Teachers' Solutions to English Teaching and Learning Problems at Senior High Schools: An Analysis of Teachers' Classroom Action Research Reports

Ellis Tamela
English Language Education Study Program
Universitas Negeri Jakarta
Jakarta, Indonesia
ellistamela@unj.ac.id

Ratna Dewanti
English Language Education Study Program
Universitas Negeri Jakarta
Jakarta, Indonesia
rdewanti@unj.ac.id

Abstract

This study was conducted to investigate the solutions to English teaching and learning problems at senior high schools in teachers' classroom action research reports. The methodology of this study was a content analysis of the problems and solutions in teachers' classroom action research reports. The data were the problems and teachers' solutions in the English teaching and learning at senior high school in teachers' classroom action research reports. The data sources were thirty-one reports of listening, speaking, reading, writing, and lexicogrammar. This study found that the teachers utilized various technique or method to solve the problems in four skills and lexicogrammar (such as, quartet cards, jigsaw, a series of pictures, etc.), even though they had similar problems. There were two solutions in listening problems, eleven solutions in speaking problems, eight solutions in reading problems, six solutions in writing problems, and one solution in lexicogrammar problem. Furthermore, there were reports which had different problems-similar solutions (the use of quartet cards in speaking), and similar problems-similar solutions (the use of jigsaw in reading and the use of series of pictures in writing).

Keywords: English teaching problems, teachers' solutions, classroom action research reports, and four English skills and language component

INTRODUCTION

A professional teacher should be able to develop their capacity and competence after a period of practice, one of which is by being a researcher. According to Lankshear and Knobel (2004), the main idea of teacher as a researcher is that it involves teacher researching his own classroom; with or without collaborative support from other teachers, and that teaching should be considered and lived as a professional engagement. In addition, they explained two views of teacher research. First, it is seen as an important means that teachers can improve their competence for making professional judgements and decisions regarding their status as professionals. Second, it may have the purpose to contribute to teaching or instruction improvement, since it provides opportunities for teachers to examine the effectiveness of interventions they believe may enhance learning outcomes for some or all of the students. Teacher research can also be cogitated as 'classroom practitioners at any level' and can be done in classrooms, libraries, homes, communities and anywhere else where one is able to get, analyze, and interpret information or data regarding to his profession as a teacher

(Lankshear and Knobel, 2004). Moreover, when facing certain problems during the teaching and learning process, for example when most students are reluctant to speak out during speaking activities, teachers can conduct a classroom action research as an attempt to solve the problems.

In Indonesia, teachers are also demanded to conduct a classroom action research, according to Permenpan dan Reformasi Birokrasi nomor 16 tahun 2009 pasal 11. It is stated that teachers have to publish their research product as one of the criteria to promote themselves to a higher level. Nevertheless, there are few teachers who do researches. If they already make one, it is difficult to access their report. Therefore, it is important to help Indonesian teachers realize how important a research is to the development and improvement of their teaching practice and the success of their students.

Classroom action research has characteristics, the enhancement of practice, the development of new theoretical understandings, and the introduction change into social enterprise (Hinkel, 2005). In addition, it can be utilized to review our current practice, try out ideas and strategies, and evaluate the process (McNiff and Whitehead, 2002). It is also a valuable process in the development of teaching and learning in higher education (Zhang and Amundsen, 2015). Since teachers are the people who works and involved in the classroom, classroom action research is suitable to solve problems happened during teaching and learning process.

Classroom action research has a lot of benefits. According to a number of studies, it can be a promising strategy for program renewal and instructional improvement, empower and assist teachers to reflect on and improve their practice, help them be more responsible and autonomous, locate the problematic areas and support decision-making for action, unite theories and practice, deepen school's professional community, and become a renewable professional growth cycle (Carver and Clein, 2013; Dajani, 2015; Deemer, 2009; Galini and Efthymia, 2010; Gilles, Wilson, and Elias, 2010; Shanks, Miller, and Rosendale, 2012). However, some teachers are hesitated to conduct classroom action research due to the lack of knowledge regarding to research itself, a thought that a teacher is not a researcher, and it is not a part of the culture (Bashir, 2011). Furthermore, Blakemore (2012) points out that teachers have a lot of works inside and outside the classroom, so it will take time to conduct a research. Besides, there is minimum access to relevant tools needed, such as, internet, documents, etc., and facilities in the institution where teachers work.

