

**Collaborative Action Research as a Means of Professional
Development for English Teachers in Indonesia**

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Some of the material of the above article appears in the following chapters of the thesis.

Chapter 1, Chapter 2, Chapter 3, Chapter 4, Chapter 5, and Chapter 6.

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Abstract

This study investigates how four EFL teachers in a state junior high school in provincial Indonesia perceived their engagement in a Collaborative Action Research project (CAR) with me, the external collaborator; how they viewed the support gained from both their schools and the external collaborator; and how their engagement in a CAR partnership with me affected their motivation to continue developing professionally. Some literature on language teachers' professional development (PD) has recognised CAR partnership between a University-based researcher and teachers (CAR-U), whether individuals or in teams, as a PD tool that can help to improve their practices and students' learning achievement (e.g., Atay, 2006; Chou, 2011; Wang & Zhang, 2014). Indonesia presents an interesting context for assessing the value of CAR-U because the current government policy of linking action research to career progression has not been successful in promoting teachers' engagement in research, or in improving their teaching practice.

Employing a qualitative multiple-case study method, the data were generated through three-stage interviews with four participants, classroom observations, documents, audio recordings and photographs, over a period of six months. Adopting a CAR framework, I worked with participants on three different classroom projects. Two of the CAR-U projects dealt with the students' learning motivation while the other addressed the students' reticence to speak English. The results suggest that, first, CAR-U was conceived by the participants as a relatively practical form of PD, since it had a meaningful impact on both their teaching practices and their students' English learning. Second, it became clear that the participants had limited support from the school managers while engaging in CAR-U. However, the participants valued the tangible and intangible support from the external collaborator, which, I argue, was a key factor in establishing successful CAR-U and helped to motivate them to engage in CAR projects. Third, engagement in the CAR-U project had little apparent impact on the participants' motivation to continue developing professionally either through further research engagement with their colleagues (e.g., CAR-T) or other

collegial learning activities. Nevertheless, CAR-U engagement seemed to make the participants more reflective in their teaching and continue practising the effective teaching strategies utilised in the CAR-U projects.

This study proposes that a CAR partnership involving school teachers and university teacher educators could improve the PD model promoted by the Indonesian government and achieve a more transformative impact on teachers' practice. To achieve this end, the study recommends several policies and strategies that can be carried out by the government and schools.

Table of Contents

Acknowledgements	iii
Abstract	v
Table of Contents	vii
List of Tables	xiii
List of Figures	xiv
Abbreviations	xv
Chapter 1 Introduction	1
1.1 A vignette.....	1
1.2 Knowing the context	5
1.3 Developing teachers' quality: Government initiatives.....	8
1.4 Classroom AR in the Indonesian education system.....	11
1.5 Existing issues related to developing teachers' quality	13
1.5.1 Problems with teacher PD	13
1.5.2 Problems with classroom AR as a form of PD.....	17
1.6 My previous involvement in CAR-T.....	20
1.7 Summary	22
1.8 Outline of the thesis	23
Chapter 2 Literature Review	24
2.1 Introduction.....	24
2.2 Teacher Professional Development.....	24
2.2.1 The terms used and the definition of professional development.....	25
2.2.2 Type of PD approaches and PD activities forms	30
2.2.3 Effective teacher PD.....	32
2.3 Action Research- a form of teacher research	35
2.3.1 What is AR?	37
2.3.2 AR in language teaching	40
2.3.3 AR as a form of teachers' PD	42
2.3.4 Studies of language teachers engagement in AR	44
2.4 The role of support in teacher research	48
2.4.1 Internal support	49
2.4.2 External support	51
2.5 What is CAR?	52

2.5.1	CAR as a means of collaborative PD	56
2.5.2	Complexity and effective partnerships in CAR-U.....	57
2.6	Studies of CAR-U partnerships.....	61
2.7	Teacher motivation in PD and research engagement.....	72
2.8	SDT: a motivational framework of teachers' engagement in CAR-U	76
2.8.1	Types of motivation	77
2.8.2	Social-contextual conditions for intrinsic and extrinsic motivation	80
2.9	Summary	82
Chapter 3 Research Methodology		84
3.1	Introduction.....	84
3.2	Research aims and questions.....	84
3.3	Paradigm of the research	85
3.4	Methodological framework.....	88
3.4.1	Qualitative case study	88
3.4.2	Collective case study.....	89
3.5	Research site and selection of the study participants.....	91
3.5.1	Research site	91
3.5.2	Selecting the participants	92
3.5.3	Approaching the participants and gaining access	94
3.5.4	Previous connection with the participants and the investigated issue.....	96
3.6	Ethical considerations.....	97
3.7	An overview of the teachers' CAR project process: Data generation and my role	102
3.7.1	Planning phase.....	103
3.7.2	Action, observation and reflection stage.....	103
3.8	Reflection on my role as "External Collaborator"	104
3.9	Data generation	107
3.9.1	Interviews	108
3.9.2	Observation	114
3.9.3	Documents	117
3.9.4	Audio-visual materials	118
3.10	Data analysis	121
3.11	Ensuring trustworthiness	127
3.12	Summary	130

Chapter 4 The case of Maria and Eni	131
4.1 Introduction.....	131
4.2 The profile.....	131
4.3 Previous engagement in PD and individual AR/CAR.....	132
4.4 The CAR-U Project.....	133
4.4.1 Involvement in the project.....	133
4.4.2 The process of the project.....	134
4.5 Reflections on my roles in the project.....	140
4.6 The teachers' perceptions of CAR-U compared to other PD programmes attended.....	143
4.7 The benefits of engaging in CAR-U.....	144
4.7.1 The motivation to teach.....	144
4.7.2 The awareness of teaching.....	146
4.7.3 Solving the teachers' problem in a collegiate manner.....	147
4.7.4 Knowledge expansion.....	148
4.7.5 The impact of the CAR-U project on the students.....	149
4.8 The challenges associated with engaging in CAR-U.....	152
4.9 The perceived school support.....	155
4.10 Views on external support.....	156
4.11 CAR-U and its impact on motivation in PD involvement.....	158
4.11.1 "Our motivation seems to fade again" in PD.....	158
4.11.2 Factors that inhibited the teachers' motivation to become involved in PD.....	160
4.11.2.1 The school condition.....	160
4.11.2.2 The teaching workload.....	161
4.11.2.3 Age-related factor.....	161
4.11.2.4 The absence of external support.....	162
4.12 Summary.....	163
Chapter 5 The Case of Pia	165
5.1 Introduction.....	165
5.2 Pia's engagement in PD and her experiences in individual AR/CAR.....	166
5.2.1 Engagement in PD.....	166
5.2.2 Engagement in individual AR/CAR.....	168
5.3 The CAR-U project.....	168
5.3.1 Pia's involvement in the project.....	168

5.3.2	The CAR-U team.....	169
5.3.3	The CAR-U topic	169
5.3.4	The CAR-U stage	170
5.3.5	Impact of the project.....	175
5.4	Reflections on my role in the project.....	179
5.5	“CAR-U is different”: CAR-U as a form of PD	180
5.6	The value and challenges related to engaging in CAR-U	182
5.6.1	The benefit of CAR-U for Pia’s practice.....	182
5.6.2	“They are no longer shy about speaking”: the impact of CAR-U on Pia’s students.....	185
5.6.3	The challenges of engaging in the CAR-U project.....	186
5.7	Pia’s views on the support provided by the school and the outsider collaborator	187
5.7.1	School support	187
5.7.2	The perceived support from the external collaborator	189
5.8	CAR-T and continued PD: Pia’s motivation	190
5.8.1	Heavy teaching load.....	190
5.8.2	The unfavourable PD atmosphere at the school	191
5.8.3	Low self-motivation.....	191
5.9	Summary	192
Chapter 6 The Case of Ana.....		194
6.1	Introduction.....	194
6.2	The profile.....	194
6.3	Previous engagement in PD and individual/CAR.....	195
6.3.1	Engagement in PD	195
6.3.2	Previous experience of individual/Collaborative AR	196
6.4	The CAR-U project	197
6.4.1	How did Ana get involved in the project?.....	197
6.4.2	Challenges related to collaboration and the CAR-U team..	197
6.4.3	The project’s site and focus.....	200
6.4.4	The CAR-U stage	201
6.5	Reflections on my role in Ana’s project.....	208
6.6	CAR-U as a PD and its benefit and challenges for Ana.....	209
6.7	The school and external support.....	213
6.7.1	School support	213
6.7.2	External support	214

6.8	Motivation to engage in continuing PD after the project.....	215
6.9	Summary	217
Chapter 7 Discussion.....		219
7.1	Introduction.....	219
7.2	CAR-U as a practical PD	220
7.3	The role of support in CAR-U.....	224
7.3.1	External support from the collaborator.....	225
7.3.2	The role of school support.....	227
7.4	The motives for engaging in the CAR-U projects.....	229
7.4.1	The teachers' motives for engaging in CAR-U	230
7.4.2	CAR-U and teacher motivation in PD: SDT perspective.....	234
7.4.2.1	CAR-U and the need for competence.....	234
7.4.2.2	CAR-U and the need for autonomy.....	235
7.4.2.3	CAR-U and the need for relatedness.....	237
7.5	The sustainability issue: CAR-T and collegial learning	240
7.5.1	CAR-T	241
7.5.1.1	Institutional factor: the unhealthy school atmosphere for PD.....	241
7.5.1.2	Institutional factor: workload	245
7.5.1.3	Personal factors: age and motivation.....	246
7.5.1.4	CAR project on sustainability issue: reflection on the process	247
7.5.2	Collegial learning.....	249
7.6	Exploratory Action Research and Exploratory Practice: Alternative teacher research.....	251
7.6.1	EAR.....	252
7.6.2	EP.....	253
7.7	Summary	255
Chapter 8 Conclusions		257
8.1	Introduction.....	257
8.2	The key research findings.....	257
8.3	Limitations.....	259
8.4	Contributions.....	260
8.4.1	Implications for our understanding of teachers' engagement in CAR-U	260
8.4.2	Practical contributions	263
8.4.2.1	The policy-makers.....	265

8.4.2.2	School support.....	268
8.4.2.3	University educators	269
8.4.2.4	Teachers.....	272
8.5	Potential future research.....	274
8.6	Lessons learnt from this PhD Journey: a reflective note.....	275
	References.....	279
	Appendices.....	299
	Appendix A Interview schedule (i)-Professional lives and past experiences in AR.....	299
	Appendix B Interview schedule (ii)- Perception of CAR engagement	301
	Appendix C Interview schedule (iii) - Long term engagement in CAR	303
	Appendix D Interview schedule (iv) with the school principal	305
	Appendix E Participant information sheet	306
	Appendix F Participant consent form.....	310
	Appendix G Consent form of photo taken and the use of photos	311
	Appendix H Consent form of class observation from students.....	312
	Appendix I Consent form of taking and using photos from students	313
	Appendix J Sample of a student’s response regarding the use of videos (Pia’s case).....	314
	Appendix K Sample of observation check list (Pia’s case)	315
	Appendix L Sample of a student’s response on questionnaire (Ana’s Case).....	316
	Appendix M Sample of observation check list (Ana’s case)	317
	Appendix N Sample of second Interview with Ana	319
	Appendix O AERA ethical approval.....	320
	Appendix P Modules, courses/workshops/conferences	321

List of Tables

Table 2.1 Forms of support	50
Table 2.2 Studies adopting university teacher educator-teacher partnership	55
Table 2.3 Studies of CAR-U partnerships	67
Table 3.1 Participants' background information	96
Table 3.2 Anticipating ethical issues adapted from Creswell (2014, p. 132-133).....	98
Table 3.3 Data generation.....	120
Table 5.1 The result of observation	176
Table 5.2 A sample of Pia's observation note	176
Table 5.3 Students' responses regarding the use of videos	177
Table 6.1 The students' responses to the teaching of English through language games	206
Table 7.1 Factors affecting sustainability	251

List of Figures

Figure 1.1 Map of Indonesia (Wordatlas, 2015)	5
Figure 2.1A model for teacher change (Guskey, 2002, p. 383).....	29
Figure 2.2 AR Spiral Model of Kemmis and McTaggart (1988).....	42
Figure 3.1 Collective case study (adapted from Stake, 2005)	91
Figure 3.2 Sample of open coding.....	124
Figure 3.3 Sample of axial coding.....	125
Figure 3.4 Sorting the categories.....	126
Figure 4.1 Classroom atmosphere during the lesson.....	138
Figure 4.2 Maria and Eni in the classroom during the instruction process	148
Figure 4.3 Classroom atmosphere during the learning process.....	150
Figure 4.4 Students' actively involved in the learning process	151
Figure 5.1 Students reading their notes during speaking practice.....	185
Figure 5.2 Students practicing speaking in front of the class	186
Figure 6.1 Students participating in a game	203

Abbreviations

AR	Action Research
CAR	Classroom Action Research
EAR	Exploratory Action Research
EFL	English as a Foreign Language
EM	Extrinsic Motivation
EP	Exploratory Practice
IM	Intrinsic Motivation
JETA	Yogya English Teachers Association
JSEEQ	Junior Secondary Education Enhancement Quality
KKG	Kelompok Kerja Guru (Subject teacher working group for elementary school teachers)
LPMP	Lembaga Penjamin Mutu Pendidikan (The institute for educational quality assurance)
LPTK	Lembaga Pendidikan Tenaga Pendidikan (Teacher training institution)
MGMP	Musyawarah Guru Mata Pelajaran (Subject teacher working group for secondary school teachers)
MoEC	Minister of Education and Culture
MoNE	Ministry of National Education
MoRA	Ministry of Religious Affair
NGO	Non-Government Organisation
PGSM	Pengembangan Guru Sekolah Menengah (The enhancement of secondary school teachers)
PLPG	Pendidikan dan Pelatihan Profesi Guru (Education and training for teaching profession)
PNS	Pegawai Negeri Sipil (Civil servants)
PD	Professional Development
SDT	Self-determination Theory
TEFLIN	Teaching English as a Foreign Language in Indonesia

Chapter 1 Introduction

1.1 A vignette

It is 6am on a fine morning in Palu, capital of Central Sulawesi provinces, Indonesia. Ibu¹ Nissa, a senior English teacher in a junior secondary school, has just finished her routine chores: making the beds, sweeping the floor of her house, and preparing breakfast for her two daughters and husband. At 6.30am, she leaves home with one of her daughters whom she must take to a kindergarten that is located near the school where she teaches. Her husband who works in the private sector, takes their other daughter to primary school on his way to work.

Before 7.00am, Ibu Nissa should have been at her school. As a civil servant teacher (known as Pegawai Negeri Sipil or PNS), she must comply with the school rules regarding discipline, including arriving at the school punctually. Every day, from Monday to Saturday, she must attend the school, from 7am to 1pm. Today, she will have a busy day. Ibu Nissa is scheduled to teach English to three classes (2x40 minutes for each class), in years 8 and 9. After school, she will collect her daughter from school and take her home. After taking a rest and cooking for her family, she will return to the school, as she is assigned by the head teacher to give additional lessons to a year nine class. She has to prepare them regarding how to respond to the English test in the national exams which will be conducted next month, three times a week. In addition to this, she must devote time for once a week to supervising an extra-curricular activity, attended by a group of students every Saturday afternoon. Her school-related tasks continue frequently into the evening, as she has to check her students' homework, and design test instruments for year 8 students' evaluation. Given this workload, she very often feels exhausted, and has no time to develop her teaching knowledge and skills individually to respond to her students' needs.

¹A female teacher is addressed as "Ibu" and a male teacher as "Pak".

Ibu Nissa has a strong wish to develop her teaching competence as she has found that, this semester, her students' learning interest had become lower at the end of the semester. She thought that it was probably related to the way she presents her lessons in a monotonous way. In addition, she still relies on the same lesson plans from previous years, and used them again this semester. Moreover, her sense of demotivation with teaching increases when she finds that her students correct her English pronunciation that they have learnt from a YouTube Channel or a smartphone application. As a product of an old regime (under the Suharto era) of teacher training education, she is realising that her teaching does not suit her students who have been exposed to digital technology. No wonder she finds that very often her students feel bored by her teaching and lack learning motivation. As a dedicated teacher who cares about her students, she wishes to enhance her pedagogical competence to address these issues. However, two main challenges, in addition to the aforementioned workload, have discouraged her from engaging in professional development to tackle her problems: the restricted professional development opportunities and uncondusive atmosphere for teacher learning.

Regarding the first challenge, Ibu Nissa has a very limited opportunity to take part in workshops or training, provided by the government or her school, to cater for her wish to further develop her pedagogical competence to cope with the various challenges that her work presents. For instance, there is no specific workshop related to the use of technology in teaching English which she really wishes to attend. Moreover, every time there is an invitation for teachers to participate in training/workshop from the local education office or the central government in Jakarta, it is not distributed fairly by her headmaster which leads to her disappointment. For example, a month ago, there was a prominent ELT expert from Jakarta who came to Palu, to conduct a two-day workshop regarding the innovative English teaching method, initiated by the local education office. Instead of appointing her to participate, her head teacher sent a certain English teacher who had participated in several training sessions and was also a very close friend of

the head teacher. Her disappointment was heightened as this teacher did not share with her what she had learnt during the workshop.

Regarding the second challenge, she feels that, at her school, the conditions for supporting her wishes to develop were also uncondusive. In addition to the lack of training or workshops conducted by the school, she also cannot attend a learning opportunity which is run by the English teacher forum outside her school every Wednesday morning. Indeed, she is keen to meet other English teachers from different schools in order to learn from them new innovative teaching strategies. Yet, her head teacher's policy which forbids teachers from leaving the classroom during school hours, has reduced her intention. Moreover, although there are six other English teachers besides her at the school, she feels that they have not yet created a collaborative atmosphere for mutual learning, despite having a strong social relationship. Indeed, they do meet in school during school hours, but they never discuss their teaching problems or exchange ideas that might help them to cope with their teaching issues. Furthermore, she thinks that her school has not become a venue for collegial activities in terms of learning. Rarely does the head teacher initiate activities that encourage the teachers to collaborate in professional development activities. Meanwhile, the school does not provide books or references that can support her intention to develop her pedagogical competence. These conditions have also demotivated her from engaging in self-development activities.

In terms of career, for almost four years, she has been unable to proceed to the next step up the ladder, as she finds it difficult to fulfil one of the requirements, that is supplying a classroom action research report or article. In this regard, she has two challenges. First, her knowledge and skills of engaging in classroom research are very limited due to the lack of training/workshops provided by the government or her school. She heard from one teacher at a neighbouring school that this type of research had helped him to solve his students' learning issues and encouraged him to reflect on his teaching. Knowing this benefit, she became motivated to learn it, but is unsure who can help her to deal with this challenge.

Second, she has very limited knowledge and skills for writing a scientific paper which has to comply with the academic standard set by the government. Moreover, she has not had a chance to participate in training that can cope with this challenge. Despite this challenge, she really wants to get a promotion. Sometimes, she thinks about acting unethically, as one of her colleagues has done to obtain promotion, by paying another party to write the classroom action report for him without even conducting the research activities in classroom. However, she finally rejected this plan because it contradicts with her belief, as a committed Muslim. She just hopes that someday there will be other parties who can help her and her colleagues to overcome their challenges both in this matter, and also her wish to develop professionally.

The above vignette reflects a portrait of an English teacher who experiences a sense of frustration due to her wish to develop professionally being inhibited by contextual factors. This constructed vignette is drawn from my lengthy observations, my acquaintance with secondary English teachers from the context of this study, as well as my lived experience as a teacher in a junior secondary school for five years, and in a senior secondary school for two years in Palu city.

The description of Ibu Nissa's story above inspired me to assist teachers, like Ibu Nissa, through a means of collaborative action research partnership between a university-based researcher and teachers (hereinafter CAR-U)², as a form of professional development (PD). This also prompted me to conduct this study. Based on what I read in the literature on CAR³ during the journey for my doctoral study, and my previous experience of engaging in classroom action research (AR) and CAR-T, I decided to choose CAR-U, as a potential platform for helping teachers, like Ibu Nissa, to rejuvenate their teaching through professional development engagement, to deal with their

²Throughout the thesis the term "CAR-U" is used to signify the CAR partnership between a university-based researcher and school teachers, while the term "CAR-T" is used to signify the CAR partnership between a teacher and his/her colleagues, individually or in teams.

³Throughout the thesis, the term "CAR" is used to signify an indefinite form of partnership in Action Research projects. I also keep "CAR" in the original quotes from the literature.

challenges linked with engaging in classroom AR, as mandated by the government, as well as to lift them out of their mid-career malaise.

This exploratory study focuses on exploring the perceptions of a group of EFL teachers in a junior secondary school who engaged in a CAR partnership with myself, as the researcher CAR-U. In the following sections, I delineate the factual rationales from which this study has been also derived. First, I present the context in which this study is conducted, and then appraise the government's initiatives with respect to developing teachers' quality through PD programmes, specifically classroom AR. I also outline my success story during my involvement in classroom AR and CAR-T projects, both as an early career secondary teacher and a university-based teacher. This chapter ends with a description of the chapter summary and the outline of this thesis.

1.2 Knowing the context

This study is situated in Palu city, a municipal and capital city of Central Sulawesi province. Geographically, Central Sulawesi is one of the 34 provinces in Indonesia, located on Sulawesi (or Celebes) Island⁴ (see Figure 1.1). It is bounded by the Sulawesi Sea and Gorontalo province at the north side, Maluku province at the east side, and South and South-East provinces to the south side. At the west side, the boundary is with the Makassar Strait.



Figure 1.1 Map of Indonesia (Wordatlas, 2015)

⁴The Sulawesi island is circled on the map.

With the number of estimated population at 2,831,283, according to 2014 census (BPS, 2015b), Central Sulawesi has become the second most populous province on Sulawesi island, after South Sulawesi. Administratively, it has 13 districts and 1 municipal city, and there are about 15 different local ethnicities and tribes who live across the province, as well as being inhabited by other ethnicities from outside. In terms of language, there are approximately 21 native languages spoken by these ethnic groups. However, *Bahasa Indonesia*, as the national language, is largely used by people in the community, both in formal and informal situations.

As the capital city of Central Sulawesi, Palu city has become the most populous region in Central Sulawesi, with the number of the population at 342,754, according to the 2014 census (BPS, 2015a). It has become the centre of trades, administration, and education, that makes Palu inhabited by people from different ethnicities inside and outside the Central Sulawesi provinces, in addition to the indigenous ethnic group, the *Kaili* people. Given this, in terms of inhabitants' composition, its people appear to be very heterogeneous. From Jakarta, the capital city of Indonesia, this city can be accessed by plane in about 2.5 hours.

Regarding the education infrastructures, there are around 186 elementary schools, 71 junior secondary schools, 36 senior secondary schools, and 27 vocational secondary schools; all of which are both the government and non-government schools (MoEC, 2018a). From these schools, there are around 4708 teachers, registered as government and non-government teachers, as recorded in the Ministry of Education and Culture⁵ (MoEC) data (MoEC, 2018b). However, only around half of these teachers have obtained their "certified" status⁶ from the government, consisting of 2,109 government teachers (or PNS) and 202 non-government ones (Hamid, 2018).

In terms of teacher quality, according to data from the local education office, of these 2,411 "certified" teachers, there were only about 434 PNS teachers and 138 non-PNS teachers who achieved the minimum competence

⁵Before 2011, its name was the ministry of national education (MoNE).

⁶Teacher certification will be discussed in section 1.3.

standard, as set by the government, after participating in a national teacher's competence test in 2015 (Hamid, 2018). This figure suggests that the teachers' pedagogic and professional competence was still low, as the majority of them did not achieve the designated score of 55. At the provincial level, Central Sulawesi was ranked toward the bottom, at 29 out of 34 provinces, with only 46.85 obtained mean scores for all participating teachers (Fauzi, 2016). This achievement was far below the obtained mean scores of teachers from the western Indonesian provinces, such as Yogyakarta, Central Java, Jakarta, and East Java, with respective mean score above 55 (MoEC, 2016). Moreover, this result corroborated with the low output of education quality in Central Sulawesi which was ranked 29 out of 34 provinces, as released by the MoEC in 2017 (Fadel, 2017). These facts confirm that the disparity in education quality in Indonesia remains large which could be influenced by many contextual factors. I would argue that the low teachers' quality is partly due to a lack of opportunity to develop through in-service training or PD activities, as I imply in the vignette of Ibu Nissa.

With regards to teacher PD, the in-service training activities for teachers (in this context) is the responsibility of the central government. It is under the management of the Centre for Teacher Professional Development department (known as P4TK), the provincial LPMP (*Lembaga Penjamin Mutu Pendidikan* or the Institute for Educational Quality Assurance), the regional and district education office. In this regard, PD programmes tend to be top-down in nature. I will further discuss other problems related to teacher PD programmes, in the following sections.

I turn now to discussing the government initiative in developing teachers' quality through professional development programmes (section 1.3), then introduce classroom AR, as one of initiatives for achieving such an end (section 1.4). I then examine some of the existing issues with regard to these initiatives in sections 1.5. and 1.6.

1.3 Developing teachers' quality: Government initiatives

Following the launch of Act No 4/2005 on Teacher and Lecturer Law (hereinafter 'Teacher Law'), the Indonesian government has begun to pay more attention to teachers upgrading their qualifications and professional skills (Jalal *et al.*, 2009). Under this law, teachers must possess a 4-year bachelor degree and engage in various types of continuous professional development. Teachers without a bachelor degree, particularly elementary school teachers, are financially supported to upgrade their qualifications under the teaching qualification upgrade programme. Since 2015, all Indonesian teachers must hold a bachelor degree.

The Teacher Law also establishes teaching as a "professional" job by providing extra allowances for teachers who have gained "certified" status, and those who are qualified receive this remuneration plus their main salary. To be certified, "a teacher must have a four-year college or university degree, accumulate sufficient credits from post-graduate training, and teach a minimum of 24 hours per week" (World Bank 2010, p. 8). However, this initiative is uncorrelated with the enhancement of teachers' quality and the students' learning outcome, as reported by several studies (World Bank 2015; De Ree *et al.*, 2016; Fahmi *et al.*, 2011). Fahmi *et al.* (2011) conducted a survey study on 212 elementary school teachers who had been certified in two districts in West Java. After measuring the students' performance on the Math and Indonesian test, their study suggests that these teachers' certified status did not have any impacts on their students' performances. Using a larger sample of around 3,000 teachers, De Ree *et al.* (2016) investigated the impact of teacher certification in Indonesia, represented by samples of 3000 teachers and 80,000 students from elementary and junior secondary education, at 360 schools in 20 Indonesian districts. The study found that, although the teacher certification programme has improved teachers' income, leading to less financial stress, and reduced the number of teachers having second jobs, this programme does not contribute to improving the teachers' effort to enhance their students' performance.

This law has also mandated that teachers must possess four competencies: pedagogical, personal, professional and social competence (Jalal, *et al.*, 2009). Pedagogical competence is related to teachers' ability to understand students, design, implement and evaluate learning, and develop students' potential. Personal competence refers to teachers' ability to have a good personality, strong leadership, and become a role model for their students. Professional competence is related to the ability of teachers to master their subject-matter knowledge, attain standard and basic competence in their taught subject, develop teaching materials creatively, and engage in continuous development through reflective activities, and utilising IT and communication in their development and communication. Social competence requires teachers to be able to communicate effectively with their students, fellow teachers, parents, and the surrounding community, outside schools (Jalal, *et al.*, 2009).

In facilitating teachers to acquire these four competences and to support teacher learning, the government designed a PD programme in 2011, known as *Pendidikan dan Pelatihan Profesi Guru* (PLPG or Education and Training for Teaching Profession), which is embedded in the teacher certification programme (see paragraph 2 above). This programme replaces the portfolio mechanism for assessing teachers, participating in the certification process since 2007. Utilising this new scheme, teachers who are eligible to follow the certification process, have to attend a 90-hour training course over 9 days, which is conducted by the appointed LPTK (certifying university or teacher training institution) (Kartadinata, 2009). Through this programme, the participants learn about materials, designed by the local LPTK, by considering the four competences, as aforesaid, facilitated by facilitators. At the end of the programme, the PLPG participants should pass the competency test to obtain "certified teacher" status. Of the around one million teachers who have passed the certification programme, half of them have undertaken the PLPG programme during the certification process (Akuntono, 2011). This programme is targeted to finish by 2019, to accommodate around 600,000 PNS teachers who have not participated in

the certification process (Budi, 2017). Regarding the output of this programme, despite a small-scale study by Abdullah (2015) reporting that this programme had increased the professional and context knowledge of six secondary EFL teachers in South Sumatra, it is unknown whether these teachers or the thousands of others continued to develop further professionally, after the programme ended. In his survey of 200 secondary EFL teachers in three provinces: Jakarta, West Java, and Banten, Alwasilah (cited in Musthafa & Hamied, 2014) found that this 9-day certification programme did not affect teachers' professionalism, despite its impact on their welfare.

To enhance teachers' competence, the government has also laid down guidelines regarding continuous PD trajectories for PNS teachers which are also embedded within the credit system for teachers' promotion purposes. In this case, a teacher who is involved in various PD activities will accumulate credits that can be used to apply for a particular functional rank. There are three components of continuous PD, as imposed by the government: (1) self-development, (2) scientific publication, and (3) innovative works (MoEC, 2010). The component of self-development includes two activities: engaging in education and training, and participating in teachers' collective activities (e.g., teachers' workshops, teachers' network, attending seminars or other scientific forums both as a presenter or a participant). The scientific publication component includes: acting as a presenter at a scientific forum, publishing a paper based on research activities (e.g., classroom AR), non-academic (or popular) writing, and producing teaching handbooks. The innovative works are related to teacher involvement in creating or developing materials, such as art, efficient technology, or teaching aids (MoEC, 2010).

One of the PD activities at which the government encourages attendance is involvement in teachers' forums, such as MGMP⁷ and KKG,⁸ due to the limited quota in accommodating almost two million teachers in PD by LPMP, located in 34 provinces. Introduced by the government in 1993, these forums

⁷ MGMP: Musyawarah Guru Mata Pelajaran (Subject Teacher Working Group for Secondary School Teachers)

⁸ KKG : Kelompok Kerja Guru (Subject Teacher Working Group for Elementary School Teachers)

are organised by teachers who teach the same subject, situated in each city or district. They are professional development networks, existing at a local level, which provide teachers with a forum in which to discuss their pedagogical issues by engaging in activities such as creating lesson plans, teaching aids, lesson study and classroom action research (Jalal *et al.*, 2009; World Bank, 2013). According to Jalal *et al.* (2009), this is the only PD forum for teachers available in their own district which can accommodate their needs to develop, particularly after participating in PLPG. However, the sustainability of this forum rests on the level of support from the local education board in each district and the dedication of its members; some remain active, but many are inactive (Chang, *et al.*, 2014).

1.4 Classroom AR in the Indonesian education system

Classroom AR is promoted as a reflective activity that aims to help teachers to master professional competence, as mentioned above. It was officially introduced in 1998 through the secondary school teacher development project, known as the PGSM Project, by the national education department⁹ (PGSM, 1998). In this case, teacher educators from several provincial universities followed a training for trainers of classroom AR, from 18-22 October 1998, funded by this project. Following this, these trainers returned to their provinces and disseminated classroom AR to secondary teachers in schools (*ibid.*). In the context of this study, classroom AR was introduced for junior secondary teachers, two years later in 2000, under this PGSM project in Central Sulawesi. At this time, as an early career junior secondary teacher in a non-government school, I had an opportunity to follow a 3-day training of classroom AR (at section 1.6, I will describe my involvement in classroom AR, after attending this training). For senior secondary teachers, classroom AR was introduced by the provincial education board to 150 representative school teachers, from one municipal city and 9 districts in Central Sulawesi, during a five-day workshop, from 4-8 December 2005, in Palu (Thamrin, 2012).

⁹It becomes MoEC now.

In the current climate of Indonesian education, classroom AR has been trained and taught to teachers, both in-service and pre-service teachers. At the level of in-service teacher training, classroom AR becomes one of the courses that teachers have to learn in PLPG¹⁰ (MoEC, 2017), and is trained for teachers at MGMP forum (Jalal, *et al.* 2009). For this later in-service teacher, for instance, I attended a workshop of classroom AR in 2012, initiated by a MGMP of junior secondary English teachers, in which I became of the instructors (I will explain further this workshop in section 1.5.2.). At the pre-service teacher education, classroom AR is offered as a compulsory subject by some Indonesian universities (Amri, 2013). Currently, following the government regulations,¹¹ classroom AR is included as one of the requirements for promotion, specifically regarding the component of scientific publication (see section 1.4 for credit system for PNS teachers).

in January 2013, the government officially uses the above policy to regulate the ranking system of PNS teachers in which teachers must include a classroom AR report as a one of the requirements for a particular rank. For instance, a teacher who has a “novice teacher” rank of IIIb/level¹² and wants to obtain a “junior teacher” rank of IIIc/level, must submit one classroom AR report (credited as 4 points). This report has also been disseminated by the teachers in their schools, attended by at least 15 teachers from three different schools (MoEC, 2010). While this policy is assumed to attract PNS teachers to become involved in classroom AR, due to the promise of career enhancement that impacts on teachers’ core salary, it also creates issues regarding their involvement in AR (I will delineate this in section 1.5.2).

In 2015, the central government has also initiated a scheme to allocate grants for teachers in order to encourage them to conduct classroom AR. For instance, from 2015-2016, the government has funded only 168

¹⁰See section 1.3 about PLPG

¹¹The ministry regulation of MENPAN, No. 16/2009 and the Regulation issued by MoEC and the head of National Service Agency, No. 3/2010.

¹²The government teacher career structure consists of four levels: *guru pertama* (novice teacher), *guru muda* (junior teacher), *guru madya* (senior teacher) and *utama* (master teacher). Each level has two sub-levels, with the exception of *guru madya*, which has three.

teachers each year, throughout the nation through selecting their proposals. However, the grants are limited for only one or two teacher(s) from each education level in each province (MoEC, 2015, 2016).

1.5 Existing issues related to developing teachers' quality

This section discusses the existing problems in conjunction with the enhancement of teachers' quality programmes, initiated by the government, specifically regarding PD activities and teachers' engagement in classroom AR. Some of these problems were already portrayed in the vignette of Ibu Nissa. The discussed problems form the basis for this study.

1.5.1 Problems with teacher PD

Teacher PD in Indonesia is commonly delivered by the government (MoEC and MoRA,¹³ community (e.g., company, NGO),¹⁴ and teacher association (Widodo & Riandi, 2013). Commonly, the nature of government PD is formal, cost-covered, and aimed at limited participants, while the other two are less formal, self-initiated or invited and partially self-funded (*ibid.*). Despite the fact that the government has provided PD programmes, Jalal *et al.* (2009) contend that they have not yet been effective in upgrading teachers' quality. Some issues that may be associated with their claim will be elaborated in the following paragraphs.

First, government-initiated PD normally excludes the role of teachers in designing and preparing the PD activity (Rochsantiningsih, 2005; Supriatna, 2011). In this case, the PD content is designed by a PD provider, without necessarily addressing the teachers' needs. Thus, PD adopts a top-down model. For instance, English teachers in schools with only limited skills in operating computers are asked to participate in a workshop on designing instructional materials that requires advanced computer skills. As a result, teachers have difficulty transferring what they have learned from the workshops (Widodo & Riandi, 2013).

¹³MORA : Ministry of Religious Affair

¹⁴NGO : Non-Governmental organisation

Moreover, a survey study by Widodo *et al.* (2006) identified four weaknesses of the PD programme, after investigating the impact of PD on science teachers in West Java. The first one was related to the selection of PD participants. They found that several PD programmes were attended by the same teachers. Although they attended many PD programmes, it did not significantly change their teaching practise. A similar issue has been reported by Zein (2016), who investigated the PD programme for elementary EFL teachers in five provinces (North Sulawesi, Bali, West Nusa Tenggara, Banten, and Central Java). He found that the teachers had limited opportunities to participate in PD due to the ambiguous selection of training participants. In this regard, the teachers who lived in the city, had a connection with a local agency education, and taught at a prestigious school, had more opportunities to participate in government-initiated PD. One of the features of this issue seemingly accords with Ibu Nissa's vignette, from the context of Central Sulawesi, as shown in section 1.1.

In addition to the aforementioned weakness, Widodo *et al.* (2006) also highlight three other problems related to the Indonesian PD programme in their studies. Included in their findings are: PD programmes were designed by adopting a top-down approach, with pre-determined subjects, strategies, instructors and times; many PD programmes attended by teachers were located outside schools, forcing them to leave their students without teachers; and there was limited support by the schools to encourage teachers to apply innovations that they had learned in PD.

A low motivation to participate in PD has also been identified as an issue related to Indonesian teachers' PD. A study by Sari (2004) reported that teachers only attended PD programmes when they were mandated to do so and provided with rewards from the principal, rather than through their own volition. In a similar vein, Widodo and Riandi (2013) also noted that Indonesian teachers have a low motivation to attend self-initiated PD programmes. They contended that the top-down PD by the government, covering the expenditure, allowance, and accommodation of the participants, may have displaced the teachers' intrinsic motives to attend PD.

In addition, the prevalent issue is related to the shortage of PD opportunities for teachers offered by the government, particularly for rural teachers (Luschei & Zubaidah, 2016; Supriatna, 2011; Zein, 2016). In the Indonesian context, teachers' PD programmes can be managed by the provincial and district education offices since the adoption of the Regional Autonomy Law 22/1999. However, several studies suggest that the poor management of PD by this local administrator, particularly the uneven distribution in the selection of participants, had led to limited opportunities for teachers (Rahman, 2016; Zein, 2016). In addition, although the teachers had opportunity to take part in PLPG, particularly those who had followed a certification programme with this scheme (see section 1.4), the government has not yet provided a system of PD, following their participation in PLPG, to maintain and reinvigorate their knowledge and skills (Supriatna, 2011).

The issue of teachers' PD shortage could be also related to the absence of a clear regulation, set by the government, regarding the exact amount of PD programmes that a teacher must attend annually. This may be explained by the limited budget in accommodating the PD needs of around 3.3 million teachers, as reported by the World Bank (2010). Due to the large population of teachers, a cascade model of PD, emphasising training certain teachers to train other teachers in their regions, is frequently adopted to deal with the budgeting problem (Thair & Treagust, 2003). Also, due to this challenge, teachers are currently encouraged to take part in PD activities in their own community, such as in MGMP or KKG networks.

At the level of the teachers' network groups, such as MGMP, evidence suggests that this forum arguably does not provide a productive venue for teachers' learning. Hendayana (2007) and USAID-DBE3 (2005) contend that teachers tend to utilise this venue solely to create lesson plans and develop tests, rather than collectively to explore new instructional methods that suit their learners' needs. Several studies have reported that teachers have not maximally exploited this working group, particularly for development purposes, for several reasons, such as: a lack of self-management (Hartati, 2014; Rodhi, 2015) and a lack of funding support from the government to

sustain its activities (Jalal, *et al*, 2009; Rodhi, 2015, Chang *et al*. 2014). In terms of funding, although this teacher network does not need a large amount of funding, the provision of funding is definitely critical to motivate the forum members to manage their PD activities. My observation with two MGMP networks of secondary English teachers (both junior and senior) suggests that these forums were no longer inactive, partly due to the aforesaid factors. A thorough challenge faced by this forum has been reported by MoNE (cited in Sukyadi, 2015, p. 41-42) as follows:

- The management of the MGMP is not working well.
- The activity of the MGMP is distinct from the needs of the teachers.
- The operational funds of the MGMP is inadequate.
- There is little awareness paid by the local political authorities via their related education offices toward the program and the activities of MGMP.
- There is little support from the professional association toward MGMP.
- There is little assistance from some education stakeholders to enlarge the teaching and learning quality that will offer positive results on classroom teaching and learning process and nationwide education quality assurance.

In terms of support, research has also found that teachers' involvement in the MGMP forum is impeded by a lack of support from their colleagues and school principals. In their evaluation of the one-year of the MGMP empowerment programme, Subari and Aldridge (2015) found that 17 English teachers gained minimum support from their colleagues and school principals to implement what they had learned during the PD programme in their classroom. Thus, it had little effect on changing their practice. This factor was also identified by the USAID-DBE3's report (2005) regarding a project initiated to establish the MGMP forums in the sub-district regions of Java province. The report noted that teachers' lower participation in MGMP was caused by the school principals' unwillingness to release the teachers from their regular teaching in order to participate. While these two studies describe such a phenomenon in the Java context, they may reflect a similar condition in Indonesian schools other areas, as I narrated in the vignette of Ibu Nissa from Palu context.

Based on the discussion above, it seems that Indonesian teachers still encounter challenges regarding participating in PD activities. Limited opportunities for PD and teachers' lack of support for their involvement in PD, outside school, are among the prevalent challenges. These challenges are evident in the context of this study which I have depicted in the vignette of Ibu Nissa. Based on this rationale, this study was conducted in order to identify the perceptions of the teachers in a junior secondary school in Palu, regarding their engagement in CAR partnership, as a means of PD, between them and myself, as the external collaborator.

In the following section, I will present the problems related to classroom AR encountered by Indonesian teachers, particularly in the Palu city context. These problems also provided me with the rationales for conducting this study.

1.5.2 Problems with classroom AR as a form of PD

While attending three ELT conferences in Java from 2012-2014, I met a group of English teachers who were presenting and publishing their classroom AR findings, as also reflected in conference proceedings, such as *TEFLIN*¹⁵(TEFLIN, 2014, 2016) or JETA.¹⁶ These documents show that a number of EFL teachers had successfully undertaken and disseminated their classroom AR projects at both national and international conferences run by these associations.

However, the above teachers are only found in the context of Java provinces, specifically in Yogyakarta province, where the scale of support from other parties is high (e.g., local universities and the district education office), coupled with easy access to resources (books, workshops, experts, and conferences). For instance, in the case of JETA, the role of university-based educators is crucial in supporting teachers to engage in classroom

¹⁵ TEFLIN stands for the association of Teaching English as a Foreign Language in Indonesia. For the history of this association, see: https://teflinbali.unud.ac.id/?page_id=325.

¹⁶JETA stands for Jogja English Teachers Association. This teacher association has held an annual conference since 2012 for EFL classroom teachers. The proceedings are available at: <https://jetajogja.wordpress.com/proceeding/>. JETA attempts to facilitate its member by providing training, workshops, and an annual conference, in collaboration with nine local universities: (<http://www.jetajogja.org/p/profile.html>).

AR. The forms of support range from acting as supervisors for JETA, facilitating teachers' learning about classroom AR in MGMP, and assisting teachers to organize annual conferences and publish journals to disseminate the findings of their projects. In particular, the English education departments of these universities co-organize the JETA conferences with JETA's teacher members every year. Moreover, this event is also backed by the district education office in the form of moral and financial support (personal communication with a teacher educator, December 2016). Regarding this, JETA's mission appears to be in line with Smith and Kuchah's (2016) notion of "TA-Research", in which the teacher association (TA) "can become a researching association' in the service of its members' needs"(p. 212).

By contrast with the phenomena above, in other parts of Indonesia, many English teachers still encounter difficulties with engaging in classroom AR due to a lack of institutional support and other contextual constraints. Several studies have documented that the vast majority of Indonesian teachers never practice classroom AR in their school, as mandated by the government (Ahmad & Setyaningsih, 2012; Badrun, 2011; Putriani *et al.*, 2016; Sari, 2014). The factors identified as the main constraints, from these studies that hinder teachers from becoming involved in AR, include: limited AR knowledge due to a lack of training and workshops, a lack of time due to a heavy workload, and the absence of mentors, supervisor and facilitators. While these studies were conducted in the Java context, I would argue that similar challenges are being encountered by many teachers throughout Indonesia. In the context of this study, I will identify the challenges faced by the EFL teachers whom I met during an MGMP activity in 2012, in the following paragraph.

During a three-day workshop,¹⁷ initiated by the MGMP of a junior secondary teacher in Palu city, I was invited to be one of the instructors. Around 30 English teachers from different schools gathered at a school to learn about classroom AR (the AR-related government policy, classroom AR concept,

¹⁷ The MGMP obtained government funding to implement this programme for a year.

and writing AR proposals and reports) and popular writing. This workshop aimed to support teachers with their challenges regarding writing publications, as required by the government (see section 1.4). The instructors consisted of an LPMP staff member, a senior high school teacher, a district education officer, and myself. I was designated to deliver a workshop on popular writing forms which was scheduled on the second and third days. During my interactions with these teachers, I obtained inputs regarding their challenges associated with classroom AR. For instance, one of the participants told me that she had attended two AR workshops but had never practised AR in her classroom which was also affirmed by other teachers. From them, I found that the lack of a mentor or a good collaborator who could help them to implement AR in their classroom was one of the main issues. Their challenges are consistent with the results of the above studies. Since then, this information had driven me to find out how to support this group of English teachers to cope with this issue.

In addition to the above problems, there have been other issues related to a lack of collaboration among teachers who engaged in classroom AR (Burns & Rochsantiningsih, 2006; Hajar, 2017; Thamrin, 2012). A study by Burns and Rochsantiningsih (2006) involved ten English teachers who participated in AR projects, eight of whom came from different schools. They conducted their project at their schools without collaborating with any other teachers. The support was mainly from the facilitator who ran the workshops and provided a venue for discussing the teachers' issues when the teachers conducted their AR projects. The findings from this study suggest that when the teachers worked individually on AR, they received no assistance or constructive criticism from their colleagues. Similarly, Hajar (2017) found that eight EFL teachers in a rural school in east Nusa Tenggara province did not collaborate as a team when conducting their classroom AR projects. In the context of this study, my own project (Thamrin, 2012) reported that, although English teachers who engaged in classroom AR were advised to collaborate with their colleagues at the school during the projects, this did not happen, and so they found it challenging to complete their classroom AR projects successfully. I would argue that one of the causes of this issue may be

linked to the prevalent solitary culture in collegial learning activities among teachers in schools, as identified by Rahman (2016) in his study of teachers' collaboration in PD at three senior high schools in South Sulawesi. This solitary culture of teacher learning contradicts the spirit of Indonesian culture that adopts a "gotong royong" (mutual assistance) philosophy (Dewantara, 2017). Culturally, Indonesian people like to collaborate and help each other. However, this culture seems to be absent when teachers engage in PD activities, specifically in classroom AR.

Based on the above discussion, it is clear that the government's initiative to promote teachers to engage in classroom AR seems does not yet seem to have yielded a successful result, particularly in the difficult regions, such as in the context of this study. A lack of mentoring support and collaboration are identified as the prevalent factors which may hamper teachers from engaging in this type of PD. These problems have motivated me, as the researcher, to explore the potential for CAR-U, a means of PD, to cope with such challenges encountered by secondary EFL teachers in a school in Central Sulawesi province, Indonesia.

In addition to the above aforementioned rationales, I will include a rationale for this study which is derived from my successful experiences of engaging in classroom AR and CAR-T, both as an early career junior secondary teacher, and as a lecturer at a state local university.

1.6 My previous involvement in CAR-T

My involvement in conducting classroom AR projects collaboratively with my colleagues and students, both as a novice English teacher in 2001 and 2002, and as a lecturer in 2013, informed me of the value of collaboration during classroom AR engagement. In the former involvement, I engaged in a CAR-T project with one of my colleagues, after attending an AR workshop. This project was funded by the provincial education board under the Junior Secondary Education Enhancement Quality (JSEEQ) project. As novice teachers, we discussed and reflected upon our students' English learning

issues and engaged in systematic classroom AR on solving a particular issue. Although we lacked mentoring from the project supervisor, we successfully completed and reported our project (Mukrim & Rizal, 2001). In the following year, I collaborated in another classroom CAR-T project with a senior teacher who was unfamiliar with AR, funded by the JSEEQ project. My previous collaboration experience also helped me to complete the project collaboratively, emphasising improving our students' written work through guided writing (Mukrim & Rafidah, 2002). These two experiences of involvement in classroom CAR-T projects benefitted me when I became a lecturer in 2006 at a state university in Palu. In the following paragraphs, I will present my involvement in CAR-T with one of my colleagues and two final year pre-service students in my faculty.

