

Workshop on Classroom Action Research for English Teachers of Junior High School in Klaten Regency

by Ashadi

ABSTRACT

WORKSHOP ON CLASSROOM ACTION RESEARCH FOR ENGLISH TEACHERS OF JUNIOR HIGH SCHOOL IN KLATEN REGENCY

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This PPM program was aimed at equipping the English teachers with Classroom Action Research (CAR) and facilitating them to design Classroom Action Research proposal. There were 33 teachers out of 41 registered joining this program. The workshop was conducted 2 days, 24 March and 31 March 2018. Day 1 presented topics on CAR materials, discussion, the introduction of learning tool (Google Classroom), how to search for eBooks and articles, how to make a citation, and how to design CAR proposals. In Day 2 the materials were how to do peer review, draft consultation, and proposal draft completion. The continuation of this workshop was online supervision by making use of Google Classroom and WhatsApp group. Google classroom enables the teachers to have communication with their colleagues as well the UNY team. All participants could give comments to the materials shared. All the materials could be distributed through this application. Meanwhile, WhatsApp was used as supplementary. There were supporting and inhibiting factors in this workshop. The supporting factors were the condition that teachers should do CAR for their academic rank and the support from MGMP and Educational Institution of Klaten Regency. However, there were also some inhibiting factors, among other, the workshop was done while teachers were busy preparing UNBK (National Computer –based test), the internet access was not good, the location was not strategic enough, and the teachers' internet literacy was still low. This situation made the online supervision could not run well. The products of this workshop were CAR proposal drafts, results of review, and final proposal. In the first period, there were 50% of teachers submitted the draft of proposal. However, the amounts of proposal decreased when teachers should revise their draft. Based on the online evaluation conducted in the end of the process of supervision, it is known that the reasons why they could not maximally their participation in the process of supervision are the need of in the review and final draft. The online evaluation shows that the main reasons were they needed more time to learn and practice intensively with the supervision of UNY team. They were aware that at this moment online supervision was not effective due to the fact that their internet literacy was low.

Kata Kunci: *workshop, CAR, English Teachers*