Classroom action research can assist teachers to identify problems and plan for the strategies to encounter them. For example, in studying English, there are common problems in listening, speaking, reading, writing, and lexicogrammar. A study in listening skill was conducted by Mehrak and Soleymani (2015). It was to find the solution to the problem in listening, which was students' anxiety, which was through the use of mobile learning. It was found out that mobile learning was effective in assisting the students to reduce their anxiety, so that their listening comprehension improved. In speaking skill, according to a research done by León and Cely (2010), students are afraid to speak because they are afraid of critics and being joked about what they talk about. Therefore, León and Cely (2010) conduct a classroom action research using games to improve students' speaking skill and find out that games make students feel better, free and confident and there are collaboration, solidarity and interaction among the students. In teaching reading, most of the problems are in relation to answering questions based on the text and not knowing the meaning of words (Carrillo, 2010; Cortés, 2013). The strategies utilized in their classroom action research are reading speed, non-text information, word attack skills, text attack, discursive strategies, using dictionary, and guessing meaning from context. The result demonstrates how these strategies benefit the students in improving their skill in reading. On the other hand, research connected to writing skill is conducted by Estrada and Warren (2014). It implemented the goal-setting strategies and emphasizing creativity in a culturally responsive classroom (CRC), to solve the problem of the lack of the writing proficiency of the students, which resulted in the development of students' confidence and their performance in writing. Moreover, writing strategies to solve the problems can also involve the development of the technology as in the study from Álvarez (2011) which used blogs. It was discovered that blogs could be the alternative in teaching writing since it raises the interest among the students. Even though the students' writing production was not much, it was a good beginning to encourage them to write.

Problem in lexicogrammar was piloted by Bao (2015) who focused on the use of relative clause as one of the most important language points in College English Examination. Using error analysis theory, the study found that students focus more on the language form and English rules, so that they ignored meaning and context of the language. The students were also lack of grammar knowledge resulting in the difficulty in

understanding the meaning of the sentence. Bao (2015) then suggested that teachers should reinforce students' basic knowledge in English, teach grammar systematically, and train students to think in English mode.

Problems in teaching English similarly happen in Indonesia since English is a foreign language, resulting on lack exposure to the use of English. Classroom action research can be one of the solutions to find out the appropriate teaching method for the students. Unfortunately, its report is still difficult to find. Hence, studies on classroom action research report can help teachers be more aware, get thoughts to work with the problems happening in the classroom, and be more encouraged to conduct their own research.

Based on the backgrounds above, this study aims to investigate the solutions to English teaching and learning problems at senior high schools in teachers' classroom action research reports.

RESEARCH METHOD

This study implemented a qualitative study, utilizing documents (Creswell, 2009). The criteria for the selection of the documents includes that they (a) are classroom action research studies, and (b) are undertaken by English teachers at senior high school in Jakarta. The data of the study were the problems and teachers' solutions in four skills and lexicogrammar at senior high school in teachers' classroom action research reports. The data were from public and private senior high schools to demonstrate that the findings were credible to research population and to make certain that the picture provided in the research is as full and complete as it can be (Mackey and Gass, 2005). The data sources were the classroom action research reports of English senior high school teachers in Jakarta. Hence, this study used secondary data, as the researcher only collected the data which were based on the published or the original ones (Church, 2001). There were thirty-one reports gathered (two listening reports, twelve speaking reports, nine reading reports, seven writing reports, and one lexicogrammar report). The analysis focused on chapter one (the problem), and chapter three and four (the solution) of the reports.

Moreover, the data analysis procedure specifically focused on the solutions in classroom action research reports by English teachers gathered. The steps were, first, the classroom action research reports were classified into English skills: listening, speaking, reading, and writing, and the English language component: lexicogrammar. Next, chapter one, three, and four of the classroom action research reports were read in detail, particularly the solutions part which are included the action research cycle describing strategies teachers used in deciphering problems occurred in their English classes. The table of data analysis was made for each skill to make it easier to analyze:

No.	Title	Problem	Solution

Table 1. Table of data analysis

The title was taken from the cover, the problem was from the first chapter, and the solution was from the third and the fourth chapter of the classroom action research. Furthermore, the reports were coded based on each skill, i.e., listening (L), speaking (S), reading (R), writing (W), lexicogrammar (LG). For example, the classroom action research report in listening number one was coded as L1, and so on.

Third, the problem arose from each report along with the solution was described. Next, a list of solutions for each skill and a percentage of most solutions were made. For example, there were eleven solutions in speaking skill, and there were two classroom action reports which had similar solution. Therefore, the percentage was: $2/11 \times 100\% = 18,2\%$. Moreover, there was a graph with a percentage for the solution for each problem in listening, speaking, reading, writing, and lexicogrammar.

The analysis focused on how the solutions to the problems in listening, speaking, reading, writing, and lexicogrammar, were described along with the description of each stage. Next, it was developed into a narrative to describe the strategies and identify the main themes that emerge from the data. In addition, there was a table to identify the classroom action research reports which had similar problems.