My next engagement in CAR-T was in 2012 when I was asked by one of the senior lecturers to initiate a project. This project was funded by our department and involved two lecturers and two final year pre-service student teachers. However, although this project seemed to adopt a collaborative approach, I was slightly disappointed since, in some cases, such as an authorship and budgeting matters, my colleague did not involve me in the discussions. In 2013, I attempted to initiate an unfunded CAR project with two final year students that focused on developing my students' speaking skills through the use of input-based practices. During this project, we collaboratively engaged in identifying issues, planning and designing the project, implementing adopted teaching techniques, and reflecting on the result of the treatments. Moreover, we also engaged in reporting our project, and one of my students presented it at an international conference in 2014, organised by the University of Ahmad Dahlan, Yogyakarta (Mukrim & Rumbaen, 2014). The collaboration during this project benefitted us; my workload was reduced by my students' assistance during the project, and my students gained practical experience regarding classroom AR which was not intensively taught in the ELT research class, and learnt to disseminate the project in an academic atmosphere.

Given the above fact, I consider that my successful experience in CAR-T could be applicable to alleviate EFL teachers' challenges engaging in classroom AR at their schools. Based on this reason, I deliberately focused this study on exploring the teachers' perception of engaging in CAR-U.

Furthermore, another rationale is related to one of my tasks which was engaging in a community service. As one of the teacher educators at a local university, my position requires me to contribute to the teachers' community through partnership collaboration in resolving issues related to teachers' teaching practice and education in general. This role (community service) has been a part of my compulsory job in addition to teaching and researching, as a university teaching staff member. This study enables me to contribute positively to my community. More importantly, the output of this study is expected to generate evidence-based practice for policy-makers in determining policy or providing support related to teachers PD, particularly in classroom-based AR in the Indonesian context as well as similar contexts globally. Moreover, my intention to investigate CAR-U, as a PD tool in schools, marks an attempt to promote it as a model of partnership collaboration between university educators and the school community. It is expected that this model may mitigate teachers' challenges related to engaging in classroom AR, particularly in contexts where the teachers experience a lack of support.

1.7 Summary

In this thesis, I will be exploring the potential of CAR-U to reduce the challenges faced by a group of EFL teachers, in a local secondary school. This chapter has provided the rationales for conducting this study by highlighting Indonesian teachers' challenges, particularly in the context of the study, in their efforts to develop through PD, and specifically classroom AR. The identified challenges obviously echo other EFL teachers' challenges globally which I will review in the next chapter. Drawing on my professional experiences of classroom CAR-T particularly, coupled with my engagement with the literature on CAR during my PhD study journey, I propose that CAR-

U could be a potential PD tool for refreshing teachers' practice. However, I realise that I am not the first to operationalize this concept. In the next chapter, I will examine what experts around the world have said regarding the potential of CAR-U, as a PD form, to tackle teachers' challenges in improving their practices via classroom research, and will critically analyse the challenges that it poses for teachers. I will also identify the gaps in the literature, which remain understudied, as the rationales for undertaking this study.

1.8 Outline of the thesis

This thesis consists of eight chapters. This chapter, Chapter 1, provides the context descriptions where the study is located, and provides rationales for the study, emphasising the teachers' issues related to engagement in PD programmes and specifically in classroom AR, both from a national view and that of this study context. Chapter 2 reviews the literature that is relevant to this thesis, highlighting the various perspectives on teachers' PD, AR, and CAR. Chapter 3 delineates the methodological framework that I employ to investigate the research questions of this study. The findings chapters, consisting of Chapters 4, 5 and 6, present a case study of each CAR-U project by the teachers which are discussed in Chapter 7. The thesis ends by delineating the conclusion, limitations and implications of the study, suggestions for further investigations, and my reflection on this PhD journey.

Chapter 2 Literature Review

2.1 Introduction

This chapter reviews the literature that underpins my interest in investigating the topic of the study. It firstly discusses teacher professional development (PD), delineates the terms used and definitions of PD, the reasons why teachers participate in PD, the different PD approaches and PD activity forms, and the characteristics of effective teacher PD. There then follows a discussion of action research, a form of PD that is adopted in the language teaching field. The role of internal and external support in teacher research is also presented. It continues by discussing collaborative action research (hereinafter CAR)¹⁸, delineating its status as a form of PD, highlighting the complexity of and effective partnerships in CAR-U, and presenting studies of CAR-U from ELT context. The chapter ends by reviewing the existing research on teacher motivation in PD and discussing a self-determination theory, a motivational framework that is adopted to explain the teachers' motives in CAR-U engagement.

2.2 Teacher Professional Development

This section reviews the literature on teacher professional development (henceforth PD) that specifically emphasises delineating definitions, types and effective modes of implementing PD. My intention was to discuss the features of effective PD which may inform this study regarding the potential of CAR partnerships between teachers in schools and university researchers (or CAR-U), as a form of PD for teachers in the context of this study. Additionally, this review will inform the policy-makers, specifically in the Indonesian context, regarding the principles of PD that should be taken into account when designing and promoting teachers to engage in PD in schools. In particular, this section will highlight how CAR might fit into the principles of

¹⁸The use of "CAR" term signifies all types of CAR partnerships that will be discussed in section 2.5.

effective PD that can potentially motivate teachers to engage in more transformative PD which could improve their teaching practice.

2.2.1 The terms used and the definition of professional development

In the literature on teacher learning, the term 'professional development' is used distinctively and interchangeably with other terms, such as staff development, teacher development, in-service training, continuous professional development, and professional learning. While the meanings and ideas behind these terms overlap, Burke (2000) argues that "when educators think of professional development, they usually think of in-service days" (p. 29). Meanwhile Avalos (2011) maintains that the main core of understanding teacher PD is "about teachers learning, learning how to learn" (p.10). For Craft (2000), those terms similarly convey all forms of learning paths conducted by teachers after their first pre-service education or initial training.

In the language education field, Mann (2005) attempts to distinguish some of those terms. He suggests that the term 'staff development' is used to denote that PD activity is conducted at organisational and systems level, characterized with a top-down approach. Continuous professional development (CPD) is well-known at an institutional level such as schools. In the Indonesian context, the government prefers to use the term 'CPD' to indicate teacher development, as the PD path for teachers is regulated by law, particularly for government teachers. In this case, CPD is not a voluntary activity and is "much more of a requirement for all employees of a given organization" (Bowen 2004, cited in Mann 2005, p.105). Mann (2005) characterises the term 'PD' as "career orientated and has a narrower, more instrumental and utilitarian remit" (p.104). This feature accords with what Lange (cited in Bailey *et al.*, 2001) suggests that teachers' engagement in PD takes place continuously both before and throughout their careers.

In the current discourse on teacher learning, the literature draws a distinction between professional development and professional learning (e.g., Easton,

2008; Timperley, 2011). Easton (2008) argues that the term 'professional development' is used to describe an activity conducted by someone to others, while professional learning is a more deliberate and intentional activity, derived from the teachers themselves. Fraser *et al.* (2007, p. 157) expand this distinction between the two terms by emphasising the process and result of teacher learning as follows:

Teachers' professional learning can be taken to represent the process that, whether intuitive or deliberate, individual or social, result in specific changes in the professional knowledge, skill, attitudes, beliefs or actions for teachers. Teacher professional development, on the other hand, is taken to refer to the broader changes that may take over a longer period of time resulting in qualitative shifts in aspects of teachers' professionalism.

Timperley (2011) views the difference between these two terms with regard to teachers' strong motivation in learning by saying that "professional learning requires teachers to be seriously engaged in their learning whereas professional development is often seen as merely participation" (p. 5). In this case, it can be concluded that in teacher professional learning teachers take more control of their on-going learning which is derived from their own motivation, compared with professional development.

Based on the discussion above, in this study, the term 'PD' is chosen to describe the process of teacher participation in acquiring knowledge and skills through engaging in collaborative action research projects. Alluding to the above features of PD as described by Easton (2008) and Timperley (2011), I use the term professional development instead of professional learning to signify that the learning experienced by teachers is introduced by others (the researcher) to teachers "in order to influence their practice" (Timperley, 2011, p. 4). In this thesis, I use the term 'professional development' exclusively.

Regarding the definition of PD, there is no clear definition in the literature (Evans, 2002) and each presented definition is associated with a particular perspective of PD. Some definitions emphasise the opportunities for teachers to acquire knowledge and skills for the sake of changing their practices. For instance, Fenstermacher and Berliner (1983) define PD as

“**the provision of activities** designed to advance the knowledge, skills and understanding of teachers in ways that lead to change in their thinking and classroom behaviour” (p. 4, emphasis added). Based on this definition, the focus of the perspective of this PD is on promoting types of learning activities that are effective and efficient for enhancing teachers’ knowledge and skills. The advocates of this perspective encourage teachers to engage in a reform types of PD, such as peer coaching, classroom action research, and collaborative learning; rather than on participating in traditional PD forms, such as one-shot workshops and seminars.

Another definition of PD focuses on the *process* by which teachers’ knowledge and skills can be enhanced. For instance, Lange (cited in Bailey *et al.* 2001) provides a definition of PD that focuses on the process of development of language teachers due to learning “**a process** of continual, intellectual, experiential, and attitudinal growth of teachers” (p. 4, emphasis added). In a similar vein, Adler (2000, p. 37) defines PD as “a process of increasing participation in the practice of teaching and through this participation, a process of becoming knowledgeable in and about teaching”. Based on this definition, the focus of this perspective is on how PD activities can be conducted to develop teachers’ quality. However, it seems that this perspective emphasises the transmission process where knowledge and skills are transmitted by others to teachers during the learning process. In this regard, teachers arguably become passive learners.

Meanwhile, other definitions conceive PD as both activities and processes. For example, Guskey (2000) defines PD “as those **processes and activities** designed to enhance the professional knowledge, skills and attitudes of educators so that they might, in return, improve learning of students” (p. 16, emphasis added). The proponents of this definition concentrate on promoting teachers to participate in PD activities in which teachers are actively involved in the process of learning. Such a definition of PD can be exemplified by teacher engagement in collaborative action research, as a PD activity (as will be discussed in section 2.6); in this PD, teachers examine their practices and build a new understanding (activities)

in order to improve it (the process) within a collective partnership (Burns, 1999; Hendricks, 2009; Pine, 2009).

2.2.2 Why do teachers pursue PD?

The literature on PD recognises the need for teachers to participate in various PD activities. First, engaging in PD allows teachers constantly to update and acquire new pedagogical knowledge and skills (Bailey *et al.*, 2001; Craft, 2000; Guskey, 2000; Richards & Farrell, 2005). The rapid change in their knowledge base requires teachers continuously to revitalise their teaching repertoire (Guskey, 2000; Richards & Farrell, 2005). Moreover, Richards and Farrell (2005) argue that another reason why teachers update their knowledge via PD is that not all of the knowledge that they wish to obtain can be provided at a preservice level of education. Second, PD is related to the changes that teachers need to anticipate and prepare for which might affect their practice (Bailey *et al.*, 2001; Crafts, 2000; Guskey, 2000). For instance, curriculum changes by the government necessitate teachers renewing their knowledge to accommodate this change (Bailey *et al.*, 2001.). Guskey (2000) also argues that structural changes in schools, government policy, and the involvement of parents and the community in education affect teachers' execution of their jobs and require them to redesign the culture of their work. Hence, he suggests that PD for teachers is valuable in enabling them to learn and deal successfully with such changes.

Furthermore, Bailey *et al.* (2001) suggest that pursuing PD leads to teacher empowerment "by increasing our knowledge base, we can increase our power over our own lives" (p. 7). For Craft (2000), this empowerment could mean that participating in PD allows teachers to enhance their job performance skills in order to become effective and competent teachers. Another reason for pursuing PD is associated with external motives, such as for career development, prestige, income (Bailey *et al.*, 2001) and job satisfaction (Craft, 2000). Additionally, a benefit of participating in PD could be to reduce teacher isolation in schools, particularly for those teachers

engaged in collaborative or socially-based PD, as well as to combat teachers' burnout of their teaching context (Bailey *et al.*, 2001).

Along with the reasons mentioned above, several authors claim that the ultimate goal of teachers participating in PD is to improve students' learning (e.g., Craft, 2000; Diaz-Maggioli, 2003; Johnson & Golombek, 2011; Guskey, 2002). For language teachers, in particular, Diaz-Maggioli (2003) maintains that language teachers need to engage in PD to enable them to develop their students' proficiency in and understanding of the culture of the target language. In mainstream education, Guskey (2002) suggests that improving students' learning outcome is not limited to cognitive skills and achievement only, but also includes a change in their behaviour and attitudes. In addition, he argues that there is a connection between a change in the students' learning outcome due to teachers' participation in PD with a significant change with teachers' beliefs and attitudes. He proposes a model of teacher change through PD below:

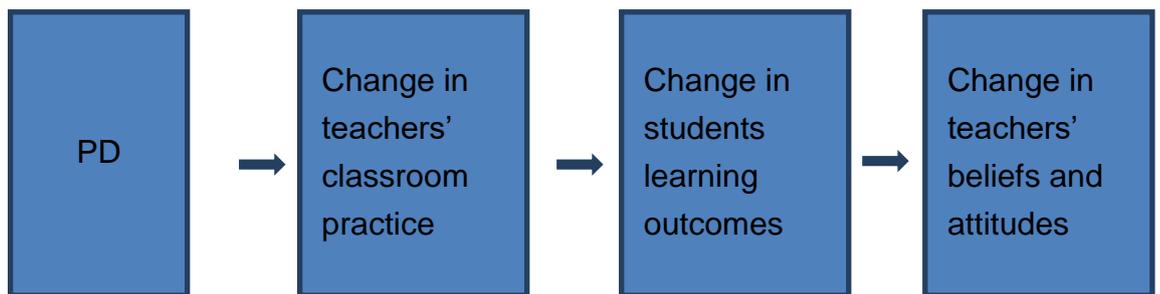


Figure 2.1A model for teacher change (Guskey, 2002, p. 383).

According to the model above, the three major outcomes of participating in PD by teachers can be explained as follows:

Significant change in teachers' attitude and beliefs occurs primarily after they gain evidence of improvements in student learning. These improvements typically result from changes teachers have made in their classroom practices – a new instructional approach, the use of new materials, or curricula, simply a modification in teaching procedures or classroom format (Guskey, 2002, p. 383).

2.2.2 Type of PD approaches and PD activities forms

The first approach of PD which is discussed in the literature is the traditional PD model. The main feature of this PD is a transmissive model in which knowledge is imparted by others (researchers or teacher educators) to address their knowledge deficits through input-based PD (Kiely & Davis, 2010). Johnson (2009) argues that this PD type is “something that is done by others *for* or *to* teachers” (p. 25, original emphasis). In this regard, teachers are seen as a passive consumers of knowledge instead of generators and active learners (Cochran-Smith & Lytle, 1999). Stein *et al.* (1999, p. 244) describe the more holistic traditional PD characteristics (denominating PD as in-service staff development) as follows:

- Focus on activities (techniques, ideas, and materials)
- Dominant formats are workshops, courses, and seminars
- Short duration with bounded personal commitments
- Teacher educator sets the agenda
- Theories of teacher learning based on the psychology of the individual
- Translation of new knowledge to the classroom is a problem to be solved (usually by the teachers)
- Particularities of context not factored into staff development
- Takes places away from schools, classrooms, and students
- Focus is on developing the teacher (teachers participate as individuals)
- Leadership training is not an issue.

(Stein *et al.*, 1999, p. 244)

Based on these features, this PD model has been labelled as “overly fragmented, not connected closely enough to classroom practice” (Borko *et al.*, 2010, p. 548). In addition, Birman *et al.* (2000) contend that PD activities that adopt this model fail to develop teachers’ knowledge and skills or affect their practices. A survey study conducted by Widodo *et al.* (2006), with science teachers in an Indonesian province, suggested that the teachers’ participation in PD did not change their practice because many of the PD programmes did not sufficiently address their practical issues in their classroom. According to them, one of the reasons for this issue was that PD

activities adopted the traditional mode, in which the PD subjects, strategies, instructors, and time were predetermined by the PD providers.

Another PD approach adopts the constructivist learning theory posits that teachers are capable of constructing and investigating knowledge related to teaching, and are seen as active learners (Ball & Cohen, 1999; Pitsoe & Maila, 2012; Postholm, 2012). In language teaching, Johnson (2009) linked the knowledge created by the teacher (or practitioner knowledge) with “practice in that it develops in response to issues that come up in practice” (p. 23). This type of PD is often labelled competency or inquiry-based PD (Hawley & Valli, 1999). In this PD, teachers experience learning through examining and systematically reflecting on their teaching, their students’ learning and their classroom practice in order to understand or improve these individually or collegially with other teachers or students. Dikilitaş (2015) argues that, in inquiry-based PD, teachers are encouraged to “research their own practices, understand more their own classroom context, and come to the stage where they make informed decisions for development or change in the existing practice” (p. 48). This type of PD is located in the teachers’ own classroom and they have greater autonomy and ownership over their learning; thus, it is a more transformational PD (Kiely & Davis, 2010). Furthermore, teachers are no longer seen as passive learners and consumers of knowledge; rather they transform into both knowledge generators and knowledge users through the process of inquiry and reflection in their classroom (Cochran-Smith & Lytle, 1999; Johnson, 2009). For language teachers, opportunities for learning via this inquiry-based PD can be accommodated through various forms of classroom inquiry, such as action research (Burns, 2010), exploratory practice (Allwright & Hanks, 2009; Hanks, 2017a), exploratory action research (Smith, 2015; Smith & Rebolledo, 2018), narrative inquiry (Johnson and Golombek, 2002), and reflective teaching (Farrell, 2007; Richards & Lockhart, 1994).

In addition to the two perspectives of PD outlined above is the situated model which is based on the situative perspective. Based on this perspective, teacher learning is situated in a specific context or setting

(Putnam & Borko, 2000; Sawyer & Greeno, 2009). In this sense, the context and activities are inseparable from the knowledge gained by the teachers. Moreover, teachers' social contexts (e.g., the classroom, school community) affect what is learnt and how learning occurs (Putnam & Borko, 2000). Unlike traditional and inquiry-based PD that focuses on individual learning, this PD type emphasises the interaction among the individuals engaged in PD activities and the subsystems in their PD environment (Sawyer & Greeno, 2009). In the field of language teachers' education, existing models of PD adopt this view which focuses on language teachers' interaction and collaboration with their colleagues. Examples are collaborative action research (Burns, 1999), cooperative development (Edge, 1993), team teaching (Tajino & Tajino, 2000), and team learning (Tajino & Smith, 2016), and with their students and colleagues as developed in exploratory practice (Allwright & Hanks, 2009; Hanks, 2017a).

Based on the review above, CAR rests on the constructivism perspective as it enables the teachers to examine and improve their own practice and become an active learners. In addition, it is situated in the situative perspective whereby it encourages teachers to learn in their own context through interaction with their students and their colleagues. I will further discuss why CAR is preferable adopted as a form of PD for the participants in the study in section 2.5.

2.2.3 Effective teacher PD

PD experts have suggested that powerful, high-quality, and effective PD programmes can change teachers' knowledge and practice as well as their students' learning achievements (e.g., Borko *et al.*, 2010; Desimone, 2011). This sub-section briefly presents several features which are regarded as effective PD, as discussed in international studies of PD and specifically in the Indonesian context.

In their survey study with 1027 mathematics and science teachers in United States schools, Garet *et al.* (2001) found that there were three core features of PD that have a significant and positive effect on teachers' learning: "(a)

focus on content knowledge; (b) opportunities for active learning; and (c) coherence with other learning activities”. They suggested that, to improve PD, it is important to consider these three core features, along with the duration of the PD and collective participation. Desimone (2011, p. 69) describes those features of effective PD as follows:

- **Content focus:** Professional development activities should focus on subject matter content and how students learn that content.
- **Active learning:** Teachers should have opportunities to get involved, such as observing and receiving feedback, analysing student work, or making presentations, as opposed to passively sitting through lectures.
- **Coherence:** What teachers learn in any professional development activity should be consistent with other professional development, with their knowledge and beliefs, and with school, district, and state reforms and policies.
- **Duration:** Professional development activities should be spread over a semester and should include 20 hours or more of contact time.
- **Collective participation:** Groups of teachers from the same grade, subject, or school should participate in professional development activities together to build an interactive learning community.

(Desimone, 2011, p. 69)

Borko *et al.* (2010) provided a list of characteristics of effective PD after reviewing six different reports on the PD literature (Darling-Hammond & McLaughlin, 1995; Hawley & Valli, 2000; Knapp, 2003; Putnam & Borko, 1997, 2000; and Wilson & Berne, 1999). In terms of content, first, they argued that the content of PD should be situated in practice and address practice-related problems; it also focuses on students’ learning. Regarding the process and structure of PD, they argued that PD should adopt modelling instructional strategies because “when teacher educators model instructional strategies, PD participants have the opportunity to experience these strategies as learners, and then reflect on their learning” (*ibid.*, p. 550). They also encourage teachers to become active learners and maintain that PD activities should provide opportunities for teachers to participate actively and collaboratively in professional learning communities (such as peer

observation, mentoring, team teaching, or collaborative inquiry). In addition to these features, PD should be located in a school setting and integrated with the school improvement. Finally, they proposed that PD activities should be ongoing and sustainable over time as this will provide more opportunities for teachers to become involved in cycles of reflection and experimentation, such as inquiry-based PD.

The characteristics of effective PD presented above seem to be, to some extent, similar to the features recommended by Lim *et al.* (2009, p. 7) from the perspective of effective Indonesian PD. Having examined their experience of facilitating a one-year PD programme for 12 teachers from four schools in two Indonesian provinces, they suggested that PD designers need to be aware of the following factors:

- PD needs to be collaborative.
- PD programmes need to be job-embedded, site-based, and need-based.
- PD design should take into account the background of the schools and teachers involved. The model of the programme needs to consider the teachers' learning style.
- Ongoing support is needed from the school leaders, providers of PD and local educational.
- Authorities are essential in sustaining change.
- Long-term and intensive programmes are more likely to support change.

I would argue that PD programmes in the Indonesian context have not yet fully adhered to the principles of effective PD. PD activities are mainly delivered in a transmissive way (e.g., one-shot workshops), are detached from the teachers' classroom, and do not specifically address the teachers' learning needs. Rahman (2016) and Widodo *et al.* (2006) found that most of the PD programmes attended by the Indonesian teachers were top-down in nature, with predetermined subjects of PD learning activities set by the government. Rahman (2016) who investigated PD practices in three schools in South Sulawesi also found that collegial learning was not evident among the teachers. Rather, they tended to adopt an individual learning mode, in which teachers individually engaged in PD activities and were reluctant to share what they had learned from PD with their colleagues.

In the previous chapter, I argued that although there have been efforts by the government to encourage school teachers to engage in more transformative PD activities, such as action research, and teachers' networks, these initiatives apparently had not improved teachers' practice. In a response to confirm the teachers' perspectives on PD, which includes the features of effective PD, such as collective participation, need-based, active learning, and longer duration, this study attempts to investigate EFL teachers' perspectives on the use of CAR-U as a means of PD. Specifically, the study explores how the teachers' perceived CAR-U as a PD compared to the previous PD in which they had participated.

Prior to elaborating on CAR-U, the next section will delineate Action Research (AR), a form of PD and one of the most popular forms of teacher research in the language teaching field.

2.3 Action Research- a form of teacher research

In this section, I want to review Action Research (henceforth AR), a form of PD that has been utilised as a tool for empowering teachers by improving their competence and enhancing their personal growth. AR is widely cited in the literature on teacher research, as one form of teacher research which has features distinct from other types of teacher research. As I discuss in the chapter, classroom AR has been used as a form of PD in the Indonesian context. However, a few studies which explores teachers' engagement in classroom AR have suggested that many teachers still encounter challenges (see section 1.4). This section will also present several studies in the ELT context which reported that EFL teachers, from different geographical contexts experienced profound challenges regarding AR engagement, albeit also gaining benefits. Given this fact, this review will explore the potential of collaborative action research partnerships between school teachers and university-based researchers (henceforth CAR-U) to reduce EFL teachers' reluctance to engage in classroom research, particularly in the context of this current study. Before discussing AR in this section, I will introduce the concept of teacher research which is used in the language teaching context.

The notion of the teacher as researcher (Stenhouse, 1975) refers to a situation whereby teachers systematically investigate their practice in order to understand it and provide practical solutions to their teaching problems in the classroom or school. Stenhouse who coined the term teacher-as-researcher proposed that the main aim of teacher engaging in research is for curriculum development, and this should come through a process of teachers' reflection from practice in their inquiry. The term "teacher research" has been used to denote this involvement in research, and has been defined differently as follows.

In general education mainstream, Cochran-Smith and Lytle (1999), define teacher research as follows:

In the broadest possible sense to encompass all forms of practitioner inquiry that involve systematic, intentional, and self-critical inquiry about one's work in K-12, higher education, or continuing education classrooms, schools, programs, and other formal educational settings. This definition includes inquiries that others may refer to as action research, practitioner inquiry, teacher inquiry, teacher or teacher educator self-study and so on but does not necessarily include reflection or other terms that refer to being thoughtful about one's educational work in ways that are not necessarily systematic or intentional (Cochran-Smith and Lytle, 1999, p. 22).

Borg (2010), in the context of language teaching, expands this definition by putting forward the aims of teacher research as well as including Stenhouse's definition of research as "systematic inquiry made public" (1975, p. 142). Borg defines teacher research as:

systematic inquiry, qualitative and/or quantitative, conducted by teachers in their own professional contexts, individually or collaboratively (with other teachers and/or external collaborators), which aims to enhance teachers' understandings of some aspect of their work, is made public, has the potential to contribute to better quality teaching and learning in individual classrooms, and which may also inform institutional improvement and educational policy more broadly (2010, p. 395).

According to Smith (2015) and Burns (2015), when the teacher research is made public, it should be disseminated in a friendly form (such as posters, blogs, journals, and school news-letters), rather than "subjected to academic judgement" (Smith, 2015, p. 207). In the Indonesian context, these friendly

forms of dissemination have not been practised by teachers. Rather, the government imposes teachers to adopt an academic style of dissemination which apparently inhibits teachers from engaging in classroom research since they had a lack of academic writing knowledge and skills, as reported by Putriani *et al.* (2016) and Trisdiono (2015)

In the language teaching context, Borg (2010, 2013) argues that the term 'teacher research' has been used as an umbrella term for teachers' activities in engaging with (reading research) and engaging in (doing research). In addition, teacher research is also associated with 'practitioner research', which "is a broader term that includes not just teachers but practitioner in other fields (e.g., nurses) who engage in systematic self study" (Borg & Sanchez, 2015, p. 2). It is worth noting Borg's (2013) comment that not all research conducted by teachers is called teacher research; it is only that which is "conducted in teachers' own professional context and with the purpose of enhancing their understanding of some aspect of their work" (p. 8). Regarding AR, it is then regarded as a form of teacher research approach when it is practised by teachers. In the following sub-sections, I will examine AR as form of teacher research.

2.3.1 What is AR?

The emergence of the AR concept can be traced back to the work of Dewey (1933) and Lewin (1946). Dewey, an American philosopher and educator, called for educational practitioners to reflect on their practice and improve it, based on that reflection process. He also called for those working in the educational field to address educational problems collectively. Lewin (1946), a social psychologist, used AR as an approach for social action and change through a systematic spiral cycle of planning, fact-finding or reconnaissance, action, and reflection. He encouraged practitioners to work with outsider researchers to improve collaboratively the social problems existing in their community, such as the social interrelations between black and white people, and to improve the relationship between the employees and employers in the factory setting to enhance productivity.

This concept inspired Corey (1953), an American educator, to translate Dewey and Lewin's ideas into the field of education by adopting the AR concept to work with teachers in schools to improve their practice. He argued that, by engaging in research, teachers can make more informed decisions, thereby leading to better practice. Corey's concept of AR was developed and became more prevalent during 1970s and 80s in America, through partnerships in AR projects between teachers and university researchers, popularly well-known as collaborative action research, termed as CAR-U in this thesis (Lieberman, 1986; Oja & Pine, 1987). I will discuss CAR-U, as one of the AR approaches, in section 2.5.

The term 'AR' comprises two elements: *action* and *research*. The former signifies the planned action to address problems, questions or puzzles found in the classroom with a view to implementing changes (Burns, 2005). Meanwhile, the latter denotes the iterative and systematic process of research involving data collection and data analysis to form a basis for intervention, observation and reflection, which are designed to solve classroom problems (Burns, 2005; Richards & Farrell, 2005). In AR, the basis of deliberate improvement (action) comes from a systematic data collection rather than being based merely on the assumptions of the teachers (Burns, 2010).

In the general sphere of education, the goals of AR for teachers vary, as reflected by its definitions, as proposed by several authors. AR can be employed by teachers to improve their understanding of their practice and generate knowledge (Altrichter *et al.*, 2008), evaluate their practice (McNiff & Whitehead, 2006), and improve their practice (McNiff, 2013). In addition, the definition of AR is characterised by the different types of AR: namely, scientific or technical AR, practical-deliberate AR, and critical-emancipatory AR (Carr & Kemmis, 1986).

Technical AR employs hypothesis testing for generalising a truth (McKernan, 1996), and the role of the teachers in the research is very limited, because the outsider researchers control the process of the research (Carr &

Kemmis, 1986). McTaggart (1991) contends that this type of AR is irrelevant for teachers by saying:

What works in general will not work in every classroom ... remains logically disconnected from and irrelevant to teachers' work because they [researchers] do not employ the interpretive categories which teachers' use in understanding, improving and justifying their work (p. 28).

At present, the division of AR discourse is mainly between to *practical AR* and *critical-emancipatory AR* or *participatory AR*. *Practical AR* is defined as “research conducted by teachers as they go about their daily work. It is enmeshed in the context of the classroom” (Mclean & Mohr, 1999, cited in Manfra, 2009, p. 38). Johnson (2008, p.28) defines this as “the process of studying a real school or classroom situation to understand and improve the quality of action or instruction”. McKernan (1996) argues that the goal of *practical AR* is to understand practice and solve immediate problems. The proponent of *practical AR* focuses on empowering teachers to conduct their own classroom research to improve their practice (Altrichter *et al.*, 2008; Manfra, 2009). *Practical AR* is viewed as relevant to the day-to-day teachers' work where they are required to reflect on their practices and improve them. It also has benefits for teacher professional development and effective school reform (Hinchey, 2008; Manfra, 2009; Zeichner, 2009).

In *critical/emancipatory AR*, AR is defined as “a form of self-reflective inquiry undertaken by participants in social situations in order to improve the rationality and justice of their own social or educational practices, their understanding of these practices, and the situation in which the practices are carried out” (Carr & Kemmis, 1986, p. 220). This type of AR focuses on encouraging teachers to study beyond the classroom strategies or practice, and to identify political and social issues that impact on student learning and so play a significant role as the agents of change (Manfra, 2009). The advocates of critical action research believe that schools' problems are driven by social conditions which must be examined and considered as a part of meaningful educational reform (Hinchey, 2008). Carr and Kemmis (1986) maintain that, in *critical emancipatory AR*, educational development is

the responsibility of all members of the school and not solely the teachers. Thus, it is “empowering process for participants; it engages them in the struggle for more rational, just, democratic, and fulfilling form of education” (*ibid.*, p. 205). AR, in this case, may be employed as a tool for school improvement (Halsall, 1998). Included under this AR type is participatory action research which involves wider groups of stakeholders in improving the social conditions (Hendricks, 2009).

2.3.2 AR in language teaching

In the language teaching context, the division of *practical* and *critical* AR is also reflected in the discourse on AR. *Practical* AR seems more likely to be adopted than *critical* AR. *Practical* AR emphasises the study of the classroom area rather than social problems (Crookes, 1993; Farrell, 2007). In this sense, it requires teachers to explore problems in the classroom in the areas of “classroom management, appropriate materials, particular teaching areas (e.g., reading, oral skill), students’ behaviour, achievement and motivation, and personal management issues” (Wallace, 1998, p. 19). Yet, Burns (2011) and Crookes (1993) state that AR should be employed not only in a localised context, such as a classroom, but also to promote institutional change. Hence, Burns (2010) argued that AR may involve not only teachers, but also students, managers, administrators, or even parents, in improving their conditions in a systematic way.

The *practical* AR definition from Richards and Farrell (2005) signifies the nature of the AR type that is practised in the Indonesian context. They define AR as “teacher-conducted classroom research that seeks to clarify and resolve practical teaching issues and problems” (p. 171). Congruent with this definition, the current policy in Indonesia requires teachers to engage in classroom AR to improve their teaching practice as well as to enhance their personal and professional development. In this regard, teachers are encouraged to reflect on issues related to their teaching, deliberately take systematic action to address the problem identified, and observe and reflect on the action in order to achieve the goal of intervention. Throughout the

thesis, the term *classroom AR* is used to denote the form of AR that is specifically practised by Indonesian teachers.

In terms of the process of AR, several AR writers (e.g., Bailey *et al.*, 2001; Nunan & Bailey, 2009; Burns, 2010; Richards & Farrell, 2005) agree that there are at least four loop steps of AR. These are: (i) identifying problems, issues or puzzles and collecting data, (ii) developing action to address the issue, (iii) observing the effects of action, and (iv) reflecting on the action and if necessary proceeding to the next action until the goal of improvement has been achieved. For the purpose of this study, I will employ Kemmis and McTaggart's (1988) AR model to facilitate teachers' engagement in collaborative action research (CAR), as a form of PD activity (CAR is discussed in section 2.5). This AR model is very familiar to Indonesian teachers and has been widely used in the classroom AR workshops for in-service teacher programmes or the taught-modules for the pre-service teacher programmes. The AR model consists of four main spiraling processes of *planning*, *action*, *observation*, and *reflection*, in which the teachers are required to:

- Develop a plan of critically informed action to improve what is already happening,
- act to implement the plan,
- observe the effects of the critically informed action in the context in which it occurs, and
- reflect on these effects as the basis for further planning, subsequent critically informed action and so on, through a succession of stages (Kemmis & McTaggart, 1988, p. 10).

The model is presented in the following figure.

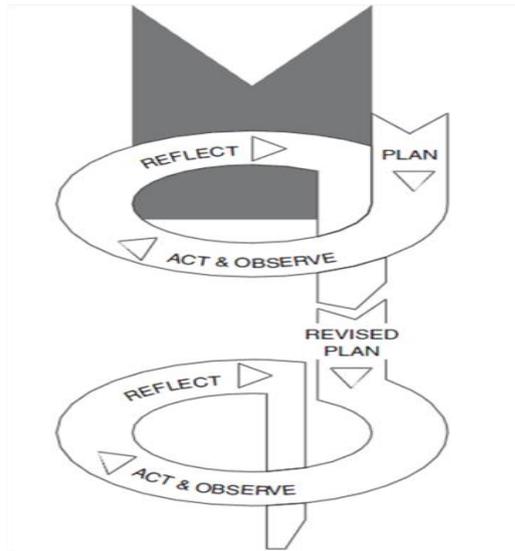


Figure 2.2 AR Spiral Model of Kemmis and McTaggart (1988)

In the CAR projects that I will be working with teachers, I will use all steps of the AR stages above by involving the teachers, rather than following these stages in an individual mode. It is based on the tenet of CAR that focuses on a collective participation in conducting a process of classroom AR (Pine, 2009). I will discuss CAR extensively in section 2.5.

2.3.3 AR as a form of teachers' PD

This section specifically reviews the adoption of AR as a PD tool for in-service language teachers, in particular. The use of AR, as a means of PD, has been cited to respond with the notion that traditional PD, such as the "one-off workshop", does not make a meaningful contribution to teachers' growth and change (e.g., Atay, 2008; Borg, 2013; Burbank & Kauchank, 2003; Clarke & Hollingsworth, 2002). Moreover, the ineffectiveness of one-shot PD lies in the claim that it depends strongly on the outsider expert, and learning does not take place in the teachers' classroom (Borg, 2015; Johnson, 2005). In addition, the content of PD is frequently described as irrelevant to the teachers' needs (Miller *et al.*, 1998) and, after the PD session, the teachers forget or reinterpret what they have learnt (Lamb, 1995). Therefore, the trend in contemporary PD emphasises that teachers' growth or change comes about by engaging in self-directed, collaborative, and inquiry-based learning (Johnson, 2005), and participating in active

learning via reflective participation in PD (Clarke & Hollingsworth, 2002). Darling-Hammond and McLaughlin (1995, in Levin & Rock, 2003) state that “professional development today should provide an occasion for teachers to reflect critically on their practice and to fashion knowledge and belief about content, pedagogy, and learners” (p. 136).

In line with this, AR as a form of PD promises that action research facilitates teachers’ professional growth through learning from and systematically observing their teaching practice (Johnson, 2008). AR allows teachers to take the lead in improving and understanding their practice: their classrooms, students, and schools. Thus, they gain the autonomy to navigate their learning during the AR process (Benson, 2007). In this regard, AR potentially transforms teachers from being technicians – doing something when asked by others–, into being reflective practitioners – those who constantly examine their own practice and use it as the basis for resolving their teaching practice issues (Farrell, 2007; Richards & Lockhart, 1994; Wallace, 1998). Regarding the aim of AR for teacher development, Wallace (1998) argues that it “is not to turn the teacher into a researcher, but to help him or her to continue to develop as a teacher, using action research as a tool in this process” (p. 18).

In the Indonesian context, the use of AR as a PD tool, as stated in AR modules for English teachers, is also used to promote teachers being reflective on their teaching practices (e.g., Latief, 2009). Mertler (2009) argues that reflection has become a crucial part of AR as it relates to examining teachers’ own practice. Zeichner and Liston (1996) describe the characteristic of a reflective teacher is one who “examines, frames, and attempts to solve the dilemmas of classroom practice” (p. 6). Meanwhile, Richards & Farrell (2005, p. 7) defines reflection as “the process of critical examination of experiences, a process that can lead to a better understanding of one’s practices and routines”. Farrell (2007) and Mann and Walsh (2017) maintain that teachers’ reflection can be promoted through engagement in AR. According to Burns (1999), reflection in AR should be present in any stage of the inquiry process, although she suggests the

reflection stage only occurs in the end of AR cycle. The reflection process in AR takes place when teachers pose questions, such as “What am I doing? What do I need to improve? How do I improve it?” (McNiff & Whitehead, 2006, p. 1).

Although AR promotes teachers to engage in self-reflection on their practice, Burton (2009) and Mann and Walsh (2017) contend that teachers’ reflection can be more powerful when it is conducted in a collaborative manner, as it involves dialogues with peers, or more experienced colleagues, mentors or teacher educators. Mann and Walsh (2017, p. 33) argue that, through a dialogue reflection, “it allows for clarification, questioning, and ultimately enhancing understanding”. I would argue that this collaborative dialogue potentially occurs among teachers who engage in CAR which will be utilised as a PD tool for the teachers in this study. The discussion about how CAR can promote teachers’ reflection will be presented in section 2.5.

2.3.4 Studies of language teachers engagement in AR

This sub-section specifically reviews the study of classroom language teachers’ experiences when engaging in AR, as a PD tool, among other studies of AR in different contexts, such as pre-service education (e.g., Cabaroglu, 2014; Thorne & Qiang, 1996; Volk, 2009), in the postgraduate programme (e.g., Curtis, 2001; Gebhard, 2005), and in the university/college context (e.g., Atay, 2008; Edwards & Burns, 2015). The main reason for specifying this review is based on the notion that these classroom teachers engage in voluntary activities for the sake of improving their practice, rather than, for instance, to complete a specific educational programme. As such, we can gain a more genuine perspective from these teachers who engage in AR for the sake of their personal growth and PD. To this end, I will firstly review several studies from various international contexts, before presenting the study of AR in the Indonesian context.

In the Turkish context, Kayaoglu (2015) investigated three secondary public school EFL teachers who engaged in AR. His study focused on exploring whether AR can be a feasible PD model for teachers in their schools, how

they perceived AR and the impact of AR on their practices. Assisted by the researcher, the teachers were introduced with the concept of AR and were facilitated in the implementation of AR in their classroom. Drawing on interview data, his study demonstrated that AR was perceived by the teachers as a means of personal and professional development. Additionally, the study suggests that the teachers' awareness of AR and identifying solutions for their classroom teaching increased, and their understanding of their classroom practiced deepened. His study further suggests that, in the heavy centralised education system, the institutional, moral and incentives support are considerably needed to support teachers who engage in AR for PD purposes.

In another Turkish context, Kiş (2014) investigated a primary school EFL teacher's experiences of engaging in AR that focused on the changes in the teachers' content knowledge, teaching practices, and beliefs and attitudes as a result of engaging in AR. Based on the three interviews conducted and the teacher' reflection journal, her study showed that the teacher' involvement in AR impacted on the changes in the three aspects being investigated, as marked by their increased knowledge of how to teach vocabulary to students, their use of various teaching techniques and classroom management styles, and their more positive attitude toward the teaching technique adopted in the classroom.

While the two studies above highlighted the virtues of AR, as a PD tool for teachers, they seemed to neglect the challenges that potentially inhibit teachers' engagement in AR. However, a recent study by Mehrani (2017) reported both benefits and challenges for 68 EFL teachers who were practicing AR in the Iranian context. In this study, he explored these teachers' perceptions regarding the purposes of AR engagement, and the benefits and the challenges they experienced. Having analysed a survey of narrative frames from each teacher, 9 reflective essays, and 12 interviews, his study reported that the focus of the teachers' AR is mainly concerned with the practical aspect of their practice, such as improving their teaching skills and their students' language knowledge. Regarding the virtue of AR,

the study showed that the teachers' engagement in AR enhanced their awareness of their students' needs, gave them a framework to reflect on their practices, and increased their leadership within the educational system. Despite these benefits, the teachers, as reported, experienced various kinds of challenges, such as the time issue, lack of specific research knowledge, administrative restrictions, and a lack of collaboration.

Mehrani's study affirms that, for language teachers, AR engagement is not a straightforward process, as has been reported by other studies (e.g., Burns & Rochsantiningsih, 2006; Kitchen & Jeurissen, 2006; Negi, 2016; Rainey, 2000; Tinker-Sachs, 2000; Volk, 2009). In addition to the aforementioned challenges, other challenges are related to a lack of motivation (Rainey, 2000, Volk, 2009, Burns & Rochsantiningsih, 2006), lack of school support (Kitchen & Jeurissen, 2006; Negi, 2016; Tinker-Sachs, 2000), and personal issues, such as family commitments (Burns & Rochsantiningsih, 2006).

A study by Meng (2014), in the Chinese context, also reported the EFL teachers' challenges in AR engagement led to unsustainable AR engagement, despite the benefits gained. In his study, Meng investigated three rural EFL high school teachers' experiences in AR who emphasized how reflection practice contributed to AR, what challenges they faced, and the changes that ensued. As a facilitator, he guided the teachers to reflect on their practices, delivered lectures about reflection and AR, and guided them in the data collection process. Drawing on the teachers' journals, data from individual dialogues and group meetings, and interviews, the study found that the teachers perceived AR as a time-consuming, arduous task, particularly when they engaged in identifying research topics, forming research questions, collecting data, and writing AR reports. Meng also found that reflection through talking and discussing encouraged the teachers to examine and improve their teaching through AR. Following this first AR engagement, he reported that, after 7 years, none of the teachers engaged in further AR, yet their skill in identifying their teaching problem improved.

In the Indonesian context, Burns and Rochsantiningsih (2006) investigated the classroom AR involvement of ten senior high school teachers in

Surakarta, Central Java. The study explored the impact of engaging in classroom AR on the teachers' PD, their classroom practice, and the kind of challenges that they encountered during classroom AR involvement. Facilitated by one of the researchers, Rochsantiningsih, each teacher conducted their individual AR project in their own classroom, and also attended group meetings with other teachers and the researcher. Likewise, the researcher assisted the teachers to set up the AR workshops for learning AR, write their AR projects, and present their projects to the groups. Based on data generated from the teachers' diaries, interviews, recorded meetings, and the researcher's field notes, the study produced three major findings. First, AR enhanced the teachers' PD in terms of awareness-raising about their practice, self-improvement, sense of autonomy, and the gaining of new knowledge. Second, AR affected the teachers' classroom practice, since they gained new teaching ideas and strategies, their students' motivation changed, and their enthusiasm for teaching was restored. Lastly, the teachers encountered various challenges, such as work overload, limited funds, time constraints, research-related issues, a lack of colleagues' support, reduced motivation, family commitments, and school-related issues. The study suggests that the support offered by the facilitator and the group of teacher researchers was central in enabling the teachers to complete their AR projects. Based on their recommendation on the role of external facilitator, my own study attempts to investigate how the teachers perceive their engagement in CAR-U with me, as the external collaborator.

Regarding the above study, Rochsantiningsih (interview, December, 2016)¹⁹ noted that, after chatting with the teachers, she found that very few of them had engaged in further AR, due to the heavy workload issue, particularly those who had additional tasks, such as being vice principals. Those who continued AR, she added, were mainly motivated by the instrumental purpose of gaining promotion. In another Indonesian context, my own study (Thamrin, 2012) reported that a limited knowledge of AR and lack of

¹⁹I interviewed her during a conference organised by her university in Surakarta, Central Java, in December 2016, where I presented my study. The link to the conference is:
<https://jurnal.uns.ac.id/iccte/issue/view/ISSN%20%20%3A%2025002%20%E2%80%93%204124/showToc>

motivation inhibited two EFL senior high school teachers, in the context of this study, from continuing classroom AR, after their first project ended. These two studies from Burns and Rochsantingsih (2006) and my project (Thamrin, 2012) may affirm that Indonesian EFL teachers encountered challenges in engaging in classroom, as promoted by the government.

From these AR studies, as presented above, it appeared that the language teachers, from different geographical contexts, experienced both benefits and challenges related to AR engagement. However, it is likely that only teachers who received a range of support were able to continue practising AR. Meanwhile, those who were in unsupportive environments and striving with contextual issues, found it challenging to engage in further AR. Given this fact, this study seeks to explore the perceptions of a group of Indonesian secondary EFL teachers who found challenges with classroom AR (see subsection 1.5.2), regarding their experiences of engaging in CAR-U. Prior to discussing CAR, particularly CAR-U, as a means of PD for teachers, I will discuss the role of support in teacher research.

2.4 The role of support in teacher research

This section reviews the literature on the importance of support provision in teacher research. The review will look at the forms and types of support needed by teachers when engaging in teacher research, particularly classroom AR. As we learnt from the Indonesian context, successful AR teachers are those who receive a range of support, both institutional and external (see subsection 1.5.2). This study explores the perceptions of Indonesian EFL teachers in a secondary school regarding the support that they receive from both their school and the external collaborator (myself). Thus, my intention was to illuminate the role of support in this study, particularly how it may motivate the teachers to engage in CAR-U projects, and continue to practice CAR with their teacher colleagues (or CAR-T).

Given the fact that language teachers face considerable challenges related to engaging in research, there has been a widespread argument calling for supporting teachers who engage in AR, or in teacher research generally, in

their classroom (e.g., Borg, 2010; Burns, 2010, Tinker Sachs, 2000). It is believed that, without continuous support, it is unlikely that teachers will be able to engage in research successfully. Borg (2013, p. 191) argues that “clearly, where support is lacking, attempts to promote teacher research are less likely to succeed, even with motivated teachers”. Support may emanate from internal parties, such as school administrators (managers) and, colleagues (Borg, 2006), as well as from external parties, such as external mentors, critical friends (*ibid.*), university researchers (Burns & Rochsantiningih, 2006), and district policy-makers (Tinker Sachs, 2000). In this section, I highlight the support from the school (or internal support) and outside party (or external support) toward teachers’ engagement in research.

