
N	➤ Bilakah anda mula sedar masalah utama ini ?	
K	➤ Bagi saya.....mula-mula saya tidak sedar itu	
N	➤ Ya! Bila saya tengok dalam buku rekod kamu, anda pernah menulis tentang masalah itu	
K	➤ Mungkin itu bukan yang saya first time masuk itu, apabila saya masuk mengajar memang tidak dapat	
S	➤ Sejak praktikum I, saya hadapi masalah yang sama, mula-mula masuk tidak ada masalah disiplin tetapi bila sudah biasa dengan murid-murid itu, mereka pun mulalah	
N	➤ Jadi semasa itu kamu ada jalankan apa-apa tindakan tak?, untuk mengatasi masalah ini?	
S	➤ Masa itu saya kurang bimbingan macam mana mengatasi, Jadi saya tiada idea macam mana hendak.. sebab pensyarah masuk tiada masalah	
N	➤ Apakah perasaan anda setelah meninggalkan sekolah?	
K	➤ Sedih pun ada, lega pun ada. Sebab tidak perlu menyediakan RPH. Sebab itu yang menekan. Rasa sedih kerana terpisah dengan murid-murid. Terharulah meninggalkan mereka	
S	➤ Saya pun lebih kurang dengan (K) walaupun budak-budak itu macam ada kalanya geram juga dengan mereka itu. Tetapi apabila terpisah agak sedih juga. Dan lagi satu saya ada banyak pengalaman	
R	➤ Sedih itu memang sedih. Tetapi hari ini memang latihan kan?. Saya menunggu-nunggu sekolah yang tetap. Memang saya menantikan penempatan itu.	
N	➤ Bagaimana dengan masalah utama anda? Bilakah anda mula sedar?	
R	➤ Kalau masalah utama dari LM 1. Tetapi di Tempasuk II, mungkin seminggu dua minggu saya masuk baru nampaklah	
N	➤ Semasa LM 1, kamu ada ambil apa-apa tindakan atau tidak?	
R	➤ Ada tetapi murid-murid saya semasa LM 1 lebih berada di bandarkan, suka juga menggunakan Bahasa Inggeris	
N	➤ Jadi apakah pendapat anda terhadap dua kawasan LM ini?	
K	➤ Saya lebih bersedia untuk posting. Dalam praktikum II memang banyak yang sudah saya dapati. Lebih bersedia untuk mempraktikkan apa yang sudah didapati..cubalah	
N	➤ Apakah yang menyebabkan anda lebih yakin?	

K	➤ Sebab sepanjang praktikum kita kenali apa kelemahan, bila cuba menyelesaikan masalah itu juga, kita nampak reaksi murid kita, jadi lebih yakin untuk teruskan apa yang kita telah lakukan
S	➤ Kalau dibandingkan dengan LMI dengan LMII ini lebih banyak pengalaman jadi saya rasa macam tersedia untuk pergi ke sekolah yang tetap.
K	➤ Tetapi setuasi yang baru lagi, gentar juga
R	➤ Kalau saya sedia, memang sedialah. Tidak tahu tempat, tidak pasti apa yang sudah dibuat di sekolah boleh dibuat disana. Mungkin persekitaran yang lain kan?
N	➤ Sudahkah anda dapat selesaikan masalah utama kamu atau belum
R	➤ Kalau saya belum. Tapi ada perkembangan
K	➤ Kadang-kadang tercapai, kadang-kadang aktiviti yang sama itu kadang-kadang tidak ada perkembangan
S	➤ Saya rasa macam satu kitaran. Sebab kadang-kadang masalah disiplin itu tidak timbul bergantung kepada cara saya mengendalikan pelajaran itu. Tetapi lepas itu lama-lama lagi ada juga masalah walaupun saya gunakan kaedah yang sama. Jadi macam pusing-pusinglah. Saya rasa tidak habislah !

Sila analisis transkrip ini dengan tajuk-tajuk berikut;

A: Catatkan ungkapan-ungkapan yang membawa maksud:

❖ Kawalan Kelas

- a) _____
b) _____
c) _____

(Kekerapan:)

❖ Keyakinan guru pelatih

- a) _____
b) _____
c) _____

(Kekerapan:)

B: Gunakan Kod dan catatkan kekerapan perkataan itu disebut:

❖ Kawalan Kelas: disiplin () susah ()

❖ Keyakinan guru pelatih: gentar ()

boleh buat ()

Bahan bacaan dan aktiviti berikut dari pelbagai sumber adalah bertujuan untuk membantu dalam membuat refleksi.

BAHAN BACAAN 2:

APAKAH ITU REFLEKSI?

Terdapat pelbagai takrifan tentang konsep refleksi seperti yang diberikan oleh tokoh-tokoh seperti Dewey (1993), Van Manen (1977), Schon (1983) dan Shulman (1987). Shulman (1987) dalam Wong et al (2000: m.s. 13), sebagai contohnya, mendefinisikan refleksi sebagai satu fasa di mana guru pelatih [guru] meninjau semula pengajarannya di dalam bilik darjah, yakni refleksi secara umumnya adalah berkenaan dengan:

- pembelajaran daripada pengalaman
- proses yang dipandu oleh data yang ada

Sedutan artikel Goh Lay Huah (2000), sebagai contohnya, menjelaskan maksud tersebut.

I was no longer the central figure in their learning. In the first place, place, I was in control of the teaching-learning situation. I was comfortable with that. But at this stage, I no longer control the learners' work pace and direction. Collaboration happened among them. I think that the metacognitive awareness I had of carrying out my role as facilitator enabled me to carry out intera[c]tion and input systematically, and this may have contributed the fact that the learners settled in well, which explained why.

"...I did not do as much facilitation today, because the groups have become more focused, more oriented on the task on hand. I felt that they had a lot to discuss after having understood what they had to do.... In that sense, I felt that perhaps my input to them the past week had been successful enough to put them on the right track" (300300, journal).

(Goh, 2000: m.s. 27)

AKTIVITI 2:

Peserta diminta membuat refleksi terhadap proses penyelidikan tindakan yang dilalui dalam kursus ini.

Refleksi dibuat berdasarkan aspek-aspek dalam borang seperti berikut:

ASPEK-ASPEK REFLEKSI	CATATAN
<p>1. Pengalaman/Perasaan</p> <ul style="list-style-type: none">• Isu etika• Dilema• Masalah pelaksanaan penyelidikan• Cara-cara mengatasi masalah penyelidikan	
<p>2. Kesan Pedagogi</p> <ul style="list-style-type: none">• Kelemahan • Kekuatan	
<p>3. Tindakan lanjut</p> <ul style="list-style-type: none">• Membuat pilihan sama ada:<ul style="list-style-type: none">(a) meneruskan tindakan atau(b) mengubah suai tindakan atau(c) menukar tindakan	
<p>4. Pengajaran dan pembelajaran yang diperoleh dalam proses penyelidikan tindakan</p>	

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