No.	Problems	Classroom action research reports

Table 2. Table of distribution of problems in classroom action research reports

The problems were taken from table 1. Then, the classroom action research reports which had similar problems were classified using coding as it was described in the previous paragraph, i.e., listening (L), speaking (S), reading (R), writing (W), lexicogrammar (LG). For example, in the reports of speaking skills, classroom action research report number one and number two's problems were the same. Hence, it was written S1 & S2 in the row entitled classroom action research reports.

An analysis on the reports when there were similar problems had similar solutions, or similar problems yet different solutions. In shorts, the findings were analyzed and described regarding to how English senior high school teachers solved problems in their class (listening, speaking, reading, writing, and lexicogrammar).

RESULTS AND DISCUSSION

There were two classroom action research reports in listening. The problem was similar, that the listening score of the students were low, i.e., most of the scores were below the minimum (KKM: *Kriteria Ketuntasan Minimal*). However, the solutions were different, one was using dictation technique, while the other was using IVCD. The report with the dictation technique did not precisely define the reason the teacher chose it as the solution to the problem while report number two which utilized IVCD based his action 0n the problem. The later did a thorough observation that the students got low scores because the students' vocabulary mastery and motivation to learn English was low, and the teacher rarely used various teaching method and media. Hence, the teacher assumed that students' motivation would rise if they were interested with the learning process and the learning process would be interesting to students if the teacher applied various teaching method and media. Therefore, he changed the teaching method and used media namely Interactive VCD or IVCD.

Hereby, there were two solutions in resolving the problems in listening even though the teacher and the students faced the similar problem. While report number one did not explain the judgment of the teacher in utilizing dictation technique, report number two clearly justify the reason. However, both reported the improvement of the students' score after the application of the techniques. In other words, the listening problems related to the students' low score had been solved. The results of the study, however, were not the same as that of Mehrak and Soleymani (2015). Their study was to find the solution to the students' anxiety in listening, which was through the use of mobile learning. In conclusion, since the problems in the data were not similar with the previous study, the solutions were also different.

For speaking, there were twelve classroom action research reports gathered, which was the most number among others. It might be due to the demand for the students to be able to communicate in English so that they can compete in a global competition in the future. Moreover, it is a common fact that most Indonesian students are reluctant to speak. Based on the twelve classroom action research reports, the causes are various: the students are shy, the students are afraid to be laughed at, the students think that speaking is difficult, and so on. The problems in speaking for Indonesian students were similar with the study conducted by León and Cely (2010); the students were afraid to speak because they were afraid of critics and being joked about what they talked about. In addition, there were similar problems found in different classroom action research reports, yet the solutions were not the same, as in table 3,

Table 3. Table of distributions of speaking problems in the classroom action research reports

No.	Problems	Classroom action research reports
1.	The students are shy	S1
2.	The students are nervous	S1
3.	The students are afraid to be laughed	S1
4.	The students never use English	S1
5.	The students are afraid to make mistake	S1 and S10
6.	Teacher-centered learning	S2

7.	The students have low score in speaking test	S2, S6, and S12
8.	The students are bored with teaching method	S2, S9, S10, and S12
9.	The students are not able to speak English fluently	S3 and S4
10.	The students have low self-confidence	S4
11.	The students are lack of vocabularies	S5, S6, and S10
12.	The students have low motivation	S6, S7, S9, and S11
13.	The students are confused	S7 and S8
14.	Unqualified teachers	S9 and S10

Note : S1 = speaking' classroom action research report number one; S2 = speaking' classroom action research report   number two and so on.

From the table, it could be seen that most problems in speaking skill were the students bored with teaching method and they had low motivations. This was probably because the teachers did not have proper knowledge about the methods or strategies in teaching speaking. Furthermore, the learning activities were not interesting and the students tended to disengage with the activity (Harmer, 2001).

For the fifth speaking problem that the students were afraid to make mistake as in the reports S1 and S10, they had different solutions. S1 used monologue yet S10 used quartet cards to solve the problem. Both reports described the reason why the teachers used the solutions. In S1, the teacher chose monologue since it was appropriate to the characteristics and condition of the students for developing their speaking ability. Moreover, the teacher believed that monologue could give the students a learning experience which aimed to provide them with the opportunity to synthesize knowledge from various areas of learning to be applied in real life situations. For report S10 which used quartet cards, the teacher believed that since the problem was the students were bored with the teaching method, he needed to consider the technique that could build student's interest and motivation in communicating in English. In addition, the teacher believed that the learning of speaking should be fun and enjoyable to make the students interested and motivated. Therefore, quartet cards were applied.