2.4.1 Internal support

Johnston (2005) argues that institutional support is crucial for teachers’ involvement in PD, including teacher research. He recommends that school administrators should offer teachers financial or logistical support, such as grants, reduced teaching loads, and moral support, such as valuing teachers’ engagement in PD. Borg (2013) proposes that institutional support for teachers’ engagement in research can take the form of the provision of time and physical resources. Regarding the school support, Burnaford (1996, p. 148) suggests six ways for school administrators to facilitate teachers to undertake research as PD in schools, such as:

- (a) providing a climate of safety and freedom to take risks, (b) being reflective leaders, (c) making it possible for teachers to collaborate and share their research with each other, (d) mobilizing sources to support classroom research, (e) providing time consistently for research, and (f) listening and being informed about the research teachers are doing in the building.

Based on these suggestions, we can divide school support into two forms: tangible and intangible support. The former considers the resources that are needed by teachers when engaging in research. The latter involves unphysical forms of support that considerably important in supporting teachers’ engagement in research. For clarity purposes, the following table displays these two types of support:

Table 2.1 Forms of support

Type of support from school	Forms of provision for teachers
a. Tangible	Grants to cover research expenses, access to books or references, teaching facilities or infrastructure (e.g., LCD projectors, access to internet)
b. Intangible	Time to engage in research or to collaborate with peers, the availability of feedback or advices from mentors, recognition and acknowledgement toward teachers' effort in research engagements

In relation to the school support, through the lens of motivation, the social context in which teachers exist influences their motivation to engage in teacher research. Arguably, their motivation tends to grow whenever they obtain considerable support from the head teachers, colleagues, students as well as parents (Dzubay, 2001). Walker and Symons (cited in Dörnyei, 2001) point out that the work environment plays a salient role in promoting teachers' persistence and performance. This might be relevant too for creating conducive environments for teacher research. In addition, Westwell (2006) reported that teachers are more likely to be successful and motivated to continue their AR project if they obtain support in the form of encouragement from colleagues and heads of schools.

Although literature on teacher research acknowledges the importance of school support for teachers' engagement in research, very few studies have investigated this issue. In general education mainstream, a study by Gilles *et al.* (2010) reported that a head teacher from an elementary school in US had a pivotal role in supporting and facilitating her staff to engage in AR project. Regarding the support, they found that the principal took some initiatives, such as: encouraging all teachers to participate in AR classes, attending the meeting to find out the progress of her staff's AR projects. They also found that the principal utilised AR in her own case study research. Moreover, the

teachers' colleagues in the school became partners for AR teachers to share and discuss their research projects.

Another study reported by Chow *et al.* (2010) also highlighted the role of administrative support for facilitating teachers' engagement in AR. Their study with 32 teachers, from four elementary schools in Hong Kong, who participated in promoting inquiry project-based learning, suggested that the school support was one of the important elements to teachers' success in conducting AR in their classrooms. However, this study was lacking in descriptions regarding the support forms given by the school toward their teachers, during their engagements in AR.

In the Indonesian context, my own study (Thamrin, 2012) found that school leaders' support, in forms of allowing teachers to conduct research, offering incentives, and recognising teachers' work, had motivated three EFL senior high school teachers to continue practising classroom AR. For the context of this study, the administrative support arguably is becoming relevant to support teachers' participation in PD generally. In this regard, following the implementation of school-based management in Indonesian schools, the role of principals in promoting teachers' development has been strongly encouraged (Raihani, 2007). In this case, her study suggested that the support of principals for enhancing their teachers' capacity motivated teachers to be involved in the professional learning activities.

2.4.2 External support

In addition to internal support, external support is important for teachers' engagement in research. Borg (2006) suggests that external mentors can help teachers to engage in classroom research through:

assisting in setting up a general framework for the conduct of the research, helping teachers to find a focus, commenting on teachers' initial attempts to collect and analyse data, being an audience who responds to teachers' efforts to communicate their work by commenting on drafts of reports they write (p. 24).

The research on teacher research has confirmed the salience of mentoring in supporting language teachers. For instance, a recent study by Çelik and

Dikilitaş (2015) reported that the ongoing support provided by the university-based educators for teachers during AR projects motivated the teachers to sustain their engagement in PD, particularly AR projects. In a similar vein, a study by Smith *et al.* (2014) reported that one of the factors that made EFL teachers in Chile successfully engage in exploratory AR was the availability of support from mentors.

Other external support to facilitate teachers' engagement in research can come from university-based teacher educators, as either individual or institutional initiatives. In language teaching, in particular, this external support can be conducted through a research partnership between school teachers and university researchers, and this is widely known as CAR-U which is promoted in this study (Atay, 2006; Burns & Rochsantiningih, 2006; Lin, 2012; Yuan & Lee, 2015; Wang & Zhang, 2014). In this partnership, the provided roles range from conducting seminars on AR, and engaging in individual or collective discussions of the projects with teachers during school visits, to facilitating the writing-up of research reports (CAR-U is discussed in section 2.5). Regarding the role of external support, several studies have indicated that teachers successfully reflect on their practice through engaging in CAR as they are supported by teacher educators (e.g., Atay, 2006; Chou, 2010; Ponte *et al.*, 2004; Yuan & Lee, 2015).

In the language teaching field, attempts have been made to mitigate the teachers' challenges in AR engagement through CAR-U support, such as partnerships between teachers and university researchers (e.g., Burns, 1999; Yuan & Lee, 2015; Wang & Zhang, 2014), in-service teachers and pre-service teachers supported by a teacher educator (Atay, 2006). The present study will adopt this kind of support through a partnership between English teachers in a school with the external researcher (myself).

2.5 What is CAR?

This section reviews the literature on CAR in both the mainstream general education and ELT contexts. In addition to presenting the different types of CAR partnership, it also discusses CAR as a means of PD and particularly

highlights the complexity and effectiveness of CAR partnerships in CAR-U. Since this study focuses on investigating a group of Indonesian teachers' views of CAR-U, it is important to present this review as it will shed light on CAR as a form of transformative PD for teachers, according to the literature. In addition, by highlighting the complexity and effective aspects of CAR-U, it will guide external parties who intend to support teachers' classroom AR engagement through the platform of CAR-U in order to achieve successful partnerships. Before further discussing these two main aspects, I will first discuss CAR in general below.

According to Hendricks (2009), CAR is one of the types of AR. He divides AR into four types: collaborative, critical, classroom, and participatory action research. The main characteristic of CAR rests on the collaboration feature that involves several parties engaging in understanding issues in an educational setting and solving those issues by using the principles of AR – planning, action, observation, and reflection (Mitchell *et al.*, 2009). Most definitions of CAR in the literature involve a partnership between teachers in school and university researchers conducting research for the sake of improving teachers' practice and school improvement (e.g., Burns, 2009; Calhoun, 2009; Hendricks, 2009). Hendricks (*ibid.*), for instance, defines CAR as “a system of action research in which multiple researchers from school and university setting work together to study educational problems” (p. 9). I attempt to adopt this type of partnership in CAR, named as CAR-U, when working with EFL teachers in an Indonesian secondary school. Meanwhile, Sagor (1992) and Pine (2009), and particularly Burns (2015) in an ELT context, tend to focus on collaboration among the teachers in the school, termed as CAR-T, and also among the teachers and other practitioners, who share similar interests. For the purpose of this study, I adopt Pine's (2009) definition of CAR as follows:

Action research is conducted by a team or teams of teacher-researchers. In teams, teachers form communities of reflective practitioners who together engage in cycles of research and action that lead to professional growth, improving teaching practice and student learning, (p. 265).

From these definitions, it can be argued that the main characteristic of CAR lies in the collective and collegial inquiry among the members of the research project. In CAR, teachers and external collaborators work together to improve teaching practice via systematic inquiry and to promote a collective learning community. Given such features, several advocates of AR (e.g., Burns, 1999, 2015; Oja & Smulyan, 1989; Burbank & Kauchak, 2003) have encouraged teachers to become involved in CAR instead of individual AR projects, as its collaboration tenet may promote teachers' collegial work and produce more benefits from their CAR. Unlike individual AR, in CAR, both teachers and their collaborators participate in designing their research agenda for a common purpose (Kemmis, 1993) and can potentially deal with teachers' constraints in AR. For instance, Yuan and Lee (2015) found that their scaffolding with two EFL teachers in China when engaged in CAR-U projects helped the teachers to deal with their constraints related to their time and limited AR knowledge.

In CAR, Burns (2015) proposes three forms of partnerships that teachers can perform. First, CAR partnership can be conducted by a teacher and his/her colleague(s) (CAR-T) under three options as follows:

- 1) Research pairs: Two teachers worked together on an area of mutual interest,
- 2) Research groups: Teachers, in pairs or individually, come together to work on their selected topic and collaborate with the group to share their insights,
- 3) Research teams: Based on an existing team (e.g., discipline, department, faculty) teachers work together on a selected area of curriculum development.

In the language teaching field, the example of this partnership can be found in the CAR-T project of Shen and Huang (2007). In their project, a teacher researcher and a teaching assistant, in the Taiwanese university context, conducted a CAR project to cope with their students' difficulties in comprehending longer reading texts, using different reading strategies. They also found that CAR-T allowed them to work as a team in teaching and helped each other in the research process.

The second CAR partnership, as proposed by Burns (2015), entails collaboration between teachers and their students, teachers with school principals, administrators, professional development leaders, supervisors and parents. However, she contends that this CAR form is not commonly practised in the language teaching context. The most popular of CAR partnership is on the third form, the partnership between teachers and university-based researcher, named as CAR-U in this thesis. In the CAR studies which adopted this form, two variants of partnerships apparently occur: university-educator/researcher and in-service teachers, and a triad collaboration consisting of teacher educator/researcher, in-service teachers, and pre-service teachers, which can be seen in the table below.

Table 2.2 Studies adopting university teacher educator-teacher partnership

Variant of partnerships	Studies	Collaborating parties
In-service teacher(s), Pre-service teacher(s), and teacher educator(s)/researcher(s)	Atay (2006) Garcés & Granada (2016)	A university educator, respectively six in-service and pre-service teachers two teacher trainers, an in-service teacher, an pre-service teacher
School Teachers and University teacher educator(s)/researcher(s)	Luchini & Rosello (2007) Lee (2010) Chou (2011) Kirkgöz (2013) Wang & Zhang (2014)	A university educator and an EFL middle private school A university and an EFL high school teacher A university educator and 3 EFL teachers A university-based teacher educator and six elementary school EFL teachers 17 University researchers and 45 school teachers

In this study, I adopt this last type of partnership in which I (a university teacher educator) became a collaborator with four EFL teachers from a junior high school in eastern Indonesia, who engaged in CAR-U projects as the means of their PD. I will further discuss this in Chapter 3.

2.5.1 CAR as a means of collaborative PD

As outlined in section 2.2, PD experts agree that a collaborative model of PD is more effective than the traditional one, such as one-shot workshops. In this case, collaborative PD provides more opportunities for teachers to participate actively and equally in PD, obtain more support, and nurture a learning community (Butler *et al.*, 2004; Burbank & Kauchank, 2003; Johnston, 2009).

CAR, a means of PD for teachers, has been considered an impetus for collaborative PD as it enables teachers to collaborate with parties both inside and outside the school (Burns, 1999, 2009; Johnston, 2009). Burns (2000) notes that CAR is a powerful tool for reducing teachers' isolation at work. In this case, through collegial sharing in CAR, Pine (2009) maintains that teachers are able to improve their classroom practice. This is in line with one of the effective features of PD emphasising the collaborative aspect "involving a sharing of knowledge among educators" (Darling-Hammond, 1998, p. 6). Studies have suggested the virtues of collaboration by language teachers, when engaging in their CAR projects (Atay, 2006; Burns, 1999). For instance, Atay (2006) found that the teachers appreciated the collaboration aspect of CAR as it helped them to identify issues in teaching, to gain new knowledge and skills, and to complete their projects successfully. Burns (1999) reported that the teachers viewed that the discussion in a collaborative manner was beneficial in "broadening perspectives, feedback, reinforcement and support" (p. 15).

In addition to the aspect of collaboration, the advocates of CAR suggest other distinctive features. Mitchell *et al.* (2009) note that the power of CAR, as a PD tool, lies in its nature in which PD is located in teachers' working context where they deal with their classroom problem. In this case, the

classroom becomes the source of learning in which teachers examine and reflect on issues occurring from it to be solved in a systematic and collaborative manner. In this regard, the focus of PD is improving their practice for the sake of students' learning (Borko *et al.*, 2010). Additionally, Burns (2015), based on her experiences in facilitating language teachers in CAR, provides a list of CAR characteristics as follows:

- Mutuality: shared sense of ownership and investment in the research and its outcomes
- Equality: democratic participation, combining different roles in the research (teachers/students/facilitators)
- Collectivism: joint researching and sharing of ideas-in-progress
- Reciprocity: equals access to information and data by participants
- Sustainability: support from other team members to keep focused and on-task
- Affirmation: joint evaluation and validation of each other's research
- Sociality: awareness of broader social and educational context
- (Re)generation: dialogue as a source of creative reconstruction of practice.

(Burns, 2015, p. 15)

It is important for the collaborating parties to pay attention to the features of CAR, as Burns mentioned above, in order to produce a successful partnership. For Burns, the key to successful CAR rests on establishing those features within the partnerships. This is probably because partnerships between teachers and other parties potentially lead to complex relationships which affect the smoothness of the projects, as reported by Wang and Zhang (2014), Yuan and Lee (2015), and Yuan and Mak (2016). I will discuss these studies further in the following sub-section that discusses the complexity of successful partnerships in CAR-U, pinpointing the need to consider the factors affecting collaboration in CAR-U.

2.5.2 Complexity and effective partnerships in CAR-U

This sub-section will look at the complexity of collaboration among various parties which could affect the successful collaboration in CAR-U. It also presents the effective features of successful collaboration that have been delineated in the literature and studies on CAR-U.

While the literature on CAR has well recognised the salience of partnership in CAR to support those engaging in classroom research, it should be noted that this partnership creates complexity among the collaborating parties, such as teachers and university researchers or teachers and fellow teachers. Plattel *et al.* (2010) argue that the challenges associated with CAR-U partnerships, unless appropriately managed, will lead teachers to withdraw from CAR or yield unsuccessful partnerships. The literature notes several challenges that may arise during the CAR-U partnership. Goldstein (2002) maintains that interpersonal problems and a power imbalance frequently constitute challenges for CAR-U partnerships. In addition, Mitchel *et al.* (2009) list several issues that need to be considered in the CAR partnerships as follows:

who initiates the collaboration, the reasons underlying the inquiry, the available for both instrumental and supportive, the pathways for partners to communicate and expectation for how often communication should occur, and what potential problem-solving strategies are in place to resolve conflict (p. 348).

Several studies in language teaching, in particular, have also demonstrated the complexity of the relationships in CAR-U which potentially affect the process of CAR. Wang and Zhang (2014) reported that, in the early stage of CAR-U, university-researchers (URs) complained about their teacher partners' unreasonable expectation that required them to analyse all of the research data. Meanwhile, the teachers thought that URs lacked understanding of their context. They also found that URs became demotivated in CAR-U as their collaborating partners, the school teachers, did not appreciate their time and effort in supporting teachers. Another issue was related to authorship publication, they reported. In this case, they found that some teachers did not acknowledge the contribution of university-researchers in their CAR-U reports. This issue had lowered the URs' motivation to collaborate further with teachers. This latter issue was also confirmed by Yuan and Mak (2016) who studied the challenges encountered by three teacher educators in a CAR-U partnership with EFL teachers in a Chinese context. They found that one teacher educator encountered an authorship problem whereby her name was excluded from a CAR-U report

that was to be submitted for publication in a local teachers' journal. This, in turn, affected the teacher educator's motivation to engage in CAR-U. However, they stated that this issue could be resolved by all collaborating parties through open discussion at a seminar. Apart from this authorship issue, Yuan and Mak (2016) also found that the teacher educators experienced a conflict between the provision of scaffolding and autonomy for teachers – the teachers became more reliant on the teacher educators when scaffolding was provided.

The latter challenge had been also detected by Hajar (2017) who facilitated eight secondary school EFL teachers engaging in classroom AR in the East Nusa Tenggara province of Indonesia. She found that it was difficult for her to develop teacher autonomy in classroom AR engagement since the teachers relied heavily on her as the facilitator. According to her, this issue might be linked to the fact that the teachers in this rural area had limited access to PD opportunities, coupled with their belief that university-educators had more knowledge and skills in research and pedagogical aspect. Her study may reflect the condition of other EFL teachers in different Indonesian geographical contexts when they are assisted to engage in classroom AR by external facilitators/collaborators.

In addition to the challenges, the literature on CAR attempts to establish the conditions for successful partnerships in CAR-U. Oja and Smulyan (1989) provided several necessary conditions for successful CAR-U in the school context, such as frequent and open communication among the participants, democratic project leadership, and positive relationships with the school context where the project is located. Mitchell *et al.* (2009) highlight the necessity of the collaborating parties discussing the projects (such as the topic of the research, data collection and analysis) in the early stage of CAR-U for the sake of successful collaboration. They also maintain that it is necessary for university-teacher educators to establish trust and build a rapport with teachers. In addition, having reflected on their CAR-U partnership with 14 teachers in the Netherlands, Platteel *et al.* (2010) recommend that good communication and trust in groups can be a

successful condition for this partnership. Furthermore, drawing on their study that explored teacher educators' challenges in a CAR-U partnership with EFL teachers in China, Yuan and Mak (2016, p. 389) recommend that "it is essential to create an open and democratic relationship in CAR so that both researchers and teachers can openly negotiate their individual needs, develop a 'shared language', and contribute their expertise and experience to each other's learning and development".

Bevins and Price (2014), from general education field, propose two aspects of support, that is *task* and *team* support which can affect the success or failure of a CAR partnership, specifically in CAR-U. They assert that task support consisted of time to engage/collaborate and workload in which "participants are supported to engage in the collaborative process by eliminating potential issues that may arise through the material conditions of their work" (p. 274). Meanwhile, regarding team support, they designate *group dynamics* as the only type of support which is broken down into three factors – skill set, mutuality, and cohesion. They explain that a "skill set" is identified as:

a measure of interpersonal communication and team skills that keep the team functional rather than the research or technical skills relating to the topic under investigation. These team skills include drawing people into the collaboration, supporting teachers who may be unfamiliar with the, sometimes combative, nature of academic discussion and offering validation for insights that may, at first, be half-formed or apparently counter-intuitive" (p. 274).

They further describe that "mutuality" is "a measure of the relative status of the team members. In settings with good mutuality, no single person, or group, has the control of the agenda" (2014, p. 275). They regard "cohesion" as "a measure of the value the members give to the team experience" (*ibid.*, p. 275). Bevins and Price (2014) further argue that good "task" and "team" support create successful collaboration. Conversely, they maintain that, if one or both types of support are poor, then the CAR partnership is likely to fail.

From the perspective of the language teaching field, Burns (2015) provides a list of practical hints for working with teachers in schools for the sake of more

constructive and productive CAR partnerships. The proposed list is based on her experience of working with teacher action researchers, and is presented below:

- Organise the research so that there are opportunities to work in pairs or teams
- Identify a common theme/themes that everyone is interested in researching
- Set yourself agreed starting and end-points for your inquiries
- Work out a series of meeting/discussion times to suit participants
- Give everyone equal “air” time during the discussions
- Share ideas/comment on each other’s research
- Be frank, open and respectful in sharing ideas
- Plan a variety of different ways to report the research (written/oral/visual) and set a realistic deadlines
- Aim to publish the research in a teacher-friendly form if possible (newsletter, journal) and support each other to do this
- Invite other teachers to a session where you can present your research collectively (p. 15).

In the Indonesian context, the aspect of dissemination, as proposed by Burns, appears to be relevant in making CAR-U partnerships productive, particularly for teachers. For instance, a teacher educator who collaborates with teachers can help teachers to disseminate their work in both oral and written form (see section 1.4). Several studies suggest that reporting research remains challenging for Indonesian teachers (Putriani, *et al.*, 2016; Trisdiono, 2015), and can be resolved through arranging CAR-U partnerships (Lin, 2012; Wang & Zhang, 2014; Yuan & Lee, 2015).

Additionally, due to the heavy workload issues encountered by the teachers, it is often challenging for the collaborating parties to find the time to discuss, share and comment on their projects collectively. Hence, it is critical for the facilitator to negotiate and discuss this issue with the teachers and administrators, in the early stage of the CAR-U projects (Mitchel *et al.*, 2009).

2.6 Studies of CAR-U partnerships

This section mainly reviews the CAR-U studies which have been conducted in the ELT context. I became interested to review this in order to provide

inputs for this study regarding the aspects of CAR-U that are relatively under-explored by those studies. Additionally, by doing so, this current study may make a theoretical contribution to the literature on CAR-U. I will return to discuss the theoretical contributions of this present study in the concluding chapter.

The involvement of university researchers/teacher educators in facilitating teachers' engagement in CAR-U partnerships is currently attracting growing attention, although it remains relatively limited in the language teaching field. Of the around 18 studies on CAR that I searched, using the University of Leeds library search, 16 reported this form of partnership. With regard to this, I focused on reviewing CAR studies involving teacher educators/researchers and school teachers who conducted CAR-U for the teachers' PD purposes in schools. Thus, I excluded studies on CAR-U which were conducted in the language centre context (Burns, 2000, Wigglesworth & Murray, 2007), where CAR-U was used by in-service teachers to gain credits (Chou, 2010; Ho, 2013), as well as where CAR-U was embedded in pre-service teacher education (Garcés & Granada, 2016; Mello *et al.*, 2008). Therefore, for this review, I include a list of CAR-U studies (see table 2.3), in the language context, reported by Atay (2006), Han (2017), Lee (2010), Kirkgöz (2013), Lin (2012), Luchiniand Rosello (2007), Wang and Zhang (2014), Yuan and Lee (2015), and Yuan and Mak (2016). I will firstly discuss the virtues and challenges related to engaging in CAR-U partnerships, as reported by these studies. Then, I will conclude this section by presenting some of the issues that are relatively under explored by these studies which are pertinent to be investigated in the context of this study.

One of the central themes reported by these CAR-U studies is that the language teachers' engagement in CAR-U impacted on their practices, personal and PD development, as well as their students' learning. Atay (2006) found that the school teachers, in the Turkish context, benefitted from CAR-U in the form of changed perceptions about research, increased awareness of their teaching methods, and appreciation for the collaborative aspect of CAR. A changed conception of CAR research was also

experienced by two Chinese EFL teachers, as reported by Yuan and Lee (2015), since the teachers' scaffolding by university educators helped the former to enhance their understanding of the AR concept and alleviate their contextual challenges (e.g., time constraints and lack of support). In a similar vein, Wang and Zhang (2014) found that 45 EFL senior high school teachers, in the Chinese context, experienced the benefits of CAR-U, such as improving their research ability, enhancing their reflection on their practices, and valuing collaborative learning. The virtue of collaboration in CAR-U was also experienced by 6 EFL elementary school Turkish teachers, as reported by Kirkgöz (2013). She further described that the teachers' engagement in CAR-U enhanced their PD, as marked by their increased capacity to face curriculum changes, enhanced understanding of their field (Teaching English for Young Learners) and implementation of appropriate knowledge in their teaching.

Lin (2012) also reported the role of CAR-U in facilitating the PD of the two school teachers with whom the author worked. The study found that engagement in CAR-U changed the teachers' views about their practice, and that they gained knowledge and skills about research and how to disseminate their projects through conferences and journal publications. With a different focus of investigation, Lee (2010) attempted to explore how an EFL teacher in the Korean context increased his identity, as a result of CAR-U engagement with the author. The study reported that this identity increase of the teacher was characterised by the enhancement of his subject matter expertise and research skills.

A specific CAR-U study by Luchini and Rosello (2007), a teacher educator and a middle private school EFL teacher, explored the benefits of the CAR-U project that they conducted in the Argentinian context related to improving the students' spoken English. Their project focused on developing the students' oral communication skills through collaborative learning tasks. Drawing on various data gathered from the 24 students based on their oral English test results, a questionnaire, interviews and classroom observations, the study found that the project developed the students' spoken English,

enhanced their self-confidence and stimulated their learning motivation. Reflecting on this partnership, they suggested that CAR-U can also provide a tool for teacher development.

In addition to reporting the virtues of CAR-U, several studies highlighted the challenges encountered by the teachers during CAR-U engagement. Han (2017), specifically, identified the four EFL Chinese teachers' challenges to engaging in CAR-U, facilitated by the author. The study found that the teachers' heavy workload and family commitments led to two of them dropping out of the project. In addition, other challenges were also found for the teachers: confusion about AR (during the initial stage of the projects) and a lack of competence in the defining research questions and analysing the data. In the face of these challenges, the collaborator provided support in the form of a series of lectures, seminars, and workshops, and also assisted the teachers with the data collection and analysis process. Kirkgöz (2013) found two main challenges that were encountered by the teachers: the difficulty in establishing a trusting atmosphere in which to create an open dialogue and issues related to handling the research procedure during the initial stage. To support teachers faced with these challenges, she encouraged intensive dialogue among the teachers to improve the issue of a lack of trust. She also created a communicative space via meetings, asked questions about action plans, and helped the teachers to guide the discussions. Furthermore, Yuan and Lee (2015) identified that time constraints and a lack of support from colleagues were the main challenges for the teachers. Regarding these issues, they provided timely support in collaborating with the teachers. Additionally, to eliminate the teachers' sense of isolation due to a lack of support from their colleagues, they offered encouragement and suggestions about how the teachers could share their ideas and teaching with their colleagues, and invited them to observe their lessons.

In terms of challenges, Wang and Zhang (2014) found that both the teachers and the university researchers, as the collaborators, experienced issues in CAR-U. The school teachers found that a lack of time and energy was the major issue for them with regard to research engagement, while the

university researchers' own work pressure, decreased motivation, authorship issues, and unreasonable expectations from the teachers were the main challenges (see section 2.5.2). Wang and Zhang (2014) did not provide solutions to any of these challenges, however, but suggested that these should be considered in any further collaboration by the two parties. For the university educators who engaged in CAR-U, Yuan and Mak (2016) also found three main challenges: a lack of knowledge regarding the teachers' context, authorship issues, and the provision of scaffolding and autonomy. They found that the teacher educators solved these challenges in different ways, such as: school visits, email exchanges, open discussions, and being flexible and strategic regarding the collaboration.

The review of the studies, as aforementioned, explored the virtue of engaging in CAR-U for language teachers, and the challenges encountered by the teachers and the university educators/researchers during this partnership. However, there are some issues that need investigating in this CAR-U partnership which specifically seem to be relevant that I address in this current study. First, the issue of the internal (school) and external (the teacher educators as collaborators) support has been largely neglected by these studies. In the context of Indonesia, school administrators' support has been deemed to be one of the important factors in scaffolding teachers' engagement in PD (Raihani, 2008), probably because Indonesian teachers, specifically government ones, are typically compliant with the government regulations (Bjork, 2005), represented by the head-teachers of the schools. Investigating this issue will provide an understanding of how the teachers engage in CAR-U when internal support is present or absent.

Additionally, the teachers' perceptions of the presence of external support related to CAR-U engagement by teachers in schools are, arguably, worth investigating. It is particularly relevant to study this in the Indonesian context, where the vast majority of teachers lack research knowledge and skills when engaging in classroom AR (Burns & Rochsantiningsih, 2006; Putriani *et al.*, 2016; Trisdiono, 2015; Thamrin, 2012). Exploring the teachers' views on external support can help us to understand what and how support should be

provided for teachers during their engagement in collaborative classroom AR.

Second, another issue which has not yet been studied in depth is the teachers' involvement in further CAR-T following their first CAR project, without the presence of any external support. Exploring this issue would help to shed light on how to support teachers' engagement in continuous CAR-T with their colleagues in schools. This study is particularly important within the Indonesian context where engaging in classroom AR (or other types of classroom research) has been promoted by the government for a decade (see section 1.4). To address these gaps in the CAR literature on the language teaching context, this study attempts to explore them.

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Table 2.3 Studies of CAR-U partnerships

Study	Setting/partnerships	Aims/focuses	Research method	Main findings
Atay (2006)	TURKEY Involving a teacher educator, 6 pre-service teachers (PTs) and 6 in-service teachers (Its)	How CAR-U affects both in-service and pre-service teachers' professional competence	Informal talks with ITs, journals from PTs, and field notes	Engagement in CAR-U changed the teachers' perceptions about research, increased their awareness of teaching, and enhanced their appreciation of collaboration.
Luchini & Rosello (2007)	ARGENTINA A teacher, 24 students, a teacher researcher, in a middle private school	To develop the students' oral communication skills through collaborative tasks	Students' oral test, a questionnaire, interviews, and classroom observation	The CAR-U project developed the students' spoken English and self-confidence, and stimulated the learning motivation CAR-U is a potential tool for teacher development.
Lee (2010)	KOREA A teacher educator and an EFL elementary school	How CAR-U contributed to the teacher's PD	Teaching logs, written accounts and semi-structured interviews	Engaging in CAR-U increased the teacher identify, marked by an increase in subject matter expertise and research skill. The growing identify in CAR-U was affected by the positive attitude toward

				vulnerability in teaching practice, continuous reflection, and the sense of ownership during the research.
Lin (2012)	CHINA A teacher educator and 2 school teachers	How the school teachers developed their professional thinking and skills	Interviews and reports of the projects	Engaging in CAR-U changed the teachers' views about their practice, increased their knowledge and skills related to research, and disseminate their projects through conferences and journal publications.
Kirkgöz (2013)	TURKEY Six elementary English language teachers, and a teacher educator	How CAR-U provides a viable method for teacher development The challenges encountered by the teachers in CAR-U	Interviews, weekly collaborative meetings, and lesson observation	CAR-U enhanced the teachers' PD, by increasing their capability to face the challenges of the new curriculum and increasing their understanding of their field (TEYL) and how to implement the required knowledge in their context. The challenges were related to establishing trust and research-related issues (procedural issues).

<p>Wang & Zhang(2014)</p>	<p>CHINA 17 university researchers and 45 English teachers from 12 senior high schools, mediated by a third party, the local ELT teaching research officers</p>	<p>Impacts of CAR-U on teachers' autonomy development To investigate the issues related to collaboration from the collaborating parties</p>	<p>Two questionnaires for teachers (pre-post projects) Interviews with teachers and university researchers A reflective journal with teachers and university-researchers Discussions during the projects AR projects' report</p>	<p>The CAR-U projects enhanced the teachers' reflection on their practice and their educational context, characterized by their change of view of their students and colleagues. The teachers' research capabilities were improved and they became more aware of the value of collaboration in learning Various Challenges in the CAR-U partnership were encountered by both the teachers and university researchers.</p>
<p>Yuan & Lee (2015)</p>	<p>CHINA Two EFL teachers with teacher educators</p>	<p>How two EFL teachers conducted AR by participating in a university-school collaborative project How was the teachers' AR facilitated and enhanced by the scaffolding provided by the university researchers?</p>	<p>2 stages of Interviews Teachers' AR report</p>	<p>The scaffolding by the university researcher in the CAR-U partnership for teachers helped them to modify their conception regarding research, enhance their understanding of AR, and deal with their contextual constraints.</p>

<p>Han (2017)</p>	<p>CHINA Four EFL senior high school teachers and one teacher researcher</p>	<p>Investigating the problems and difficulties that teachers encounter during CAR-U engagement</p> <p>Addressing and helping English language teachers to solve problems they encountered</p>	<p>Interviews, observation notes, and reflection journals from the participants and researchers</p>	<p>Identified problems were related to drop out due to family commitment and workload, confusion about AR (in the initial stage), and a lack of competence in defining research questions and analysing data</p> <p>Assistance was provided in the form of lecture series, seminars, workshops, and helping the teachers with the data collection process and analysis</p>
<p>Yuan & Mak (2016)</p>	<p>CHINA Three university teacher educators who collaborated with different EFL teachers in CAR-U</p>	<p>Which challenges the university researchers encountered during CAR-U partnership with the school, and how they navigate such challenges in CAR-U</p>	<p>Semi-structured interviews Personal reflection</p>	<p>The university researchers encountered three types of challenge: a lack of knowledge regarding the teachers' context, authorship issues, and the provision of scaffolding and autonomy.</p> <p>These challenges were solved in different ways, such as: school visits, email exchanges, open discussions, and being flexible and strategic with</p>

				regard to the collaboration.
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2.7 Teacher motivation in PD and research engagement

This review discusses the literature on teacher motivation both in PD and teacher research. Teacher motivation has been viewed as one of the most important aspects in promoting teachers to engage in PD or classroom research engagement (Yuan *et al.*, 2016). However, this area has apparently received little attention from either policy-makers or school administrators in terms of facilitating PD activities for teachers in Indonesia, particularly promoting teachers to engage in classroom AR. Thus, this review will identify the factors that are likely to motivate (or demotivate) teachers to become involved in PD or teacher research for those related parties. In addition, as this study explores the extent to which teachers who engage in CAR-U are motivated to continue practising CAR-T after their first projects, this review will be useful in illuminating the factors that may cause them to persevere or refrain from implementing it.

The empirical investigation of teacher motivation in the area of professional development has received scant attention and particularly lacking is research investigating the different professional activities that may impact on teacher motivation (Lamb & Wyatt, Forthcoming; Müller & Hansfingl, 2010). Similarly, in the language teaching context, the discussion of teacher motivation mainly focusses on the factors that motivate and demotivate teachers in their teaching practice (e.g., Dörnyei & Ushioda, 2011; Hettiarachchi, 2013; Kiziltepe, 2008). Other studies (Doyle & Kim, 1999; Pennington, 1995, in Dörnyei, 2001) investigated language teacher motivation that is connected with job satisfaction. Likewise, the study of language teacher motivation in research engagement is lacking. Yuan *et al.* (2016) assert that “Although there is a surge of research on language teachers’ motivation to teach...scant attention has been paid to their research motivations; that is, their motives and desires to participate and engage in classroom research” (p. 220).

In the context of PD, Guskey (2002) argues that many PD programmes fail as they do not consider “what motivates teachers to engage in professional development” (p. 382). In addition, after attending PD, many teachers have a low commitment or motivation to practice what they have acquired from training. As the process of change through PD takes time (Wedell, 2009), it is necessary to ensure that teachers’ intrinsic motivation evolves over time (Ryan & Deci, 2000a). Therefore, effective PD should consider teachers’ motivation, so that teachers will be able to implement their learned knowledge, skills, and meaningful attitude acquired during their training (Dzubay, 2001; Grove *et al.* , 2009). Considering the fact that motivation is a pivotal factor for teachers’ engagement in PD or research, it is worthwhile discussing the teachers’ motives in participating in professional learning.

Research on teacher motivation regarding PD has reported that intrinsic and extrinsic factors are the driving motives for teachers to participate in PD, and specifically in research. In PD, the former is linked with teachers’ willingness to participate in a PD activity for their own sake (Schunk *et al.*, 2008) and with interest and enjoyment (Deci & Ryan, 1985); while, the latter concerns with attaining other motives, such as rewards and promotion, when attending PD programmes (Ryan & Deci, 2000a). Regarding intrinsic motivating factors in PD, Scribner (1999) found that there were four factors that motivated teachers to learn which are to deal with content knowledge needs, to enhance pedagogical skills, to address challenges with classroom management, and to fill gaps in student-centred knowledge. In a similar vein, Guskey (2002) maintains that teachers’ motivation to take part in PD activities is triggered by a need to become better teachers. He further argued that teachers’ intention in pursuing this is to be able to enhance student learning outcomes. Teachers believe that, by partaking in PD activities, they can expand their skills and knowledge and thus increase their competence which will contribute to the growth and development of their practice (*ibid.*).

Set in the in Republic of Ireland and Northern Ireland and employing the “two-factor” theory of Hertzberg *et al.*²⁰ (1959), a study by McMillan *et al.* (2016) aimed to investigate the motivating and inhibiting factors of 220 qualified teachers to engage in PD. They found that teachers’ personal interest in PD and the need to improve practice were among the main motivating factors. Hynds and McDonald (2009) in New Zealand explored 68 teachers’ reasons to engage in PD project in a school-university partnership PD programme. They reported that the teachers main motive for participating in PD (attending courses offered by the university) was mostly for intrinsic reasons, such as the opportunity to link theory and practice, to improve their students’ learning, to be included in collaborative projects, and personal reason – to become involved in social justice via promoting teaching innovation. Another study, set in an African context, by Heystek and Terhoven (2015) investigating the factors that motivated teachers to engage in PD, suggested that teachers’ passion to work with children from disadvantaged backgrounds was the internal driver. They also identified teachers’ other intrinsic motives, such as to gain knowledge about the subject matter, develop the skills to deliver lessons, and boost their self-confidence regarding teaching.

In addition to intrinsic motivational factors, the above studies also found extrinsic motivating factors for attending PD programmes. Scribner (1999) found that the teachers engaged in PD were motivated by remuneration and licensure requirements. However, he found that the teachers were primarily motivated by an intrinsic factor which is their need to increase their content knowledge, rather than these extrinsic factors. McMillan *et al.* (2016) reported that extrinsic factors, such as the school’s policy about PD and peer feedback, and PD being compulsory were deemed to facilitate teachers’ motivation for engaging in professional learning. Similarly, Heystek and Terhoven (2015)

²⁰This theory posits that when the “hygiene” factors, including the company policy, working conditions, technical supervision, salary, interpersonal relationships with supervisors, and the “satisfier” factor, including achievement, recognition, work itself, responsibility and advancement, are fulfilled, the workers will likely become more motivated to work.

found that school principals' support in acknowledging teachers' efforts in PD and informing PD through a democratic approach positively motivated teachers to participate in PD activities. These two studies, taken together, suggest the important role of institutional support as one of the motivating factors for teachers' PD engagement.

Johnston (2005), when reviewing the collaborative teacher development, argues that this is crucial. He recommends that school administrators should assist teachers in the form of offering financial or logistical support, such as grants and reduce teaching loads, and moral support, such as valuing teachers' engagement in PD. In addition, teacher motivation for PD can be enhanced by allowing greater autonomy to make choices or decisions when they return to their classroom (Davis & Wilson, 2000; Dzubay, 2001). For example, Dzubay (2001) suggests that principals should give full freedom for teachers to apply what they have learnt from PD sessions. In Davis and Wilson's (2000) study the teachers were more motivated in schools when the school principals minimised their control over the teachers' pedagogic choices. Lastly, a positive relationship (congeniality) and sharing of practice among teachers (collegiality) are crucial conditions for enhancing teachers' motivation in PD (Barth, 2006). Dzubay (2001) argues that the quality of the teachers' connection with the school community affects their attitude, behaviour, and motivation. This conducive atmosphere is essential for teacher development (Hargreaves, 1992). Regarding this, one study by Lam *et al.* (2010) demonstrated that, when teachers gain collegial support from their schools, they had a higher motivation to become involved in the implementation of educational innovation.

From the perspective of teacher motivation regarding research engagement, Mehrani (2015) investigated 24 high school EFL teachers' motivation to engage in teacher research (reading research findings and conducting classroom research) in Iran. He found a range of motivations that promotes teachers' engagement in research across four categories: pedagogical, institutional, professional, and instrumental motivation. His findings included intrinsic motives

for research engagement, such as solving pedagogical problems, engaging in PD and addressing students' expectations, and personal desire; extrinsic motives for research engagement were found in teachers' attempt to address authorities and colleagues expectation (institutional motivation). In Firdissa's study (2017), African EFL university based-teachers, were intrinsically, driven by the need to address their students' problems in their classroom. Furthermore, extrinsic motives were ignited by the opportunity to gain incentives comprising of funds, presentations of research work at conferences, and research publication, recognition and promotion. In the Chinese context, similarly, Yuan *et al.* (2016) found the two EFL teachers' intrinsic motive to engage in action research was to address their students' English learning problems; one teacher attempted to solve her students' low reading competence, and the other focused on her students' low vocabulary in writing. Moreover, the encouragement of school principals and direct involvement of university-researcher in supporting and encouraging teachers in AR were critical in motivating their research engagement.

2.8 SDT: a motivational framework of teachers' engagement in CAR-U

As discussed in section 2.7, it is important to consider the role of motivation in promoting teacher engagement in PD activities, particularly in teacher research. Thus, this section reviews the employment of Self-Determination Theory (SDT, hereafter) to explore the participants' motives regarding CAR engagement as well as the contextual factors that can either engender or undermine their motivation. The adoption of SDT is mainly driven by the notion that SDT can explain the teachers' motives to engage in CAR (both intrinsic and extrinsic) and delineate the contextual conditions that could facilitate and undermine the teachers' motivation to become involved in a CAR project. Moreover, SDT could explain why the teachers sustain or refrain from engaging in further CAR with

their colleagues following their initial experience, as this exploratory study attempts to investigate.

This section will delineate SDT which includes the different types of motivation and the three primary human needs (competence, autonomy, and relatedness) of SDT, which is posited to facilitate or undermine teachers' intrinsic motivation and the process of internalisation and integration of extrinsic motivation.

2.8.1 Types of motivation

SDT (Deci & Ryan, 1985; Ryan & Deci, 2000b) distinguishes the motivational behaviour of an individual who experiences full volition and autonomy emanating from the self, and also that of one who experiences pressure and control. According to Deci (1992), individuals with self-determined behaviour, when engaging in activity, are characterised as having “a full sense of wanting, choosing, and personal endorsement” (p. 44). In explaining the motivation construct, SDT posits three types of motivation which are *amotivation*, *extrinsic motivation* and *intrinsic motivation*. In addition, SDT emphasises that the motivation can be nurtured through fulfilling the three human basic needs for competence, autonomy and relatedness (Ryan & Deci, 2000b).

The first type of motivation of SDT is *amotivation* which is associated with a lack of intention to act (Ryan & Deci, 2000b). In this case, the amotivation behaviour of individuals is neither self-determined nor self-regulated due to a lack of competency in doing the action, a failure to value the action, and a failure to believe that the action will result in the desired outcomes (*ibid.*). In the teacher research context, this behaviour can be exemplified when teachers feel unmotivated to engage in research since they do not have the capacity to conduct research due to their lack of research knowledge and skills. In addition, such conditions will make them devalue research engagement in the classroom, thus constituting a lack of intention to engage in classroom research.

The second type of motivation of SDT is *extrinsic motivation* (henceforth EM). Ryan and Deci (2000b) argue that EM refers to when “the performance of an activity is done in order to attain some separable outcome” (p. 71). In this case, the individuals’ motivation to act is considerably driven or controlled by sources outside them. It contrasts with intrinsic motivation in which the reason for doing actions by individuals is inherently for the activity’s satisfaction itself (Ryan & Deci, 2000a). In SDT, EM is divided into four types that vary according to the level of self-determination; these are external regulation, introjected regulation, identified regulation, and integrated regulation. The two subtypes, external and introjected regulation, are categorised as controlled motivation which “refers to behaviours performed with a sense of pressure or compulsion” (Roth, 2014, p.37). The other two, identified and integrated regulation, are included as autonomous motivation which refers to “behaviours performed with a sense of volition and choice” (*ibid.*, p. 37). Ryan and Deci (2000b) maintain that these types of EM, whether autonomous or controlled, differ in the degree of internalisation and integration of the value and regulation of behaviour. For these two terms, Ryan and Deci (2000b) argue that “internalisation refers to people’s “taking in” a value or regulation, and integration refers to the further transformation of that regulation into their own so that, subsequently, it will emanate from their sense of self” (p. 71). The next paragraphs will describe these four types of motivation of EM.

The first type of EM of SDT is *external regulation*, which is claimed to be the least autonomous, as the “behaviours are performed to satisfy an external demand or reward contingency” (Ryan & Deci, 2000b, p. 72). When linked to teacher engagement in CAR-U, teachers are motivated to perform it for the sake of incentives or promotion. This phenomenon can be found in the Indonesian context, for instance. In this case, promotion is adopted as one of the mechanisms for attracting teachers’ motivation to engage in classroom AR. However, it seems that such reward in the form of promotion, according to SDT, is used to control teachers’ motivation, thus undermining their autonomous

motivation to engage in classroom AR (Ryan & Deci, 2000b). According to SDT, rewards can enhance teachers' autonomous motivation if they are provided in way that supports or affirms teachers' competence (*ibid.*), for instance when provided unexpectedly after the event, or in relation to specific admired behaviour (Deci *et al.*, 2001).

Introjected regulation, the other form of controlled motivation (Roth, 2014), is the next type of EM. Ryan and Deci (2000a) assert that introjection is deemed a relatively controlling form of regulation because "people perform such actions with the feeling of pressure in order to avoid guilt or anxiety or to attain ego-enhancements or pride" (p. 62). In the context of CAR-U engagement, teachers, for instance, put pressure on themselves through internal reinforcement by avoiding feeling shame or guilt about participating in it.

The more autonomous or self-determined form of EM is *identified regulation*. It concerns when "the person has identified with the personal importance of a behaviour and has thus accepted its regulation as his or her own" (Ryan & Deci, 2000a, p. 62). In CAR-U engagement, for example, teachers have accepted that their participation in research is important to them, as they identify its values relevant to their teaching practice for the sake of improving their students' learning outcomes. The last form of EM which is regarded as the most autonomous is *integrated regulation* (Ryan & Deci, 2000b). In this case, "integration occurs when identified regulations have been fully assimilated to the self. This occurs through self-examination and bringing new regulations into congruence with one's other values and needs" (Ryan & Deci, 2000a, p. 62).

The last type of motivation in SDT is intrinsic motivation (henceforth IM) which is defined as "the doing of an activity for its inherent satisfactions rather than for some separable consequence" (Ryan & Deci, 2000a, p. 56). In this case, people perform an activity because they find it interesting (Roth, 2014) and "in the absence of a reward contingency or control" (Deci & Ryan, 1985, p. 34). In CAR-U engagement, for instance, some teachers may have the IM to take part

simply because find CAR-U interesting and the theory would predict that they participate full of enthusiasm and joy (Deci & Ryan, 2000).

2.8.2 Social-contextual conditions for intrinsic and extrinsic motivation

Under the SDT sub-theory of cognitive evaluation theory (Deci & Ryan, 1985), it is postulated that the maintenance of IM and the facilitation of internalisation and integration of EM require social contextual conditions that support individuals' sense of competence, autonomy, and relatedness (Deci & Ryan, 1985, Ryan & Deci, 2000b). This sub-section will elaborate on these three basic human needs and their relevance in terms of motivating teachers engaging in CAR.

The *competence* need concerns with a feeling effectiveness or being efficacious when a person engages in an activity (Deci & Ryan, 1985). In relation to enhancing IM, it is argued that the social-contextual events (e.g., feedback, communication and rewards) “conduce toward the *feeling of competence* during action can enhance IM for that action because they allow satisfaction of the basic psychological need for competence” (Ryan & Deci, 2000b, p. 74). Likewise, Ryan and Deci (2000a) theorise that the internalisation of extrinsic motivation can be facilitated through the support of competence (e.g., offering optimal challenges and informational feedback). In CAR-U, teachers' need for competence can be satisfied by providing feedback and intensive dialogues in a collegial manner. With this gained competence, teachers are likely to be efficacious in performing CAR projects, and will eventually enhance their IM or facilitate the internalisation and integration of EM.

According to SDT, for IM to flourish, a feeling of competence should be accompanied by a feeling of autonomy (Ryan & Deci, 2000b). People feel autonomous when they perform actions with “full sense of choice and endorsement of an activity (Deci & Ryan, 2008, p. 15). In this regard, when

individuals are given a sense of choice, an acknowledgement of their feelings, or a chance for self-direction, this will satisfy their need for autonomy (Deci & Ryan, 1985; 2000). By contrast, rewards and threats undermine autonomy and thus lead to decreased IM (Deci & Ryan, 2000). Similarly, a sense of autonomy facilitates the internalisation and integration of EM regulation (Ryan & Deci, 2000). In CAR-U, studies show that teachers can gain a sense of autonomy to navigate their learning trajectory (e.g., Burns, 1999; Burbank & Kauchank, 2003; Wang & Zhang, 2014). Additionally, in terms of research activity, in CAR-U, teachers are free to choose their area of investigation to meet their students' needs. These tenets of CAR will, in turn, probably support teachers' autonomy need, and thus may increase their motivation to engage in it.