The speaking problem number seven which was the low score of the speaking test, there were three classroom action research reports with the same problem: S2, S6, and S12. However, the solutions were different; S2 used *Total Physical Response (TPR),* S6 used Information Gap Cards, and S12 used board games. For the classroom action research report S2, the teacher got the idea of applying TPR from the theory of Richards J that TPR was easy to apply in the classroom and it involved command, speech, and action. Moreover, TPR was believed to reduce the stress of the students and create positive learning environment. While for S6, the teacher chose Information gap cards (IGC) with the consideration that they were cheap, easy to make, and easy to do. Moreover, teachers could create various cards with various size, color, picture, and content. As for S12, the teacher utilized board games with the consideration that the appropriate approach, strategy and the learning media should be created in learning process to improve the students' competence in speaking. Therefore, the teacher had important role to think over and manage learning strategy and how to use the media effectively and efficiently to make the students get involved actively.

The eighth speaking problem which was the boredom of the students with the teaching method was found in the classroom action research report S2, S9, S10, and S12. S2 utilized TPR, S9 with ranking games, S10 with quartet cards, and S12 with board games. Since S2, S10, and S12 had been described on the previous paragraph, this part discussed only S9. In S9, the teacher applied ranking games since the teacher considered that the students would be motivated in speaking activity if they enjoyed of what they were doing. Among the types of activities used in teaching speaking and learning process, games were the most effective technique to build the students' motivation. Hence, the teacher was interested in selecting ranking games (one of the games) as an effective implementation in teaching speaking.

The speaking problem number nine was the students were not able to speak English fluently. There were two classroom action reports on this problem. They were S3 and S4. S3 utilized contextual approach based on the consideration that the students, in fact, had the ability to speak since they had understood the use of grammar, vocabularies and certain expressions in speaking. The teacher learnt that the cause was they could not decide which grammar, vocabularies or expression should be used in certain situations. Hence, the teacher chose the contextual approach because it could relate the real-life situations in the classroom. While S4 which

used little bazaar activity, the teacher assumed that it could give the students an opportunity to use their own personality in creating the material on which *part* of language class was to be based. The activity was drawn on the natural ability of every person to imitate, mimic and express himself through gesture. A person should act as if he were someone else or in another situation. Students were expected to be a good actor in a different situation. They should interact with another person and they could put their position in the right place.

The eleventh speaking problem which was the lack of the vocabularies of the students was found in the classroom action research reports S5, S6, and S10. S6 which used Information Gap Cards and S10 which used quartet cards had been explained in the previous paragraph. In S5 which had the solution using daily conversation cards, the teacher described the reasons why he chose the cards. First, there were a lot of students in the school with limit time allocation, five hours in a week. Second, the students felt afraid of making mistakes when they talked, and then some of students feel ashamed to express their ideas in English. Third, the students did not use English in their daily communication. Therefore, daily conversation cards were utilized to assist the students to overcome the problem; the lack of vocabularies.

The speaking problem number twelve which was the low motivation of the students had been discovered in classroom action research report S6, S7, S9, and S11. S6 and S9 had been defined in the previous paragraph. Therefore, this paragraph focused on S7 and S11. In S7, the teacher applied quartet cards. He assumed that to solve the problem, the teacher must have some tricks to amuse the students to speak. Quartet cards were not anything new for the students. It was familiar and easy to play. In addition, quartet cards were good and meaningful because they involved the four language skills, listening, speaking, reading, and writing. By playing quartet card, the students enjoyed the learning process and understood the given materials. On the other hand, S11 utilized E-learning media since the teacher believed that effective learning would be gained if the learning process were fun and exciting. These meant the learning condition which could release the students from the pressure or stress. The pressure could come from many ways such as monotonous class, uninteresting or unexciting teacher, unchallenging learning materials, lack of teaching media or aids, and many more. Hence, the teacher chose E-Learning media form Microsoft power point to improve the students' speaking ability in doing monologue on narrative.

The speaking problem number thirteen was the students were confused. There were two classroom action research reports on this problem: S7 and S8. Nevertheless, they had different solutions; S7 utilized quartet cards while S8 utilized story telling using visual aids pictures and real things. S7 had been explained in the previous paragraph. While in S8, the teacher used story telling using visual aids pictures and real things because pictures could easily be obtained or drawn, realia were available around us and in the market, both could attract students' attention, and both could stimulate the students to memorize the orientation, complication, and the resolution of the story.

Finally, the last speaking problem was unqualified teachers. This problem was found in S9 and S10. Nevertheless, the solutions were different; S9 used ranking games and S10 used quartet cards. The consideration why the teachers utilized different solutions had been discussed before.

From the explanation above, even though each classroom action research reports in speaking had similar problems-different solutions or different problems-similar solutions, the teachers based their action on the observation, the condition of the students, the facilities, and the result of the previous test. All reports used different solutions, yet they were all interactive. The solutions could encourage the students to speak. Furthermore, this fact was based on the theory of Brown (2000) which stated that the speaking activities should be interactive. Moreover, most of the reports used games (quartet cards, ranking games, daily conversation cards, information gap cards and board games) since the teacher assumed the use of games in the classroom could create a fun and enjoyable learning experience as in a study conducted by León and Cely (2010).

The reports in reading were the second most with thirteen problems filed. The causes were various, as in table 4,

Table 4. Table of distributions of reading problems in the classroom action research reports

No.	Problems	Classroom action research reports
1.	The students are not active	R1

2.	Teacher-centered learning method	R1
3.	The students find difficulties in answering questions based on the text	R2
4.	The students are lack of vocabularies	R2 and R9
5.	The texts are not interesting	R2 and R3
6.	The students are hesitated to ask for help from the teacher or friends	R2
7.	Conventional teaching learning method	R2 and R5
8.	Text comprehension	R3
9.	Different learning style	R4
10.	The students have low score in reading test	R4, R5, R6, R7, R8, and R9
11.	The lack of exercises on answering questions based on the text	R8
12.	The limited time in teaching learning process	R8
13.	Mobile phones in class	R8

Note : R1 = reading' classroom action research report number one; R2 = reading' classroom action research report number two and so on.

Problem number four that the students were lack of vocabularies was in classroom action research report number two and nine. On the other hand, the teacher utilized different solutions; R2 used jigsaw and R9 used vocabulary quiz. Both reports explained the reason the teacher chose jigsaw or vocabulary quiz; they assumed that since the problem was related to vocabulary, they needed to utilize the solution which required the students to work on their vocabulary, either by looking up on a dictionary, playing games, or working together with their group. In R9, the teacher added information about the vocabulary quiz. It was a kind of quiz adapted from millionaire quiz which was given to the students before the teaching and learning activities. The quiz consisted of some numbers of vocabulary test which students got in the narrative text they had in the teaching and learning activities that day.

The fifth problem was the uninteresting texts as in classroom action research reports number two and three. Even though the solutions were not similar, R2 utilized jigsaw while R3 utilized newspaper and magazine news texts, both reports described the reason why the teachers used those method. The teachers provided the students with interesting texts as in R3 which used newspapers and magazine news texts. The teachers believed that by providing interesting text, the students enjoyed the activities, so that they could learn and get better reading result. It was as what Brown (2000) had stated that by stimulating the students in reading for enjoyment, they got a new experience in the world of reading and sometimes forgot to look up for difficult words.

The seventh problem, conventional teaching method was in classroom action research reports number two and five which also used similar method, jigsaw. The teachers had read theories, previous studies, and observed the condition of the classroom. Hence, they came to a conclusion that jigsaw was the appropriate method to the conventional teaching method problem; a method which the teacher gave explanation about the materials and the students just followed what the teachers said, i.e., the students were not the center of learning. In R5, the teacher assumed that jigsaw, which involved a team work or cooperative learning to make the students more active in the learning process was eligible based on the studies by Hondro (2009) and Susilowati (2009). As it was described in the findings (classroom action research report number two and five), in jigsaw, the students were divided in groups: previous and expert groups. The students in the expert groups had to come back to their previous group and share what they had got.

Problem number ten, the low score of reading test as in R4, R5, R6, R7, R8, and R9 had different solutions; the optimization of different learning styles (R4), jigsaw (R5), Numbered Heads Together (R6), talking stick (R7), hot lava M-learning (R8), and vocabulary quiz (R9). Since R5 and R9 had been explained in the previous paragraph, the following description focused on R4, R6, R7, and R8. Moreover, the four reports defined the reason why the teachers chose the solutions.

Classroom action research report number four (R4) solved the problem using the optimization of different learning styles. The teacher believed that by facilitating different learning styles (auditory, visual, and kinesthetic), the students were able to easily learn and furthermore, they got better result. On the other hand, R6 which utilized numbered heads together, based the action from the problem (the low score of reading test)

and on the assumption that NHT was believed as one alternative to create a more enjoyable and interesting learning activities. It was because NHT made the students to search, analyze, and report the information from several sources. This would let the students to work together and learn from each other.