The need for relatedness is associated with a desire to "connect with and be integral to and accepted by others" (Ryan & Deci, 2002, p. 7). In this case, Ryan and Deci (2000b) maintain that people feel motivated to engage in an activity if it is valued by significant others, to whom they feel attached or related. However, according to Deci and Ryan (2000), relatedness has a more distant role in the maintenance of IM compared to competence and autonomy. They believe that much intrinsically motivated behaviour is engaged in by people in isolation. By contrast, relatedness is the central aspect of internalisation in EM (Ryan & Deci, 2000b). This may be because "extrinsically motivated behaviours are not typically interesting, the primary reason people initially perform such action is because the behaviours are prompted, modelled, or valued by significant others to whom they feel (or want to feel) attached or related" (*ibid.*, p. 73). In CAR-U, this need could be facilitated by the activities emphasising collegiality among the collaborating teams. In CAR-U, teachers are connected to their colleagues and an external collaborator which potentially diminishes the teachers' feelings of isolation (Burns, 2000). This relatedness support could facilitate teachers' internalization of CAR-U activities, and thus arguably motivates them to engage in CAR-U.

2.9 Summary

This chapter has presented the theoretical framework for this study. As my study is focused on teacher PD, I firstly discussed teacher PD by delineating its definition, the rationale for teachers to pursue PD, the types of PD approaches and PD activities, and the features of effective PD. The aim for discussing PD is also to show where CAR is located as a tool for PD. Following this, AR, as a PD form, was then explicated to highlight its relationship with adopting CAR-U, as a framework for coping with language teachers' engagement in classroom AR, in the Indonesian context.

In the chapter, I have also delineated CAR, particularly CAR-U, as a collaborative form of PD. I also discuss the potential challenges that could be encountered by the collaborating parties, specifically between teachers and university researchers. In addition, I presented the features of effective collaboration in CAR-U that could inform this study which seeks to establish a partnership with teachers as the external collaborator. I have also presented several studies that investigate the involvement of language teachers in CAR-U partnership. Two issues concerning the role of internal and external support and teachers' involvement in further CAR-T after their first CAR project, which are underexplored by these studies that particularly are relevant to the Indonesian context, are presented in addressing the gaps in the CAR literature to be investigated by this study. I conclude the chapter by explicating the teacher motivation in PD and the teacher research field, and also present the SDT as a framework for teachers' engagement in CAR. Regarding motivation in teacher research, based on the review of the CAR studies above, none of them examine the impact of collaboration on CAR-U conducted in school in relation to language teachers' motivation to continue developing professionally, after their first CAR projects. These issues, along with the perceptions of the benefits and challenges of CAR-U engagement, become the focus of investigation in the

current study, and will be operationalised in the next chapter, the Methodology Chapter.

Chapter 3 Research Methodology

3.1 Introduction

This chapter delineates the research methodology that was adopted in the study. I firstly present the research purposes and questions to be investigated, and describe the research design employed. I then discuss the research site and the selection of the participants, as well as gaining access to the site. The issue of ethical considerations is presented, followed by my reflection as the collaborator in teachers' CAR-U projects. The process of data generation and data analysis are discussed, after which the steps conducted to ensure trustworthiness are presented, at the end of the chapter.

3.2 Research aims and questions

The empirical investigation (see section 1.5.2) suggested that Indonesian teachers' engagement in classroom AR, as imposed by the government to improve teachers' practice, has not been deemed a successful PD initiative in improving the teachers' pedagogical and professional competences. While CAR studies, as reviewed in the previous chapter, have proposed that the partnership between language teachers and university researchers can solve teachers' challenges in classroom AR engagement (e.g., Atay, 2006; Burns, 2015, Yuan & Lee, 2015), very few studies have investigated this, specifically, with respect to the issue of internal and external support, and sustainability. Likewise, the phenomenon of teachers' engagement in CAR-U remains under researched. This study is then designed to address the gap by focusing on:

- a. the teachers' experiences of participating in CAR-U as a means of PD in their own school,
- b. the teachers' perceptions of the role of internal institutional support (school colleagues and school administrators) in their engagement in CAR-U projects,

- c. the teachers' perceptions of the role of external support (the researcher) in their engagement in CAR-U projects, and
- d. the impact of participating in CAR-U projects on the teachers' motivation to develop professionally as teachers.

In order to achieve the aims of the study, I designed the following research questions:

1. What are the Indonesian ELT teachers' perceptions of their experiences of engaging with CAR-U as a means of PD?
 - a. How do they compare CAR-U as a mode of PD with other types of PD in which they have participated?
 - b. What are their views of the process of CAR-U?
 - c. How they do perceive the value of CAR-U for themselves, and for their learners?, and Why?
 - d. What aspect (if any) of their practices do they see CAR-U improving?
2. How did the teachers perceive the support from the school during their CAR-U projects?
3. How much and what kind of external support is required to initiate and sustain teachers' engagement in CAR-U?
4. How far does involvement in the CAR-U project motivate teachers to continue developing professionally?

In seeking the answers to these questions, this study adopts a qualitative case design which is discussed in the following section.

3.3 Paradigm of the research

A research paradigm is "the basic belief system or worldview that guides the investigator, not only in choices of method but in ontologically and epistemologically fundamental way" (Guba & Lincoln, 1998, p. 195). The paradigm of this study adopts constructivism (Lincoln & Guba, 2000) which is

influenced by the philosophical beliefs about ontology (the nature of reality), epistemology (the relationship between the inquirer and the known), and methodology (how we gain knowledge) (Denzin & Lincoln, 1998). A constructivism paradigm entails: a relativist ontology, a subjectivist epistemology, and a naturalistic methodology (Denzin & Lincoln, 1998; Guba & Lincoln, 1989).

In terms of relativist ontology, the constructivism paradigm views that realities or interpretations are multiple, and are socially constructed by an individual (Creswell, 2007; Denzin & Lincoln, 1998, Richards, 2003). In this study, realities are constructed by the researcher and the participants by exploring the participants' experiences when engaging in CAR-U projects. These meanings are diverse, influenced by the social interactions that they experience during CAR-U engagement (e.g., students, colleagues, and collaborators).

Regarding epistemology, this paradigm views knowledge as a subjective construct, in which "knower and subject create understanding" (Denzin & Lincoln, 1998, p. 27). Constructivism sees individuals' understanding or subjective meaning as being shaped by their interaction with others and derived from their natural world (Creswell, 2007; Denzin & Lincoln, 1998). In this case, Guba and Lincoln (1998) assert that a constructivist paradigm assumes that understanding is created by the researchers and objects being studied. With this subjectivity, Creswell (2007) suggests that a qualitative researcher needs to be cognizant that his/her interpretation is shaped by his/her background: personal, cultural, and historical experience (Creswell, 2007). Hence, in adopting this paradigm, I should be aware of the biases, values and assumptions that I may bring to my own interpretation of events which may impact on the research outcome (Mann, 2016). This process is termed reflexivity or the "researcher's position" (Merriam, 2009, p. 219) which is viewed as "the process of continual internal dialogue and critical self-evaluation of researcher's positionality' as well as active acknowledgement and explicit recognition that this position may affect the research process and outcome"

(Berger, 2015, cited in Mann, 2016, p. 15). Mann (2016) distinguishes the terms *reflexivity* and *reflection* in which the former focuses “on the self and ongoing intersubjectivities”, while the latter refers to “thinking about something” (p. 28). In terms of reflexivity, in this study, the literature suggests that I should be reflexive during the process of the study, such as: in the data collection and analysis (Mann, 2016; Richards, 2003), in establishing a relationship with the participants (Holliday, 2007), and in translating the participants’ first language into English (Temple & Young, 2004). Creswell (2012) also suggests that I should be reflexive in explaining my position and role in the study.

With regard to methodology, the constructivism paradigm adopts a naturalistic view, suggesting that research must be undertaken in natural settings or in a real-world setting in order to understand a phenomenon (Denzin and Lincoln, 1998, Merriam, 2009). To this end, researchers need to employ a procedure of data generation through various methods of data generation. In this study, in order to understand the participants’ perceptions of their involvement in CAR-U, I undertook this study in their school, using several data generation tools (see sub-section 3.9).

Adopting the constructivism paradigm in this study helped me to investigate how the teachers perceived and made sense of their experiences of CAR engagement in their own school (Richards, 2003). In this case, I chose to adopt a qualitative case study, which belongs to this paradigm, in exploring a rich description of the teachers’ accounts of their involvement in CAR-U (Merriam, 2009). Further to this, the following section will discuss the case study, as the methodological framework for this study.

3.4 Methodological framework

3.4.1 Qualitative case study

This study investigates how four EFL teachers in a state junior high school in provincial Indonesia perceived their engagement in a CAR-U project; how they viewed the support gained from both their schools and the external collaborators; and how their engagement with CAR-U affected their motivation to continue developing professionally. It is an exploratory study and is not an intervention one. To explore this study's objectives, qualitative research would be appropriate for this study. In this regard, in qualitative research, the researchers "study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meaning people bring to them (Denzin & Lincoln, 2003, p. 3). Richards (2003) mentioned that one of the tenets of qualitative research is seeking "to understand the meanings and significance of these actions from the perspectives of those involves", (p. 10). Further, the characteristics of qualitative research, as suggested by Creswell (2014), are relevant to this study, such as: this study is located at the site where the issue is explored (natural setting), as the researcher, I myself collected the data in the field (e.g., interviewing the participants), and I employed multiple sources of data in order to understand phenomena.

In this study, case study, as one of the research traditions of qualitative research, was adopted as it allowed me to investigate rich accounts of the teachers who participated in CAR-U. Creswell (2007) defines case study, which reflects the design of this study, as follows:

Case study is a qualitative approach in which the investigator explores a bounded system (*a case*) or multiple bounded systems (*cases*) overtime, through detailed, in-depth data collection involving *multiple sources of information* (e.g., observations, interviews, audio-visual material, and documents and reports), and reports a case *description* and case-based themes (2007, p. 73, original emphasis).

Merriam (2009) asserts that case study has several commonalities with other forms of qualitative research, emphasising seeking meaning and

understanding, placing the researcher as part of research instrument and analysis, employing an inductive investigative mode, and providing a richly descriptive product. While Duff (2008) promotes the case, in the applied linguistics context, for studying an individual teacher, the focus of my case study is on investigating an issue related to particular cases within a specific setting or context (Creswell, 2012); that is, three cases of Indonesian English teachers who participated in CAR-U in their own classrooms (see figure 3.1). In addition, using case study, I can use extensive data gathered from multiple sources which enables me, as the researcher, to observe the case in-depth (Bassey, 1999; Creswell, 2012). In addition, the benefits of using this approach are heightened by the distinguished features of case study which is relevant to this study, as noted by Hitchcock and Hughes (cited in Cohen *et al.*, 2007):

- It is concerned with a rich and vivid description of events relevant to the case.
- It provides a chronological narrative of events relevant to the case.
- It blends a description of events with the analysis of them.
- It focuses on individual actors or groups of actors, and seeks to understand their perceptions of events.
- It highlights specific events that are relevant to the case.
- the researcher is integrally involved in the case.
- an attempt is made to portray the richness of the case in writing up the report. (p. 253)

Moreover, the choice of qualitative case study is informed by my interest in exploring the teachers' insights and interpretations of participating in CAR, rather than on testing a hypothesis (Merriam, 2009).

3.4.2 Collective case study

According to Creswell (2007), the choice of type of case study can be based on the intent of the case analysis: the intrinsic case study, the single instrumental case study, and the collective or multiple case study. The *intrinsic* case study (Stake, 2005) emphasises studying one particular case as "the case itself is of interest" (*ibid.*, p. 445). Stake (2005) identifies the single instrumental case

study “if a particular case is examined mainly to provide insight into an issue or to redraw a generalization. The case is of secondary interest, it plays a supportive role, and it facilitates our understanding of something else” (p. 445).

In this study, I adopted a *collective* or *multiplecase* study (Stake, 2005). This case study is used “when there is even less interest in one particular case, a number of cases may be studied jointly in order to investigate a phenomenon, population, or general condition...it is instrumental study extended to several cases” (Stake, 2005, p. 445-446). In this study, in order to understand the teachers’ experiences of participating in CAR-U, each case of the teachers’ CAR-U project was studied in order to understand the phenomenon better (Stake, 2006). Thus, the case of this study consisted of three CAR-U projects of the four EFL teachers: that of Maria and Eni (case 1), that of Pia (case 2) and that of Ana (case 3). These three cases respectively are presented in Chapters 4-6.

In this approach, themes can be developed first in each case which is followed by identifying the common elements across the case, as well as creating an interpretation or assertion of the meaning of the case (Creswell, 2007; Stake, 2006). The rationale for adopting a collective-instrumental case study instead of a single one was apparently to enhance the robustness of the study, as suggested by Merriam (2009) who stated “the more cases included in a study, and the greater the variation across the cases, the more compelling an interpretation likely to be” (p. 49).

The following figure illustrates the collective case study adopted in this study:

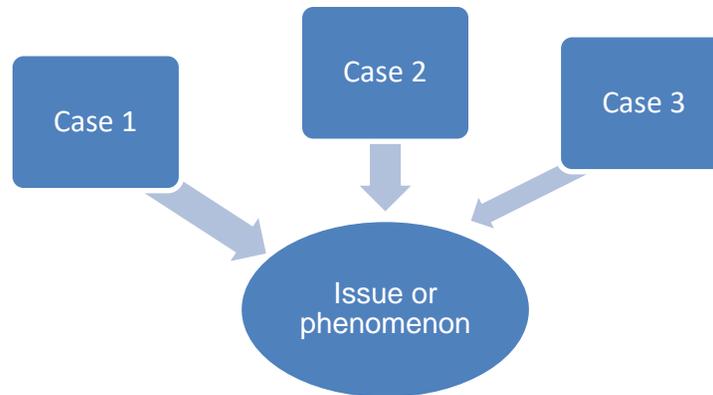


Figure 3.1 Collective case study (adapted from Stake, 2005)

3.5 Research site and selection of the study participants

3.5.1 Research site

This study was located in a junior secondary school in Palu city, Central Sulawesi, Indonesia. There were several reasons for conducting the study in this context. Firstly, my initial conversation and meeting with several secondary EFL teachers, at an MGMP meeting in April 2013 (see chapter 1, section 1.5.2), revealed their interest in engaging in classroom AR, yet they still encountered challenges, such as limited time and a lack of knowledge of classroom AR. In addition, the relative ease of gaining access to the participants and the site, as I live in this city, confirmed my decision to choose the study site. Walford (2001), in this case, argues that researchers prefer to choose a study site that they can easily access. However, I also realised that being familiar with the context of the study site would affect my interpretation of the data (Creswell, 2014). Therefore, Creswell (2014) and Merriam (2009) suggest that I should explicitly explain my connection with the issues or participants being studied in order to address this issue (I will address this in section 3.5.4).

Lastly, the ability to gain access from the “gate keeper” in the study also encouraged me to choose the site. For instance, I already knew and befriended several English teachers and head teachers from secondary schools in Palu,

since most of them had been my classmates or seniors on the pre-service teacher education programme. A detailed description of how I gained access to the research site will be outlined in section 3.5.3.

3.5.2 Selecting the participants

To select the study participants, I adopted the purposive sampling method, suggested by Creswell (2007; 2012) and Patton (2002). I selected “the individuals and sites for studies because they can purposefully inform an understanding of the research problem and central phenomenon in the study” (Creswell, 2007, p. 125). Using purposive sampling, I was able to understand in-depth the phenomenon investigated through the selected participants (Creswell, 2012; Patton, 2002) who had experienced CAR-U engagement (Cohen *et al.*, 2011). Merriam (2009) suggests that the criteria selection for choosing the people or sites should be made first, and these samples should reflect the purpose of the study. For the purpose of this study, I selected the participants (English teachers at a junior high schools in Palu) based on the following characteristics: first, they teach at the same school, so it would be easier for them to make a CAR-U team. Second, they have never engaged in classroom AR or CAR-T or CAR-U in their classroom. It aimed to accommodate teachers who wished to learn to engage in classroom action AR.

However, because some teachers have participated in classroom AR, I do not wish to eliminate them. In this case, I would also like to obtain a richer picture from them about their experiences of participating in CAR-U projects. Therefore, I also accommodated them if they wished to participate in this study.

For this study, the process of recruiting the participants commenced in August 2015 (5 months before the study began) when I conducted a pilot study with a group of English teachers from a junior high school in Palu. During this time, I met three English teachers whom I considered to be the key persons– the teachers who could bring me an access to their colleagues in recruiting the

participants of the study. I met Ifa (pseudonym) at her school who was one of the key persons and head of the English Teacher Network (or MGMP). From her, I gained more information about why English teachers found it difficult to engage in classroom AR, as promoted by the government. Ifa then suggested that I should conduct the study at her school since, out of seven English teachers, only two of them had engaged in AR, as part of the requirement for completing their M.Ed study programme. However, I insisted on meeting other teachers from different schools to gain more information as a basis for choosing the most appropriate school in which to conduct this study. I visited two other schools, on the outskirts of Palu city, and met the key persons. In one school, the key person invited me to have a meeting with her colleagues. With these teachers, in addition to collecting some information about their initial engagement with classroom AR, I also offered to work with them via the CAR-U framework. I suggested that they should contact me, via a phone call or email, if they were interested in participating in CAR-U. With the last key person, I made a similar offer during a visit to her school. She expressed interest in my plan and informed me that she would share it with her colleagues (four English teachers). She also informed me that neither she nor her colleagues were engaged in classroom AR, although they had participated in an AR workshop, initiated by the MGMP.

In October 2015, having completed my transfer exam, I contacted these key persons via Facebook Messenger. Of the three of them, only Ifa remained interested in my study plan. The two other teachers said that their colleagues were reluctant to participate in my study due to a lack of time. In late January 2016, I returned to Indonesia for field work, and decided to contact Ifa to follow up discussing the CAR-U plan project with the English teachers in her schools. In the following section, I will describe how I approached the study participants and gained access to their schools.

3.5.3 Approaching the participants and gaining access

A day prior to my meeting with Ifa (26th January 2016), I called her to arrange a meeting at her school, following our communication via Facebook. She invited me to visit her school during break time. During this, I explained my intention again and answered her questions related to the CAR-U with English teachers in her school. She promised to arrange a meeting with her colleagues and let me know the day of the meeting via a text message. She then suggested that I should request permission from her head teacher regarding my intention to conduct the study at the school. On 27th January, I returned to Ifa's school to meet the head teacher and brought with me documents related to the study (e.g., a permit letter to conduct the study, information about the study and the ethics letter from the Research Ethics Committee – see appendix O). I was fortunate, during this meeting, as the head teacher recognised me from an English course for teachers and head teachers that we both had attended, held by a provincial PGSM project in 2005. This fact made it easier for me to establish a good relationship with the school community, as the head teacher supported my PhD study and intention to conduct research in his school. During this short meeting, I explained my study and handed him a letter to gain his permit, attached with information about the study. The head teacher also briefly informed me about the challenges that the teachers in his school encountered regarding classroom AR, and granted permission for me to conduct the study in the school.

Having gained permission from the head teachers, on 1st February 2016, I had a meeting with six English teachers (out of seven – one teacher did not show up due to a health issue) in a school library, after being invited by Ifa. Of these teachers, five of them had never met me in person or had professional encounters with me (e.g., in workshops or training). During this a forty five minute-long meeting, I used the opportunity to introduce myself and learn more about the teachers, and their experiences or challenges related to

classroom AR. I also presented information about the study, and distributed some documents regarding the study to help them to decide whether or not they were interested in participating in the study (e.g., a participant information sheet and several consent forms – see appendices E and F), and I also explained their right to withdraw from the study. The teachers also had an opportunity to ask questions, specifically about what form the CAR-U would take. Although, in this meeting, the teachers showed an interest in participating in the study, I gave them two days in which to read my documents and sign the consent form, once they had decided to participate in the study (ethical concerns will be discussed further in section 3.6). After this meeting, I finally obtained confirmation by a text message and a call that all six of the teachers were keen to be involved in the study, so I immediately arranged a time with each teacher to conduct the first interview (the data collection process is described in section 3.9). However, of the 6 teachers, only four of them successfully participated in the study; one of them (Has), who planned to be in a team with Pia, withdrew before the CAR-U project began due to a health issue, and Ifa who was paired with Ana decided to withdraw from the study due to work-related issue. These four teachers were Maria, Eni, Pia, and Ana. Table 3.1 below provides brief background information about each teacher. Detailed profiles of each teacher are presented in the finding Chapters (4-6), sections 4.2, 5.1, and 6.2.

Table 3.1 Participants' background information

Participants	Gender	Age	Number of years' teaching experience	Education Qualification
Maria	Female	Mid-forties	16 years	Bachelor Degree
Eni	Female	Early-fifties	20 years	Bachelor Degree
Pia	Female	Early-forties	14 years	M.Ed
Ana	Female	Early-fifties	20 years	Bachelor Degree

It is worth noting that the enthusiasm of the veteran teachers above for participating in CAR-U might be related to: (1) refreshing their teaching practice due to the limited opportunities to develop, and (2) progressing in a stagnant career (see section 1.1 regarding the contextual challenges related to PD or classroom AR).

3.5.4 Previous connection with the participants and the investigated issue

Creswell (2014) highlights that qualitative researchers need to explain their previous experiences or relationships with the participants of the study or the issue under study, as this will “help the reader understand the connection between the researchers and the study” (*ibid.*, p. 237). Additionally, he maintains that this connection may help the readers to see how the researcher accesses the research site and deals with any ethical issues that may arise, as well as how this may shape the interpretations they make during the study. Regarding this, I explain my previous relationship with the participants of the study, and my personal connection with the issue being investigated.

Before the study, I had no initial meetings with the participants either in their school or during their involvement in PD programmes, initiated by either the MGMP forum or my institution. Hence, as I mentioned in section 3.5.3, I could gain access to them through Ifa who facilitated me in meeting them (I did not directly contact them in person). In this study, to be accepted by them, I positioned myself as a friend who was keen to help concerning challenges with classroom AR and their classroom issues (Holliday, 2007). I found that establishing a personal relationship with the participants was helpful in creating a rapport which ultimately made it easier for me to access their stories. I also found that, when I positioned myself as someone who was keen to hear their classroom issues and a sharing partner, the participants welcomed me. However, I was aware that, as grew closer to me, they were more willing to share any views that might jeopardise their status as a government teacher (see also section 3.8), and therefore I, as the responsible researcher, needed to take care this issue when reporting this study (see section 3.6).

My experiences with the investigated issue, particularly classroom AR and CAR-T, may affect the interpretation of data as well as the outcome of the study. As I described in Chapter 1 (section 1.6), I had benefitted personally from classroom AR and CAR-T engagement. This experience might lead me “to lean toward certain themes, to actively look for evidence to support” (Creswell, 2014, p. 237) my position. However, in qualitative research, the researcher needs to focus on learning the participants’ meaning. I anticipated this by avoiding putting leading questions to the participants that would only disclose on certain perspectives (Creswell, 2014) and searching the data as alternative views to my own.

3.6 Ethical considerations

According to Merriam (2009), ethical issues need to be considered in a qualitative study with regard to “the protection of subject from harm, the right to

privacy, the notion of informed consent and the issue of deception” (p. 230). These issues, as Merriam (2009) further notes, arise during the process of the data collection and the dissemination of the findings. Furthermore, Creswell (2014) noted that ethical issues should be considered in five stages of a study, consisting of: 1) prior to conducting the study, (2) beginning the study, (3) during the data collection, (4) the data analysis, and (5) in reporting, sharing, and storing the data. In this study, the ethical issues were anticipated according to this stage, proposed by Creswell (2014, p. 132-133) which are presented in the table below.

Table 3.2 Anticipating ethical issues adapted from Creswell (2014, p. 132-133)

Where in the Process of Research the Ethical Issue Occurs	Type of Ethical Issue	How I Addressed the Issue
Prior to conducting the study	<ul style="list-style-type: none"> • Examine professional association standards. • Seek college/university approval on campus through an institutional review board (IRB). • Gain local permission from site and participants. • Select a site without a vested interest in outcome of study. • Negotiate authorship for publication. 	<p>Before conducting the fieldwork, I gained approval to conduct my study from the University of Leeds Ethics Committee.</p> <p>I gained permission from the gate-keeper (principal of the school) to approach the participants for the study (see section 3.5.3, paragraph 1).</p> <p>I also gained permission from the participants after agreeing to participate in the study by signing a consent</p>

		form (see section 3.5.3).
Beginning the study	<ul style="list-style-type: none">• Identify a research problem that will benefit participants.• Disclose purpose of the study.• Do not pressure participants into signing consent forms.• Respect norms and charters of indigenous societies.• Be sensitive to needs of vulnerable populations (e.g., children).	<p>I conducted a meeting to discuss the purpose of my study at which the teachers could ask any questions related to the study.</p> <p>I gave the teachers some time (2 days) to make their decision to participate in the study (signing the consent form).</p>
Collecting data	<ul style="list-style-type: none">• Respect the site, and disrupt as little as possible.• Make certain that all participants receive the same treatment.• Avoid deceiving participants.• Respect potential power imbalances and exploitation of participants (e.g., interviewing, observing).• Do not “use” participants by gathering data and leaving site.• Avoid collecting harmful information.	<p>I built trust with the participants, during the data collection.</p> <p>Participants were only interviewed based on the date, time and place with which they were comfortable. Likewise, observation was made only according to the scheduled times that were mutually agreed on between the participants and myself.</p> <p>Prior to data collection, I explained the purpose of the data and how the data would be used</p>

		<p>(e.g., interviews).</p> <p>During the interviews, I avoided asking leading questions and sensitive information that might upset the participants.</p> <p>At the end of the data collection, I gave the participants a token of appreciation (mugs and pens of the University of Leeds)</p>
Analysing data	<ul style="list-style-type: none">• Avoid siding with participants (going native).• Avoid disclosing only positive results.• Respect the privacy and anonymity of participants.	<p>Findings were reported based on what was recorded and observed from the participants and from the observed site.</p> <p>To some extent, the participants expressed critical views of the government and the school's policy which might harm their career as a government teacher. Accordingly, in protecting the participants, I masked their identity using pseudonyms. Likewise, the opinions, views, or statements that they</p>

		<p>provided did not reflect their identity in any way.</p> <p>As I used several photos of the participants and their students, all photos were blurred to avoid any person being recognized by others. Consent to use photos had been sought previously from the teachers, the students, and the school principal.</p>
<p>Reporting, sharing, and storing data</p>	<ul style="list-style-type: none">• Avoid falsifying authorship, evidence, data, findings, and conclusions.• Do not plagiarize.• Avoid disclosing information that would harm participants.• Communicate in clear, straightforward, appropriate language,• Share data with others.• Keep raw data and other materials (e.g., details of procedures, instruments).• Do not duplicate or piecemeal publications.• Provide complete proof of compliance with ethical	<p>I verified the findings (particularly the results of interview one and two) with the participants during my second visit (December, 2016).</p> <p>The obtained data were reported, shared, and written in meaningful and clear languages through three attended conferences, my publication (Mukrim, 2017) and in this thesis.</p> <p>The data analysis transcripts and records gained from the interviews, and data</p>

	issues and lack of conflict of interest, if requested. <ul style="list-style-type: none">• State who owns the data from a study.	obtained from the observation, documents, audio materials, and photographs and records material will be retained for a period of 3 years and will then be deleted from the computer's hard-disk after the completion of the study.
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3.7 An overview of the teachers' CAR project process: Data generation and my role

Regarding the CAR-U projects, I worked with participants on three different classroom projects. Two of the CAR-U projects dealt with students' learning motivation (the cases of Maria and Eni, and Ana) while the other one addressed students' reticence to speak English (the case of Pia). These CAR-U projects will be presented as an individual case study and discussed in detail in Chapter 4 (the case Maria and Eni), Chapter 5 (the case of Pia), and Chapter 6 (the case of Ana). In this section, I elaborate the CAR-U projects' process and how I generated data of this study in this process.

In each CAR-U project, the classroom AR model of Kemmis and McTaggart (1988)²¹ was adopted, consisting of a loop process of *planning, action, observation, and reflection*. This process is briefly presented in the following subsections.

²¹See section 2.3.3 in Chapter 2

3.7.1 Planning phase

In the *planning* phase, the CAR-U teams mainly discussed the planning of the project at a meeting. This meeting covered various topics, such as: finding the research topic generated from the teachers' reflection on their classroom issues (e.g., their personal reflection on their classroom practices, or from data obtained about the students' learning issues), discussing ways to solve those issues, designing lesson plans, scheduling the action, and discussing each role of the CAR-U team. I recorded this meeting using an audio-recorder, noting my observations in a field note book. Regarding my role, I acted as the collaborator who made a contribution to the CAR-U team project. The detailed explanation of this process for each CAR project can be seen in sections: 4.4, 5.4., and 6.4.

3.7.2 Action, observation and reflection stage

Having planned the project, the CAR-U teams continued to the next step, the *action* stage, by implementing the planned action into a deliberate teaching using a specific teaching technique to solve the students' learning issues. In the case of Maria and Eni, for instance, they applied video and language games in their lessons to develop their students' motivation to learn English. In Pia's case, she adopted video-based material to improve her students' spoken English, while Ana emphasised utilising language games instruction to cope with her students' lack of motivation regarding learning English. The *action* stage of each case will be explained in sections: 4.4.2, 5.4.4, and 6.4.4

In this stage, my role varied from merely being the observer in the classroom who took notes about any particular events that needed to be addressed by the team in the next lesson (in the case of Maria and Eni), and being both an observer and engaged in team teaching (in the case of Pia and Ana). To gain the data for the study, I captured this process in my observation notes, took

photos of the process of teaching in the classroom, and collected any copied documents (e.g., teaching materials) that were relevant for my data.

During the *observation* phase, the CAR-U teams engaged in determining the effect of intervention using the designed assessments which were prepared in the planning stage. In this case, the CAR-U team employed different tools to determine the impact of the projects on the students' learning achievements, such as the use of observation check lists, a questionnaire, and speaking test (the case of Pia), observations and a questionnaire (the case of Ana), and mainly observations (the case of Maria and Eni).

Regarding my role at this stage, I played several roles. First, I was involved in observing the class during each CAR-U project. I also guided the teachers in designing their questionnaires, specifically in the case of Pia, and Ana (see subsection 6.4.4). For the sake of the data collection, I recorded this process using my observation notes, and also used a recorder to document the meeting about designing the questionnaires.

The last stage of CAR-U required the teams to *reflect* on the result of the observation. In this case, the CAR-U teams discussed the findings and reflected on the results of the findings to see whether or not the intervention had addressed the issue, based on the criteria of success planned by the teams. This reflection was normally conducted after the observation process had been completed. In this stage, I served as a facilitator to guide each team to reflect on the lessons' implementation in the classroom and the results of the conducted observations. The data arising from this process was gathered by recording the reflection process and gaining the documents from the CAR-U projects (e.g., the results of the questionnaires, and a speaking test).

3.8 Reflection on my role as “External Collaborator”

Being the “collaborator” in a CAR-U, in this study, shifted my role from being an outsider researcher to an insider researcher (Adler & Adler, 1994). However, it

should be noted that my role was not that of a complete insider researcher who came to study an organisation or group to which I belonged because I did not work at the research site, and had never encountered the participants before the study (Adler & Adler, 1994; Smyth & Holian, 2008) (see section 3.5.4). My role, as the insider researcher, might be termed “the active membership role” (Adler & Adler, 1998) which they describe as “researchers who become more involved in the setting’s central activities, assuming responsibilities that advance the group, but without fully committing themselves to members’ values and goals” (p. 85). This role had both advantages and disadvantages with respect to conducting this study. I will discuss some of the benefits of being a collaborator, and the challenges that may occur.

My role as the collaborator when facilitating the teachers engaging in CAR-U led to easy access to the field, enabled me to carry out data collection, and helped me to gain the initial trust from the participants. Regarding this, Sherry (2008) highlights as follows:

When a researcher already has established relationships with the research participants (as some insider researchers do), the nature of the investigation is quite different from that when the researcher must enter the field without previous connections. Some insiders report that when they conduct fieldwork, it is relatively easy to gain access to people and, likewise, these insider researchers frequently report that research participants tend to indicate that they trust them far more than they might trust researchers who are perceived as outsiders.

(p. 433)

In terms of access, as the collaborator, I had an opportunity to access data from the teachers during my interaction with them, such as when I observed them during in the classroom, in the staff room, and during group meetings conducted in their schools. I also found that it was relatively easy for me to arrange an interview schedule as well as to obtain any documents needed for this study, due to the frequent meetings with them that I had in their school.

Being a collaborator was one of the productive tools in establishing a rapport with the participants. This may have been because the teachers perceived me as someone who was keen to support them with regard to their challenges related to classroom AR. Accordingly, with this role, I was able to gain their trust, and they treated me as their colleague. For instance, on several occasions, they invited me to have lunch together after school hours where we discussed different topics. At school, I was also welcomed access their staff room where I could join in their conversations with other colleagues, specifically during school break times. Once I had gained trust from them, the teachers seemed to be more open to express their ideas, specifically in relation to “sensitive issues”, such as complaints about the school and the government’s policy regarding PD opportunities and classroom AR. In particular, I was surprised to find that Maria and Eni, for instance, were honest about how they bent the government regulations - regarding the use of AR reports for the sake of promotion (see section 4.3). However, I should be aware of the ethical issues that might arise when reporting this information, as it could harm their careers as government teachers (Sherry, 2008). Hence, I attempted to address this by using several strategies, presented in section 3.6 (see table 3.2).

Being the teachers’ collaborator in their projects arguably helped me to reduce the power imbalance between the teachers and myself; thus allowing me to access their stories. I was aware that, as the teachers recognised me as a lecturer from a local state university, this might potentially have made them trust me less and might have created a distance compared to when they deemed me as their collaborator. With this role, the teachers ultimately accepted me as their partner and developed a positive impression of me. For instance, they expressed their feelings by noting that they were pleased to work with me, as I did not create a gap as a collaborator (see section 7.3.1, in Chapter 7). In this regard, Holliday (2007) maintains that “ the researcher must try to see through and liberate herself from the professional discourse she brings with her in order

to establish relations with the people in the research setting on their own terms” (p. 163).

In addition to being aware of the ethical issues related to my position as collaborator, my dual role, as both researcher and collaborator, might create a dilemma, particularly in relation to biasing the results of the study. As a collaborator, I was involved in the implementation in CAR-U in the classroom and able to observe its benefits for the teachers and their students. My prior personal positive experience with CAR-T also affirmed that engaging in CAR-U was a positive experience for teachers (see subsection 3.5.4). All of these inputs, if not anticipated, might have led me to bias the result of the study (Smyth & Holian, 2008). Regarding bias in research, Ogden (2008, p. 60) maintains that “researchers may show bias when they reach conclusions that ignore contradictory data or when the collection and analysis of data are designed to lead to predetermined conclusions”. Hence, to alleviate my bias, I tried to be aware of my own values and assumptions, searched for contradictory data, and was open to alternative interpretations of my data, as suggested by Ogden (2008).

3.9 Data generation

To be able to answer the research questions proposed in section 3.2, I employed interviews, observation, documents, audio-materials and photographs as the tools for my data generation. In addition, I also used a journal or field notes as my reflexive tool to record my own perceptions regarding the data collection process and my relationship with the participants during the study as well as to capture any information that was not covered by my data collection tools. Stake (2010) asserts that the use of multiple tools for generating data can produce more convincing findings and ensure the trustworthiness of the study.²²Bogdan and Biklen (2007) maintain that “many

²²Discussed further in section 3.13

sources of data were better in a study than a single source because multiple sources lead to a fuller understanding of the phenomena you were studying” (p. 115-116). Moreover, in qualitative research, the use of data triangulation may increase the credibility of the research findings by providing corroborating evidence from a variety of data sources (Creswell, 2007).

3.9.1 Interviews

Fontana and Frey (2003, p. 62) argue that “interviewing is one of the most common and powerful ways in which we try to understand our fellow human beings”. Mann (2016) notes that interviews are used to unravel “the meanings of peoples’ experiences and uncover their lived world” (p. 48). In qualitative research, interviews are used to explore rich detailed information from the research participants (Kvale, 1996) about their beliefs, attitudes and lived experience (Merriam, 2009).

Creswell (2012) maintains that, compared to other data collection tools, interviews have several strengths. They provide useful information and allow the participants to provide detailed information about issues being investigated, which cannot be obtained from observation, for instance. In addition, using interviews allows the interviewers to have better control over the gained information since they can elicit more information needed from the participants. Cohen *et al.* (2007) add that this control also allows interviewers to elicit more complete responses as well as dig out complex and deep issues from the interviewees.

However, in addition to these advantages, interviews have several disadvantages. Cohen *et al.* (2007) note that the weaknesses of interviews are expensive in time, they are open to interviewer bias, they may be inconvenient for respondents. Issues of interviewee fatigue may hamper the interview, and anonymity may be difficult. Additionally, Creswell (2012) highlights that the way in which the interviewees respond to the questions is likely to be affected by the presence of the researchers. For instance, when the interviewees are

emotionally involved with the interviewer, they may provide answers that they hope will please the interviewer. He also reminds the researcher to pay attention to the equipment used in interviews, which may cause issues if it is not well organized before the interview. In this study, I also found that using in-depth interviews is time consuming, specifically the transcribing and analysing process (Cohen *et al.*, 2007).

Regarding the forms of the interviews, in terms of the degree of structure, Fontana and Frey (2003) divide them into structured, semi-structured, and unstructured interviews. In this study, I employed a semi-structured interview which allows me to dig up more information using probing questions during interactions with the interviewees whilst still being able to use guiding questions (Hatch, 2002). Mann (2016) notes that semi-structured interviews also provide the interviewers with space for negotiating, discussing, and expanding on the responses of the interviewees. I also adopted individual interviews (Fontana & Frey, 2003) or one to one interviews (Creswell, 2012), and paired interviews (Mann, 2016). In addition, with certain teachers, I engaged in a friendly conversation (Hammersley & Atkinson, 2007) or “informal conversations” (Hatch, 2002). These types of adopted interviews will be illustrated in the following paragraphs.

The questions posed to the interviewees were designed to answer the research questions. In this case, I employed closed-ended and open-ended questions (Creswell, 2012). When using closed-ended questions, I followed them by asking an open-ended question, as these do not contain deep information. Hence, I preferred to use widely open-ended questions because they allowed me to get the participants talking about their experiences and perceptions of engaging in CAR (Hatch, 2002). In terms of questions, I selected ones that encouraged the participants to express their experiences, opinions, and backgrounds (Patton, 2002). Regarding formulating the interview questions, I attempted to be aware of the bias that I brought to the questions as this would affect the quality of the data obtained. Therefore, I tried to avoid asking leading

questions which reflected my viewpoint (Mann, 2016). The questions were formulated in a neutral manner and focused on exploring the perspectives' of the participants and answering the research aims of the study (see appendix A-D for the interview questions).

In this study, the first interview was conducted to explore the participants' professional lives during their teaching service and their experience of engaging in professional development, particularly, when involved in classroom-based AR (workshop, training, and practice). The focus of the interview was on understanding the phenomena related to the participants' experiences when involved in action research: how they gained the classroom AR knowledge; what challenges they faced; and what support was provided (see appendix A). It also aimed to gather information about the real context of the participants' experiences of classroom AR during teaching.

Prior to interviewing the teachers, I needed to build rapport and consider ethical issues, as suggested by Mann (2016) and Richards (2003). In terms of rapport, as I had initiated a previous meeting explaining the CAR project and my study, the teachers began to trust me. Morgan & Guevara (2008, p. 728) assert that "the creation of rapport often begins with a process of trust building". Additionally, they argue that, in qualitative interviews, a rapport can be established by the researchers through explaining the interview procedures. Therefore, before the interviews began, I explained to the participants some of the technical matters that are recommended by Richards (2003), such as explaining the aim of interview, assuring once again that their participation was voluntary and they could withdraw without giving any reasons, and requesting permission to record the interviews process.

I conducted the first interview with the four teachers in week 2 of February 2016. This interview was undertaken before the teachers commenced their CAR-U projects. I firstly interviewed Pia which was conducted when she was free from teaching. I then interviewed Ana the next day, during the school

break. Both of these interviews lasted from 30-45 minutes. As for Maria and Eni, at the outset, I planned to interview them individually, but I was asked to interview them both together. While Ritchie and Lewis (cited in Mann, 2016) highlight the merit of individual interviews in providing more details about these teachers' perceptions of CAR-U engagement, they opted to be interviewed in pairs. This was understandable as they were unaccustomed to being interviewed by others and were more confident when accompanied by someone else. For me, this method helped me to clarify a certain point made by a certain teacher, as it allowed them to interact with each other during the interviews (Morris, cited in Wilson *et al.*, 2016). Moreover, in the paired interviews, these teachers reacted to and commented on each other's responses (Ritchie & Lewis, cited in Mann, 2016). One possible reason why these teachers preferred this method was that they had been in a pre-established relationship both before and during the CAR-U engagement (Wilson *et al.*, 2016).

However, I also found it challenging to conduct this interview which was related to navigating certain teachers who considerably dominated the conversation. For instance, Eni seemed to dominate the conversation, particularly when I asked about their perceptions of the school's support during classroom AR. Regarding this issue, I had to encourage Maria to express her ideas after Eni ended her responses, by asking "Bagaimana dengan Ibu Maria?" (What is your opinion, Ibu Maria?) or "Bisa Ibu tambahkan dari pernyataan Ibu Eni?" (Can you add more information from Eni's responses?), or "Kalau Ibu Maria, bagaimana?" (What do you think, Ibu Maria?). Another issue related to conducting this interview was the limited time to explore more information from each of them, as the interview lasted 45 minutes. Hence, to obtain the missing information from each teacher, I conducted an informal conversation (Hammersley & Atkinson, 2007) with them during the break time, or after our lesson ended. I did not record our conversation with my recorder, yet I jotted down in my notes any needed information, once I got home.

All of the interviews were recorded using an MP3 recorder, and the site for the interviews was the school library which was also the main place for meeting with the teachers when discussing their CAR-U projects. However, as the library was also attended by other teachers who came to have a chat or to take a break, all of the interviews were accompanied by the sound of people chatting, or the sounds of students playing outside the library.

In addition, all of the interviews were conducted in Indonesian. In this case, I gave them a choice whether to use English or Indonesia; they opted to be interviewed in Indonesian. While they are English teachers, it appeared that they lacked confidence regarding speaking in English, as they informed me that they intended to improve their communication using English. Additionally, these teachers rarely used English with their students and colleagues. Thus, the language that we spoke, a non-formal type of Indonesian used in my province, was utilised as the communication medium during the interviews. Moreover, the use of this language apparently could be a tool for creating a rapport with the teachers, as I made them feel comfortable about expressing their thoughts, and they were able to communicate their ideas effectively.

The second interview with the four teachers was conducted after the CAR-U projects were completed (in June 2016). This interview focused on answering all of the research questions of the study – by exploring the participants' perceptions, thoughts, ideas, and experiences regarding the issues investigated (see appendix B). The first interview was conducted with Pia and lasted about 45 minutes. For her convenience, Pia asked me to interview her at her home in the afternoon. The interview was conducted in Indonesian and was recorded. I also interviewed Ana at the school after the school exams ended. I interviewed her in the IT room, as she thought this was a quiet place and we would not be interrupted by the loud voices of students. Likewise, the interview lasted about 45 minutes, was conducted in Indonesian and recorded. With Maria and Eni, I held a second interview after the school break in the end of June, 2016. Similarly to the first interview, these teachers seemed to be comfortable being

interviewed as a pair, possibly because, during the CAR-U projects, they always worked with a partner when discussing their project or were in the classroom for instructional purposes. The interview was carried out in the IT room, was conducted in Indonesian, and was recorded using a MP3 recorder.

In addition to this second interview, I conducted a reflective meeting with the participants in a small restaurant during lunch time after school hours, and also invited other English teachers to join us. I used this meeting to treat them to meals as an expression of my appreciation, since they had welcomed me while I conducted the study in their school. This meeting could be deemed an “informal interview” as it allows the teachers “the chance to reflect on what they have said, done, or seen” (Hatch, 2002, p. 92-93). In this case, I took this opportunity to ask them to reflect on their experiences when participating in the CAR-U. Moreover, I used this meeting to obtain more information about all of the teachers’ experiences regarding the PD programmes that they had attended, initiated by both their school and the government. This meeting lasted an hour, and I recorded it after gaining oral consent from the teachers. The data obtained from this meeting added to the information from the first and second interviews which I used for data triangulation purpose.

The last interview round was conducted in December 2016, following the ending of the six-month CAR-U project. The focus of this interview was on exploring the possible long-term engagement of participating in CAR-T projects and in other collegial activities by the teachers (see appendix C). I met all of the teachers in their school and held two interviews with them. First, I conducted an interview with Pia and Ana, as they requested it. During this session, they not only shared their views, but also used this opportunity to learn more from me about certain enjoyable and innovative teaching strategies that could be applied during their lessons. Therefore, this meeting lasted more than one hour, was conducted in Indonesian and was recorded. After the meeting, Pia invited me to her house because she intended to show me some videos that she utilised in her lessons, as well as requested me to refresh her knowledge about

downloading and selecting videos for teaching purposes. In the afternoon, I met her and Ana who intended to learn to download videos too and we engaged in an informal conversation (Hammersley & Atkinson, 2007) in which they told me about their latest practice in using videos during their lessons. Since I did not record this meeting, I made notes after I arrived home on several points regarding the impact of their first CAR-U project on their teaching practices and their intention to learn informally from others.

Another interview was conducted with Maria and Eni, one day after the interview with Pia and Ana, in the school library. This interview lasted for an hour and was recorded. After the interview, Maria and Eni used this opportunity to learn and gain from me about teaching ideas and materials (pdf books and videos) that could be utilised in the lessons for improving students' motivation and achievement in learning English.

In addition to interviewing the teachers, I also conducted interviews with their colleagues, such as Ifa and Pur, for the sake of triangulating the data from the teachers. The aim of this triangulation was for "cross-checking information and conclusions through the use of multiple procedures or sources" (Johnson & Christensen, 2008, p. 276). With Ifa, I interviewed her at her home for 45 minutes. The interview was conducted in Indonesian and recorded. I interviewed Pur in the school library. I also interviewed the head teacher (in his office), having finished the interview process with all of the participants. This interview intended to gather information about the school's programmes regarding the provision of professional development for teachers, specifically in relation to classroom AR. It was also to gather the school management's perspective on his teachers' involvement in CAR-U. This interview lasted for 30 minutes and was recorded with the consent of the head teacher.

3.9.2 Observation

Merriam (2009) asserts that the data collected from observations may provide supporting information regarding the issues investigated and be triangulated

with the findings from interviews and documents. Creswell (2012) defines observation as “the process of gathering open-ended, first-hand information by observing people and place at a research site” (p. 213). It is commonly utilised as a tool for collecting data in qualitative study. In this case, through using observation, the researchers can “gather the ‘live’ data from naturally occurring social situations” (Cohen *et al.*, 2007, p. 396). In this study, I used observation, as a means of data collection, to observe the teachers’ activities and behaviour during their engagement in CAR. It is distinguished from the observation process in CAR projects that I mentioned in section 3.7.2, emphasizing observing the students’ responses on their teachers’ new teaching techniques.