The classroom action research report number seven (R7) also based the solution from the problem and the assumption that there was a change in teacher's point of view. To solve the problem regarding to the low score of reading, the teacher needed to broaden their perspective that in learning, it was essential for the teacher to facilitate and enrich students' learning experience. The students might get the experience from their surroundings and interaction with their friends, environment, and other sources. Therefore, they might enjoy the learning more and increase their reading score. In R8, the teacher used hot lava m-learning since he considered mobile learning was suitable for the students as it offered interesting and challenging activities in reading (before, while, and after reading activity). In addition, the use of mobile phone might attract the students in working on the assignment. It gave the opportunity for the students to learn outside the classroom. Therefore, the students could enhance their ability in answering questions and their vocabulary. Besides, it changed the students' habit in using mobile phone from playing games to learning. The teacher was sure by using a tool that was familiar, the students might get interested in learning, so that their score improved.

Along with the discussion of the similar reading problems in classroom action research reports with different solutions, this part also defined the reports which had similar solutions and problems, as in R2 and R5. Their problem was the conventional teaching method. Both reports described the reason to choose jigsaw as the solution. According to the report, jigsaw promoted cooperative learning and let the students learned from their partners. In addition, in jigsaw method, the teacher had a role as a facilitator, so that the students were as the center of learning. Furthermore, the teacher hoped the use of jigsaw would be able to assist the students in reading, proved by the increasing score on the reading test.

From the description above, even though each classroom action research reports in reading had similar problems-different solutions or similar problems-similar solutions, the teachers based their action from the observation; the condition of the students, the facilities, and the result of the previous test. Even though the solutions were different, the teachers exposed to the real use of English in terms of newspaper and magazine news texts, and m-learning to broaden the students' reading point of view (Gebhard, 1996). Furthermore, the classroom action research reports R2 and R9 had the same problem with the study conducted by Carrillo (2010) and Cortés (2013) that the students did not know the meaning of words. Nevertheless, the solutions were atypical. Carrillo and Cortés used strategies such as reading speed, non-text information, word attack skills, text attack, discursive strategies, using dictionary, and guessing meaning from context, while R2 used jigsaw and R9 used vocabulary quiz. Although the solutions were various for one problem, they proved to be effective in assisting the students in improving their reading skill.

Next is writing which has seven reports with nine problems filed. The causes were various in table 4.4,

Table 5. Table of distributions of writing problems in the classroom action research reports

No.	Problems	Classroom action research reports
1.	The students have low score in writing test	W1 and W7
2.	The students think that writing is difficult	W1 and W3
3.	The students felt reluctant and anxious in writing a text in English	W2, W6, and W7
4.	The students are bored with the activities	W4
5.	The students are bored with teaching method	W4
6.	The students' bad mastery of grammar, vocabulary, and spelling	W4, W5, W6, and W7
7.	The teacher rarely used various method and or media	W4 and W7
8.	The students find difficulties to express their ideas and opinions	W5 and W7
9.	The low motivation of the students	W6 and W7

Note : W1 = writing' classroom action research report number one; W2 = writing' classroom action research report number two, and so on.

Problem number one, the students had low score in writing test, was found in report number one (W1) and seven (W7). W1 used genre-based approach and W7 used a series of pictures. Both reports had reasons why

the solutions were chosen. W1 had observed the students and concluded that the writing skill had been trained to the students regarding to create a text even though the activity was guided. Therefore, the teacher utilized t genre-based approach to assist the students in creating structured and well-organized text. W7 applied a series of pictures based on the assumptions that the teacher needed to overcome the problem by applying contextual learning using a series of pictures or *authentic materials* in teaching *procedure* text orally or written. It was believed that this media helped the students to understand the vocabularies they needed in constructing the text, and to express their ideas and opinions in writing the rhetorical steps of a *procedure* text.

The second problem is the students thought that writing was difficult (W1 and W3). W1 which used genre-based approach had been explained above. On the other hand, W3 utilized writing games as a solution to the problem. The teacher based his action on the ideas that games could minimize the fear from the students that writing was difficult. There were two writing games applied in the classroom; "What's next?" and "Silly Story".

In writing, the students felt reluctant and anxious in writing a text in English as in the classroom action research report W2, W6, and W7. W2 utilized dialogue journal since there were theories proposed by a number of experts that dialogue journal may enable the students to write regularly. Moreover, the students could share their anxiety of writing in English and at the same time, build the students' confidence to write. On the other hand, W6 which used PowerPoint presentation had a consideration PowerPoint was cheap, easy to make, and easy to do. Moreover, the teacher could create various PowerPoint presentation with various content and animation. Therefore, PowerPoint presentation was manageable and applicable. The explanation of W7 which used a series of pictures had been in the previous paragraph.