Observation can be divided into participant observer and non-participant observer (Creswell, 2012). Creswell (2012) describes a participant observer as “observational role adopted by researchers when they take part in activities in the setting they observe” (p. 214). This role enables the observer to engage in the setting under study, record the required information (Creswell, 2012; Hatch, 2012), and better understand and describe the context in which the observed participants interacted (Patton, 2002). Meanwhile, a non-participant observer is described as “an observer who visits a site and records notes without becoming involved in the activities of the participants” (Creswell, 2012, p. 214).

In this study, I tended to adopt the former approach, since I was involved in the activities in which the teachers mostly engaged. As a participant observer, I was able to record information from three settings. Firstly, observation was conducted during the meetings with the teachers when planning and reflecting on their projects. I observed how the teachers interacted with their teams²³ and myself, as the collaborator. Secondly, I conducted observation during the implementation of action in the teachers’ classroom, focusing on recording activities that the teachers conducted in the classroom. In addition to these

²³In the current CAR projects, there were three teams: Maria, Eni, and myself (team one), Pia and myself (team two), and Ana, Put and myself (team three) – see Chapters 4, 5, and 6 for further details.

observations, I observed the teachers during their interactions with their colleagues both inside and outside the school. I wrote up my notes on my observation at home. Field notes are a 'written account of what the researcher hears, sees, experiences and thinks in the course of collecting and reflecting on the data in a qualitative study' (Bogdan & Biklen, 2007, p. 119).

For the case of Maria and Eni, I observed them during the meeting when they designed their CAR project with me in the library. My observation focused on how they reacted when paired to discuss their projects. In addition, every time I met them at a meeting, I noted it in my field notes book. Likewise, I observed them teaching in the classroom when trying to implement what they had designed with me. For instance, on 2nd April 2016, I observed the project class to see how these teachers presented the lessons in their project class. I also noted my observation regarding the students' interest and enthusiasm during the lesson. For this observation, I also captured moments by recording the classroom situation with my pocket camera (in a video format). Similar observation was conducted on 27th April 2016. To assist me, I took several photos and jotted notes down, after the lesson ended. All observations were conducted after the permission from the participants and students had been obtained (see appendices F and H).

This type of observation, likewise, was conducted with Pia and Ana, both inside and outside classroom. In their classrooms, I observed them respectively twice by concentrating on their activities during the teaching process, using new instructional techniques adopted by them. Outside classroom, I observed how they interacted and behaved with me, as the collaborator, during meetings.

My third type of observation emphasised observing the teachers' interaction with their colleagues, both with the same subject or non-English subject teachers. In this case, I made observations in the staff room during break times, or after the lesson ended. When observing in the staff room, I was involved in

conversations with the English teachers. Additionally, I was able to observe their interactions with their colleagues outside school, specifically when the teachers, several times, invited me to have brunch with other English teachers (mostly four teachers, and once around six teachers) at a cafe near the school. During this observation process, I noted down several points relevant to my study in my notes when I reached home.

3.9.3 Documents

Merriam (2009) defines a document as “a wide range of written, visual, digital, and physical material relevant to the study at hand” (p. 139). These data can be used to describe, understand and explain how things function at the research sites. Creswell (2012) divides documents’ forms into public and private. He further notes that public documents can be gained from minutes from meetings, official memos, records in the public domain, and archival material in libraries, while private documents consist of personal journals and diaries, letters and personal notes. Schensul (2008) classifies document data into primary data, which are collected by the researcher, and secondary data, which are collected, archived, or published by others. Meanwhile, Merriam (2009) categorises documents into six forms: public records, personal documents, popular cultural documents, visual documents, physical materials/artifacts, and researcher-generated documents.

In terms of analysis, documents data provide an advantage for the researchers as they are “ready for analysis without the necessary transcription that is required with observational or interview data” (Creswell, 2012, p. 214), thus saving time and expense (Creswell, 2014; Merriam, 2009). Moreover, they can be accessed at a convenient time for the researchers which may not be obtrusive to the participants (Creswell, 2014). However, documents also have limitations because some of them could be difficult to access and they may also be incomplete, inauthentic, or inaccurate (Creswell, 2012).

In this study, I collected the documents that might be useful for supporting the data needed for this study. From the teachers, I collected documents in the form of artifacts (Merriam, 2009). Hatch (2002) describes artifacts as “objects that participants use in the everyday activity of the contexts under examination” (p. 117). Artifacts may include “samples of children’s work, copies of teacher plans, collections and/or descriptions of classroom tools” (*ibid.*, p. 117). In this study, I collected the teaching materials that were used for the CAR projects, the students’ responses to the teachers’ questionnaire (see appendices J and L), and results of students’ speaking test (particularly from Pia), and the teachers’ notes and their lessons plans. In addition, I collected my field notes or observation notes.

3.9.4 Audio-visual materials

In addition to the above tools for data generation, I adopted audio-visual materials. Creswell (2012) noted that audio-visual materials are utilised by researchers to assist them to understand the phenomena under study. Audio-visual materials may include: photographs, videotapes, art objects, computer messages, sounds, and film (Creswell, 2014). In this study, I collected audio-visual materials from the audio recording and photographs.

Regarding the former one, these data were gained from the scheduled meetings with the participants during CAR-U projects. In this case, the meetings were recorded when the teachers and the collaborator discussed their projects during the planning and reflection meetings. For these data, I was able to gain 5 audio sources from each of the cases (making 15 sets of audio materials in total).

In addition to audio sources, I gained data in the form of photographs. According to Creswell (2014), the use of visual images, such as photographs, allows the participants of the study to share their realities directly. Additionally, they can be used to present or illustrate the findings as well as to convey something that words cannot do (Taylor *et al.*, 2016). However, Creswell

(2014) warns that the use of photographs, especially when they are taken by the researchers, may be obtrusive and affect the responses. In this study, I took photos of these events: the meetings with the teachers and the classroom atmosphere when CAR-U projects were being conducted. In the classroom, when taking photographs, I tried to avoid disrupting the learning process. For instance, I took the photos while the students were actively engaged in group conversation activities. I also collected photographs from the teachers (particularly Pia) when she documented the instructions for her CAR-U project. All photos were gained after the permission had been obtained (see appendices I).

The process of data generation in this study, as described above, is summarised in table 3.3.

Table 3.3 Data generation

Focus	Research question	Source of generated data	How data was generated?
Professional biography and experiences of classroom action research		All participants: Maria , Eni, Pia, and Ana	I conducted semi-structured interviews (face to face) with all of the participants before the CAR-U projects (February, 2016).
Teachers' perception of CAR-U as PD	<p>1. What are the Indonesian ELT teachers' perceptions of their experiences of engaging with CAR-U as a means of PD?</p> <p>a. How do they compare CAR-U as a mode of PD with other types of PD in which they have participated ?</p> <p>b. What are their views of the process of CAR-U?</p> <p>c. How do they perceive the value of CAR-U for themselves, and for their learners? Why do they view it as valuable?</p> <p>d. What aspect of their practices do they see CAR-U improving?</p>	All participants: Maria , Eni, Pia, and Ana	I conducted semi-structured interviews with all participants after the project ended (June-July 2016).
a. The provision of institutional support	2. How much and what kind of institutional support is required to support teachers' engagement in CAR-U?	<p>All participants, from the case of Maria and Eni, Pia, and Ana</p> <p>Supporting Data: The head teacher</p> <p>Ifa, one of the teachers' colleagues</p>	<p>I conducted semi-structured interviews, with all participants, after the project ended (June-July 2016). It lasted 45-60 minutes.</p> <p>I took field notes from my observation regarding the support for the teachers.</p> <p>I interviewed the head teacher during the second phase of the interviews with the teachers. It was conducted in his office , and lasted around 30minutes.</p> <p>I interviewed Ifa during the second phase of interviews with the teachers</p>

<p>b. The provision of external support from the researcher</p>	<p>3. How much and what kind of external support (the researcher) is required to support teachers' engagement in CAR-U?</p>	<p>All participants, from the case of Maria and Eni, Pia, and Ana</p>	<p>in December 2016. I conducted semi-structured interviews with all participants, after the project (June-July 2016). They lasted 45-60 minutes.</p>
<p>a. Impact of CAR-U on the teachers' motivation to grow professionally b. Sustained practice CAR and engagement in other collaborative activities</p>	<p>4. How far does involvement in the CAR-U project motivate teachers to continue developing professionally?</p>	<p>All participants, from the case of Maria and Eni, Pia, and Ana Supporting Data: Ifa and Pur</p>	<p>I conducted semi-structured interviews, with all participants, six months post CAR-U the projects (December, 2016). I conducted semi-structured interviews with these teachers to corroborate the participants' responses regarding the questions asked.</p>

3.10 Data analysis

Merriam (2009) states that the central goal of data analysis is to find answers (themes, categories, or findings) to the research question of the study. The process of my data analysis is iterative which means moving back and forth between the data collection and data analysis (Creswell, 2012; Miles *et al.*, 2013). According to Merriam (2009):

data analysis is a process of making sense out of the data and to make sense out of the data involves consolidating, reducing and interpreting what people have said and what the researcher has seen and read (p. 176).

In this study, thematic analysis is used as it deals with naturally occurring events and provides thick description and information that lead to answers (Miles *et al.*, 2013). It is “a data reduction and analysis strategy by which qualitative data are segmented, categorized, summarized, and reconstructed in a way that captures the important concepts within the data set” (Ayres, 2008, p. 867).

Prior to the analysis process, all data obtained should be organised and transcribed (Creswell, 2012; Miles *et al.*, 2013). In this case, I organised data by creating a folder for each case in my computer file. Each separate folder was then named based on the types of data collected: interviews, observations, documents and audio-visual material. I then transcribed all of the data gained. Referring to this, the data gained from the interviews, observations, and audio-materials were transcribed by myself, into the original language, Indonesian, in order to avoid losing of the meaning of or misinterpreting the participants’ expressions in the analysis.

Regarding the interview data, I listened to each recorded interview several times in order to ascertain that all of the information was accurate. I changed the transcription from the informal Indonesian dialect spoken by the teachers into formal Indonesian. This was done because the teachers mixed these languages during the interviews. As I spoke the same language as the

participants, this transcription process was less problematic. For me, transcribing interviews data into formal Indonesian allowed me to translate it more easily into English. As I translated it into English, I inserted into columns (see figure 3.2 for a sample of transcription). Temple and Young (2004) warn that the process of translation by the researcher may bring bias to the output of the translation. Therefore, they suggested that the researcher needs to be objective and neutral in this translation process. This is particularly true since I could bring my own perspectives to categories or themes that were derived from the participants' interpretations and descriptions of the events (Creswell, 2012). To combat this issue, I attempted to eliminate it by bringing my translations (in the form of a summary of findings with the translation of their quotes) to the teachers for them to check. They were fine with my translation.

The data from the field notes were typed (Miles *et al.*, 2013), specifically data that were connected with the themes or categories constructed (the process of finding categories is presented in the following paragraphs). These elements of data were then translated into English. Similarly, audio data, taken from meetings with the teachers, were transcribed. However, I only transcribed what the teachers said that were relevant to the themes that emerged from the interview analysis.

In this study, I adopted the steps of data analysis proposed by Merriam (2009), consisting of category construction, sorting categories and data, and naming the categories. In the category construction process, coding process was conducted. Creswell (2012) defines coding as "the process of segmenting and labelling text to form descriptions and broad themes in the data" (p. 243). Merriam (2009) notes that coding the data is a beginning process to find categories or themes. In this process, the transcription of the interview data for each case was read; I then coded the words, phrases, or even sentences. I conducted the coding process using Microsoft Word on my computer because I found it easier to code than use other means, such as using NVIVO software. Likewise, using this method enabled me to print

the results of the coding and then highlight them by hand. On the transcripts, I used different colours to code different themes. Using this technique made it easier for me to conduct data analysis. Moreover, I prefer to read printed materials than reading on a computer screen.

To code the data, Merriam (2009) suggests using *open coding* and *axial coding* in this stage. Open coding or initial coding refers to “the initial interpretive process by which raw research data are first systematically analyzed and categorized” (Matthew & Price, 2010, p. 155). In this initial analysis, researchers need to be open to exploring what is happening in the data (Thornberg & Charmaz, 2014), be expansive in identifying any data (Merriam, 2009), and be free in the coding process (Richards, 2003). The aim of this initial coding is to produce a set of labels from which the categories can be constructed (Richards, 2003). During the coding, I wrote down the words or phrases either spoken by the teachers, or *in vivo coding* (Miles *et al.*, 2013; Saldana, 2011), or used my own words that adopted a *process coding* (Miles *et al.*, 2013; Saldana, 2011) in the margins of the transcription. This coding method is used to capture “observable and conceptual action in the data” (Miles *et al.*, 2013, p. 75) and “uses gerunds (“-ing” words)” (Saldana, 2011, p. 96).

An example of the coding process, from one transcription, can be seen in figure 3.2 below. In the columns, I provided the original transcript on the left-hand side, my translation at the middle, and the coded words or phrases on the right-hand side.

Transcription: Interview 2 (OPEN CODING)

Participants: Maria and Eni (Case one)

<p>1 M: Apakah ada manfaat ibu rasakan ketika terlibat 2 dalam PTK kolaboratif ini? Boleh dijelaskan, jika ada? 3 4 Eni: Manfaatnya banyak pak, kita punya motivasi 5 gairah untuk mengajar karena anak2 ada perubahan,.. 6 yang tadinya mereka banyak vakum...Mengajar jadi 7 lebih enjoy, enak. Anak-anak juga saya lihat 8 termotivasi, hanya saja sudah mendekati ujian kelas, 9 jadi terpotong. Tapi ini kita mulai lagi dari awal... 10 11 M: kalau Ibu Maria? 12 Mariai: Manfaatnya buat guru dan anak...yang tadinya 13 kita kesulitan untuk megajar "instruction", ini 14 memudahkan guru untuk mengajar....kita bisa buat 15 untuk topik lainnya juga pada mata pelajaran 16 lain...Anak-anakjuga menjadi lebih aktif tidak ada yang 17 bermain...excited lagi.... 18 19 Eni: Kita juga berpikir, dengan cara apa lagi kita ngajar 20 anak supaya mereka ada motivasinya, ..ternyata 21 dengan cara ini mereka termotivasi. Saya lihat 22 walaupun tidak sepenuhnya, tapi mereka sudah ada 23 perhatian...yang tadinya mereka banyak bermain... 24 seperti bapak liat di sutoyo kemarin. Anak2-anak kan 25 suka yg begitu, tidak suka hanya dengar ceramah... 26 maksudnya ini-ini, kalo begitu saja anak2 malas. 27 28 Biasanya mereka banyak bermain, tapi kemarin saya perhatikan hanya sedikit anak-anak bermain, walaupun kelas itu dianggap kelas "yang kurang perhatian". Itu manfaat yg kita rasakan... </p>	<p>Are there any benefits from engaging in CAR? Could you tell me if any?</p> <p>Eni: There are many benefits, we have a motivation to teach as there is a change in our students...they used to be inactive (in the classroom)...teaching becomes more enjoyable, fun. I found the students became motivated too...</p> <p>M: How about you, Ibu Maria?</p> <p>Maria: the benefits were for the teachers and students...we used to be difficult how to teach "instructions" in English...through this CAR project, it made us easier to teach...we also teach other topics using this (teaching through games) ...the students became more active, and no one played...became exited again...</p> <p>Eni: We also thought that we could do to motivate them...We found that with this way (using videos and games in teaching), they became motivated...they have attention to the lesson...just like you (the researcher) saw in the Sutoyo class... the students liked sthis way...they did not like lecturing...they became lazy (lack of attention) They used to play (did not pay attention to lesson)...but yesterday, I noticed that only a few of them did that, although that class was considered a "poor class" (in terms of learning)...these are benefits that we felt.</p>	<p>Having motivation to teach</p> <p>"Students became motivated"</p> <p>Becoming easier to teach</p> <p>"Students became active" Exciting in learning</p> <p>"Students became motivated"</p> <p>Having attention to the lesson</p>
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Figure 3.2 Sample of open coding

Axial coding refers to “grouping your open codes” (Merriam, *ibid*, p. 180). Wicks (2010, p. 154) defines axial coding as “the process of relating categories to their subcategories, the outcome of open coding”. Based on these explanations, I grouped the codes from the open coding into categories. For this, I put similar statements or phrases together and labelled each category. For example, from the open coding of figure 3.2, I grouped the phrases, “having motivation to teach” and “becoming easier to teach”

into a category: “the value of CAR-U to teachers”. Meanwhile, the phrases, “students became motivated”, “students became active”, “exciting in learning”, and “having attention to learning”, were grouped into a category: “the impact of the CAR-U project on students”.

CODING DATA	CATEGORY
Having motivation to teach Becoming easier to teach	the value of CAR-U to teachers
“Students became motivated” “Students became active” exciting in learning having attention to the lesson	the impact of the CAR-U project on students

Figure 3.3 Sample of axial coding

The second phase entails sorting the categories and data. In this case, the bulk of the tentative categories can be broken down into sub-categories (Merriam, 2009). In this process, Merriam asserts that “the categories can be fleshed out and made more robust by searching through the data for more and better units of relevant information” (p. 182). Additionally, sorting all of the evidence into categories is then accomplished (*ibid.*). As an illustration, I provide a list based on the process of sorting the categories and data related to the case of Maria and Eni below.

CATEGORY	SUB-CATEGORY
<ul style="list-style-type: none"> • The teachers' perceptions of CAR-U compared to other attended PD • The value of engaging in CAR-U • The impact of CAR-U project toward the students • The Challenges of engaging in CAR-U • The perceived school support from Maria and Eni • Views toward the external collaborator support • CAR-U and its impact to our PD involvement motivation 	<ul style="list-style-type: none"> • The motivation in teaching • The awareness in teaching • Solving the teachers' problem in a collegial way • Knowledge expansion • Our motivation seems "to fade again" in PD • Factors inhibited motivation to get involved in PD • Lack of PD opportunities • The school condition • The teaching workload • Age-related factor • The absence of external support

Figure 3.4 Sorting the categories

Another aspect related to the process of data analysis is *naming the categories*. Merriam (2009) provides two suggestions regarding this. First, naming the categories should be congruent with the orientation of the study, as these categories (themes) are responsive to the research questions. Second, she also suggests that "the names of your categories can come from, at least three, sources (or a mix of these sources): ... the researcher, the participants or source outside the study such as the literature" (*ibid.*, p. 184). Referring to this, I named the categories of the data, which were derived from the participants and myself, the researcher, and responded to the objectives of the study, as can be seen in figure 3.4. above.

3.11 Ensuring trustworthiness

In qualitative study, the term *trustworthiness*, introduced by Lincoln and Guba (1985), concerns the rigor of the study. Merriam (2009) argues that the trustworthiness of research results can be achieved depending on the level of rigor. In qualitative study, the term “trustworthiness” is used to replace the concept of validity and reliability that is used to measure the quality of the study in quantitative research. While the terms ‘validity’ and ‘reliability’ are also known in qualitative study, they denote a different concept. In this regards, validity and reliability in qualitative study are related to the question “How can an inquirer persuade his or her audiences that the research findings of an inquiry are worth paying attention to?” (Lincoln & Guba, 1985, p. 290). In establishing the criteria for trustworthiness, it is constructed through credibility, transferability, dependability, and confirmability (Lincoln & Guba, 1985). I employed several strategies to ensure the trustworthiness of this study, outlined below.

Merriam (2009) asserts that credibility is related to the question “are the findings credible given the data presented?” (p. 213). Ensuring credibility is deemed as one of the most important factors in establishing trustworthiness (Lincoln and Guba, 1985). Merriam (2009) suggests five strategies that can be utilised to ensure the degree of credibility of a qualitative study: the use of triangulation, member checks (respondent validation), and adequate engagement in data collection, reflexivity and a peer review. In this study, I employed certain strategies, such as triangulation, member checking, reflexivity, and prolonged engagement in the field. Regarding the triangulation, I utilised different kinds of tools to generate the data needed from the participants: semi-structured interviews, observation, and audio-visual materials (see section, 3.9). In addition to the use of data triangulation, informant triangulation was used by verifying the views of the participants with other teachers and the school principals (Shenton, 2004). For instance, I corroborated the teachers’ statements regarding their

involvement in further CAR-T after their first project with two of their colleagues. With their principal, I checked about the teachers' views of school support for their involvement in PD, and specifically in classroom AR.

Member checking has been considered as one of the most important tools in ensuring credibility (Lincoln & Guba, 1985). Member checking is concerned with "taking data and interpretations back to the participants in the study so that they can confirm the credibility of the information and narrative account" (Creswell & Miller, 2000, p.127). In his literature review study, Thomas (2017) found that, in qualitative study that focused on theory development and generalisation, it was irrelevant to conduct member checking. However, he pointed out that, in studies where the main purpose was to ensure the representation of participants' perspectives or in collaborative research, member checking may be justified. Further, he stated that member checking may enhance researcher reflexivity in which the bias or misinterpretation of the researcher can be corrected by the participants. Regarding this, I used member checking as a tool to keep me reflexive about my data. Giving the opportunity for my participants to check the results of the interviews allowed me to retain the teachers' perspective in my study, rather than introducing my own perspective on the data (Creswell, 2014). Thus, this may increase the credibility of this study.

In this study, I used member checking to ensure that there was no discrepancy between my understanding of the participants' responses and the meaning that they had expressed within them. In this case, I asked my participants to check my understanding or interpretation by returning the written transcriptions, so that they could review them and made any necessary amendments. The participants agreed with my interpretation of their responses and no changes to the transcriptions were required. I conducted this activity when I met them in the second interview phase (December, 2016).

Prolonged engagement refers to “spending extended time with respondents in their native culture and everyday world in order to gain a better understanding of behaviour, values, and social relationships in a social context” (Lundy, 2010). In this study, I was in the field from the end of January to the end of June, 2016. Staying longer in the field enabled me to observe the participants’ interactions with their students, colleagues, and administrators, which led me to understand better the context of my participants’ views (Creswell & Miller, 2000). Furthermore, it allowed me to check my interview data against observation data and obtain various perspectives from the participants, thus ensuring credibility.

Transferability is related to extent to which the findings of the study can be applicable or generalized to other contexts (Merriam, 2009). This can be achieved through “thick description” (Lincoln & Guba, 1985), which is “a description of the setting and participants of the study, as well as a detailed description of the findings with adequate evidence presented in the form of quotes from participant interview, field notes, and documents” (Merriam, 2009, p. 227). Denzin (1989) contrasted between thick description and thin description by stating “thick descriptions are deep, dense, detailed accounts [...] Thin descriptions, by contrast, lack detail, and simply report facts” (p. 83). Thick description should provide full detailed descriptive accounts of the context, participants, and research design or method so that the readers can consider whether or not the study is transferable to their context (Creswell & Miller, 2000; Stake, 2005; Guba & Lincoln, 1985).

Regarding thick description in this study, I provided a detailed description of the participants, such as their profiles, professional background, and previous experiences with classroom AR and CAR (as described in section 4.2, 5.1 and 6.2). I also described the contextual factors surrounding the phenomena under study, such as the policies of the government and the school, and the social condition of the school.

In terms of dependability or consistency, I employed several strategies for ensuring trustworthiness, as suggested by Lincoln and Guba (1985) and Merriam (2009). Dependability is concerned with “whether the results are consistent with the data collected”, (Merriam, 2009, p. 221). While Lincoln and Guba (1985) only suggest an audit trail, Merriam (2009) adds three more ways of establishing dependability: triangulation, peer examination, and investigator’s position. In this case, I adopted triangulation for the data collection (see credibility above), a journal for noting down the process of data gathering about my reflection, questions, and decisions that were made regarding the problems that arose during data collection.

3.12 Summary

This study adopts a constructivist paradigm in understanding how reality and knowledge are constructed. A multiple case study was used to understand the experiences of four junior secondary teachers in an Indonesian school regarding engaging in CAR-U projects with the external party, the researcher of this study. In exploring their perceptions, a range of data generation tools, consisting of interviews, observation, documents, and audio-visual materials, were used. The data obtained were analysed using the process analysis of Merriam (2009): constructing, selecting, and naming categories. The rigor of the study was established in various ways, such as triangulation, prolonged engagement, member checking and thick description.

Chapter 4 The case of Maria and Eni

4.1 Introduction

This chapter and the subsequent chapters (Chapter 5 and 6) discuss the individual findings from the data analysis of the three case studies. This chapter presents the case of Maria and Eni, who chose to work together in their CAR-U project,²⁴ and will be followed by a discussion of Pia's case (Chapter 5), and Ana's case (Chapter 6). I will present firstly a profile of these two teachers, their involvement in PD and classroom AR/CAR, and their CAR-U project. Following this, I will discuss their views, perceptions and thoughts regarding their involvement in the project in conjunction with the research questions of this study.

4.2 The profile

Maria began her career as a civil servant teacher at the 101 school (pseudonym) in 1994. After completing her bachelor's English Education study programme at a private university in Palu in 1992, she taught at a junior high school in a district near Palu city. Meanwhile, Eni has been teaching for more than 20 years. She began her career as a teacher at the 101 school in 1989 after completing a 2-year diploma at a state university in Palu city. In 2002, she completed her bachelor's degree in education after studying for a further two years, funded by the government. In 1990, she obtained her civil servant teacher status and is hoping to retire from the teaching service in 10 years' time.²⁵ In terms of age, Maryam is in her mid-forties and Eni is in her early fifties.

They teach English to year 7 and 8. In addition to teaching English, both of them also teach a life skill subject, such as handicrafts and cooking lessons, to year 7 students. There are about 30-34 students in their classes. Besides teaching for 24 hours per week, both of them have the additional task of being a class supervisor. They also have to deal with administrative tasks

²⁴ See section 4.4.2

²⁵Based on the government regulations, civil servant teachers are entitled to a pension at 60-years old.

such as preparing lesson plans, teaching materials, tests, and checking their students' homework.

In terms of their career, Maria and Eni have obtained the level of “*Guru Madya* (senior teacher), with a sub-level of first class administratorIV/b. They have also obtained “certified teacher” status and are eligible to receive a remuneration incentive from the government every month. As a consequence of this status, they have to keep updating their knowledge and skills by engaging in continuous PD activities, as mandated by the government (see section 1.3). Thus, this condition may increase their motivation to be involved in this CAR project.

4.3 Previous engagement in PD and individual AR/CAR

According to Maria and Eni, their involvement in PD, initiated by the government, has been very limited. They attended the training offered when the government wished to disseminate the implementation of a new curriculum or a new policy. In terms of classroom AR, they never had a chance to participate in the workshops provided by the government or initiated by the MGMP forum. Information about classroom AR was only received once from a teacher, who presented AR to all of the teachers during the school MGMP forum. Yet, this presentation simply provided them with a general description about AR and “*there is no practical information how to implement it in the classroom*” (Maria, interview 1, 2016).

Maria and Eni's involvement in PD, initiated by the MGMP forum, was also limited. As a forum for English teachers to meet, the MGMP was a regular weekly meeting run by the teachers and involved various activities, such as designing lesson plans, learning about AR and writing publications (Interview with Ifa, head of MGMP, 2016). Two issues were identified by them as the reasons for not attending this PD: time and the uninteresting MGMP programme. In terms of time, “*It is difficult for us to attend the MGMP meeting, as it clashes with our teaching schedule*” (Eni, interview 1, 2016).

Maria added “*The MGMP programme only focuses on designing lesson plans*” (Interview 1, 2016).

Regarding the school’s PD, their participation was limited to the school’s PD meeting, attended by all teachers at the school every half-term to discuss the schools’ programmes or disseminate new government policies, such as the curriculum, assessment, and teacher-related policies. The opportunity for PD was scant: “*Little attention has been given by the school to teachers regarding training or workshops*” (Eni, interview 1, 2016).

Given the dearth of PD opportunities provided by the government, the school or the teachers’ forum, Maria and Eni navigated their own PD path through self-directed PD. For instance, they attended a seminar held by a seminar organizer entitled “11 ways to be a great teacher” presented by a speaker from South Sulawesi province in 2013, at their own expense. They had never experienced anything like this before, and this was being conducted for the first time in their city. Additionally, to improve their teaching practice, they used the internet to search for materials that suited their students’ needs. However, reading pedagogical references (books or articles) for self-development was rarely conducted, due to few reference books available. Maria noted: “*A lack of literature (books) is the hindrance to engaging in reading*” (Interview 1, 2016).

Neither Maria nor Eni had engaged in classroom AR, apparently due to their limited knowledge and skills. Eni noted: “*We never engage in classroom AR since we don’t know how to conduct it*” (Interview 1, 2016). A lack of training on AR to accommodate the teachers’ needs regarding AR knowledge was identified as a major factor, as presented in the above paragraphs.

4.4 The CAR-U Project

4.4.1 Involvement in the project

I invited Maria and Eni to take part in the CAR-U project through their colleague, Ifa. Ifa was one of the English teachers at the 101 school and was my classmate on the bachelor’s English degree at a state university in Palu

city. Ifa informed them and four other English teachers about my plan to work with English teachers on CAR-U projects. As soon as I learned from Ifa that they were interested in meeting me, I made an appointment to visit Maria and Eni at the school. On 9 February 2016, Maria, Eni and five other attended a meeting with me in the staff room, after school hours. Maria and Eni were interested in participating in a CAR-U project. After obtaining full details about the project, they made a commitment two days after this meeting (see section 3.5.3 in Chapter 3, regarding how I approached the participants).

Maria and Eni had two main motives for participating in the CAR-U project: “*wanting to know how to conduct classroom AR*” (Eni, interview 2, 2016), and “*enhancing knowledge in order to be able to teach better*” (Maria, interview 2, 2016).

4.4.2 The process of the project

Maria and Eni decided to conduct their project as a team, and agreed to collaborate with me (the researcher). The first meeting was on 15 February 2016 and took place in the school library. At this meeting, I presented the concept of CAR to them and provided examples regarding the implementation of CAR with regard to their specific classroom-related issues (see 3.7 for the CAR concept). I adopted a dialogic approach, accompanied with supplementary printed materials, when presenting the concept, rather than employing one-way delivery. In this case, three of us sat at a round table, and I shared the AR concept; they could interrupt me while I spoke to clarify my points. I also explained the concept by relating it to their classroom practice in order to help them to understand the AR concept. Moreover, they had more chance to express their classroom experiences; thus promoting a dual-way discussion. I also used this approach with the other two participants. In addition to learning about AR, we discussed the schedule for all of the meetings and their locations (Field notes, 2016).

For this project, we employed the CAR process, which consisted of *planning, action, observation* and *reflection* (see section 3.7). It was conducted in one cycle only. In the planning stage, Maria and Eni, guided by the collaborator, held meetings to plan the project by discussing the topic, preparing the materials and observation tools required, and planning the lessons (e.g., the number of lessons, the project site, and the role of each team member). The first planning meeting took place on 22 February 2016 in the library, attended by all three of us. Firstly, we discussed the topic to be investigated during the project. Maria and Eni indicated that their students' motivation to learn English was a prominent issue that they intended to solve through participating in this project. They decided to do the project at one of Maria's classes, the "Banana" class of year 7. The rationale for choosing this class as a project site was triggered by the fact that few of the students apparently had any interest in learning English (Audio data, meeting two, 2016). Maria argued that other subject-teachers also complained that this class had very little motivation to learn. Given this fact, they decided to conduct a CAR-U project in this class, aiming to enhance the students' motivation to learn English (Group meeting, audio data, 2016).

To solve the students' low learning motivation noted above, Maria and Eni stated that their previous attempt to deal with this issue had involved using pictures during the lessons, but that this had had little impact on the students' motivation to learn. To enable them to identify some ideas about how to motivate their students to learn, I gave them time to think about particular teaching techniques that might be interesting to the students. Maria came up with the idea of using videos in the classroom. She stated that the current curriculum strongly encouraged teachers to use technology during the teaching process, but that she had never utilised it during her own teaching, and was interested in adopting it during the project class. Meanwhile, Eni came up with the idea of using games to deal with her students' learning issue. Although she had learned about using games in the classroom during her previous PD programme a few years ago, she

maintained that she rarely used this knowledge in the classroom, due to a lack of resources. Both teachers agreed to employ the media of video and games as a teaching tool to promote their students' motivation to learn. To cater for their needs in this regard, Maria and Eni scheduled another planning meeting to prepare the teaching materials used in the classroom, the teaching scenarios, and the means of collecting data to document the teaching.

A special meeting, three days after the above meeting, was devoted to them learning how to download videos from *YouTube* and select videos for use in the classrooms. Moreover, due to a lack of language games books, I supplied them with several e-books, such as: *Elementary Communication Games* (Hadfield, 1984), *Elementary Vocabulary Games* (Hadfield, 1998) and *Elementary Grammar Games* (Hadfield, 2001). These books gave them ideas about using games in class, based on the themes and topics of the lesson. They also planned five lessons for utilising videos and games, consisting of three lessons using videos to teach the 'present progressive tense' and two lessons using games to teach "type of jobs" in English. The teaching was scheduled for twice a week, on Wednesday and Saturday. Each lesson lasted 80 minutes. To observe the students' responses to the use of these teaching media in the classroom, Maria and Eni would use a mobile phone camera (Audio data, Group meeting three, 2016).

The action stage was conducted following the planning stage, consisting of five lessons as previously planned. During this stage, the observation stage was also embedded, aiming to observe any shift in the students' motivation during the teaching and learning process. Of the five lessons, I attended two, acting as an observer who provided data for both Maria and Eni's project and for my research study. In the following paragraphs, I will present the action stage that I recorded in my field notes, together with my observation of the teachers' project class.

On 23 March 2016, Maria and Eni conducted the first lesson, utilising videos²⁶ to teach the use of the “present progressive”. They entered the classroom together. Maria delivered the lesson while Eni video-recorded some events using her mobile phone. After the lesson, they met me in the school corridor. They reported that the students had seemed to enjoy the lesson, and we decided to have a meeting to reflect on their first class (Field notes, 2016).

On 26 March 2016, a group meeting was set up to discuss their experience of utilising videos. They informed me that, due to a power cut, not all of the videos had been presented to the students but they had managed to solve this issue by organising quizzes based on the lesson theme. The students responded positively to the use of these media, as evidenced by Eni’s observation, recorded on her mobile phone camera. Maria added that, during the lesson, the students’ interest in learning increased, and they showed their enthusiasm by moving their desks towards the whiteboard. Reflecting on these data, Maria and Eni decided to use videos during the next lesson, focusing on the use of the *negative* and *interrogative* form of present progressive (Group meeting, audio data, 2016).

For the second lesson, on 2 April 2016, I was able to enter the classroom, as Eni was absent, due to a health issue. During the lesson, I observed the class and Maria presented the materials. To record the situation, I took a short video and photos that depicted how the students responded to the teacher’s instruction. I also noted that the students showed similar reactions as described by Eni at the first meeting: they were active in the classroom and appeared interested in the lesson being taught. To illustrate this, a photo below depicts the teaching atmosphere when Maria delivered the lesson, using a video. When she asked her students a question about the video, they were eager to answer it. This suggests that their motivation to learn

²⁶1. <https://www.youtube.com/watch?v=iMDJcs1CPik>
2. <https://www.youtube.com/watch?v=Mds2qP3HUXE>

English had increased compared to before Maria and Eni utilised these teaching media.



Figure 4.1 Classroom atmosphere during the lesson

During the last lesson that involved the use of videos in teaching, Maria and Eni focused on administering more quizzes, taken from the video sources, which was presented at the third meeting, on 6 April 2016. This decision was taken after a reflective group meeting, conducted the day after the second lesson. Maria noted that she observed that the students easily understood the lesson taught. To test the students' comprehension, the selected videos were used, followed by quizzes. Reflecting on the impact of videos on the students' motivation to learn, Maria and Eni planned to use vocabulary games to maintain their motivation. Hence, lessons four and five were allocated to teaching "Kinds of Jobs" using language games.

The teaching of games was linked with the topic of the lesson in the text book. The materials were taken from "Elementary Vocabulary Games" by Hadfield (1998). To design the lesson, Maria and Eni held a group meeting with me to prepare the materials, design the teaching scenario in the classroom, and discuss the observation tool. In this case, I let them to be more active in the planning stage, while I still contributed to the team, such as giving feedback. The teaching process using games was then conducted twice, on 9 April 2016, and 27 April 2016. In the following, I describe one of the lessons which I attended as a classroom observer. The commentary of the observed lesson below was extracted from my field notes.

It was Wednesday morning, on 27 April 2016, when Maria and I went into the project class. We had a class from 9.50am-11.10. Eni was in her class, teaching the lesson, and would join us, after she finished her lesson. Maria went to her desk, located to the right at the front of the classroom. I sat in a desk in the back row. Having started the class and checked the students' attendance, Maria introduced the topic of the lesson and taught the students about "kinds of jobs" in English. After 15 minutes, she introduced the students to the vocabulary games. She divided the students into four groups, and supplied a set of job pictures,²⁷ paper, and a pot of glue to each group. The students' task was to match each job picture with its name, and attach it to the designated paper. To help the students to play the game, Maria was assisted by Eni who circulated around each group. I also took some photos of the students to document how they engaged in the activity. For this game, Maria allocated 15 minutes per group to complete the task. At the end of the activity, Maria announced the winning group which was the group that had completed the task the fastest. The students seemed to enjoy this activity and became active during the lesson (see sub-section 4.6.5 for a detailed description of the observation).

Following this, Eni led the second task which was adapted from the same book (p. 9). The task required the students to remember the names of jobs. The game was conducted in pairs, and the one with the most correct answers got more point. The lesson concluded with Maria reviewing what the students had learnt.

(Field notes, classroom observation, 2016)

Following this teaching, Maria and Eni wished to continue delivering the teaching materials using games during the next lesson, but this plan could not be implemented, as the timing conflicted with the school programme. In this case, no teaching activities took place since there were many contests between the students, both inside and outside the school, to commemorate education day (2 May 2016), the national exam for year 9 students, and the school exam for year 7 and 8 students.

On 28 April 2016, Maria, Eni, and I gathered in the library to discuss the project. We decided to discontinue the project, due to the time issue

²⁷It was taken from the "Elementary Vocabulary Games" by Hadfield (1998), p.40-44.

mentioned above. We also discussed the teachers' reflection on the project regarding the students' response to the teachers' new instructional techniques, utilised in the lessons. Maria and Eni agreed that their deliberate intervention, using videos and games to teach particular topics, had motivated the students to learn English, based on their reflection on the result of the observations collected from the photos and short video clips and their own unwritten observations. Regarding the observation tool, while I had hoped that Maria and Eni might have been able to obtain information also from their students via interviewing them or distributing a questionnaire, they argued that they did not have time to do this, as they had to prepare the students' tests for the school exams. Hence, we decided that the available data collected were sufficient to confirm the impact of the project on the students' learning motivation.

This section has outlined the CAR-U project in which Maria and Eni engaged. While the project was not as smooth a process as planned, it apparently affected the students' attitudes and behaviour towards learning English. In the following sections, I will turn to reflect on my roles in the project of Maria and Eni.

4.5 Reflections on my roles in the project

In this section, I reflected on the different roles that I played when engaging in the CAR-U project with Maria and Eni. First, during the early stage of the project, I seemed to be a mentor to them rather than a partner. In this role, I helped them to learn how to conduct classroom AR and guided them to find the focus of their own classroom AR. Since they had limited knowledge about classroom AR, this may explain why I played this role. Additionally, after the projects ended, I also helped them how to report on their projects, using the AR template report issued by the government. Again, I took on this mentoring role because they lacked knowledge and skills in this aspect. While this project was labelled a collaborative venture, in which each individual contributed to the project, I reflected that, in a situation where one

party is superior to the others, such as in terms of research knowledge, an external collaborator may serve as a mentor in a CAR-U team. However, in the case of Pia's project, this role was greatly reduced since Pia was already familiar with classroom AR, so I emphasised my involvement as a collaborator who partly contributed to the project (as will be described further in section 5.4).

My role as a collaborator in this project was evident when I served as a partner for the teachers in discussing the project, from the planning to the reflection stage. In this case, I tended to guide the meetings which were scheduled every week, and asked questions to encourage the teachers to share their ideas and thoughts about this project. Thus, this gave them more opportunity to participate actively in the project. However, when they found difficulty with the teaching materials to be used, I helped them to seek the materials they needed. For instance, I guided the teachers to download videos from *YouTube*, when I switched to a mentoring role again. I also supplied some games books (in pdf forms) that I had, to be used in the project. While I realised that this action might encourage the teachers to rely on me, I found that they lacked ELT books so, by providing them with reference books that supported their teaching, I expected that this would help them to develop further teaching materials both during and after the project. Additionally, I acted as an observe twice, when they conducted an intervention in the classroom (see sub-section 4.4.2). For this role as collaborator, I made a note of the students' behavioural responses to their teacher's new pedagogic approach and took some photographs which depicted the genuine classroom learning atmosphere. These data were then discussed with the teachers during the reflection meeting on the progress of the project. During my time in the classroom, besides being a collaborator with them, I took this chance to conduct research for my own study – by collecting data via the use of photographs and a video clip. I also made a note of what I had observed in the class when I got home.

As a collaborator, I could take part in a teaching team, as I did in the case of Pia and Ana. However, I deliberately gave more chances for Maria and Ana to implement what we had planned during the meeting. Instead of engaging in team teaching, I opted to be a mentor, focusing on providing feedback on their challenges when conducting an intervention in the classroom. While I thought this would be a good way to discourage them from relying on me too much and to promote autonomy, they seemed unhappy about this idea (see section 4.10). This made me curious to explore more features of effective collaboration in future CAR-U projects which could facilitate teachers' development and provide more chances for them to be active and have greater autonomy over their projects. However, in the case of Maria and Eni, this factor may have been due to the fact that they had lacked PD opportunities previously and felt discouraged to engage in self initiative-PD engagement by their school manager.

Being a collaborator in the teachers' project allowed me to generate data for my own study at the same time. Therefore, on occasion, I switched my role from a collaborator to a researcher. For instance, I became an observer of the teachers' projects, as mentioned above, and also when engaging in meetings with them, particularly when planning their intervention in the classroom. I recalled that, at one meeting scheduled for planning the project, I guided them to plan the project, including preparing the materials, planning the lesson activities, and observing the class. When they engaged in the discussion about planning the lesson, instead of joining them in their conversation, I opted to observe them without interfering. I then jotted down my observations when the meeting ended and they had left me in the meeting room (the library).

Having discussed Maria and Eni's project and reflected on my role in the CAR-U with them, I will discuss their perceptions of engaging in CAR-U in the following section.

4.6 The teachers' perceptions of CAR-U compared to other PD programmes attended

Having participated in the CAR-U project, Maria and Eni regarded it as a practical form of PD, compared to other formal PD programmes attended (such as workshops and training). Eni stated: *"Through this activity [the CAR-U project], we can practice in the classroom what we have learnt and discussed...while, when attending workshops or teacher forum meetings, the instructor just explains the material..."* (Interview 2, 2016). Maria added: *"The previous training that I participated in, we just came to listen...there was also no follow-up activities in the classroom, after the training"* (Interview 2, 2016).

Additionally, Maria and Eni did not value the PD activities that were organised by their school or initiated by the MGMP forum, due to their impracticality: the PD programmes did not provide them with opportunities to implement what they had learnt in the classroom. For instance, Maria recalled that her school organised a forum for teachers regarding how to conduct a classroom AR project. She asserted: *"Pak Dana [the instructor] informed us how to conduct AR, during a School MGMP forum, attended by all teachers. He only explained the general ideas of AR, with no practical explanation of how to conduct it in the classroom"* (Interview 1, 2016). In a similar vein, Eni also placed a low value on the provision of PD initiated by her school every three months (the school MGMP) due to its impracticality compared to CAR-U. She suggested:

What I want from the MGMP meeting at school is that the school should provide us with materials to discuss after the meeting...We just attend the meeting [listen to the presenter] with no follow-up activities...I think it just wastes my time....With the previous activity [CAR project-U], we can practise it in the classroom (Interview 3, 2016).

Similarly, when attending PD initiated by the MGMP forum, Maria stated that this type of PD did not inspire her to participate since the activities only focused on discussing the lesson plan. She noted *"The activity was too*

monotonous – just discussing how to create lesson plans” (Interview 2, 2016).

The above teachers’ account implies that they were more inclined towards practical PD programmes, in which they can utilise the knowledge and skills they had learnt from participating in PD activities. As with CAR-U, Maria and Eni learnt about the concept of classroom AR and had an opportunity to implement this concept in practical activities (see section 4.4.2 regarding their involvement in the project).

In addition to the practicality aspect, Maria and Eni preferred CAR-U to other PD programmes due to the support gained from the collaborator. Eni, for example, stated: *“During this project, we got a lot of guidance regarding what to do in the classroom, when applying the CAR concept”* (Eni, interview 2, 2016). Meanwhile, Maria contended that engaging in CAR-U equipped her with more knowledge than the other PD activities [workshops or training]. She noted that the support of the collaborator in providing input or feedback helped to increase her knowledge. It was understood that, when participating in workshops, for instance, she was not free to ask questions or satisfy her curiosity about a particular issue. She stated: *“Through things [CAR as a PD] like this, we can gain a lot of knowledge; if we are unsure about something, we can ask you [the collaborator]; you may give us feedback. In other [PD] activities, we do not find such things; we just listen”* (Maria, interview 2, 2016).

4.7 The benefits of engaging in CAR-U

4.7.1 The motivation to teach

One of the notable benefits of engaging in CAR-U, as perceived by Maria and Eni, was that their motivation to teach their students increased. Prior to becoming involved in the project, they confirmed that their students’ low learning motivation had caused them to lose interest in teaching. In particular, they experienced this during classes where most of the students

did not have any interest in learning. However, after the project, they noted that engaging in CAR-U had reenergised their passion for teaching. This passion was engendered by the shifting behaviour of their students, during the implementation of the project in the classroom. Eni argued: *"We are motivated to teach, as the students' learning behaviour has changed...they used to be inactive...I've found that teaching has become more enjoyable"* (Interview 2, 2016). Maria made a similar point: *"When we see that the students like the materials used in the classroom, we feel motivated to enter the classroom"* (Maria, interview 2, 2016).

Following the CAR-U project, Maria and Eni contended that their passion for teaching continued to flourish. My follow-up interview with the two teachers in December 2016, six months after their first project, affirmed that their passion for teaching continued to grow. For instance, Maria developed ideas about using games from the current CAR-U project's experience to maintain her students' motivation to learn English. She also asked her students to sing, read poems, or complete quizzes to refresh their interest in learning, during the instruction process. She stated:

This semester I usually use games in the classroom...if one set of instructions consists of three stages, the last stage will be allocated to games. I employ them for 15 minutes. Also, I ask some of the students to come forward to sing or read poems. These activities refresh their desire to learn English(Interview 3, 2016).

For Maria, the idea of using "games" to maintain her students' enthusiasm for learning English in the classroom was inspired by her CAR-U project: *"From our previous project, I got an idea to continue using them in my class"* (Interview 3, 2016). Similarly, while Eni did not use games as intensively as Maria, she began to use them in class: *"When teaching the use of "there is/are" this semester, I employed games to attract my students' attention"* (Interview 3, 2016).

Moreover, after this CAR-U project, Maria and Eni wished to continue using videos in their lessons. However, they noted that challenges related to the

limited media (an LCD projector) provided by the school, had thwarted their intention to use them (as further discussed in section 4.10.2).

4.7.2 The awareness of teaching

After participating in the CAR-U project, there seemed a shift in awareness regarding their practice, as experienced by Maria and Eni. Eni became aware that the teaching delivery through lecturing alone failed to motivate her students: *“As you see, in the “banana” class, the students enjoy this way of teaching [using videos and games]...they don’t like only listening to lectures... telling this and that...doing these things will make the students feel demotivated”* (Interview 2, 2016). Her experience of the project led her to realise that teachers should keep finding ways to promote their students’ learning. She noted: *“We keep thinking of ways to make the students feel motivated to learn...we found that, when using enjoyable techniques, the students become motivated to learn English”* (Interview 2, 2016). Six months after the project, Eni’s awareness of her class remained. For instance, she argued: *“If I see that the students are bored by the lesson, I change this condition by asking them to sing or to complete quizzes”* (Interview 3, 2016).

In a similar vein, Maria felt more aware of her teaching. She started to realise that, in order to keep her students motivated, she needed to utilise certain techniques in teaching. For this purpose, she engaged her students in several activities, such as playing games, singing, or reading poems. She stated:

This semester, I use games in the classroom...if one set of instructions consists of three tasks, the last task is allocated to games. Also, I ask some of the students to come forward to sing or read poems (Maria, interview 3, 2016).

In addition to changing her teaching delivery, Maria also noted that she attempted to use words of encouragement for students who disliked English lessons. *“In my class, there are students, who are uninterested in English. I motivate them, using words of encouragement. Gradually, their interest in learning English is growing”* (Interview 3, 2016).

The accounts of Maria and Eni above seem to suggest that, despite the fact that they stopped engaging in CAR-T, they continued to reflect on their lesson, which they practiced in their CAR-U project.

4.7.3 Solving the teachers' problem in a collegiate manner

The collaboration aspect of CAR-U was perceived by Maria and Eni as beneficial to them in solving the issues that they encountered in the classroom. Eni noted that the essence of collaboration in CAR-U was to help them to solve pedagogical issues collectively. She asserted: "*The project was very helpful, as we can support others...sharing issues together...If we have problems, we can help each other...If we work alone, we don't know what to do, but if we have friends, we can share our ideas to solve problems together*" (Interview 2, 2016). Additionally, Maria agreed with Eni's statement by explaining that collegial meetings produced solutions to the issues encountered during the project: "*In the meetings, we discuss together any issues that we faced in the class to find solutions* (Interview 2, 2016). Regarding the benefit of collaboration in CAR-U, Maria also voiced her opinion: "*Through collaboration, we feel comfortable....For years, we slept [without any passion for teaching innovation]. Now, we've woken up again*" (Interview 2, 2016).

To illustrate the activities that Maria and Eni engaged in collegially, the photos below show them both in the classroom, sharing the tasks, during the project. The first photo (right) shows Maria explaining the rules of the games on the board, which were also explained by Eni orally (in Indonesian); the second photo (left) shows Maria and Eni checking the students' group-work together. In this activity, they asked the students to match the pictures with the descriptions given (see section 4.4.2).



Figure 4.2 Maria and Eni in the classroom during the instruction process

The above accounts from Maria and Ani, respectively, valued the collaborative aspect of engaging in CAR-U. However, they did not continue this collaboration practice after the project ended. When I conducted a follow-up interview 6 months later (December, 2016), they noted that there was no collaboration taking place between themselves or other English teachers, no team teaching, and no collegial sharing about the pedagogical issues they encountered in their own classroom. This issue is further discussed in section 4.10.2.

4.7.4 Knowledge expansion

Maria and Eni acknowledged that their knowledge had also increased, after participating in the CAR-U project. Eni commented: *“Having engaged in this project, I have gained a little knowledge about classroom AR”* (Interview 2, 2016). In the project, they had a chance to learn about and implement the AR concept in the classroom.

Regarding gaining knowledge, Maria got ideas from the games book that she used in the CAR-U project class that she could utilise in other classes. She stated: *“As for me, I got ideas from using the new way of teaching “instruction” from the book [games book]...it was beneficial and enjoyable for my students “(Interview 2, 2016). This new knowledge helped her to continue using this idea in her classes, after the project ended. She*

asserted: *“From our past project, I got the idea to continue using them [games] in my classes”* (Interview 3, 2016).

Additionally, during the CAR-U project, Maria and Eni learned how to use videos during English instruction. Given the fact that they had little knowledge about how to download videos from *YouTube*, and how to teach using them, they were keen to learn about this from the external collaborator (see section 4.4.2).

4.7.5 The impact of the CAR-U project on the students

This section describes the accounts from Maria and Eni of the impact of their CAR-U project on their students' learning motivation. They argued that the clearest change in their students was their increased interest in learning English. Maria pointed out: *“Our students have become motivated to learn...they also get excited about the given activities...being active and attentive during learning activities”* (Interview 2, 2016). A similar story was voiced by Eni who stated: *“Previously, most of the students liked to play during learning activities [a lack of attention and distracting their friends from learning]...Although our class was graded as “the most unmotivated class”, during the AR project, we observed that only a few of them were actually unmotivated”* (Eni, interview 2, 2016).

The stories related by Maria and Eni suggested that their students' perceived positively the application of videos in their classes. At the fourth group meeting with them, on 29 March 2016, Maria enthusiastically described how their students had responded very positively to the use of videos in English teaching. She asserted: *“Indeed, it was very good to use media [videos in English teaching]...The students seemed to enjoy it...the students, who sat at the back, moved their desks forward”* (Audio data, 2016). In addition, while showing me some photos on her mobile phone, she told me that, from her observation, the students were very interested and enthusiastic about the lesson, as well as attentive in the classroom (Field notes, 2016).

To portray how the students responded positively to the teachers' new teaching technique that incorporated the use of videos, in present the series of photos below that I took when observing the class, on 2 April 2016, show the students enjoying the lesson and being active during the instruction process. This condition contrasted with how the teachers described the students behaving prior to the project (see section 4.4.2).



Figure 4.3 Classroom atmosphere during the learning process

In figure 4.3., Maria is teaching the “English progressive present tense” to the students using videos. When she asked the students questions, they answered them actively (such as raising their hands). This sign of interest due to the teachers employing videos while teaching English may also be observed from how the students moved their seats closer to the teacher’s desk or whiteboard where the video was being shown.

The change in the students’ learning behaviour, from less motivated or passive learners into active learners, can also be seen from the photos below.



Figure 4.4 Students' actively involved in the learning process

The photos in figure 4.4 show that the teachers presented the lesson through picture games. As seen from the photos, the students actively participated in the learning activities, were keen to collaborate with their friends to complete the given task and, most importantly, were evidently enjoying the learning process. During the activity, most of the students were motivated to accomplish their group task and to compete with other groups. In the group task, each student was involved in the activity, such as discussing the task, looking up words in a dictionary, and asking the teacher for confirmation. In the activity, the role of the teachers was merely that of facilitators, guiding the students to complete the task as instructed, checking the task, and providing feedback. After the session, one of the students told Maria that she had really enjoyed the activity (Field notes, 2016).

The above stories imply that the shift in the students' learning behaviour, from less motivated to more motivated, was probably influenced by the teachers' different teaching technique. Maria, for instance, noted that, before the project, she did not use IT media such as videos. Previously, she had only attempted to use pictures which were put on a paperboard, when

presenting the lessons. However, this technique did not significantly attract the students' attention to learn (Audio data, 2016).

4.8 The challenges associated with engaging in CAR-U

Despite the fact that Maria and Eni revealed that engaging in the CAR-U project contributed positively to their teaching practice, they also encountered challenges during this process. The issues of time conflict, heavy workload, personal problems, and a lack of supporting facilities will be discussed in this section. Meanwhile, the challenge of the lack of support from the school community is presented in section 4.9.

One of the main challenges was the time constraint. During the project, it was a challenge to find the same free day, for both teachers, in order for them to implement the project in the classroom. In this regard, Eni found that she had a similar teaching schedule to Maria (who taught the project class). This time conflict meant that she was forced to leave Maria to teach the class alone twice, for half of the lesson (40 minutes), and was only able to attend Maria's class, after completing her own lesson. She maintained: "*For me, it is hard to find the same free day to come to the project class, as I have another class at the same time*" (Interview 2, 2016). This issue arose because the CAR project started after the teaching schedule had been laid down by the school. Therefore, it was difficult for Eni to reschedule her teaching. She commented: "*Perhaps, if this project had started before the scheduling time, this problem might have been resolved*" (Interview 2, 2016).

Another issue that the teachers encountered was the time conflict between the project and the school programmes. In this case, several times, the project class had to be cancelled, due to conflict with the school programmes. Eni stated: "*Many programmes, which are conducted on Saturdays, make the school send the students home earlier*" (Interview 2, 2016). In their project, the lesson was scheduled every Wednesday and Saturday. I noted that, around three times, the students were sent home by

the school earlier which inhibited Maria and Eni from conducting their teaching activity during the project class, as planned (Field notes, 2016).

Regarding the issue above, Maria also pointed out: *“The problem for this project is the time, which clashes with the school programmes...The project class is cancelled due to exams and other school activities”* (Interview 2, 2016). Adding to Maria’s argument, I noted that from 18-24 April 2016, the project class was cancelled, for a week, due to the school exam, and similarly, from 9-12 May 2016, the class was cancelled due to the national exam which all year 9 students sit. The implication of this was that Maria and Eni had to suspend their project, as no teaching activities were taking place.

Another challenge was linked to the teachers’ heavy teaching workload which prevented them from learning how to write up their project. For instance, the heavy teaching load gave Maria minimal time to read the reference works I gave her, as the source for writing the project report. She states: *“As I have to teach 24 hours per week, I have no time to read the reference books”* (Interview 2, 2016). With regard to writing up their project, following the end of the CAR-U project (around early June), Maria and Eni asked me to provide a special workshop on how to write up their project report²⁸, although it was not compulsory for them to do this as part of this project. I managed to meet them twice, on June 6 and 16, 2016 (before leaving Indonesia in July 2016). I also supplied some references and report templates that might have been relevant to their project, and also offered my help by providing comments for their report (offline while I was in Indonesia, or online while I was overseas). Following this, however, they did not manage to complete the report. In addition, they never contacted me again regarding the progress of their report. Eni argued that her heavy workload and housework prevented her from completing this task: *“I have no time to write the project report...you know, when I get home after teaching at the*

²⁸For teachers, a CAR report can be used to obtain credit, as one of the requirements for promotion.

school, I am so exhausted...I also have to cook for my family" (Interview 3, 2016).

The next challenge was related to personal problems, such as health issues and family commitments. During the CAR-U project, we decided to meet every week. Yet, sometimes these meetings were cancelled due to the personal problems. *"As you see, sometimes, I have to cancel meetings for group sharing, due to having to take my son to the health centre"* (Interview 2, 2016). In addition, I noted that Eni asked me to cancel a meeting twice, since she had a health issue. Similarly, Maria left Eni and me during the group meeting, because she had to attend the funeral of a family member, and so she could not join us to discuss the project (Field notes, 2016).

The issue of poor facilities was also experienced by the teachers, particularly related to the power supply. Maria mentioned this during the group meeting, after their first experience of using videos in their lessons. In this meeting, she said: *"Last Wednesday, we could not present two videos, as there was a power-cut...to deal with this issue, I set a quiz for the students, based on the video they had watched"* (Audio data, 2016). In addition, the limited number of LCD-projectors was another challenge. In particular, this was a problem when two or three English teachers wished to use the projector at the same time. In their school, there is only one LCD projector available for the English teacher group, and none of the classrooms are equipped with this facility. Eni stated: *"We are ready to go into the classroom, but there is no LCD [projector] available, as another teacher is using it...Luckily, the science teacher group lent me one"* (Interview 2, 2016).

The last challenge encountered by the teachers when engaging in CAR was related to the lack of school support. Regarding this, the next section delineates the support they gained from the school, and the type of support that they expected from their school.

4.9 The perceived school support

This section focused on Maria and Eni's views on the school support (the school managers and their colleagues) during their engagement in CAR-U. The description of their views encompasses the amount and type of support provided by the school, and the types of support that they expected from their institution that might help to support their CAR-U engagement.

One of the aspects that may facilitate teachers to engage in CAR-U successfully is the provision of support by the school. However, during their project, school support was lacking. Maria and Eni highlighted that the school did not offer any recognition or funding regarding the project. Maria pointed out: *"Although the head teacher allows you to conduct research with us, there is no support in the form of incentives or moral [encouragement] to us"* (Interview 2, 2016). Eni made a similar comment regarding this issue: *"At least, the school managers acknowledge teacher, who engage in projects....It is vital that teachers are given appreciation and incentives"* (Interview 2, 2016)

Eni, in particular, suggested that the provision of incentives for teachers would motivate them to take part in further CAR-T projects. She stated: *"If the school provided funding, I'm sure that many teachers would be interested in this [CAR-T]...other support may take the form of helping teachers to publish their projects"* (Interview, 2, 2016). Eni's recommendation that the school should assist their publication of the project report was related to teachers' promotion (see section 1.4). However, according to them, the school never initiated specific training or workshops, either for learning intensively about classroom AR or publication (Eni, Interview 1, 2016). Moreover, Eni stated that she had received minimum support from her colleagues (non-English subject teachers). She argued: *"The teachers [my colleagues] do not have any interest in finding out what we were doing, such as asking why we had meetings with you [the researcher]"* (Interview 2, 2016).

Interestingly, although they obtained support from the school, this did not inhibit their motivation to engage in the CAR-U project with the external collaborator. Maria contended that her main motivation to engage in CAR-U was to enhance her students' learning, regardless of any support. She said: *"For us, when there is no support, it does not matter; what really matters is that my students enjoy learning English"* (Interview 2, 2016).

4.10 Views on external support

Maria and Eni perceived that the support provided by the external collaborator was beneficial. The range of support provided to facilitate the teachers' engagement in the CAR-U project included being a "knowledge facilitator" (Kennedy, *et al.*, 2009) in which I supported them in learning about the AR concept, teaching them how to download videos from *YouTube*, being a partner in their project, providing feedback at group meetings, and supplying materials (ebooks of language games).

Regarding this support, Eni commented: *"Your support was very valuable; not only for us but also for our students...We learned a lot"* (Interview 2, 2016). Maria was delighted with the provision of the games books: *"What impressed me are the "language games" materials that you gave me...they are very valuable for my teaching"* (Interview 2, 2016). In line with the games book, Eni added: *"I never give the students copied materials from the games book"* (Interview 2, 2016). They had very few printed English books that supported their pedagogical practices, and the available books were limited to the text books provided by the school for teaching purposes.

In addition, Maria specifically valued the support given during the group meetings. In this case, the provision of feedback on the project was regarded as beneficial. She asserted: *"The group meetings, conducted in the library, impressed me...you provided us with feedback during sharing and discussion"* (Interview 2, 2016). These meetings allowed the teachers to share and reflect on the process of the action in the classroom, facilitated by the external collaborator (see section 4.4.2). Given this, Eni viewed that the

collaboration had been fruitful support for their project: *“Through collaborating with you, we felt comfortable, and our knowledge also increased”* (Interview 2, 2016).

Moreover, the teachers also valued more intangible support from the external collaborator. In particular, they conceived that the external collaborator’s patience and time flexibility were important in establishing successful collaboration with them. Eni, for instance, voiced this issue: *“Your support is so valuable...it is we sometimes who cancelled the meetings, without your knowledge...You are so patient with us, and devoting time to us”* (Interview 2, 2016).

My experience concurred with Eni’s statement. Approximately three meetings with them were cancelled for personal reasons, such as health issues and family commitments (see also section 4.7). Additionally, during the meetings, I sometimes positioned myself as the listener – listening and taking notes about their complaints or issues regarding their practice, and being keen to provide feedback (Field notes, 2016).

This good impression of the external support remained when I interviewed the teachers 6 months after the project ended. Eni, for instance, complained that their PD needs were not being well-accommodated by the school, and she expected that an external party might provide an avenue for this. She noted: *“I wish you were here with us again...If you were here, we could get your feedback on our planned project”* (Interview 3, 2016). Meanwhile, Maria argued that my presence would increase their willingness to learn or engage in teaching innovation. She stated: *“If you were here, our motivation would increase”* (Interview 3, 2016).

In conjunction with my support, although Maria and Eni valued the support from the external collaborator, they were still dissatisfied with it. In this case, they wanted me to act not solely as an observer in the classroom but also as a teaching partner. Eni stated: *“Perhaps, in the next collaboration, you should teach the students in the classroom, so we can learn from you some examples of how to apply the new techniques”* (Interview 2, 2016). Maria

preferred this type of support from the collaborator, and suggested: *“We strongly prefer a collaborator who can provide examples in the classroom rather than just give explanations or advice”* (Interview 2, 2016). These accounts may signify that, in order to enhance the teachers’ confidence in presenting new teaching techniques to their students, collaborators should provide practical demonstration.

4.11 CAR-U and its impact on motivation in PD involvement

This section recounts the two teachers’ views of how the CAR-U project impacted on their motivation to engage in PD activities. The first sub-section discusses their motivation following their involvement in the CAR-U project with me, as the collaborator. The last sub-section illuminates the factors that reduced their motivation to continue engaging in CAR-T and other PD activities.

4.11.1 “Our motivation seems to fade again” in PD

As discussed in section 4.6, Maria and Eni pointed out that engaging in CAR-U projects gave them fresh insights into PD which impacted on their teaching practice. In addition to the benefits, they noted the challenges that existed. Six months after the project ended, their motivation to continue engaging in CAR-T, or to engage in other PD activities, such as in collegial sharing regarding their teaching, appeared to fade.

Indeed, Maria and Eni’s motivation to continue engaging in the CAR-U project seemed to grow after the project ended and they intended to initiate a new CAR-T project in their classroom. For instance, Maria commented: *“For years, I have been inactive in personal development activities...This project encouraged me to engage in AR again”* (interview 2, 2016). For these teachers, the main rationale for continuing with CAR-T project was based on their efforts to deal with their students’ learning issues. The CAR-U project that they had been involved in apparently increased their commitment to solve their classroom problems. Eni commented: *“What*

makes us keep planning this CAR-T project for the next semester is the aim to increase our students' learning achievement in English" (Interview 2, 2016).

However, during my follow-up interview, conducted 6 months after the project ended, in December 2016, Maria and Eni maintained that they were no longer engaged in a CAR-T project. Maria argued that their motivation seemed to decrease, compared with their involvement in the CAR-U project with the external collaborator: *"Previously, when you were here, we felt motivated; now, our motivation seems to have faded again"* (Interview 3, 2016). Additionally, during this period, there were no training or workshops provided by the local educational board or the MGMP forum. The only regular PD they attended was the school MGMP forum. However, this PD activity did not satisfy their needs, as Eni commented:

Our focus is to develop...What I want from the school is to provide us with training regarding how to deal with the students' problems...how the students become motivated to learn...all of the things that are relevant to our class practices (Interview 3, 2016).

Moreover, the collegiate sharing between them no longer occurred, as the teachers (all English teachers) tended to work alone: *"In this school, English teachers tend to operate on their own [no collaboration]"* (Maria, interview 3, 2016). In this case, Eni preferred this type of PD, asserting: *"I wish, at least once a week, we had a meeting with you [the researcher] to share and exchange ideas...If we have problems, we can find the solution collectively"* (Interview 3, 2016). This account implies that the teachers need a facilitator to encourage them all to work in a collective manner, discussing and solving their classroom practices together.

Given that Maria and Eni did not sustain their engagement in CAR-T or other collegial PD, in the following sections, I will discuss the factors that apparently undermined their motivation to engage in such PD activities.

4.11.2 Factors that inhibited the teachers' motivation to become involved in PD

This section presents the teachers' perceptions of the factors that seemed to affect their motivation to engage in PD, following their participation in the CAR-U project with the researcher. There are several factors that they conceived as contributing to this: 1) the school condition regarding PD, 3) the teaching workload, 4) the age-related factor, 4) the absence of external support and (5) self-motivation.

4.11.2.1 The school condition

One factor that arguably affected the teachers' sustained motivation to continue engaging in PD, as aforementioned, was the school condition. First, they argued that the limited facilities (such as, LCD projectors) provided by the school to support their intention to introduce innovation into the classroom reduced their motivation. For instance, Eni complained: *"At home, I prepared the materials [videos] to be taught and was very motivated to come into the classroom. Yet, the LCD projector was being used by other teachers...Sometimes, I felt anxious...I became unmotivated again"* (Interview 3, 2016). On this issue, Maria commented: *"If the support facility is available, we feel motivated [to introduce innovation in the classroom]...there is no more "No" word"* (Interview 3, 2016).

In addition to the above issues, the lack of collaboration among English teachers at the school, in particular collegial learning, apparently undermined their motivation to engage in continuous PD activities. In terms of their learning, Maria and Eni noted that the solitary culture among teachers was more prevalent than a collaborative one. In this case, they noted that they rarely discussed their students' problems or initiated a new approach to be implemented in the classroom in a collective manner. Maria stated: *"We, English teachers, run in different directions...Each of us only does self-learning, based on our own initiative"* (Interview 3, 2016). Similarly, Eni realised that this atmosphere existed among them and suggested that

collegiate sharing was a central aspect for promoting their development. She maintained: *“We [the English teachers] do not complement or share with each other about our practice...It would be better if someone who has great ideas would share these ideas with the other teachers...This condition would motivate us to develop”* (Interview 3, 2016). Given the importance of collaboration among them, Maria voiced a wish that someone would resolve this issue. She suggested: *“I wish someone would embrace all of us [English teachers] in discussing our teaching issues”* (Interview 3, 2016).

4.11.2.2 The teaching workload

Maria and Eni perceived that their teaching workload probably reduced their motivation to engage in continuous PD. In this case, their teaching task, (24-hours teaching per week), compounded with administrative tasks such as preparing lesson plans, marking students' homework, and acting as a class supervisor, dominated their attention (see section 4.8).

Their lack of time due to their teaching load was also revealed by Eni as related to the lack of collegial meetings to discuss their teaching practice. Eni noted: *“Time to meet seems to be the main problem...To tell you the truth, we do not have time to meet”* (Interview 3, 2016).

4.11.2.3 Age-related factor

The age-related factor was also considered as contributing to their low motivation to engage in continuous PD activities, specifically CAR-T. This issue was only put forward by Eni: *“We've already forgotten the steps for doing that (Classroom AR)...I am getting old now [51 years old]”* (Interview 3, 2016). However, for Eni, this factor might not be a big issue, if support is provided by others. She continued *“But, actually, we can do it as long as there is someone who helps us or guides us”* (Interview 3, 2016).

4.11.2.4 The absence of external support

Maria and Eni also pointed out that the absence of external support, particularly from the collaborator, seemed to diminish their motivation to engage in further CAR-T or other collegial PD activities. In section 4.9, Maria and Eni argued that the external support had ignited their motivation to engage in CAR-U, for the first time. However, this support did not equip them with sufficient confidence to continue undertaking their own CAR-T projects, or boost their motivation to participate in the collegial sharing that they practised during their first project. In this regard, they continued to expect on-going support from the external party to endorse their engagement in PD, particularly in a CAR-T project. My last conversation with them may help to explain this:

Maria: When you were here, we were so fresh [full of motivation]. Now, it seems that we do not have a spirit anymore...

Eni : That's why we think that Pak Mukrim [the researcher] should remain here...

Maria: Actually, we have ideas already [about introducing innovation in the classroom], but we have not followed them up...I have no idea what the issue is. Is it time?

Eni: Or there was no partner to share with? I don't know....

Mukrim: Is it probably because of the absence of a partner to work with?

Maria: Not really, I have Ibu Eni here.

Eni: Indeed, we have friends, but we do not pay attention to such things (CAR-T or other PD activities)...if Pak Mukrim were here...I mean, we could plan it...Ooh, I have ideas...or how I can do this, if my idea is this?...We can get feedback from you.

(Interview 3, December, 2016)

The above conversation seemed to signify that these teachers were too dependent on the external collaborator for their own PD. However, they also experienced a lack of PD opportunities from the government and the school (see section 4.3), so the presence of an outside party who come to facilitate their development at the school through, for instance, a CAR-U, was likely to be valued by them. Additionally, this partnership is preferably long-term.

In addition, the above conversation, particularly Eni's comments at the end of the script, implies that their self-motivation to engage in continuous PD was low. However, this intrinsic motivation was undermined by several factors, as discussed above. Indeed, engaging in CAR or other PD activities entails a strong commitment or high self-motivation. For Maria and Eni, their motivation to continue developing in PD was strongly affected by contextual factors. This may also affirm that their decreased motivation should be seen as due to multidimensional factors rather than unitary ones. These factors (the uncondusive learning condition at the school, heavy teaching load, age-related factor, and the absence of external support) collectively contributed towards lowering their motivation to engage with CAR-T or other collaborative PD.

4.12 Summary

This chapter has presented the story of Maria and Eni's involvement in a CAR-U project, in collaboration with the researcher. The chapter presented their profiles, previous involvement in PD/individual or collaborative AR, and their engagement in the current CAR-U project. Regarding CAR-U as a form of PD, they preferred it to other PD activities, initiated by the government or their school, due to its practicality. Additionally, the support from the external collaborator was another factor that made them value CAR-U.

Maria and Eni perceived that engaging in CAR-U benefitted their teaching practice as well as their students' learning motivation. The benefits gained were a reenergized motivation to teach, their growing awareness of their teaching practice through systematic reflection, the enhancement of their AR skills and pedagogical matters, and the promotion of a collegiate way of solving teaching issues. Furthermore, they also conceived that their students' learning motivation increased as a result of their project. In this case, the use of videos and learning games in their project arguably enhanced their students' interest in learning English. Yet, despite the benefits, they also encountered challenges when participating in the CAR-U

project, such as the time constraint, heavy teaching workload, personal issues (such as health issues and family commitments), unsupported school facilities, and a lack of school support.

In terms of support, they viewed that limited support was obtained from their school. They contended that school support was central to scaffolding their engagement in further PD activities, particularly CAR-T. By contrast, they responded positively about the support provided by the external collaborator. They seemed to value the provision of support in the form of knowledge transfer (such as AR knowledge, downloading videos), partner sharing, feedback and supplementary references e-books.

Despite the fact that Maria and Eni commend CAR-U as a beneficial PD form for them, they did not continue its implementation or maintain collegial sharing in any way. Nevertheless, they continued to apply what they had learned from the project, such as how to maintain their students' motivation to learn English through the use of games and English songs. In terms of self-PD engagement, they remained involved in personal PD activities, but were limited to finding materials on the internet to use during their teaching.

With regard to the issue of discontinuing the practice of PD, as mentioned above, several factors were identified as leading to their low motivation, including the school condition regarding the PD atmosphere, the teaching workload, the age-related factor, and the absence of external support.

Chapter 5 The Case of Pia

5.1 Introduction

This chapter presents the case of Pia, and consists of two parts. The first part presents the profile of Pia, her past involvement in PD, particularly in CAR, and the CAR-Uproject of Pia. The second part provides the analysis of Pia's involvement in the CAR-U project.

Pia's profile

This section presents a description of Pia related to her teaching career as a government English teacher and her past involvement in PD programmes, prior to participating in the CAR project-U.

Pia started her teaching career in 1994, as a contract-teacher in the 101 school, after graduating from the teacher training faculty of a state university in Palu city. In 2008, she obtained her civil servant teacher status from the government. In 2012, she completed a graduate programme at the same university where she studied for her bachelor's degree, funded by the district education office. When this study was conducted, she was teaching English to year 8 and 9 classes and had to teach 24 hours per week, as regulated by the government. She taught English mainly in classes in which the students pay moderately high attention to learning or in the classes with good input students.²⁹ She said: *"I teach mostly in the top-level classes [the good input class] in which I don't have any issues with students who have a low learning interest"* (Meeting two, audio data, 2016). The number of students in her classes ranged from 28 to 35 students.

In addition to teaching, Pia serves as a class supervisor too, and is in charge of the English story-telling activity. The story-telling practice is routinely conducted when there is a story-telling contest, once a week in the afternoon,. As a teacher, she also has to engage in administrative tasks,

²⁹The students' classes are grouped based on their reported achievement at elementary school when they enroll.

such as preparing lesson plans, marking students' work, and preparing annual programmes and tests. Regarding her age, she is now in her mid-forties.

During her 14-year career as a government teacher, she has gained the level of "*Guru Madya*" (senior teacher) with a sub-level of Administrator IV/a. Following her success in obtaining a certificate as a professional teacher from the government in 2008, she is entitled to receive a professional allowance. In this case, Pia gains a double incentive, in addition to her main salary. However, the increased incentive gained was mainly used for personal needs instead of to develop as a professional teacher, such as buying pedagogical books or attending education seminars, workshops, or training at her own expense. This phenomenon had been raised by Diah, the district education officer for teacher development who told me that many teachers apparently did not spend their remuneration on personal development. She further noted that this incentive is provided by the government in order to support teachers' engagement in personal or formal PD (e.g., workshops, seminars, and conferences), for the sake of their professional growth (interview with Diah, 2016).

5.2 Pia's engagement in PD and her experiences in individual AR/CAR

5.2.1 Engagement in PD

Given the fact that there was little opportunity to attend formal PD offered by the district education board or her school, the internet was Pia's main resource for engaging in self-PD. She used it particularly to search for materials and to find solutions to the issues she experienced in the classroom: "*I always search for the teaching materials I require on the internet*" (Interview 3, 2016); for instance, "*If I don't know the answers to the students' questions, I will look them up on the internet...Once I find them, I will explain to them...I've been doing this for years*" (Interview 3, 2016).

Other PD that she had participated in was when she had the opportunity to study for a graduate degree at a local university in Palu city, from 2010-2012, funded by the district education office. Completing her studies in 2012, she noted that this self-development via further study had increased her knowledge and skills regarding pedagogical competence. As she asserted: *“In class, I sometimes adapt my teaching techniques according to what I learnt during my postgraduate study”* (Interview 1, 2016). However, she noted that her efforts toward self-development, such as reading pedagogical-related material, tended to decrease after she completed her studies, due to her heavy teaching workload and housework. She asserted: *“I never do such things [self-PD] anymore. I feel tired...After teaching, I pick up my daughter from school and get home at 3pm. It happens almost every weekday”* (Interview 1, 2016). This account may indicate that time pressure affected Pia’s engagement in her own PD involvement and also undermined her motivation to engage in PD activities.

In terms of attending PD outside school, although the secondary English teachers in Palu city had previously³⁰ held a weekly gathering in the MGMP forum, Pia rarely attended these meetings. She stated: *“I seldom attend it [the MGMP forum] as I have a class during the meeting”* (Interview 1, 2016). As the forum was conducted during school hours, Pia had to obey the school regulation issued by the head teacher who forbade teachers to leave school during school hours (Interview with Ifa, head of MGMP and Pia’s colleague, 2016). This implies that the school needs to support its teachers’ involvement outside school, through offering a flexible schedule, for instance. For Pia, attending this teachers’ forum would have been a useful avenue for learning from other teachers’ practice as well as sharing her own issues in order to gain input from others.

³⁰When this study was conducted, this forum was inactive.

5.2.2 Engagement in individual AR/CAR

Pia's past experience of conducting classroom AR was when she was required to do this as part of her graduate programme in 2012. However, following this, she never engaged any further in AR projects for her PD. Her heavy workload was identified as the main reason for not continuing to be involved in AR projects: "*the teaching load was very big*" (Interview 1, 2016). This time issue might be prevalent since, according to Pia, she had to teach two or three lessons on weekdays (or 24 hours teaching per week), plus administrative work, and other school-related tasks (Interview 1, 2016).

The above description also suggests that Pia had been engaging in classroom AR but not in a collaborative fashion. Thus, this current project was her first experience of collaborative AR (Interview 1, 2016). The following subsection will describe the CAR-U project in which Pia and the external collaborator (myself) engaged.

5.3 The CAR-U project

This section outlines Pia's CAR-U project. It discusses how I approached Pia to encourage her to participate in the project, her main reasons for engaging in it, and how the project was conducted. All information presented is gathered from field notes, audio materials, and documents.

5.3.1 Pia's involvement in the project

I invited Pia to become involved in the CAR-U project through her colleague, Ifa (see section 4.4.1, the case of Maria and Eni). On Tuesday 9 February 2016, Pia and a further 6 teachers had a meeting with me in the staff room, which was conducted after school hours. Pia was interested in participating in a CAR project, once it was described to her, and made a commitment two days after that that meeting (see section 3.5.3 in Chapter 3, regarding how I approached the participants).

For Pia, the main reason for participating in the project was “...to learn more” (Interview 1, 2016). She explained that she felt that she suffered from a “*lack of knowledge*” (Interview 1, 2016). These statements imply that she was keen to engage in this project for the sake of developing her pedagogical knowledge and skills. Based on her positive response, I proceeded to arrange a follow-up meeting with her regarding the project plan.

5.3.2 The CAR-U team

Following the first meeting with the teachers, I arranged the second meeting, on 6 February 2016, which was attended by seven teachers to discuss the CAR-U project initiative and schedule meetings with each team. During this meeting, Pia decided to work with Has (her colleague) on the project. However, a week after the meeting, Has decided to withdraw from the project because of a health problem. Hence, Pia and I committed to conduct the project together, and she welcomed this plan.

5.3.3 The CAR-U topic

Pia’s project dealt with the students’ reticence in speaking English. She mentioned it during our first meeting when discussing the project: “*In my class [the project class], only one student is brave enough to speak. Most of the students are still too shy to speak...If I ask them to speak, they just laugh*” (Audio data, 10.2.2016). This account indicates that Pia’s students lacked the confidence to speak English and felt anxious about engaging in English conversation or talk.

In dealing with the students’ issue above, initially, at the previous meetings (10.2.2016, and 15.02.2016) when planning the project, Pia had agreed that we should utilise “communication games” to tackle the students’ reticence. We also designed a teaching scenario using language games, taken from games *ebooks* that we downloaded from the internet (e.g., Elementary Communication Games, by Jill Hadfield, 1984). However, Pia changed her mind, because she favoured employing a technology-based teaching

technique, as this was requested by the curriculum. “*The current curriculum encourages teachers to employ technology in the classroom*” (Audio data, 10.2.2016). Additionally, she felt that she needed to upgrade her skills related to using technology in the classroom. For this idea, we opted to utilise videos as a tool to reduce the students’ reticence problem, and redesigned the project from the beginning (Field notes, 2016).

5.3.4 The CAR-U stage

Pia’s project consisted of four activities: planning the project, implementing the action in the classroom, conducting observation (observing the impact of the action) and reflection activity. In the planning stage, Pia and I prepared all of the required teaching materials, discussed the teaching procedures to be implemented in the project class, and designed the assessment tools (e.g., observation check list, and a questionnaire). All of these activities were carried out during the scheduled and unscheduled meetings which was mostly conducted in the school library. During this stage, Pia also needed to learn how to download videos from *YouTube* for use in the project. We selected the downloaded materials by following the topics or themes from the textbooks which were used by the teachers in the school. All of the chosen videos had captions in order to facilitate the students’ comprehension. For instance, a video entitled “past simple tense”³¹ (see the link) provided subtitles that enabled the students to understand the speakers’ conversation. Similarly, another video which related a fable about “the lion and the mouse”³² was also selected as it had subtitles.

To illustrate how the project was planned, I will describe a meeting that was attended by Pia and myself.

It was Thursday morning (18.02.2016). I met Pia in the school library to prepare the project. As she was unfamiliar with downloading and selecting videos from YouTube, I spent some time teaching her how to

³¹<https://www.youtube.com/watch?v=9Us7OjBxXX8>

³² <https://www.youtube.com/watch?v=T9L9wuNelLA>

do this. Using her internet data and laptop, we finally downloaded two videos³³ which were utilized in the lesson. This was followed by designing a teaching scenario in the class. Pia wrote the scenario in her book about the tasks that needed to be presented in the class, consisting of three phases of activities: pre, while, and post. We also designed an observation checklist which was used to record the students' responses to the techniques used during the teaching process (such as activeness in the classroom, interest in the lesson). Of all these two last activities, instead of providing my ideas about what to do during the task, I preferred to ask questions in order to guide Pia to find ideas. I realized that Pia saw me as a resource and she tended to depend on me to gain answers/ideas (Field notes, 2016).

The project was conducted in one of Pia's classes, in the year 8 class, in relation to which she argued that most of the students were reticent about speaking English. She said, "*In this class, only one student is confident enough to speak. Many of them are shy about speaking*" (Audio from meeting two, 2016). The project was scheduled to be conducted in two cycles, each consisting of four lessons. We also decided to set up a reflective meeting after the class, by discussing what needed to be modified or changed for the ensuing lessons. In addition, Pia agreed that both of us would go into the classroom and make an equal contribution – teaching and observing the students.

For cycle 1 (4 meetings), we focused on teaching *describing past activities*. During this stage, Pia taught the students to use the "past tense" to discuss past activities through the use of videos. For instance, at the first meeting of cycle 1 (from 7.20am-08.40am, 19.2.2016, Pia delivered the lesson, while I helped her to play the video on her laptop and observed the teaching process. Before showing the videos (the pre-activity stage), she first asked the students: "What did you do yesterday?" to check whether they knew how to use the *past tense* in a sentence. Most of the responses used the *past progressive tense*, such as "I was studying" or "I was playing at home", instead of the *past tense*". In addition, very few of the students responded Pia's questions (Field notes, 2016).

³³1. <https://www.youtube.com/watch?v=9Us7OjBxXX8>,

2. <https://www.youtube.com/watch?v=LJ4lcdadgvA>

Following these activities, Pia played the video and organized several activities based on it. These activities included asking the students to pay attention to the dialogue of the video by focusing on the “past form” sentences, asking them to watch it again after explaining the use of “past tense” form and asking the students to practice the dialogue in pairs that they had learned from the video (Pia’s lesson notes, 2016). Due to the time limit, the students had little time in which to finish the activity, so Pia set it as homework for them, requesting the students to perform the dialogue during the next class (Field notes, 2016).

After the class, for a half hour in the school library, we proceeded to reflect on what needed to be improved in the next class. Pia saw that her students were interested in the use of the video. Since this first class had focused at length on helping the students to understand the use of the “simple past tense”, she suggested that we needed to provide more opportunities for them to practice the dialogue. Based on this reflection, we planned to design classroom activities, at our next meeting, to accommodate this (Field notes, 2016).

To address our previous reflection above, at the planning meeting, we prepared more videos³⁴ to utilize in order to encourage the students to speak in class. For instance, at class meeting 3 (26.2.2016), Pia presented a video that focused on encouraging the students to talk about their vacation in pairs or groups. For a warm-up activity (five minutes), Pia asked the students to talk about their vacation in pairs. Following this, she showed the video and then asked the students to practice the dialogue in pairs, after jotting the content down in their books. The follow-up activity was then for the students to change the dialogue by using the correct form of past tense sentences, and they shared this in groups.

³⁴1. <https://www.youtube.com/watch?v=aqMpREQdnCY>

2. <https://www.youtube.com/watch?v=LJ4lcdadgVA&t=90s>

During the activities conducted in cycle 1, as presented above, we observed that the students were keen to speak in pairs or groups. Additionally, I noted that when the students were given an example from the video, it helped them to understand the lesson, and encouraged them to speak (Field notes, 2016). Moreover, according to Pia, the above activities made the students “*become active, enthusiastic, easily understanding the lesson...and having fun*” (Audio data, 19.2.2016).

In terms of reflecting on the CAR-U project, we also held reflection meetings, after the lessons. During these, Pia and I discussed the issues which had arisen during the teaching process. For instance, during reflection meeting two (25.02.2016), after the lesson, we found that, although the students became more eager to speak, they continued to read their notes when engaging in a dialogue with their friends. We, therefore, encouraged them to avoid using their notes when speaking, in classes three and four. Moreover, from Pia’s observation of cycle 1, several students were still memorizing their notes when speaking. Reflecting on these issues, Pia suggested that we needed to address them in cycle 2, which focused on monologue speaking activities (Audio data, 17.3.2016).

The project continued with cycle two, consisting of planning, acting, observing, and reflection activity. In the planning stage, Pia and I prepared the video materials and teaching scenarios for each class, together with observation checklists. We also designed a questionnaire which was deliberately used to identify the students’ perceptions about the use of videos in the teaching of English. The video materials employed were linked with the topic from the textbook about “fables”. The focus of the lesson was to encourage the students to tell stories as a monologue, in pairs or groups.

Of the four lessons planned, Pia and I only could make three classes, due to the time issue, as this period conflicted with the national exam for year 9 students (see the case of Maria and Eni). During these meetings, we presented three videos of “fables” to the students. All of the videos related different stories, and two of them were found in the reading text of the

students' textbook: the story of "the mouse, the deer and the crocodile"³⁵ and "the lion and the mouse".³⁶ All of the videos were downloaded from the *YouTube*, during the planning meetings; this meeting was conducted in Pia's house, as we did not have internet access to download the videos in the school (Field notes, 2016). To illustrate how the teaching of the videos in the cycle 2 lessons was conducted, I will describe one of the lessons, during which Pia taught the fable of "the mouse and the lion".

On Thursday 31 March 2016, Pia and I taught the lesson we had planned previously. She acted as the instructor, and I assisted her by the playing the video and observing the class. For a warm-up activity, she asked the students some questions related to the lesson. Following this, she played the video twice to ensure that her students had understood the stories, helped them with the difficult vocabulary, and asked them to carry out a question-answer activity, using the list of questions in their textbooks. To provide an example of how to retell a story in their own words (the monologue task), Pia asked one of the students to retell the story to his classmates. She then asked the students to do a similar task in pairs or groups of four. To help the students with their English, such as vocabulary use, we both circulated round the class, offering individual advice. The post-activity stage involved asking the students to discuss the moral of the story in the video in their groups, and then presented this in front of the class (Field notes, 2015). On this type of activity, Pia wrote in her teaching notes: "*The students were active and enjoyed the lesson. They discussed the answers enthusiastically. They also asked the teacher if they did not understand the questions. The teaching process was very enjoyable for them*" (Pia's teaching note, 31.03.2016).

Pia's observation of the students above was quite similar to my notes. When asked to share their stories in their groups, the students enjoyed the activity.

³⁵<https://www.youtube.com/watch?v=Moc4mLhvaRk>

Some of them approached me, in addition, to ask questions about specific words or phrases with which they were unfamiliar. I noticed that several students, specifically those who were reluctant to speak, used this opportunity to improve their spoken English. It was apparent that the use of videos inspired the students to learn English, particularly by encouraging them to speak. As Pia reflected, *“In general, the students are motivated to speak, though not fluent...they used to be afraid of speaking”* (Audio data, 1.4.2016).

5.3.5 Impact of the project

As mentioned above, the aim of Pia’s project was to reduce the students’ reticence to speak English through utilising videos. In gaining the information on how the tasks stimulated the students’ interest in speaking English, we use two main data collection methods: observation and a questionnaire. Regarding the observation, while we observed the students’ every lesson, for the purpose of the data collection, we conducted two observations, which were designed to detect the impact of using videos when teaching speaking activities to students. The observation was made during classes four and seven, in which Pia observed the students when engaging in pair or group speaking activities. She used a check-list containing the students’ name and noted specific information from the observation (see appendix K).

Since I could not recognize the students by name, my observation focused on jotting down the students’ activeness in speaking and interaction with each other. These data were used to support Pia’s observation. Below, I present the result of her observation that focused on the students’ activeness during the speaking activities, in following the lessons, and being confident about speaking (presented as simple quantitative data).

Table 5.1 The result of observation

DATA HASIL OBSERVASI SIKLUS 1 & 2			The result of the observation in cycle 1 & 2		
	Frequency (100)		Frequency (100%)		
Deskripsi	Siklus 1	Siklus 2	Description	Cycle 1	Cycle 2
Siswa aktif dalam berbicara	58	80	Students became active during the speaking activities	75	80
Siswa mengikuti semua kegiatan pembelajaran	70	90	Students engaged in all speaking activities	75	90
Siswa berani dalam berbicara	70	90	Students felt confident (not shy) about speaking	70	90
Jumlah siswa	28 Orang		Number of students	28	

The left-hand table was obtained from Pia, which I then translated into English (right-hand table). The table shows that the students were no longer afraid to speak since most of them (>75%) became involved in speaking activities, particularly during cycle 2. Another point was made by Pia during her observation which suggested that, although some students still had difficulty speaking due to a lack of vocabulary, they showed an interest in speaking in pairs or groups. This can be seen in her note in the table below (right), and its translation (left)

Table 5.2 A sample of Pia's observation note

<p>Beberapa catatan hasil pengamatan (tgl, 25/3/2016)</p> <p>Secara umum, siswa telah menunjukkan keinginan untuk berbicara. Mereka antusias untuk berbicara dengan topik yang diberikan. Namun demikian, ada beberapa siswa mengalami kendala terbatasnya dengan kosa kata. Namun mereka terlihat juga aktif berbicara, walaupun tidak lancar dan masih melihat catatannya.</p>	<p>My Translation:</p> <p>Generally, the students displayed an interest in speaking English. They were enthusiastic about discussing the allocated topic. However, some of the students lacked vocabulary. They, as observed, were also active in speaking, although they still used their notes, and were not fluent when expressing their ideas.</p>
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In addition to observing the students, Pia distributed a questionnaire (see appendix J) to them in order to explore their views about using videos in the classroom. It consisted of 10 items, 7 closed questions and 3 open questions. The questions were in Indonesian. The former required the students to respond to the statements by choosing from the options: *strongly agree*, *agree*, *neutral*, *disagree*, and *strongly disagree*. The questions and responses of the students are presented in the table below.

Table 5.3 Students' responses regarding the use of videos

Questions	Responses (N.28)				
	SA	A	N	D	SD
I like learning English using videos.	19	9	-	-	-
The use of videos in teaching increases my speaking skill.	11	16	-	1	-
Instruction using videos develops my vocabulary.	7	17	-	4	-
Instruction using videos improves my listening skills.	15	12	-	1	-
Instruction using videos improves my pronunciation skills.	10	8	-	-	-
Watching videos motivates me to speak English.	10	16	-	2	-
Watching videos makes me enjoy learning English.	13	15	-	-	-

Notes: SA: strongly disagree, A: Agree, N: Neutral, D: disagree, SD: Strongly disagree

The above table shows that the vast majority of the students (27 out of 28) thought that their speaking ability was improved by the teaching technique (the use of videos) used by their teacher. Additionally, they perceived that this technique not only benefitted the linguistic aspect of their learning, such as vocabulary, listening, and pronunciation, but also apparently motivated them to speak and learn English (26 out of 28 students). This result was in line with the observation data gathered by Pia, presented above.

In addition to the above questions, the students also provided answers to the three open questions about: 8) what other benefits they think they obtain through learning English through videos, 9) whether the use of videos in teaching English should be continued or not (providing reasons for their

answer), and 10) which teaching techniques they preferred their teacher to use in the classroom.

I present some of the students' responses to question 8 below:

- *Kita semakin jelas memahami materi dengan menggunakan video dan membuat kita tidak jenuh dan bosan dalam belajar. (Through the use of videos, we comprehended the lessons better, and do not feel bored when learning)*
- *Pelajaran menjadi lebih menarik (the lesson became more interesting)*
- *Membuat lebih mengerti menggunakan intonasi dan bercakap (It helped me to understand how to use intonation when speaking English)*

(Students' responses on a questionnaire, 2016)

To respond to question 9, all 28 of the students agreed that the teachers should continue using videos during English instruction. They also suggested that the teachers should select interesting, funny videos to make the classes more enjoyable. In response to question 10, the students recommended that the following activities should be used by the teacher to make the English instruction more interesting and enjoyable as well as help them to learn English. I present a sample of their responses below:

- *Saran saya, sebaiknya pembelajaran menggunakan video, mengurangi PR dan memperbanyak praktek. (My suggestion is that it is better to use videos in learning, to reduce the homework and provide more opportunities to practice English).*
- *Belajar dengan menggunakan games agar pembelajaran menjadi lebih menyenangkan. (Learning should use language games, so that learning becomes more enjoyable).*
- *Menggunakan kuis dalam Bahasa Inggris (Using quizzes in English).*
- *Melakukan trip atau hal baru lainnya supaya kita tidak bosan (Taking a trip or other new techniques that stop us feeling bored).*

The students' responses above imply that the students wanted Pia to change her instruction methods by adopting various teaching techniques. The use of videos, in this project, apparently suited their needs and benefitted their English learning.