The sixth problem, the students had a bad mastery of grammar, vocabulary, and spelling was found in the classroom action research report number four, five, six, and seven. W4 used hand phone, W5 and W7 used a series of pictures and W6 used PowerPoint presentation. Since W6 and W7 had been discussed, this paragraph focused on W4 and W5. W4 applied hand phone solution to the problem. The teacher chose it was due to the fact that writing activities were very useful in the daily life. So, the students must study one of the writing activities such as, writing short messages. Furthermore, it was a good chance to motivate the students to create their writing skills through short messages or on the students' hand phones since this electronic media was useful and practical for the students to write short messages. W5 which used a series of pictures had a reason that a series of pictures helped the students to understand the vocabularies they needed in constructing the text.

The seventh problem; the teacher rarely used various method and or media was in the classroom action research report W4 and W7. Both reports applied different solutions; W4 used hand phones and W7 used a series of pictures. On the contrary, problem number eight encouraged the teacher to use a series of pictures as the solution. In this case, the teacher conducted the research on writing for two years in a row, 2008 and 2009. The reason was probably because a series of pictures was proven to be effective in resolving the problem related to various method and or media or because the teacher had not found another strategy to deal with the problem.

Finally, the ninth problem which was the low motivation of the students was found in the classroom action research reports number six (W6) and number seven (W7). However, they both used different solutions. W6 utilized PowerPoint presentation and W7 utilized a series of pictures.

Based on the description above, there were reports with similar problems but different solutions and reports which had similar problems and solutions, as in W5 and W7. Their problems were the bad mastery of grammar, vocabulary, and spelling and the students found difficulties in expressing their ideas and opinions. Both reports were written by the same teacher and they described the reason to choose a series of pictures as the solution, in different classes for two years in a row (2008 and 2009). The reason was probably because a series of pictures was proven to be effective in resolving the problem related to various method and or media or because the teacher had not found another strategy to deal with the problem.

According to the report, the teacher applied contextual learning using a series of pictures or *authentic materials* in teaching *procedure* text orally or written. It was believed that this media aided the students to understand the vocabularies they needed in constructing the text, and to express their ideas and opinions in writing the rhetorical steps of a *procedure* text. Furthermore, the teacher hoped the use of a series of pictures would be able to assist the students in writing. Fortunately, the result showed that the students were more interested, motivated, and eager to write their ideas with the help of the series of pictures. Hence, their writing score also increased.

In conclusion, even though each classroom action research reports in writing had similar problems-different solutions or similar problems-similar solutions, the teachers based their action from the observation; the condition of the students, the facilities, and the result of the previous test. Even though the solutions were different, the teachers provided the students with authentic writing as possible, as in using dialogue journal and hand phone (Brown, 2000). Moreover, the problems in the reports found were similar with the study from Estrada and Warren (2014) which was the lack of writing proficiency of the students. Yet, they had different solutions. On the other hands, one of the solutions; dialogue journal, was almost the same as the solution from the study of Álvarez (2011), which utilized blogs.

There was only one classroom action research in lexicogrammar whose problem was the low average score of the grammar, specifically related to the application of verb in each tense: in active or passive sentence. The teacher had taught the verbs several times, yet the students had not got the idea what the verbs meant and when to use them. The cause of this problem, based on the report, was because the students have not learnt the irregular verbs seriously. Hence, the problem found was as in the study of Bao (2015). The solution to the problem was through the irregular verb song based on the teacher's assumption that the teaching of grammar should be interesting so that the students enjoyed the lesson.

Compared to listening, speaking, reading, and writing, there was only one classroom action research report in lexicogrammar. This was due to the fact that English teaching nowadays focused more on speaking, reading, and writing and lexicogrammar was taught as integrated skill to speaking, reading, or writing. Moreover, the questions in national examination in Indonesia were related to listening and reading.

CONCLUSION AND RECOMMENDATION

The research findings showed there were two kinds of solutions in listening, eleven solutions in speaking, eight solutions in reading, six solutions in writing, and one solution in lexicogrammar, from the total of thirty one classroom action research reports. In listening, the solutions were dictation technique and Interactive VCD, since there were only two classroom action research reports. The solutions were chosen based on the problem that the listening score of the students were low, i.e., most of the scores were below the minimum (KKM: *Kriteria Ketuntasan Minimal*). There were three factors that cause this problem. They were: 1) the students' vocabulary mastery is low, 2) the students' motivation to learn English is low, and 3) the teacher rarely uses various teaching method and media.

Compared to listening, reading, writing, and lexicogrammar, the solutions in speaking were the most. It might be due to the fact that English is a most speaking language in the world and it is as a foreign language in Indonesia. Hence the students are demanded to be able to communicate in English so that they can compete in a global competition in the future. Moreover, it is a common fact that most Indonesian students are reluctant to speak. Hence, the teachers were encouraged to conduct a classroom action research in speaking to overcome the problem.