5.4 Reflections on my role in the project

In this section, I will reflect on the different roles involved when engaging in a CAR-U with Pia. As mentioned in section 5.2, Pia was already familiar with classroom AR, as it had been a requirement for completing her M.Ed study. Therefore, this condition encouraged me to become a partner for her project at all stages. As a collaborator, I contributed to the project by providing feedback, team teaching, and acting as a classroom observer for Pia. However, in certain ways, I also served as a mentor by helping her to learn new things (e.g., how to download and choose the videos used for the project, or when she needed more guidance on how to construct a questionnaire). I will discuss these roles and how my position as a researcher was embedded in these two roles in the following paragraphs.

As a collaborator, I engaged in several activities with Pia. First, I acted as a partner when discussing her project. For instance, during one weekly meeting, we engaged in a discussion on how to plan the project, conduct an intervention in the class, and reflect on that activity after the lesson. In this case, I encouraged her to contribute ideas to the project by asking her questions. I gave my comments on her ideas if she needed feedback from me. Likewise, during the reflection meeting, I used the same technique to encourage her to reflect on the teaching and learning process that we had just completed. At all of these meetings, I recorded them in order to collect data for my study. In order to gain these data, I sometimes observed how she responded during our discussion, during the weekly meeting, by jotting down notes.

Second, I also took part in team teaching and acted as an observer, engaging more in the latter activity than the former. Regarding team teaching, in our lesson plan, we decided that Pia would be a main teacher and I helped her to set up the materials needed (e.g., a laptop and LCD projector). However, on two occasions, I helped her to explain the instructional activities to her students, as she asked me to do so. In this case, I handled one speaking-activity and helped the students in their groups

when they had difficulties with vocabulary (see subsection 5.3.4). In addition to these tasks, I observed the students' responses to Pia's use of videos (see subsection 5.3.4). During this observation activity, I also took the opportunity to collect data for my study by taking some photos which reflected the classroom atmosphere. I captured the moment when the students were concentrating on the speaking activities, to avoid disrupting the class.

For Pia's project, I also acted as a mentor, particularly when she intended to learn how to utilise learning videos in her project. Therefore, I set up the meeting during which I taught her how to download and choose appropriate videos to use for the project. Additionally, I helped her to construct a questionnaire for the sake of finding out her students' responses to the use of videos in her project. Regarding this, she needed help from me related to how to design it, as she was unsure how to create one. Initially, she just asked me to prepare the questionnaire which I thought was a bad idea. Therefore, I suggested that she should learn how to create one with my assistance. Together with Ana, we scheduled a specific meeting to learn how to construct a questionnaire for students (see appendices J and L for the questionnaire design).

In sum, my role in Pia's project focused on being a partner with her. However, when she needed to learn something from me, I helped her by providing mentoring activities.

In this section I have described the process of Pia's CAR-U project and reflected on a variety of roles that I played when engaging in CAR-U with Pia. The following section will report Pia's perceptions of the CAR-U project.

5.5 "CAR-U is different": CAR-U as a form of PD

This section presents Pia's views on the difference in engaging in CAR-U, as a means of PD, and her participation in the formal PD initiated by the government, such as workshops and training. Based on the analysis, as elaborated below, she perceived that the practicality of CAR-U and the

support gained were distinctive aspects of CAR-U, compared to other PD that she had attended.

With regard to the practicality of CAR-U, she noted that this was related to the implementation process: *"This [CAR-U] is different...we can practice it in the classroom"* (Interview 2, 2016). Moreover, in comparison to CAR-U, Pia commented critically on her involvement in the other PD, initiated by the government (e.g., workshops or teacher forums): *"In the workshop, I gained only ideas...after the workshop, we got envelopes [travel costs]...Yet, CAR-U is different. I can do it in the classroom...it yields results too"* (Interview 2, 2016). With regard to attending a teacher forum, she explained *"I joined the MGMP forum, yet the topics discussed did not focus on the teaching issues faced by the teachers"* (Interview 2, 2016). Her comments on the above PD activities imply that such PD did not provide her with an opportunity to practice what she had learned, since the topics or knowledge obtained seemed irrelevant to her needs. In contrast, during CAR, she could negotiate with her collaborator about what she wished to learn about and apply in the classroom, which accommodated her need – to improve her students' specific learning issue (see section 5.3.4).

Another aspect that Pia viewed as distinctive about CAR-U compared with the other PD in which she had participated was collaborator support. In this case, she commented: *"As a collaborator, you helped me a lot....what you did was real"* (Interview 2, 2016). For Pia, the helpful aspect of the collaboration that she experienced was when I acted as her partner in discussing the project, engaged in teaching in the classroom as an observer, and shared my knowledge and experience during both the planning and reflective meetings (see section 5.3.4). Meanwhile, during the workshop she attended, Pia noted that the role of the instructor was merely to act as the transmitter of knowledge: *"The materials were presented through lectures"* (Interview 2, 2016). In CAR-U, the knowledge was constructed in a dual way; Pia and I attended a collegial meeting to discuss the project, particularly when planning and reflecting on the project, as described in

section 5.3.4. For Pia, the benefit of having meetings with the collaborator was that they provided an opportunity for *“solving problems together, planning the next meeting...with the collaborator, I can think of something that never crossed my mind”* (Interview 2, 2016).

5.6 The value and challenges related to engaging in CAR-U

This section presents the value of engaging in CAR-U as perceived by Pia in conjunction with the benefits for her practice and her students' learning achievement. I firstly present the benefits perceived by Pia (subsection 5.6.1) and conclude the section by presenting the perceived challenges posed by CAR-U.

5.6.1 The benefit of CAR-U for Pia's practice

Having engaged in the CAR-U project, Pia pointed out that it benefitted her practice in the form of boosting her passion for teaching, lowering her teaching burden, and gaining new knowledge. These benefits are presented below.

Pia acknowledged the value of CAR-U increased her passion for teaching. She noted: *“I feel passionate about teaching again...I want to try new methods of teaching”* (Interview 2, 2016). Before engaging in the project, Pia noted that she had lost interest in finding ways to tackle her students' learning problems due to her heavy teaching workload. As she explained: *“For years, I haven't felt any passion for teaching...Hence, my teaching of the students is very monotonous; I simply explain the lesson, it was just like that. I am stressed by teaching for 24 hours per week”* (Interview 2, 2016).

Pia noted that her reenergized feeling toward teaching after the project ended. During the follow-up interview, conducted 6 months after the project ended, I found that she still practiced the same teaching technique (using videos) that she had used during the project. She maintained: *“I used the videos again while teaching during this semester in every class I teach”* (Interview 3, 2016). With regard to using videos in the classroom, Pia argued

that, although she had used them prior to the CAR-U project, her utilisation of videos while teaching had intensified as a result of the project. She stated: *“I used videos once in my class last time, but this time (after the project), it has become more frequent”* (Interview 3, 2016). Moreover, she embarked on using a range of video materials: *“I teach my students the “past tense” using Adele’s music video”* (Interview 3, 2016). Pia’s assertions above suggest that she gained the confidence to continue using this technique after finding out that it solved her students’ learning problems effectively.

Pia also believed that engaging in CAR-U had decreased the burden of teaching. She noted that the presence of the collaborator in the classroom and during the project helped her to conduct the project. In the classroom, she said: *“With the collaborator, I gain help...I feel it is easier to explain the lesson, as there are two teachers in the classroom...and the students become more focused on learning, too”* (Interview 2, 2016). Pia’s comment above may suggest that team teaching helped to reduce her heavy teaching workload.

In terms of the project, she commented: *“I gain benefit from collaboration when solving teaching problems together”* (Interview 2, 2016). In the project, Pia gained help from the collaborator, ranging from planning the project, implementing the intervention in the classroom, reflecting on the project and gaining access to during the project (see section 5.3.4). For Pia, the existence of collaborator support within the project was crucial in ensuring that the project was successfully conducted.

Regarding collaboration, although she acknowledged its virtue, she was uncertain about the feasibility of future collaboration with her colleagues following this CAR-U project. She highlighted that her workload was the main issue.

Time seems to be the issue regarding collaborating with my colleagues...The 24-hour per week individual teaching load makes them feel exhausted, and discourages them from coming into my class...and another issue is that many classes run at the same teaching hour (Interview 2, 2016).

Pia's account above suggests that collaboration among teachers (particularly through CAR-T) is probably unrealistic when they face time issues. It is therefore understandable that she valued the presence of the external collaborator in assisting her during the project by being a partner, such as in teaching and discussing her teaching issues (see section 5.3.4).

In addition to the aforementioned values of engaging in CAR-U, Pia also gained new knowledge. She emphasized that she gained knowledge from her interaction with the collaborator during the project: "*I gain little by little knowledge from you*" (Interview 2, 2016). This statement may be explained by the fact that the learning process in CAR-U happened during the weekly meetings between Pia and the collaborator (the researcher). At these meetings, Pia learnt a range of new information or skills from using videos in the classroom (including how to download videos), obtaining data via classroom observation, and creating a questionnaire (for a more detailed description of how Pia became involved in the learning process, see section 5.3.4).

Furthermore, she learned from the collaborator about teaching techniques: "*I learned from you [the collaborator] how to teach the students*" (Interview 2, 2016). This statement was probably derived from her interaction with me when I helped her to teach in the classroom. For instance, on Thursday (25.2.2016), we arrived at the project class together. It was the second meeting of the project. Since a power cut prevented us from teaching using videos, we decided to give the more students a chance to speak based on the theme of "talking about past activities". For a warm-up task, we asked the students to talk about their homework ("What they did last Sunday") with their classmates. I asked the students to mingle to find a new partner. While observing the students with Pia, I noticed that most of them talked to their partner by reading their notes, as shown in the figure below:



Figure 5.1 Students reading their notes during speaking practice

I decided to change the task by asking the students to close their books while speaking. It seemed that how I encouraged the students to speak impressed Pia, and she learned from it. After the class, on the way to the staff room, she told me “*I never did such a thing*” (Field notes, 2016).

In terms of learning, while Pia learned from her interaction with me during the project, I also learned from her classroom. I gained understanding about the real condition of teaching English in the school which gave me ideas about how to assist teachers to deal with their students’ learning in the future.

5.6.2 “They are no longer shy about speaking”: the impact of CAR-U on Pia’s students

As presented in section 5.3.3, the reticence to speak was the students’ issue that Pia attempted to tackle during her project. Having conducted a deliberate intervention, using videos to teach English, Pia argued that her students’ reticence problem was minimized. She stated: “*With regard to speaking in English, my students are no longer shy about speaking...they used to be silent and shy if I asked them to speak...they are no longer shy about performing in front of the class*” (Interview 2, 2016). Figure 5.2, for instance, shows that the students were encouraged to speak in English when Pia asked them to speak in front of their friends. They were no longer shy about expressing their ideas, and no longer afraid of making mistakes.



Figure 5.2 Students practicing speaking in front of the class

Moreover, Pia's account above was in line with the observation data (as presented in section 5.3.5), which showed that the students became active during speaking activities. This suggests that the students had gained confidence in speaking.

Pia also stated that her students enjoyed learning English through videos: "*They are active, enthusiastic and enjoy the lesson*" (Interview 2, 2016). The students' statements appear to be aligned with their responses to the questionnaire. All 28 of the students agreed that they liked the use of videos during English instruction. Meanwhile, most of the students responded that the use of videos motivated them to speak and improved their speaking ability (see section 5.3.5).

5.6.3 The challenges of engaging in the CAR-U project

According to Pia, her heavy teaching workload was one of the challenges she encountered. She contended that the government policy of a 24-hour week teaching load had affected her involvement in the project. She said: "*It [the challenge] is about time...we have a full schedule with the 24 hour teaching load...If it were only 18 hours, it would be easier to engage in this project*" (Interview 2, 2016). Pia argued that this policy took up a lot of energy, leading to tiredness: "*I feel exhausted as, in one day, I have to teach three classes...If it were only two classes, it would be easier to teach*" (Interview 2, 2016). Her statement here reflects how Pia also had to take

care of her two daughters after school. She stated: *“After teaching at the school, I have to pick up my daughter and arrive home at 3pm. I feel tired”* (Interview 1, 2016).

Another challenge was related to the limited facilities. Pia complained about the power cuts when she taught using videos: *“The issue of electricity [power cuts] prevents me from teaching using video”* (Interview 2, 2016). This issue happened once during the project and the school did not provide a backup generator to support the power supply. Pia experienced this problem during the second class (Thursday, 25.2.2016). As she did not anticipate it in her plan (created during the planning stage), Pia decided to focus on practice speaking activities instead which I helped her to manage (Field notes, 2016).

The last challenge reported by Pia was the absence of support from the school – the school managers and her colleagues (non-English subject teachers). This challenge will be discussed further in the next section.

5.7 Pia’s views on the support provided by the school and the outsider collaborator

This section presents Pia’s perception of the support she received during her involvement in the CAR project. The first subsection discusses the perceived support from the school, particularly from the school managers and her colleagues, as well as the types of support she expected from the school. The second subsection presents Pia’s views on the support provided by the external collaborator.

5.7.1 School support

During Pia’s involvement in the CAR-U project, the provision of support by the school was largely absent. She noted: *“Indeed for this project, there was no support from the school”* (Interview 2, 2016). She further maintained: *“My*

colleagues know that I engage in classroom AR³⁷...But, there isn't any support from them" (Interview 2, 2016). According to her, the support from the school was absent, since the first time she had engaged in AR for the sake of completing her M.Ed study. She recalled: *"I used to pay with own money when publishing the AR report...When it came to money, the school seemed reluctant to help me to pay the publication fee"* (Interview 2, 2016). She contended that *"the school should fund teachers who are engaging in classroom action research"* (Interview 2, 2016). Furthermore, she suggested that the provision of a budget would motivate her to continue engaging in this type of PD. She said: *"When teachers are engaged in CAR, the school should fund them...when this [funds] exist, we will become more motivated"* (Interview 2, 2016). Pia's comment about the incentive from the school was also affirmed by a statement by Ifa (Pia's colleague). Ifa claimed that the minimum support was provided by the school, in the form of an incentive to help teachers to become involved in PD, particularly when engaging in classroom research (Interview, late January 2016). This issue implies that the school's support for teachers partaking in PD activities was lacking.

Apart from incentives, Pia expected that the minimum support from the school should take the form of an acknowledgement: *"At least, the school could acknowledge us when we engage in a project [CAR]...Even better, if the school recognises and funds our work"* (Interview 2, 2016). Pia's account appeared to be in line with my observation. I noticed that the school manager did not pay any particular attention to the teachers engaging in CAR-U, such as asking about the progress of the project or chatting with the teachers about their projects (Field notes, 2016). Despite the fact that the head teacher knew that I was working with the English teachers on their classroom AR projects, it seems from Pia's accounts that he made no effort to find out about or monitor what she had been doing during the project.

³⁷See refers to section 5.3.

5.7.2 The perceived support from the external collaborator

Pia conceived the support from the external collaborator as “*very positive as it is very helpful*” (Interview 2, 2016). First, she gained knowledge: “*I can gain knowledge from you when you teach in the classroom...I can imitate the way you teach*” (Interview 2, 2016). For me, working with Pia uncovered my understanding of the real condition of English teaching in her class which revealed ways to support Pia’s teaching practice during the course of our future collaboration.

Next, Pia favoured the supportive format of discussion meeting: “*Discussion and sharing meetings were very meaningful since many issues in the classroom were solved, and I get help with designing the next class*” (Interview 2, 2016). During the CAR-U project, regular weekly meetings between Pia and I were held to discuss the project (see section 5.3.4). In addition to meeting support, she also valued the assistance of the collaborator in providing the video used in the project. She maintained: “*Your help [the collaborator] in teaching me how to download videos from YouTube was beneficial*” (Interview 2, 2016). For Pia’s project, all of the videos used in the teaching process were obtained from the *YouTube* channel. As Pia was unaware about how to download and select the videos used for the project, I guided her on how to do this during our meetings at the school. These videos were used not only during the project but also after it ended (see subsection 5.6.1).

Lastly, Pia perceived that the support from me, as the external collaborator, enhanced her motivation to continue engaging in a CAR-T project. She argued: “*Due to the support from the collaborator, I feel motivated again to undertake a classroom action research project*” (Interview 2, 2016). This motivation may be due to experiencing a range of support, as mentioned above. It may also be a result of the relationship that we built up between us during the project. For instance, when meeting with all of the teachers after the project ended in a restaurant (4.6.2016), I asked the four teachers (the participants in this study) how they had found working with me, and Pia

noted “*I felt comfortable*” (Field note, 2016) which reflects our collaboration. On this matter, the range of intangible support from me, such as being attentive and listening to her classroom issues, being friendly, and encouraging her to share her opinions or ideas seemed to elicit a positive response from Pia. Her motivation to engage in further CAR-T, however, diminished after the project ended (as further discussed in section 5.8).

Moreover, Pia valued the potential for long-term collaboration with an external party, although she proposed a condition for the external collaborator: “*The collaborator should be more knowledgeable than me...He or she should be friendly, too*” (Interview 2, 2016). She further positively commended collaboration in PD with an external party by saying: “*We can share new teaching methods to encourage the students to learn English*” (Interview 2, 2016).

5.8 CAR-T and continued PD: Pia’s motivation

According to Pia, there are two factors that affected her motivation to continue her involvement in collaborative PD, as mentioned above. These were: 1) her heavy teaching load, and 2) the unfavourable PD atmosphere within the school. These factors are elaborated below.

5.8.1 Heavy teaching load

A heavy teaching load was identified by Pia as one of the factors that affected her motivation to engage in CAR-T. She maintained: “*The issue of engaging in collaboration [CAR-T] with my colleagues is time...we have to teach 24 hours per week...If I ask them to collaborate with me, I will make them experience more difficulties [related to time]*” (Interview 3, 2016). Moreover, Pia contended that this teaching load had discouraged her from engaging in CAR-T with her colleagues. She further argued: “*This time issue makes my colleagues feel exhausted so that they won’t come to my class...And a time clash may occur [teaching at the same hour]...Although we don’t have the same schedule [teaching hours], they don’t want to come to my class, as they feel tired*” (Interview 3, 2016).

Moreover, a lack of time, due to her heavy workload, inhibited Pia from reading the reference books, as part of her personal PD: *"I can't make it...I feel exhausted...After teaching at the school, I have to pick up my daughters from school...When I get home at 3 or 4 pm, I have also to cook for them"* (Interview 3, 2016). Pia's statement about the time issue implies that the policy of 24-hour teaching imposed by the government had affected her motivation to partake in collegial PD, such as CAR-T, or share and discuss her teaching issues with her colleagues.

5.8.2 The unfavourable PD atmosphere at the school

The last factor that Pia stated affected her motivation to engage in collaborative PD was related to the unfavourable PD atmosphere at the school. She noted *"Some teachers only develop themselves...They have no intention to share"* (Interview 2, 2016). When confronted with this statement, Ifa (her colleague) did not deny that, among English teachers specifically, there was no regular forum held to discuss and share their teaching issues collectively. Although she frequently attended training, she had not yet begun to share her knowledge with her colleague teachers. She merely gave a memory stick containing the training materials to her colleagues to copy and study by themselves (Interview, June 2016). This suggests that a solitary culture was prevalent among the teachers, specifically related to discussing and sharing their teaching which, in turn, could affect Pia's motivation to engage in collaborative PD activities, specifically CAR-T.

5.8.3 Low self-motivation

In addition to the contextual factors affecting Pia's motivation, her low self-motivation apparently contributed to her disengagement from further CAR-T and other PD activities. Although she did not state expressly her decreasing willingness to continue engaging in CAR-T, her lack of motivation was evident in her response when I asked whether she had continued reading the various academic material or not, after the project (English teaching materials that I supplied). She noted: *"I'll tell you the truth; I only opened*

those books twice" (Interview 3, 2016). This may reflect that her intrinsic motivation to continue developing diminished. It can also be inferred that, while reading for her own, informal PD, Pia seemingly had a low motivation to engage, let alone to engage in CAR-T that requires huge effort, dedicated time, and a high commitment to complete the project.

5.9 Summary

This chapter has outlined Pia's case. The first part of the chapter concerns her teaching career, past involvement in PD and individual AR/CAR, and her current CAR-U project. The second part analyses Pia's views on the CAR-U project related to the research questions of this study.

With regard to Pia's views on CAR-U compared to other PD initiated by the government, she favoured CAR-U due to its practical aspect and the support gained. She viewed that CAR-U benefitted her practice, such as enhancing her teaching passion, lowering her teaching burden, and providing new knowledge. Not only did the CAR-U project impact on her, but it also increased her students' willingness to speak English. Despite its benefits, Pia perceived that her heavy teaching workload, the lack of facilities, and the lack of school support were the challenges associated with undertaking the project.

Regarding school support, Pia contended that no support was provided by either the school managers or her colleagues. She viewed that the support in the form of incentives, recognition, and acknowledgement by the school was vital in scaffolding teachers' engagement in CAR at her school. Meanwhile, she valued positively the provision of support by the external collaborator.

Although Pia valued her involvement in the CAR-U project, this PD was not been sustained once her first project was completed. In addition to her heavy workload and the unfavourable PD atmosphere at the school, as the factors that decreased her motivation, her low intrinsic motivation may also have affected her involvement in CAR-T and other collaborative PD

activities. However, she continued employing the videos in her classes (the teaching technique used in the CAR-U project), as she found this to be effective in solving her students' learning issues.

Chapter 6 The Case of Ana

6.1 Introduction

This chapter delineates the last case of this study, the case of Ana. The discussion comprises two parts. The first part introduces the profile of Ana, her involvement in the previous PD programmes and engagement in AR or CAR. Additionally, the last section discusses her CAR-U project. The second part of the chapter specifically presents an analysis of Ana's views, perceptions and thoughts regarding her involvement in the project related to the research questions raised in the current study.

6.2 The profile

Ana has been teaching for more than twenty years and is now in her early fifties. She started her teaching career in 1988 at one of the state junior secondary schools in Palu city, and she moved to the 101 School in 2008, joining another six English teachers there. She became a government teacher after completing her 2-year diploma education programme and went on to complete an additional 2-year extension of the Bachelor education programme, funded by the government, in 2000. As for her career as a civil servant teacher, she managed to achieve the level of "*Guru Madya*" (senior teacher) with a sub-level of first class administratorIV/b. Like her teacher colleagues, she had also gained "certified teacher" status from the government in 2008, due to which she is entitled to receive a professional allowance incentive every month from the government (Interview 1, 2016).

She teaches English to all year groups (from year 7 to year 9), and there are 28-34 students per class. Besides undertaking her main tasks of teaching (24-hour per week) and administrative works, she was also assigned by the school to be a class supervisor, and also a supervisor for the school students' union (Interview 1, 2006).

6.3 Previous engagement in PD and individual/CAR

6.3.1 Engagement in PD

Ana had participated in a PD programme initiated by the government in the 1980s called *Pemantapan Kerja Guru* (PKG – Improving the work of teachers). During this formal PD, she had to attend a 16-week period of PD training consisting of the “in” system in which she participated in in-service training in a provincial training centre; it was then followed by the “on” system, in which she returned to the class to apply what they had learnt. In the 1990’s, the MGMP forum was introduced as a new model of teacher PD to replace PKG. Regarding this forum, she rarely participated in it, as it only operated during school hour and so frequently clashed with her teaching schedule in school. She recalled: “*I cannot attend the MGMP forum as I have classes on Thursday [the forum meeting day]*” (interview 2, 2016).

The only regular PD that she attended was the school-initiated PD - known as school MGMP - in which all teachers were encouraged to take part by the school managers. In this PD, she said, “*We talked about the teaching materials to be used in the classroom... Yet, we have not discussed students’ issues, specifically related to our classroom issues*” (Interview 1, 2016). She sometimes noted that the new policy from the government was disseminated in this forum, such as the new curriculum, and assessments of learning. As for the government-initiated PD, she rarely took part in it, since the PD opportunities were limited.

For her own PD, she seemed to engage mainly in informal PD, such as reading the text books, even though she possessed very few English books as references. For instance, she showed me one of her books, an English grammar book written by *Raymond Murphy*. She told me that she had read it to find out the answer to her students’ questions about English rules (Field notes, 2016). Additionally, she liked reading text books from the school library that she thought helped her to teach year nine students to sit national exams. Furthermore, for this purpose, she sometimes bought books or

accessed materials from the internet that related to the national exam preparation (Interview 3, 2016).

6.3.2 Previous experience of individual/Collaborative AR

Ana had been involved previously in a classroom AR project in collaboration with two other English teachers before 2010. She noted that her colleagues, Pak Mas and Ifa, invited her to do AR together in the classroom. Pak Mas guided her on how to do AR together in the classroom. Pak Mas included her in the project report for the sake of the certification programme (the project report was required as one of the documents in her portfolio for the assessment for obtaining “certified teacher” status). Since Pak Mas left the school in 2010, Ana had been not involved in any individual AR or collaborative AR project with her colleagues, due to the following reasons:

Time in the classroom consumes a lot of energy ...we are required to teach 24 hours a week. Also, I become a classroom supervisor in which my time is mainly spent on handling problematic students [such as students who engaged in disruptive behaviour] ...perhaps, it is also related to age (Interview 1, 2016).

The above accounts from Ana also imply that the existence of a colleague who was keen to guide her engagement in classroom AR encouraged her to participate in PD. In addition, her motivation to engage in classroom AR was probably affected by her need to obtain the report on the project that she could use to obtain “certified status”, as this is one of the requirements that teachers need to supply at the request of the government. However, her intention to discontinue AR may be linked to an absence of colleagues to collaborate with, a lack of research knowledge and skills, coupled with a heavy workload.

6.4 The CAR-U project

6.4.1 How did Ana get involved in the project?

Similar to the other participant teachers in this study, Ana was recruited to participate in a meeting attended by all of the English teachers in her school. During the first meeting, on 1 February 2016, I offered to work with the teachers on a CAR-U project as a PD, after gathering some background information from Ifa about the teachers' challenges related to undertaking classroom AR in school. Ana agreed to participate in the project and was keen to attend the following meeting to discuss it, on 9 February 2016. Ana was interested in participating in the project due to her need to enhance her teaching skills (Interview 2, 2016).

Ifa and Ana initially agreed to be in a team within the project when they met me at the second meeting on 9 February 2016. However, six weeks later, Ifa decided to withdraw from the project and the team. Below, I outline the challenges that Ana encountered when teaming up with Ifa, and the possible reasons why Ifa withdrew from the CAR project. I also describe the appearance of Put, as a new partner for Ana.

6.4.2 Challenges related to collaboration and the CAR-U team

At the outset, Ifa asked Ana to be her partner for the project. Ifa was the head of the MGMP forum and one of the instructors in the new curriculum who had attended training for trainers provided by the government. Regarding classroom AR, she was very knowledgeable compared to Ana because she had attended several classroom AR workshops, and had completed her M.Ed for which she completed her classroom AR as a part of her degree (Interview with Ifa, 2016). I would argue that Ana seemed to be comfortable working with Ifa, given her wide experience with AR.

On 16 February 2016, Ana, Ifa and I met for the first time to talk about their planned project. At this meeting, we discussed the concept of classroom AR, its benefits, and how it would be implemented to deal with their possible

issues in the classroom. They also shared the issues they encountered in the classroom. Ana explained about the challenges she faced with one of the classes that she taught, in which the vast majority of the students had low motivation to learn. Ifa argued that this issue appeared to be related to the way in which teachers presented the lesson. She contended, *“When we only lecture, many students are uninterested in the lesson; likewise, when we do not use engaging teaching techniques, they feel bored”* (audio data, 2016). They agreed that they had to use various media and technologies to cope with these students’ learning issues. Forty-five minutes later, Ifa asked to leave the meeting, as she had to go to the district education office to meet a staff member to discuss her participation in provincial training for new curriculum instructors. We had not yet completed the agenda for our meeting, such as deciding which topic needed to be addressed by their project and the research site class (Field notes, 2016).

A week after the above meeting, on 23 February 2016, we met again in the school library to continue discussing our project. Before Ifa arrived, Ana told me that she had decided to agree with any topic that Ifa chose. She said *“I will just follow Ifa’s topic and let her **“make classroom AR”**”* (Audio data, 2016). I felt slightly surprised that Ana appeared to misunderstand the project that I was offering them. The phrase “make classroom AR” showed that Ana thought that I was asking them to write a classroom AR project, rather than facilitate their engagement in a CAR-U project. Indeed, I had explained this issue at the first meeting when I recruited them to take part in the project. I found the same phenomena with other English teachers whom I met when selecting school sites for this study; in this case, the word “do classroom AR” seems to indicate “create a report of classroom AR instead of engaging in AR in the classroom” (Field notes, 2016).³⁸

This misunderstanding about the project continued when Ifa joined us to discuss the project. She offered the topic “increasing the students’ speaking

³⁸I visited two other secondary schools, where I met English teachers. When I stated my intention to collaborate with them over CAR, they appeared to assume that I was asking them to write a research paper. At the meeting, they asked me “How will we write the report?” (Field notes, 2016).

skills using Power Point presentations". At first, I thought that she had chosen this topic for their project, so that I could help them to discuss how it might be implemented in their project. However, my initial assumption was incorrect. When I asked Ifa " *When are we going to do it in the classroom?*", She replied, "*Frankly speaking, I've done this before in my class; we just need to report it*" (Audio data, 2016). As a result, I had to explain again that I intended to work with them on the project. Finally, Ifa suggested that I chose Ana's class as the research site, related to Ana's concern about motivating her students to learn English. The meeting concluded by choosing teaching English through English songs to motivate students to learn English (Field notes, 2016).

Following the above meeting, it seemed that Ifa and Ana had not yet met each other in order to discuss their project. Ifa became busier because she had to attend three days of training to become a curriculum instructor, assigned by the district education office. When I met them in the staff room, on 1 March 2016, I told them that Pia and I had just finished the first cycle of our project. Ifa suddenly appeared motivated again, and asked Ana to meet up to discuss their project. Together with Pia, they invited me to visit a canteen outside the school to discuss their project again. Instead of continuing the previous idea that had been discussed at the second meeting, Ifa suggested that she was interested in undertaking the project in her class, as she found her students had little interest in the lesson. As she was still unsure what to do in the classroom, I suggested that Ifa and Ana should collect preliminary data using a questionnaire regarding their students' preferences and perceptions related to learning English. They agreed to do so and decided to discuss the result after the mid-term exams (Field notes, 2016).

After the mid-term exams, I met Ifa and Ana, on 17 March 2016, to discuss the progress of their planned project. Since Ifa had not carried out the planned action (to collect preliminary data from her class), the discussion focused on the survey results of Ana's students. She found that her students

preferred to use games in the classroom (see the results of the questionnaire in section 6.4.4). Ana and I had designed this during our third meeting, which Ifa had missed due to attending training (Field notes, 2016).

To follow up Ana's survey, we then agreed to proceed with the idea of using games to enhance the students' motivation to learn English. While we were discussing this idea, Ifa was summoned by the head teacher to meet Put, a fresh graduate, who wished to apply to be a contract teacher at the school. She asked me to continue discussing the project with Ana. This was the last meeting with Ifa to discuss their project. After this session, she withdrew from the project, as she said that she was too busy with tasks outside the school, and recommended that Put should replace her in the project. In the end, Ana completed the project with Put, as her partner (Field notes, 2016).

Following Ifa's withdrawal from the team, Put joined the school on 22 March 2016. Put agreed to replace Ifa as Ana's partner on the project. Put, as a novice teacher, was keen to be involved in the project with Ana. For Put, it was her first experience of engaging in CAR, and she had little knowledge about the concept of classroom AR and had not learnt about it on her pre-service education programme (Field notes, 2016).

The above account implies that the collaboration between Ifa and Ana was not a straightforward process, as was experienced by Maria and Eni (Case one, Chapter 4). The collaboration seemed challenging because Ifa had very little time in which to discuss the project with her partner. Meanwhile, Ana seemed to depend heavily on Ifa regarding the project which apparently inhibited her from taking the initiative or following-up on their project following their meetings with me.

6.4.3 The project's site and focus

Ana's project was conducted in class "A" of year 7, since she found that most of the students in this class had a low motivation to learn English. She said at the first meeting to discuss the project that, "*When I enter this class, I get a headache*" (Audio data, 2016). This expression may indicate that she

found it difficult to face students with disruptive behaviour. She noted that most of the students were reluctant to complete the tasks assigned to them, inattentive during the lesson, and did not do their homework. Therefore, the focus of the project was on increasing the students' motivation to learn English through the use of language games during the implementation of her CAR-U project.

6.4.4 The CAR-U stage

Ana's project was conducted only in one cycle of activities, consisting of *planning* the project, *implementing action* in the classroom, *observing* the action result, and *reflecting* on the project. It was a one-cycle project only, that comprised five meetings, as it started slightly late (at the end of March), and ended at the end of April 2016.

During the planning session, the team met every week to plan the project, including preparing the materials, designing the teaching scenario, and creating an observation checklist. In terms of the materials used for the intervention, these were gained from English games books, such as: *Elementary Communication Games* (Hadfield, 1984), and *Five-minute activities: A resourcebook for short activities* (Ur & Wright, 1992). The CAR-U team also modified the materials when presenting the games to the students. For this project, the designated teaching materials concerned *job*, *instruction*, and *sign in English*, which were aligned with the curriculum (Field notes, 2016). I describe here one of the meetings attended by Ana, Put and myself in the school library.

It was a fine morning on Thursday, 6 March 2016 in the school library, when Ana, Put, and I gathered to discuss our project. The agenda was to plan meetings two and three in which we designed teaching scenarios, preparing the materials, and creating the observation checklist. We discussed the first lesson "instruction in English". I guided the meeting by putting questions to Ana and Put about ideas for the games that would be used in the class based on the topic. They shared their thoughts about the materials employed in the class. During the discussion, Ana and Put noted the scenario (what to do) during the

lesson. We planned each lesson consisting of three activities (pre-activity, whilst-activity, and post-activity). For a warm-up event, Put suggested using pictures that depicted the instructions in English, and would be presented via a Power Point demonstration. Ana asked Put to prepare this material. Ana offered the idea that we could ask the students to use these words to play a game, once they had learned the words, used for giving instruction. She added that, if one student gave an instruction, the others would do it. The activity could be done in a pair or groups.

We also planned other activities, such as asking the students to write down the correct instructions based on the words provided that they had previously learnt. In the end, we would play the "Simon says" game taken from the games book.³⁹ This game was picked, as it could be used to practise the use of instruction, from the taught words. As Ana and Put were unfamiliar with the game, I explained to them how to use it in class. It was also decided at this meeting that all of us would teach, as well as be observers; for instance, while Ana delivered the lesson, Put and I would observe the class. The meeting ended by creating a teaching scenario for meeting 3, with the topic "signs in English" (Audio data, 2016).

For the *action* stage, there were only class meetings (one cycle), as it started late (the end of March) and continued until the third week of April 2016. As mentioned above, the issue of collaboration between Ani and Ifa contributed to this delay (see section 6.4.2). During the five class meetings, I only visited the classroom three times. The first meeting was on 25 March 2016, with Ana; the second meeting was on Thursday 31 March 2016 with Ana and Put, and the fourth meeting was on 8 April 2016, with Ana and Put. As a result of these meetings, I not only observed the class, but also helped Ana and Put to present the learning games to the students (Field notes, 2016).

To illustrate how the action stage was implemented, I presented one lesson on 8 April 2016. At 7.20am, after the morning assembly, we (Ana, Put, and I) entered the project class. All of the students were already in the classroom. Before the lesson, Ana first took the, she gave Put a chance to explain the first task. Put used Power Point slides to introduce the topic,

³⁹Taken from the book "Five –minute Activities: A resource book for short activities" (Ur& Wright, 1992, p.76).

giving instructions in English, by showing the students some pictures on the whiteboard. The pictures depicted the activities, containing several words which the students needed to learn in order to give instructions in English. She attempted to get the students involved in this activity, for instance, by asking them “Can you guess, what activity is shown in this picture?” She also guided the students to answer correctly. Finally, she also explained a list of words, taken from the pictures, to be used when giving instructions in English (Field notes, 2016).

To help the students to understand the point of the lesson, Ana then asked the students to play a game. She first demonstrated how to play it by requesting one student to come forward as a volunteer. The student said one instruction, such as “open the door”, and the student who responded to this instruction, by performing it, took over her position and gave a new instruction. Ana also used the previous lesson that the students had learned, such as “parts of the body”, in this game (Field notes, 2016).

Our observation of this activity, garnered from Put’s notes and my video clip recorded during the lesson (respectively for 1.55 and 0.55 minutes), showed that the students seemed to become motivated to learn English. In addition, most of the students were actively involved in the game activity presented by Ana. Only one or two students did not show any interest in this activity (Field notes, 2016). To illustrate the classroom atmosphere, I include two photos below.



Figure 6.1 Students participating in a game

The photo on the left shows that when one of the students gave the instruction “touch your nose”, another student who knew it responded quickly by touching their nose. Ana then appointed that student to lead the game. The photo on the right describes how one of the students gave the instruction “close the door”, and the other students rushed to the door to carry it out.

Having played the game, Ana followed up with a group task activity; the students matched the instructions with the pictures provided, and created sentences using these instructions. In the last activity, as we had planned previously, I presented the “Simon Says” game. Ana and Put observed the class and assisted in explaining the instructions that I gave to the students who did not understand them at first. The game was played twice. The first game was played collectively, whereby I led the game and all of the students participated in it. The second game was conducted in pairs, where the students performed it with a partner, once they had learnt how to play it.

Ana closed the lesson by recapping what the students had learnt and giving them information regarding the school programme, before the semester ended. After the lesson, we then went to the staff room to plan a new meeting schedule (Field notes, 2016).

In the *observation* stage, the focus was on identifying the effect of using language games on the students’ interest in learning English. We were interested in seeing whether they enjoyed the teaching process, and were active and motivated to engage in the assigned task. We acquired this data by observing the students in each lesson conducted. An observation checklist was used to note the students’ behaviour in each lesson. Moreover, photos and video-clips were utilised to capture moments during the classroom activity (specifically games activities). All of these data were discussed further during the reflection meeting by the CAR-U team. During this meeting, we attempted to reflect on the lessons, such as discussing why some students had not engaged in the activities, and how to deal with this in the next lesson. Furthermore, the data gained from this observation stage

were used to inform the team regarding whether we should continue or stop the cycle of the project.

In addition, during the *observation* stage, Ana decided to distribute a questionnaire (see appendix L) at the end of the project, in order to obtain the students' responses on the use of language games during the *action* stage. I guided Ana on how to construct this questionnaire during our team meeting (Saturday, 23.4.2016) that was also attended by Pia. The questions given to the students comprised ten items; eight of which consisted of closed questions whereby they simply had to choose between *agree* and *disagree* with regard to the statements, and then provide reasons of their choices. Two other items asked about their views on the benefits that they had gained from the action stage, and their recommendations to the teacher regarding the teaching of English. In responding to the questions, we encouraged the students to do so anonymously, hoping that they would feel free to express their opinions, without being afraid to being identified by their teacher.

As mentioned above, we held a reflection meeting after each lesson to check whether the objective of the project had been achieved or not and if necessary to modify the plans for teaching. During one reflection meeting, which was conducted after our first lesson on 24 March 2016, we found that the students still possessed a relatively small English vocabulary, when we asked them to play a "job" card game. This issue suggested that we should supply them with vocabulary before playing learning games. We also found that, when we used media, such as Power Point slides to show them pictures of different job types, they became more enthusiastic about learning. Hence, we decided to continue using these media for the remaining lessons. In the first place, we decided to use media that involved technology media to accommodate the students' needs, since most of them stated (27 out 32 students) that their teacher (Ana) rarely used media during her lessons. Additionally, most of the students preferred Ana to utilise media during English instruction, rather than to deliver the lessons as lectures.

We also held a final session to reflect on the result of our observation and the questionnaire distributed to the students. In particular, Put found that, from her observation (see the observation stage), the students showed an interest in learning English and became active in learning. Reflecting on the result of the questionnaire, we also found that 25 of the 28 stated that their motivation to learn English had increased due to this intervention. The results of the students' responses to the questionnaire are displayed in detail below. I have translated the students' responses from Indonesian into English.

Table 6.1 The students' responses to the teaching of English through language games

Responses	Frequency (N 28)	
	Yes	No
I enjoyed learning English through games.	28	0
I liked the teaching technique using games.	28	0
My learning interest towards English increased after attending lessons employing games.	24	4
I wished that the teaching through games continued.	26	2
The instructions through games increased my vocabulary possession.	28	0
My view toward English changed after attending lessons using language games	26	2
I became motivated to learn English through language games	25	3

(Result of the students' questionnaire, 2016)

We also found that the students gained other benefits from learning English through games. Their responses to one of the open items on the questionnaire included the following:

- Through games, we can have fun with our classmates.
- It encouraged us to be creative as it refreshed mind in learning.
- We liked this technique because it helped us to focus on learning.
- We found a new way in learning English.
- It increased our vocabularies and enabled us to know the meaning of words easily.
- It made us not bored in learning.
- It was enjoyable for us as we learnt English while playing games.
- It may increase our learning achievement, because we did not feel shy and afraid to answer the questions.

(Result of the students' questionnaire, 2016)

Although most of the students appeared positive about their teachers' adoption of games in teaching English, a few students (4 out of 28) disagreed with their friends. For instance, one student responded that this technique distracted him/her from learning English (Document data, 2016). This response may have been due to the fact that the student wished to obtain more teaching materials from the teacher as this intervention was conducted very close to exam time. Hence, the use of games in learning, for some students, may have been an ineffective tool for preparing them to take the exams. However, the students had a low motivation to learn who formed the majority of this particular class enjoyed learning in this way; they found it interesting, and it helped them to learn English easily (my reflection on the classroom observation, 2016).

For this CAR-U project, our reflection on these results suggested that we should conclude the project. In addition, the time limit, as the exams were close, was another reason for ending this project. Moreover, the CAR-U team decided that the project had successfully achieved its aim of increasing the students' motivation to learn English. In section 6.5, I presented how the increased motivation of the students' apparently affected their learning achievement, as described by Ana.

My reflection on Ana's CAR-U project informed me that engaging in smooth collaboration with the teachers in the school was not easy. The time conflict between Ana and Ifa (her former collaborator in the early stage of CAR-U, see section 6.4.2), for instance, inhibited the collaboration from working well, and potentially undermined Ana's motivation to continue with the project.

Despite this challenge, which affected this project, Ana probably learnt a lot from her CAR-U project, and found it beneficial for both her practice and her students' learning. Her perceptions about these during CAR-U project will be detailed in the following sections.

6.5 Reflections on my role in Ana's project

My role in Ana's project consisted of various activities, from being a partner in discussing the project, team teaching, and acting as a mentor to guide her to conduct classroom AR with her team (Put and Myself). In the following paragraphs, I will elaborate on these roles and describe how I positioned myself as a researcher who was collecting data for my own study while engaging in this collaboration.

As mentioned in the previous section, Ana lacked classroom AR knowledge and skills. Therefore, to help her to acquire these, I acted as a mentor for her by explaining how to conduct classroom AR. This happened during our second meeting. Likewise, I helped Ana to design a questionnaire for the purpose of exploring her students' views regarding the use of games in English learning (see section 5.4. regarding the meeting with Ana and Pia to design it). However, my role was changed to partner when we proceeded to conduct the project, from the planning to the reflection stage. For instance, during the planning stage, I merely guided Ana and Put to discuss what they needed to plan or prepare for the project, and they were more active than me, completing tasks such as creating the lesson plan, and preparing the teaching materials. Regarding the teaching materials, although I helped them with the games books which they lacked, Ana and Put chose the materials to be used and brought them to the meeting.

For Ana's project, I also engaged in a group meeting, scheduled weekly during the project. Ana, Put and myself used this meeting to plan the project, discuss activities for every lesson, and reflect on these activities after class. While I was involved in guiding the meeting and providing feedback, if needed, I also used it, on occasion, to capture the interaction between Ana and Put when discussing the project for the purpose of my data. Therefore, during the meeting, I sometimes let them engage in a discussion without interfering, as I had done with Maria and Eni.

In the classroom, as planned before the lesson, I took part in team teaching twice out of the five lessons (see subsection 6.4.4). Normally, I played a small part, related to presenting a learning game and aiming to motivate and engage the students in the lesson. When I performed this task, Ana and Put helped me to manage the students to play a game or observed the students. In addition to teaching, I observed the students when Put taught the lessons, assisted by Ana. Yet, when Ana taught the lesson or applied a learning game, Put observed the class which allowed me to sit at the back to make notes, create a video clip to capture the moment, or take photos, all of which I used for my data collection purposes. I reflected that the involvement of Put who actively assisted Ana in her project gave me more space to collect data; e.g., to observe the implementation of the project in the classroom and their collaboration alike.

Regarding my involvement in the teaching team, I reflected that Ana, in particular, valued this positively, as this lowered her workload in the classroom and she could learn from the team how to teach her pupils using a new teaching approach. Her views on this will be presented in the following section, along with her perceptions regarding her experience of engaging in CAR-U.

6.6 CAR-U as a PD and its benefit and challenges for Ana

Ana perceived CAR-U as a more beneficial PD compared to a one-shot workshop that she had attended. She noted “*When I attend a workshop, it gives me only ideas...However, this [CAR-U] is better...we gain more benefits*” (Interview 2, 2016). Not only did she note that CAR-U was beneficial for her growth, but it also impacted on her students. She said: “*Engaging in this project, I get help, and my students became keen to learn*” (Interview 2, 2016). Below, I discuss the range of benefits that Ana gained from participating in this project.

One benefit for Ana was related to her change in attitude towards teaching. For instance, she reported that, before engaging in this project, she used

physical punishments (e.g., pinching students' tummies gently or hitting their hands with a ruler) to deal with "naughty" students who displayed disruptive behaviour in the class. Additionally, before engaging in the project, she only did this action: "*come into the classroom to fulfil the requirement of 24-hours teaching, and without thinking about finding ways to solve the students' learning issue*" (Interview, 2016).

However, when she discovered that the teaching was fun and enjoyable for her students when she used language games, she refrained from doing this. She commented "*I used to hit the students who were just "playing" during the lesson, but now this project helps me to deal with them*" (Interview 2, 2016). When I interviewed her again, six months after the project ended, she stated that she had continued to use games in her teaching. She stated, "*When I find the students are bored of learning or noisy, I tell them, 'Let's play language games'.*" (Interview 3, 2016).

Likewise, she found that the project had changed her attitude towards teaching: "*through this project, I identified my weaknesses...I realise now that when teaching low motivated students, their needs should be acknowledged first...not just only giving them lectures*" (interview 2, 2016). Such accounts may be related to how she coped with her students' learning issues. In this project, she appeared to learn that she had to understand her students' needs related to learning English, such as by collecting data through a questionnaire (see the section 6.4.4). Moreover, this growing awareness may have arisen from her experiences from using games during the instruction process (see section 6.4.4). During this lesson, Ana apparently enjoyed the teaching process, and so did her students. She succeeded stimulated her students to be involved actively in the instruction process. After the lesson, on the way to the teaching room, she exclaimed: '*Ah begitu dan*' ['Ah, I've got it now'], which apparently indicated that she had finally found an appropriate way to encourage her student to participate actively in class (Field notes, 2016). For Ana, this expression seemed to signify that she ultimately felt a sense of competence, due to this CAR-U

project, in providing a solution to her students' learning issues (see section 2.8, in Chapter 2). For years, she had experienced limited opportunities to upgrade her pedagogical knowledge and skills offered by the school or the government. I will discuss in section 6.7.1 the limited PD opportunities provided by the school.

The other benefit was related to the value of collaboration for Ana. The presence of collaborators (Put and myself) made it easier for her to think about her classroom issues. She argued, *"Previously, before this project, when I was alone, I had no idea what to do, especially dealing about with my class' issue [low motivated students]. When engaging in this project, I felt more comfortable, as I had a partner to help"* (Interview 2, 2016). This statement reflects how Ana, during the project, engaged in a collegial activity, such as exchanging ideas, planning the lessons, teaching in the classroom, and reflecting on her teaching process.