Regarding the recommendation, the classroom action research reports were difficult to gather since there were complicated procedures and it was due to the fact that there were only a small amount of English teachers who conducted classroom action research. The other fact was that although there were teachers who already conducted the study, they were hesitated to share the documents, since they thought that the documents were going to be assessed, Moreover, there were teachers who already made the report, yet their report got a bad mark or feedback from the authorities, therefore, they did not let their reports to be lent.

REFERENCES

Álvarez, G. R. (2011). Writing Using Blogs: A Way to Engage Colombian Adolescents in Meaningful Communication. *PROFILE,* vol. 13, no.2, pp. 11-27.

Bao, X. (2015). Senior High School Students' Errors on the Use of Relative Words. *English Language Teaching*, vol. 8, no.3, pp. 137-151.

Bashir, I. (2011). Professionalize Sudanese Teachers' Conception of Work though Action Research. *English Language Teaching*, vol. 4, no.2, pp. 121-124.

Blakemore, H. (2012). Emergent teacher-researchers: A Reflection on the Challenges Faced When Conducting Research in the English Classroom. *English Teaching: Practice and Critique*, vol. 11, number 2, pp. 59-69.

Brown, H. D. (2000). *Teaching by Principles: An Interactive Approach to Language Pedagogy, Second Edition.* Longman.

Carver, C. L. & Klein C. S. (2013). Action Research: A Tool for Promoting Faculty Development and Continuous Improvement in Leadership Preparation. *NCPEA International Journal of Educational Leadership Preparation*, vol. 8, no.2, pp. 162-177.

Church, R. M. (2001). The Effective Use of Secondary Data. *Learning and Motivation*, 33, pp. 32-45.

Creswell, J. W. (2009). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, Third Edition.* SAGE.

Dajani, M. M. Y. (2015). Preparing Palestinian Reflective English Language Teachers through Classroom Based Action Research. *Australian Journal of Teacher Education*, vol. 40, 3, pp. 116-139.

Deemer, S. A. (2009). Using Action Research Methodology to Unite Theory and Practice. *Teaching Educational Psychology*, vol.3:3, pp. 1-3.

Estrada, B. & Warren, S. (2014). Increasing the Writing Performance of Urban Seniors Placed At-risk through Goal-setting in a Culturally Responsive and Creativity-centered Classroom. *Journal of Urban Learning, Teaching, and Research*, vol. 10, pp. 50-63.

Galini, R. & Efthymia, P. (2010). A Collaborative Action Research Project in the Kindergarten: Perspectives and Challenges for Teacher Development through Internal Evaluation Process. *New Horizon in Education*, vol. 58, no.2, pp. 18-33.

Gebhard, J. G. (1996). *Teaching English as a Foreign or Second Language: A Self-development and Methodology Guide.* The University of Michigan Press.

Gilles, C., Wilson, J. & Elias, M. (2010). Sustaining Teachers' Growth and Renewal through Action Research, Induction Programs, and Collaboration. *Teacher Education Quarterly*, vol. 37, no.1, pp. 91-108.

Harmer, J. (2001). *The Practice of English Language Teaching.* Longman.

Hinkel, E. (2005). *Handbook of Research in Second Language Teaching and Learning*. London: Lawrence Erlbaum Associates Publishers.

Lankshear, C. & Knobel, M. (2004). *Teacher Research: From Design to Implementation.* Berkshire: Open University Press.

León, W. U, & Cely, E. V. (2010). Encouraging Teenagers to Improve Speaking Skills through Games in a Colombian Public School. *PROFILE*, vol. 12, no.1, pp. 11-31.

Mackey, A. (2005). *Second Language Research: Methodology and Design.* Lawrence Erlbaum Associates Publishers.

McNiff, J. & Whitehead, J. (2002). *Action Research: Principles and Practice, Second Edition.* London: Routledge Falmer.

Richards, J. C & Renandya, W. A. (2002). *Methodology in Language Teaching: An Anthology of Current Practice.* Cambridge University Press.

Shanks, J., Miller, L., & Rosendale, S. (2012). Action Research in a Professional Development School Setting to Support Teacher Candidate Self-efficacy. *SRATE Journal*, vol. 21, number 2, pp. 26-32.

Zhang, Q. & Amundsen, C. (2015). Exploring the Experiences of Faculty-led Teams in Conducting Action Research. *Canadian Journal for the Scholarship of Teaching and Learning*, vol. 6, no.1, pp. 1-18.