However, the collaboration between Ana and Put did not continue after the project ended. In the following semester (August-November 2016), Put shared one class with Ana where they taught the same class on different days. I assumed that this system would reduce Ana's workload and give her more opportunities to share and discuss her teaching with Put in a collective manner. By contrast, Ana complained that this system had disadvantages for her: *"I am confused about what to teach [during the lessons] to the students because what I want to teach, Put has delivered to the students"* (Interview 3, 2016). It was apparent that they lacked coordination and collaboration within this team-teaching system. Instead of inviting Put to meet to design the lessons together or discuss the issues that they encountered in the classroom, Ana simply went to Put and asked: *"Put, what lesson did you teach yesterday?"* (Interview 3, 2016). When asked why she had not held a meeting with Put, Ana stated that time was the issue: *"We don't have meetings...if I don't have a class [free time], she does; and the same for her"* (Interview 3, 2016). The issue of collaboration between Ana and Put may be linked to the solitary culture which was mentioned by Maria

and Eni, as noted in the previous chapter. I will return to this issue when discussing its effect on Ana's motivation to engage in CAR-T or collaborative learning activities.

The last benefit of CAR-U to Ana's practice was related to improving her students' learning motivation. As mentioned in section 6.4, Ana's project was concerned with enhancing her students' learning motivation through the use of language games. Having completed the project, she noted that it had successfully boosted her students' interest in learning English. She commented, "*Before the project, my students did not have the motivation to learn. However, during the project, they became motivated and enthusiastic about learning English*" (Interview 2, 2016). Furthermore, other teachers' reported to her change in the students' attitude towards learning. She said, "*One of the science teachers came to me, expressing her surprise after finding that my class had changed – that the students are now more active and attentive in lessons*" (Interview 2, 2016). Ana also maintained that the students' learning behavioural change had affected their school exam achievement. She asserted: "*My students' learning achievement increased in the recent exam...seemingly due to their increased learning motivation*" (Interview 2, 2016).

Regarding the challenges related to CAR-U engagement, although she complained about her heavy workload, she thought that it caused few problems. She commented: "*I have many classes to teach...but it didn't affect my involvement in the project very much*" (Interview 2, 2016). Ana argued that the addition of the collaborators (Put and myself) had assisted her in alleviating her workload.

Another challenge was related to the time conflict among the project team, specifically when Ana paired with Ifa, her former partner. Although she did not mention this challenge directly during the interview, I noted that three or four times Ana had to cancel a meeting with me to discuss the project, because Ifa was busy with her outside school activities. As a consequence, although Ana and Ifa had three meetings with me, they had not yet

proceeded to the next stage of the project, the action stage. Ana, eventually, was able to commence the project when Ifa decided to withdraw and was replaced by Put, the fresh graduate teacher who had just begun her career as a novice teacher. With Put, Ana finally completed the project from March to June 2016 – see section 6.4.2 about this challenge (Field notes, 2016).

6.7 The school and external support

6.7.1 School support

This section delineates Ana's perception about the support offered by her school and the external collaborator during her involvement in the CAR-U project. In terms of school support, although school managers did not provide her with support, this apparently did not prevent her from engaging in CAR-U: *"It doesn't matter if there's no support, since the project benefits us"* (Interview 2, 2016). For Ana, the benefits that she gained from engaging in the project seemingly outweighed her expectation of the support provided by the school. As mentioned in section 6.5.1, her involvement in CAR-U affected her practice. Nonetheless, she expected that the support in the form of time-release for teachers undertaking research was important: *"The school may reduce the teaching time for the teachers who participate in research projects"* (Interview 2, 2016).

However, she realised that it was unfeasible for the school to meet her desire for time-release, as it contradicted with government policy (see section 6.2). Furthermore, when asked about the possibility of conducting CAR-T with colleagues through team-teaching to solve the time issue, Ana responded: *"This cannot be done too, as the government does not count team teaching as an individual teaching load"* (Interview 2, 2016). Hence, she then agreed with the idea of an outside-school party who could collaboratively work with teachers in the school, engaging in a research project: *"It is very beneficial, as it can ease our burden [heavy workload]"* (Interview 2, 2016).

In contrast with the support from the school managers, Ana seemed to enjoy the responses of her colleagues (non-English subject teachers) who taught her project class. She noted “*I got support from the teachers who taught my class...They were so delighted to find the change in my students*” (Interview 2, 2016). She also recalled the response of a science teacher: “*Why has your class changed? The students now are willing to learn*” (Interview 2, 2016). These comments by Ana may depict that her colleagues’ recognition and acknowledgement of her work were a sufficient form of support for her.

6.7.2 External support

Ana perceived the external support from the collaborator as a positive aspect of the CAR-U project. She argued “*It’s very positive because it’s beneficial* (Interview 2, 2016). The presence of the collaborator was seen as valuable by Ana in diminishing her effort to deal with students who had a low motivation to learn English. She maintained that “*The collaborator’s support was beneficial, because if I teach a class where the students have poor motivation to learn, I think so hard about how to solve this issue*” (Interview 2, 2016). She argued that, through the facilitation of the collaborator, she gained an idea of how to cope with this issue. She also noted that “*The collaborator encouraged me to think about things that I’d never come across before...previously, I was stuck when thinking about what to do in order to deal with this situation*” (Interview 2, 2016).

Moreover, Ana considered that the collaborator had influenced the way in which she delivered the lesson during the project. She asserted: “*The way in which the collaborator taught the students affected my teaching method*” (Interview 2, 2016). In the project, Ana began to include games in her teaching which she had never done previously. Ana’s shift in her teaching delivery was probably influenced by her teaching team (Put and myself). As I mentioned in section 6.4, for Ana’s project, in addition to being an observer, I also handled the class by leading a particular game activity. This action may change how Ana dealt with class with low learning interest; she commented:

“If I teach the class with the same characteristics as this project class, I now know how to handle them” (Interview 2, 2016).

Ana agreed that an outside party was needed to help her to deal with her issue in the classroom. She noted, *“I think the assistance of another party in changing the students’ behaviour is considerably needed”* (Interview 2, 2016). She particularly liked the support format of, *“meaningful discussion and sharing...being supplied with games books, too”* (Interview 2, 2016).

6.8 Motivation to engage in continuing PD after the project

Following her involvement in a CAR-U project, Ana apparently did not initiate a new CAR-T project with Put or any other teacher. Additionally, she did not engage in collegial discussions with Put to share their teaching issues and find ways to solve them. This issue was observed when Put recounted to me how she had found a problem related to the students in their class, and then reported it to Ana. She posed this question to Ana, *“In our class, I found two students crying, when I asked them to do the task. Do you (Ana) have any suggestions about how to handle them?”* However, according to Put, Ana did not provide her with a prescriptive way to handle this issue; rather, Ana said to her *“I’m also confused about how to cope with this issue”* (interview with Put, 2016).

For Ana, the reason for failing to engage in new CAR-T project to solve her students’ issue may be linked to her statement, when I asked her whether she intended to continue engaging in CAR. She was uncertain due to the time issue: *“I may plan to do it again, but time seems to be a major issue”* (interview 2, 2016). What she meant by a “time issue” was probably her heavy workload. This condition apparently influenced her self-motivation to partake in this PD. Additionally, she also identified the time issue as the main factor that inhibited her and Put from engaging in a collegial sharing to discuss their classroom issues. She maintained: *“It’s hard to find a meeting time; If I am free, she has a class, and the same applies for her”* (Interview 3, 2016).

Contextual factors, such as a lack of school support and a lack of collaboration among the teachers, apparently contributed to Ana's motivation to engage in a new PD tool, such as CAR-T. As we learnt from the previous cases (Maria and Eni, and Pia), collaboration among these teachers was not a common practice in their schools. The absence of school support for teachers' PD (as I present in section 6.7.1) may undermine her motivation.

However, I would argue that Ana's self-motivation to participate in this PD still seemed relatively low. One reason for this was that probably her continuing lack of awareness about participating in PD, particularly when discussing teaching in a collective way. It is also worth noting that CAR-T requires sufficient research knowledge and skills. I assumed that her experience of our short-term CAR-U (see section 6.4.4) did not develop her efficacy in the necessary skills to engage in a CAR-T project. Thus, this may undermine her motivation continue partaking in PD.

Notwithstanding the above accounts, Ana's engagement in CAR-U seemed to encourage her engagement in informal PD, by trying out a new teaching practice. For instance, she opted to use videos which she gained from Pia, when teaching her year 9 students. She noted, "*When I only explained to the students the use of the "past continuous", they found it difficult to comprehend two activities that happen in two moments. Yet, when I taught them twice through videos,⁴⁰ they then finally got it*" (Interview 3, 2016). Since Ana had no prior experience of utilising such techniques, she asserted that she got the videos from Pia who had previously used them too: "*I used the materials [videos] from Pia*" (Interview 3, 2016). Her intention to obtain ideas from Pia implied that she was keen to learn from the other teacher who had successfully implemented a particular technique in the class. She pointed out that one of the benefits of engaging in CAR-U was, "*I want to try out other methods in my teaching*" (Interview 2, 2016).

⁴⁰1. <https://www.youtube.com/watch?v=t9t4rt7M6wU>;

2. https://www.youtube.com/watch?v=P_SRx1GBJHw

Evidence that Ana was learning new techniques, as mentioned above, was also found when I returned to her school for a final interview, 6 months after her CAR-U project ended. In addition to interviewing her, Ana and Pia asked me to show them how to obtain more videos from *YouTube*. We had an initial meeting on 7 December 2016 at Pia's house, during which I showed them how to download videos that suited both the curriculum and their students' ability. I also used this meeting to obtain their accounts of using videos in their lessons during the past semester (July-November 2016). Following this, we met again on the following day (8 December 2016) at the school, with the same agenda. During this session, Ana did not merely engage in learning how to utilise videos, but also gained ideas about how to use other learning games from me. At the end of the meeting, she vowed, *"I'll teach the year 7 and 8 students by using videos, this coming semester"* (Field notes, 2016).

To conclude this section, it may be stated that contextual factors, such as the teachers' workload, a lack of support from the school, and a lack of collaboration culture among the teachers may have contributed to Ana's low motivation to practise CAR-T or engage in collegial sharing. Nonetheless, she developed an interest in a personal PD mode, by engaging in learning a new teaching practice that helped to solve her classroom issues.

6.9 Summary

This chapter presented an account of the last case of this current study, i.e., Ana's case. It includes a discussion of Ana's profile regarding her teaching career, her previous involvement in PD and engagement in individual and Collaborative AR. Following this, it outlined Ana's perceptions of her participation in the CAR-U project, as facilitated by the researcher.

Ana believed that her involvement in CAR-U had benefitted her, when she compared it with other formal PD that she had attended, such as workshops. The advantages of CAR-U that she experienced included shifting her attitude and disposition regarding her teaching, obtaining assistance to solve

her classroom room issues, and developing her students' learning motivation. However, she perceived her heavy workload as her main challenge when engaging in CAR-U projects. Furthermore, although she did not specifically note the issue of collaboration as one of the challenges, my field notes show that this issue slightly affected the smoothness of her project which commenced later than planned.

Regarding the lack of support from the school, particularly the school managers, Ana also shared a similar view with the other teachers (Maria and Eni, and Pia). However, for her, this issue did not constitute a huge challenge, as she realised that she had engaged in CAR-U for the sake of her students. The appreciation of her colleagues regarding her efforts to solve her class' issue was also identified as a form of support. Likewise, she viewed the external collaborator support as positive.

Regarding the sustainability issue, several contributory factors had been identified as affecting her motivation to continue with CAR-T engagement and collegial PD activity with her colleagues. These factors included a heavy workload, a lack of collaboration among the teachers, a lack of support, and Ana's own low self-motivation.

Chapter 7 Discussion

7.1 Introduction

The previous three chapters have presented a detailed analysis of the data findings from the three case studies (Chapters 4-6) which are related to the teachers' perspective of CAR-U as a means of PD. These chapters have presented the findings of the study, based on the case of each CAR-U project, that address the following research questions:

1. What are the Indonesian ELT teachers' perceptions of their experiences in engaging with CAR-U as a means of PD?
2. How did the teachers perceive the support from the school during their CAR-U projects?
3. How much and what kind of external support is required to initiate and sustain teachers' engagement in CAR-U?
4. How far does the involvement in the CAR-U project motivate teachers to continue developing professionally?

This chapter aims to discuss the findings in conjunction with the literature presented in Chapter 2. Based on the above research questions, the study identified four key findings. First, the study suggests that CAR-U was perceived by the teachers as a more practical form of PD than other PD programmes (as will be discussed in section 7.2). Regarding support, the study shows that the teachers received scant support from their school. Their perceived school support was one of the most important aspects in scaffolding them to engage in CAR-U. In terms of external support, this study demonstrates that the teachers value the tangible and intangible support positively from the external collaborator in CAR-U (the issue of support will be discussed in section 7.3). I will discuss the teachers' motives to participate in the CAR-U projects as initiated by the researcher as well as relate CAR-U to the fulfilment of three basic human needs of SDT (these will be discussed in section 7.4).

Lastly, the study suggests that the teachers' engagement in CAR-U apparently did not motivate them to continue practising CAR-T and collegial learning activities, due to both institutional and personal factors. I will discuss this issue in section 7.5.

7.2 CAR-U as a practical PD

The research findings suggest that, compared to the traditional formal PD initiated by the government or the school, the teachers viewed CAR-U as a more practical form of PD. For example, Maria and Eni noted that CAR-U provided them with an opportunity to implement what they have learnt in the classroom. Similarly, Pia argued that CAR-U allowed her to practise the knowledge gained through a collegial sharing activity. For Ana, the practicality of CAR-U was associated with having a greater impact on her students' learning. Pine (2009) argues that the characteristics of CAR, as a part of AR paradigm, stem from the cycle of activities encompassing both "research" and "action" for the sake of improving teaching practice, student learning, and professional growth. During the "research" process, the teachers were involved in systematic observation and reflection on the intervention in the classroom. Meanwhile, the "action" process required them to intervene in the classroom, using certain teaching techniques to improve their students' learning (Burns, 2009). This process, for example, can be illustrated by Pia's CAR-U project (see section 5.3. of Chapter 5). First, Pia was involved in the reflection stage, in which she found that her students' main issue (the project site class) was related to their reticence about speaking English. She then conducted collaboratively an intervention by employing videos to solve the identified issue (action process). In the last stage, she and I also engaged in observing and reflecting on the action to ensure whether the intervention had achieved the aim of the project or not. Reflecting on this process, Pia argued that the involvement in CAR-U allowed her to put into practice what she had learned from the project (see Pia's perception of CAR, section 5.5). Her experience was congruent with

Burbank and Kauchack's (2003) assertion "collaborative action research actively involves teachers in professional reflection,...producers of knowledge" (p.499).

In addition, in terms of practicality, the findings suggest that engaging in CAR-U projects enables the teachers to produce knowledge. For instance, Ana ultimately found out that, in order to deal with students' learning issues, their needs should be initially considered. Similarly, Eni and Maria reflected that the use of videos and games were effective in motivating students to learn English. In this case, the teachers generated knowledge through a process of investigation in their own classroom. In this regard, CAR-U may be called an inquiry-based form of PD which enables teachers to investigate and construct knowledge relevant to teaching (Hawley & Valli, 1999). In this case, teachers' new insight or practices are derived from their inquiry into their instructional practices, and the result of this process is called "practical knowledge" (Carter, 1990). Cochran-Smith and Lytle (1999) called this *knowledge-in-practice*, as the teachers learn this type of knowledge through experience, as well as through process of self-reflection on their interactions with their students in the classroom.

Moreover, referring to learning, the finding suggests that, through CAR-U, teachers gained knowledge through social interactions. In this case, learning through CAR-U occurs as a process of social interaction between the teachers and their project teams. In the case of Maria and Eni, for instance, learning took place in the discussion forum between them and with me as the collaborator. My observation also suggests that, during the group meetings, both engaged in conversations to share their opinions for the sake of their projects (see subsection 4.4.2). In a similar vein, Pia enjoyed learning from me when I handled a speaking class by encouraging students to speak English without using their notes (see subsection 5.3.4). Furthermore, knowledge exchange for mutual learning occurred when they learnt the research skill of AR, and my teaching delivery. From them, I learnt the practical expertise of the real condition of English learning in the

classroom (Burns, 2015). The knowledge expansion in CAR-U is thus a process of supplying each other with expertise. This is aligned with the situative perspective of PD suggesting that teacher learning is situated in a specific context or setting (Putnam & Borko, 2000; Sawyer & Greeno, 2009). Unlike traditional PD that focuses on individual learning, this PD type emphasises the interaction among the individuals engaged in PD activities and the subsystems in their PD environment (Sawyer & Greeno, 2009). Moreover, from a sociocultural perspective, teacher learning, in this case, is mediated by the discussion or intensive dialogue among the CAR project members (Johnson, 2009). Johnson adds that, in inquiry-based PD, “the talk or social interaction...functions as mediational means that support teacher learning, creating the potential for improvement in instruction” (2009, p. 99).

The finding also suggests that the teachers favoured learning in a collegial environment in which they were able to provide and gain feedback from others. Before engaging in CAR-U, the interview data indicate that the teachers were unaccustomed to discussing teaching issues in a collegial way, let alone to solving their issue in a collaborative manner. For instance, Maria and Eni revealed that they rarely become involved in a discussion where students’ learning issues were shared and solved (see subsection 4.10.2.). This phenomenon was also found by Rahman (2016) in two Indonesian schools, suggesting that, in terms of learning, knowledge sharing among teachers was not a common practice. He found that the teachers tended to keep information/knowledge to themselves, and were not keen to adopt a collegial learning practice – of sharing knowledge with their fellow teachers. In this study, the teachers’ engagement in CAR-U apparently brings a new experience of working via collaborative ventures. The teachers in this study perceived CAR-U was an effective form of PD, as it builds their collegial relationship and may reduce the sense of isolation in the school (Darling-Hammond *et al.*, 2009). Nevertheless, regarding collegial learning,

the present study finds that it was unsustainable to use among the teachers after the CAR-U projects were completed (see section 7.5).

In comparison to CAR-U, the teachers did not value their participation in the formal PD initiated by the government and the school. They argued that their role was solely to act as the recipient of knowledge – listening to the instructor, with no opportunity to implement the knowledge they have gained in the classroom. Such experiences were recounted by Maria, Eni, and Pia (see sections 4.6 and 5.6). Meanwhile, Ana noted that she only acquired ideas but never had the chance to put them into practice from attending workshops. This finding is in line with Cochran-Smith and Lytle's (1999) argument that this type of PD does not help teachers to generate knowledge; rather, teachers are positioned merely as knowledge receivers who have deficient existing knowledge. The finding also corroborates the study by Widodo *et al.* (2006) who found that Indonesian teacher PD is inherently top-down. They argued that the learning content was predetermined by the government (PD provider) leading to unsatisfactory outputs of PD regarding teachers' teaching issues. In terms of school PD, it tended to adopt a transmission PD model (Kennedy, 2005) in which information about the new government educational policies (e.g., assessment, curriculum, teachers' certification) was disseminated instead of emphasising the teachers' classroom issues. Eni, in particular, argued that, in her school PD, she simply listened to the presenter and had little opportunity to discuss, share, and practice the acquired information in the classrooms. In a similar vein, their experiences of teacher network group PD (known as MGMP) had little impact on their practice. Eni and Ana, for example, noted that the forum focused its programme on discussing how to create lesson plans and assessments only. Consequently, they were disinterested in attending the forum, as it was irrelevant to their needs, and would not help them to solve students' learning issues. By contrast, they stated that CAR-U apparently fulfilled their specific needs by solving the teaching problems that they encountered in their class.

The discussion above has highlighted the potential of CAR-U as a practical form of PD, based on the perception of the teachers who participated in this current study. However, while engaging in CAR-U was perceived positively by the teachers, it failed to encourage them to continue practising collaborative PD in the future, such as through CAR-T and collegial learning. In section 7.5, I will discuss the contributory factors that caused these teachers to discontinue practising this type of activity. Uncovering these will inform us that several factors need to be taken into account (both institutional and personal) if teachers are expected to continue practising CAR-T. Additionally, in sub-section 7.5.1.4, I reflected that the above issues were partly affected by the process of the CAR-U projects themselves, suggesting that a longer CAR-U partnership was preferable to a shorter in order to enhance the teachers' efficacy with regard to CAR-T engagement.

Moreover, from the discussion in section 7.5, it appears that the workload and solitary culture among teachers with regard to learning largely prompted their unwillingness to engage in further CAR-T. This suggests that promoting a friendlier teacher research approach for teachers who intend to improve their practice via inquiry-based PD or classroom investigation may prove beneficial. Forms of teacher research that will not place a greater burden on teachers – who are already heavily loaded with teaching and administrative tasks – need to be introduced, particularly for EFL teachers in the context of this study. In the last section of this chapter, I propose two forms of teacher research that may fit this purpose, which are Exploratory Action Research and Exploratory Practice. These will be further elaborated on in section 7.6.

7.3 The role of support in CAR-U

This section discusses the role of external support (outside school collaborator) as well as internal support from the school. This support had been arguably perceived by teachers in this study as a pivotal factor in facilitating and scaffolding them in CAR-U engagement. The former is discussed in section 7.3.1, and followed by the latter.

7.3.1 External support from the collaborator

The key to a successful partnership suggested by this study is the provision of a range of support from the external collaborator to help the teachers to engage in the PD activity. The teachers favoured the form of tangible support, such as knowledge sharing or being a knowledge facilitator (Kennedy *et al.*, 2009), that is, being a partner in discussing the experience and reflecting on the result of the projects, as well as engaging in team teaching in class. For instance, Maria and Eni voiced the benefit of a meeting forum as a venue for sharing, discussing and having intensive dialogues about teaching with the collaborator (Lam *et al.*, 2010). Moreover, Pia and Ana enjoyed the format of support through team teaching and with assistance of material provisions such as videos and books of language games.

Furthermore, they favoured an external collaborator who could allocate his/her time at all stages of the project (from the planning to reflection stage). Mitchell *et al.* (2009) suggest that successful collaborative inquiry requires an equal contribution to be made from the whole team which should be negotiated in the planning stage. In the context of this study, this type of support might be relevant because the PD that teachers had previously experienced felt ineffective due to the limited opportunity to grow. In particular, to encourage teachers to engage in research, the evidence suggests that very few attended training or workshops provided by the government and school to support them. As a result, they were unable to fulfil the expectations of the government to engage in classroom AR (as will be further discussed in section 7.4 and 7.5). The presence of external parties who facilitated them to get involved in PD was conceived as a temporary solution to their issues with the shortage of personal growth opportunities provided by their institution. Referring to the role of a facilitator in CAR-U, Ponte *et al.* (2004) assert that the provision of help and guidance by a facilitator to teachers produces more successful CAR projects that impacts on teachers' classroom practices.

In addition to tangible support, what also matters is providing intangible support for the teachers. The teachers, for instance, appreciated when the external collaborator gave them autonomy or choice regarding their project, such as choosing what area should be investigated. The collaborator should also be flexible regarding the time arrangement and be friendly and patient to their situation. I would argue that such types of support are central elements for successful collaboration in the current context, based on two reasons. Firstly, given the fact that teachers have very heavy workloads, time flexibility is considered an important aspect. However, studies of CAR partnership by Bevins and Price (2014) and Platteel *et al.* (2010) suggest that both teachers and external collaborators/facilitators should equally allocate their time and efforts in order to achieve a successful partnership. According to Bevin and Price (2014), if one of the parties is unable to fulfil its role regarding time, the partnership will fail to achieve the goal of partnership. In this present study, it might be easier for me, as the collaborator, to be flexible regarding time in order to accommodate the teachers' needs since I supported them wholeheartedly without having too much of a workload. However, in a real situation, it might be very challenging for both parties (the teachers in the school and external collaborators) to deal with the time issue, as they must confront their job pressures. I found that maintaining communication with the teachers was helpful in dealing with the time flexibility. Kemmis (2008) asserts that the role of open dialogue among the members of the project team is central to communicating about the time issue, including the expectations and responsibilities of each member. In a similar vein, research on CAR partnerships in an ELT context echoes that open, constant communication between the various parties is one of the conditions for successful collaboration (e.g., Wang & Zhang, 2014). Additionally, Reimer and Bruce (1994) maintain that one condition for successful collaboration between school teachers and university researchers is that both parties need to realise that "the flexibility in adapting to changing situations is crucial" (p. 219), given the organic nature of the research project.

Secondly, the teachers tended to regard an external collaborator from a university, and teacher trainers from a PD institution, as superior in terms of knowledge. For instance, Eni had a preconceived idea about teacher educators whom she had met when attending in-service training. She thought that, since these educators have superior knowledge, they do not tend to treat teachers as partners when working with them. This preconception probably discouraged her from collaborating with teacher educators. However, when I supported them through the following features, such as being a good listener, friendly, and attentive, coupled with providing ample choices or autonomy, this probably created a conducive atmosphere for a successful partnership. Additionally, the teachers seem to conceive that my support was established through a collaborative relationship rather than a coercive one (Bevins & Price, 2014). The former relationship concerns mutual collaboration between the teachers and the collaborator in achieving a successful venture through sharing experiences and knowledge; while the latter happens when the teachers are instructed to do something or are controlled by the collaborator, during the collaboration (Bevins & Price, 2014). The support that I provided was in line with the “process consultancy” role proposed by Carr and Kemmis (1986), in which the collaborator helps the teachers to identify issues, plan projects, execute planned interventions in the classroom, and observe and reflect on the effect of the interventions. My role also reflected the suggestion by Altrichter *et al.* (2008) that the role of the external collaborator is merely to provide support instead of taking responsibility and controlling the direction of CAR-U projects.

7.3.2 The role of school support

This study suggests that the teachers need support from the school managers when participating in collaborative PD of CAR-U, ranging from recognition to incentive provision. These forms of support were absent from their school (the way in which this affected the teachers’ motivation to continue practising CAR-T will also be discussed in section 7.5.1.2). Similar

studies of CAR partnerships in the ELT context also reported the vital role of school support (Wang & Zhang, 2014; Yuan & Lee, 2015). Wang and Zhang recommended that time support, such as allowing time for teachers to attend AR training, is essential for them. Yuan and Ling (2015) suggested that the school managers should provide supportive conditions to scaffold teachers' engagement in CAR-U through offering practical and moral support (e.g., the autonomy to experiment with innovative ideas, flexible scheduling of their work, and the required resources), given the challenges they encountered. The important role of the principal in supporting teachers involved in collaborative PD has also been identified by Steyn (2011) in the African context. She found that the principals' supportive leadership created a conducive collaboration atmosphere for teachers' PD at schools. The studies confirmed that the role of the school principals in supporting teachers' PD in schools is critical through providing a space for a learning community in schools, and encouraging and supporting teachers' engagement in PD (e.g., Bredeson, 2000; Clement & Vandenberghe, 2001). Regarding sustainability, my own project (Thamrin, 2012) in the Indonesian context found that school leaders' support, in the form of allowing teachers to conduct research, giving incentives, and recognising teachers' work, had motivated the teachers to continue practising classroom AR, due to school support and the availability of different sources of advice.

Given the vital role of school principals' leadership in supporting teacher learning in schools, I would argue that, in the Indonesian context, the partnership between the teachers and other parties in promoting PD will yield more fruitful and sustainable results, if the schools offer support. In this regard, I agree with Bredeson (2000) who contends that, although teachers should be autonomously responsible and be in control of their own PD, the role of the school principals is indispensable in supporting them. This is becoming more relevant mostly to government Indonesian teachers who are required to comply with the government regulations which undermine teachers' autonomy in PD initiatives (Bjork, 2005). With regard to this

support, a study by Raihani (2008) about the principals' leadership characteristics in the three best schools in Yogyakarta demonstrated that the principals endorsed the teachers' PD in their schools by creating learning venues in their institutions. Raihani (*ibid.*) also found that the principals motivated their teachers to engage in PD, offering rewards and compliments for their endeavours; the principals also monitored and evaluated their staff's development in order to meet the schools' goals and mission. Another finding from Raihani's study which is relevant to this study is that the principals established collaboration with university parties, in an effort to build teachers' capacity. This current study implies that teachers apparently welcome university parties who intend to establish a partnership in the school, for the sake of promoting teachers' PD engagement. It then becomes the school managers' role to strengthen this relationship by establishing a formal collaboration between the schools and the university parties (e.g., teacher educators and researchers) to attain this aim. This issue will be discussed further in the concluding Chapter.

7.4 The motives for engaging in the CAR-U projects

This section particularly discusses the teachers' motives to engage in the CAR-U projects. Central to the discussion in this section is the main interests or principal motivations that the teachers possess which ignite them to voluntarily participate in the CAR-U project initiated by the external party. This notion is guided by three facts generated from the study findings. First, the data suggest that prior to participating in CAR-U projects, all the teachers agreed that they lacked opportunities to engage in formal PD and did not intensively undertake any informal PD activities either. Furthermore, in terms of self-motivation, all of them had low motivations to participate in PD ventures due to an individual (e.g., age-related factor) and institutional factors (e.g., lack of formal PD opportunities, unhealthy school condition for learning). Second, the teachers' motivation to engage in or to conduct the government-initiated AR was low, as evidenced by none of them practising

AR despite it has been promoted as a tool for continuous PD through the mechanism of promotion (see section 1.4). Last, the teachers had previously limited opportunity to engage in collaborations with the colleagues to do CAR-T (see the section of teachers' previous AR/CAR in the findings chapters). These issues then evoke a question: *What does motivate the teachers to voluntarily participate in CAR-U projects with the external facilitator for a certain period (from early February-May, 2016)?* I will discuss this topic from the views of teacher motivation and teacher PD literature, and specifically from through the lens of self-determination theory (henceforth SDT) as reviewed in the Literature Review Chapter (see section 2.8).

7.4.1 The teachers' motives for engaging in CAR-U

The teachers' motive to voluntarily engage in the CAR-U projects initiated by the external facilitator is derived from the need to develop their teaching repertoire and to improve their practice. All of them stressed that their primary purposes were to enhance their pedagogical knowledge and to solve their classroom problems. In the case of Maria and Eni, in addition to such motives, the intention to know how to conduct classroom-based AR stimulated them to engage in CAR-U. This finding indicates that the nature of the teachers' motivation to participate in CAR-U projects is extrinsic as they expect separable benefits from doing it (Ryan & Deci, 2000b). However, according to SDT (Deci & Ryan, 1985; Ryan & Deci, 2000b), those teacher's motives may be classified as a more autonomous form of extrinsic motivation known as identified regulation because they have identified for themselves the benefits of engaging in CAR-U (see Literature Review chapter, section 2.8). This finding aligns with the study by Gorozidis and Papaioannou (2014) demonstrating that the autonomous motivation positively predicts teachers' intention to participate in training.

The findings above also are congruent with the recent study of teacher motivation in PD by McMillan *et al.* (2016) (see section 2.7). The study reported that teachers' personal choice of career advancement, personal

interest with PD and the perceived need to improve practice were among the motivating factors. In a similar vein, the findings agree with the study by Hynds and McDonald (2010) in the New Zealand context exploring sixty-eight teachers' reasons to engage in PD project in a school-university partnership PD program. They reported that the teachers' main motive for participating in PD (attending courses offered by the university) was mostly driven by the opportunity to link theory with practice, to improve students' learning, to be included in collaborative projects, and for personal reasons - to promote social justice via teaching innovation. Furthermore, Scribner (1999) found teachers' main motive to engage in PD programmes was driven by the need to address their classroom challenges.

In the Indonesian context, the findings also accord with Widodo and Riandi's (2002) study suggesting the salient motivation for teachers to participate in PD. In their study with 102 science teachers participating in a dual-mode teacher PD programme, they found that the teachers' participation was low when engaging in a self-directed PD compared to attending a government-based PD. They argued that the government's top-down PD programmes which provided financial support for teachers contributed to subdue their motivation to participate in a low-cost form of PD that was initiated by them. Nevertheless, their finding seems to contradict with the current study demonstrating that even without the promise of monetary reward or financial support from the facilitator, the teachers were still keen on participating in the CAR-U projects. In this case, the teachers' self-motivation was not controlled or regulated by external factors such as financial support, recognition, or reward (Ryan & Deci, 2000b). Conversely, their motivation is likely regulated by the process of internalisation of the CAR-U benefits to them (*identified regulation*) (Deci & Ryan, 2008). My field notes, for instance, recorded such impressions with Maria and Eni when I met them in the school corridor after their first intervention in the project class. They enthusiastically recounted that the students became motivated to learn English due to their new teaching technique (using videos). Other teachers

voiced similar stories in my meetings with them. They ultimately recognised that the projects were beneficial for their students, leading to feeling motivated to complete the CAR-U projects.

It is also interesting to note that my findings contradict the study by Gao *et al.* (2011), in the Chinese context, which reported that one of the primary English teachers' motives to engage in research was for the sake of promotion. They found that teachers - in one elite school - were motivated to engage in research as a tool to gain promotion within the school. In this regard, getting involved in research was deemed as a part of performance review used by their school. When the teachers demonstrated pedagogical innovations through research, they had fulfilled the school's expectation and were awarded a promotion and a pay rise. Such phenomenon is currently adopted by the Indonesian government to attract teachers engaging in research. The policy regulates that the government teachers who are continually engaging in classroom AR projects will have more opportunities to progress their career to certain levels, positively affecting their income and status.⁴¹ However, my finding suggests that promotion is not the main motive for the teachers to engage in CAR-U. There are two possible explanations for this. Firstly, the teachers apparently felt that it was difficult to meet the government requirement in which they must supply the scientific model of an AR report. My finding suggests that Maria and Eni, for example, had to pay others to write their AR reports without undertaking AR themselves in the classroom. Secondly, teachers likely felt demotivated to engage in classroom-AR projects because other parties outside schools were available to provide the service of writing AR reports to accommodate teachers who needed AR reports for promotion sake⁴² as experienced by Maria and Eni (interview with Ifa⁴³, 2016). Apandi (2014) contends this

⁵ The MENPAN (The state ministry for the empowerment of state apparatus) decree No. 16/2009 of functional teacher position and its credits regulates that for applying for certain ranks, teachers must produce a scientific paper of their research (preferably classroom AR).

⁴² Teachers must pay Rp. 500.000-750.000 (equals to 25-35 pounds) for one AR report submitted as promotion requirement (personal conversation with a teacher who used the service, December, 2016)

⁴³ Ifa is the head of junior secondary English teachers' forum (or MGMP) of Palu city.

cheating practice, as described above, is prevalent among teachers in Indonesia, with teachers finding unethical ways to enhance their career status.

The current study thus suggests that teachers are likely to be motivated to engage in CAR-U if they finally become cognizant of its benefits. Findings from this study suggest that the teachers benefitted from engaging in CAR-U in various ways. These benefits ranged from regaining motivation in teaching, being aware of the value of collaboration in sharing and discussing about teaching, enhanced awareness of teaching, and improving students' learning motivation and English speaking achievement. Therefore, I would argue that motivating teachers in research engagement (e.g., classroom AR) with the promise of promotion is less effective. Instead, the government should do it by providing teachers with the necessary support for engaging in research engagement. These include developing their knowledge and skills in research to support their competence (e.g., intensive training and mentoring), financial support in research via allocating sufficient budgets, and acknowledging their projects in a teacher-friendly way (e.g., poster, school news-letter, school-based mini seminar, etc.). I will return to discuss this issue in the Conclusion Chapter.

I would also argue that the support of external parties outside school through CAR-U is equally essential in motivating teachers to participate in research. In this partnership, the collaborator could help them to cope with their constraints related to classroom AR, such as limited knowledge about research skills in this partnership. Taken together, this external support and the government's efforts as aforementioned can enhance the teachers' motivation to engage in research.

Based on the discussion above, it is worth discussing the elements of CAR adopted in this study that correspond to the SDT of three basic human needs for *competence*, *relatedness*, and *autonomy* (Deci & Ryan, 1985; Ryan & Deci, 2000b). SDT posits that the extent of the enhancement of intrinsic motivation and internalisation of teachers' extrinsic motivation

behaviour in action depends on fulfilment of the three basic needs above by teachers' social environment (Ryan & Deci, 2000b). This issue is further explained in the following sub-section.

7.4.2 CAR-U and teacher motivation in PD: SDT perspective

This sub-section focuses on discussing the aspects that facilitate the teachers' motivation in CAR-U engagement viewed through the lens of three basic human needs as mentioned above. I will discuss how the features of CAR-U facilitate the teachers' need for *competence*, *autonomy* and *relatedness* which, in turn, maintain their interest to participate in the projects.

7.4.2.1 CAR-U and the need for competence

In the CAR-U projects, the teachers got support from the external collaborator through intensive meetings in which they engaged in discussions, sharing knowledge and feedback (see section 7.3). This facilitation aimed to provide the knowledge, skill, and experiences which enable them to conduct their project successfully. From the SDT perspective, such facilitation is deemed as a support for *competence* (Ryan & Deci, 2000b). According to Deci and Ryan (1985), the *competence* need is related to teachers' feeling of effectiveness to exert and express their capabilities to act in their social interaction (e.g., at school or in the classroom). In the teachers' CAR-U project, the support for competence was conducted through regular dialogues among the CAR-U teams in which the teacher received feedback from others. Such type of support has been conceived to facilitate teachers' motivation (Ryan & Deci, 2000a). In CAR-U, the provision of feedback allows the teachers to enhance their competence that they essentially need to perform the task both in teaching and research process. In terms of teaching, for instance, in the case of Pia, she needed knowledge and skill to use videos in teaching. Through a series of meetings with the collaborator where she gained lots of feedback, she ultimately felt

competent to utilise videos in teaching during and after the project. Similarly, she received feedback from the external collaborator when she designed a questionnaire for collecting data regarding her students' perceptions of the video utilisation in the classroom. In sum, the need of feeling competent in CAR-U in this study was facilitated via group meetings where sharing knowledge, discussion, and feedback were conducted. When this need is satisfied by such competence support, their motivation seems to remain until the last stage of the CAR-U projects (Ryan & Deci, 2000b).

7.4.2.2 CAR-U and the need for autonomy

The finding of this current study also suggests that the teachers' need for *autonomy* was also facilitated by CAR-U. With regard to SDT, autonomy means "people feel a full sense of choice" (Deci & Ryan, 2000, p.15). CAR as a form of PD is viewed by several commentators as providing a substantial level of autonomy for teachers to navigate their learning trajectory (Kemmis, 1993). For instance, in the projects the teachers worked on, they gained their autonomy in deciding what to learn in the CAR-U project. In addition, they were free to decide which research topics were relevant to their classrooms' issues to be investigated and solved. Moreover, they had chances to negotiate their ideas to be implemented in the project classes with the external collaborator. In their projects, the collaborator was a mere facilitator who provided guidance and feedback for the success of the projects (Altrichter *et al.*, 2008). In their CAR-U projects, the forms of autonomy support practised by the collaborator reflected Roth's (2014) advice to respect teachers' ideas, give them choices, and foster their self-initiative and participation in decision-making. Regarding autonomy, Lam *et al.* (2010) found a relationship between the autonomy support provided for teachers (such as allowing their freedom in participation, involving them in decision making, acknowledging their opinions) and their motivation to implement an educational innovation. In the study with 182 secondary teachers from 8 schools in Hong Kong, they reported that the teachers were

motivated to implement project-based learning imposed on them in as much as their own schools were supportive of their basic needs for *autonomy, competence, and relatedness*.

The aspect of autonomy should also occur in providing competence support (Dzubay, 2001). He contends that when enhancing teachers' competence via feedback, it should be informational and respect teachers' autonomy. In conjunction with optimising challenges, he further suggests that the facilitator (collaborator in CAR-U) should provide choices for teachers in identifying and selecting the improvement to be made in the classroom. What Dzubay suggests was reflected in my interaction with Pia, for instance. With regard to autonomy, when providing a great deal of feedback, I did not deliberately direct her to adopt ideas to be used in her project, rather I opted to guide her identifying an investigated issue by using elicit questions. In addition, I gave her considerable choices when she came to me proposing an idea of using video technique instead of using "communication games" as we previously had decided. In line with this, this study suggests the role of external collaborator should emphasise on facilitating teachers to be competent engaging in research without undermining their autonomy in the projects. Consequently, their motivations to continue to be involved in CAR-U remained high.

In addition to the above practices in facilitating autonomy, the considerable choice of provision for the teachers was also reflected in the publication of CAR-U projects. In this case, during the first meeting with them discussing the projects, I provided them with options as to whether to report their projects or not. I realised that requiring them to report their projects following academic standards could put pressure on them which would undermine their motivation to participate in the first place or to continue their participation in the CAR-U projects. Studies on teacher motivation regarding contextual pressures on teachers (such as workload, the expectation from government and school to comply with curriculum or performance standard)

toward teachers had found a positive relationship between those pressures and teachers' self-motivation in teaching (Pelletier *et al.*, 2002; Taylor *et al.*, 2008). In this case, the necessity for teachers to disseminate their projects in academic writing style could give a considerable pressure, and be a demotivating factor for them to engage in classroom AR.⁴⁴ Given this, I would argue that one aspect that might evoke their motivation to participate in CAR-U was related to the low pressure they gained (i.e., writing their projects' report in academic tone).

The results of the study imply that when teachers are given ample choices and freedom to have a voice in their CAR-U projects, their interest in completing the project is sustained. It echoes Burbank and Kauchak's (2003) argument that it is important to consider teachers' voice in the implementation of CAR-U projects. Furthermore, it is consistent with SDT suggesting that the autonomy support facilitates intrinsic motivation and internalisation of extrinsically motivated activities (Deci & Ryan, 2000). This finding also aligns with Dzubay's (2001) contention that when teachers in PD are given considerable choices to lead their learning, their motivations for PD seems to grow.

7.4.2.3 CAR-U and the need for relatedness

One of the distinctive features of CAR-U, which may enhance teachers' motivation to engage in it, is the opportunity for them to learn in a collegial way. Pine (2009) asserts that at the heart of CAR is the collegial sharing among teachers, a supportive environment, and an inquiry community which encourages them to improve classroom practice. This feature is particularly in line with the need for relatedness –the feeling to “connect with and be integral to and accepted by others” (Ryan & Deci, 2000a, p. 7). In this case, Ryan and Deci (2000b) maintain that people feel motivated to do an activity if it is valued by significant others whom they feel attached or related to. Pia

⁴⁴a. Indonesian teachers ability in academic writing is considered low (KompasOnline, 2010)
b. Studies show that many Indonesian teachers did not practicing AR (see section 1.5.2).

and Eni, for instance, asserted that they felt comfortable working with the outside collaborator and their motivation increased to continue the project. In one meeting with all the teachers after the project, Eni, representing her colleagues, argued that she enjoyed working with me as I created a close and warm relationship with them which was beyond her preconception. Unlike her previous experience with other teacher educators, she argued that I did not maintain a distance so that she felt welcome and was eager to collaborate. Pia and Enis' accounts reflected that they felt secure and connected with the collaborator which ultimately sustained their motivation to complete the project with me. What they had experienced regarding motivation to learn seems to be congruent with the assertion of Ryan and Deci (2000a) that intrinsic motivation tends to grow in contexts characterised by a sense of security and relatedness. By contrast, when they feel unsafe, unconnected, and disrespected engaging in PD with others, they are unlikely to be motivated to learn (Wlodkowski & Ginsberg, 1995).

It should also be noted that the CAR-U project that the teachers participated in was not initiated by them; rather it was suggested by another party (myself). This project might inherently not be interesting to them and not intrinsically motivating to be involved in it. However, when they found the *relatedness* support, termed by Roth (2014) as "*interpersonal involvement*" (original italic, p. 43), including warmth, caring, and taking interest in their projects (*ibid.*), their motivation seemed to grow (Ryan & Deci, 2000a). Maria and Eni specifically found that the form of support offered by the collaborator such as being flexible with the time arrangements for meetings and being patient with their constraints (e.g., health problems) contributed to their increased motivation in the CAR-U engagement. Specifically, Ana emphasised that the appreciation of her colleagues toward her project had augmented her conviction about the value of the CAR-U and thus enhanced her motivation to complete it. This finding is particularly consonant with Dzubay's (2001) contention that teachers' motivation to adopt new practices is affected by the quality of their connection with students, colleagues at

school and the larger community. Given this, the finding suggests the role of the *relatedness* support (Deci & Ryan, 1985; 2008) is critical to facilitate teachers' motivation to engage in PD activities.

Furthermore, engaging in CAR-U means that colleagues talk about teaching practice (Ryan & Deci, 2000). In the case of Maria and Eni, and Ana, all teachers had the opportunity to work with their colleagues in a secure and collegial climate. During this project, they could share and express ideas, opinions, and discuss teaching-related issues in a collegial environment. Other studies have revealed that the willingness of teachers to participate in PD or implementation classroom innovation was linked with the higher level of collegiality support from their school (Lam *et al.*, 2010; McMillan *et al.*, 2016). In addition, studies on informal learning reported that teachers preferred learning via talking and sharing with their colleagues in the environment where colleagues were supportive in learning (Kwakman, 2003; Lohman, 2006). A study by Rahman (2016) in an Indonesian secondary school suggested that a form of collegial learning (discussion and sharing), in addition to leadership support, motivated them to improve their instructional practice. In the Indonesian context, the preference for learning with colleagues might be related to the collective culture adopted by Indonesian such as *gotong-royong* (mutual assistance) (Dewantara, 2017). and *musyawarah* (collective consultation)(Irawanto, 2009).

With regard to the relatedness support from outside schools, the finding of this study is consistent with the study by Lee and Wong (2014), and Vo and Nguyen (2010). Lee and Wong (2014) reported that the support they provided to six EFL primary teachers in Hong Kong when implementing innovative feedback projects in writing classrooms helped to sustain their motivation with the projects. They further noted that the support had helped the teachers to sustain the innovation involving large classrooms, albeit they encountered challenge. They then proposed the pivotal role of university teacher educators to support teachers in their PD trajectory given the

challenges they encountered in the rigid education system. Meanwhile, Vo and Nguyen (2010) facilitated four EFL teachers in Vietnam through a critical friend group by engaging in peer-observation of teaching. They found that this facilitation enhanced the teachers' belief in working in a collegial relationship as well as a sense of belonging to a community.

To end this sub-section, I would argue that the data from the study suggests that it is not likely the CAR-U project *per se* facilitates the teachers' motivation to participate in it. Rather, it is the features of CAR-U that most likely meet their psychological needs for *autonomy, competence, and relatedness* (Deci & Ryan, 1985; Ryan & Deci, 2000b) which ultimately promoted their autonomous motivation. The growing motivation is apparently facilitated with the feeling of greater choice gained, enhanced competence, and feeling connected with whom they work with during the CAR-U projects' engagement. Ng (2010) suggests that "little is known about what factors can motivate teachers to engage in professional learning". My findings would suggest that satisfying teachers' innate needs for PD engagement should be a primary consideration in the design of any PD initiative.

7.5 The sustainability issue: CAR-T and collegial learning

This section centres on a discussion of the reasons why teachers discontinued their engagement in CAR-T and any other collegial learning activities following their first CAR projects with me. In this section, the term "collegial learning" refers to PD activities where teachers learn from each other and together through unstructured or spontaneous and deliberate meetings or interactions to discuss and share their teaching practice. I will first discuss the identified factors that discouraged them from continuing with their CAR-T practice, and then delineate factors that hindered them from partaking in the forms of collegial learning that they had practised in their current CAR projects.

7.5.1 CAR-T

The research findings suggest that the factors that contributed to the unsustainability of CAR engagement, particularly in CAR-T, by the teachers are multifaceted, ranging from institutional or organisational to personal factors.

One may discern that the teachers in this study have poor self-motivation to continue engaging in CAR-T. The finding suggests that none of the teachers initiated a new CAR-T project after the project ended, although they showed such commitment for engaging in it after their first projects. For instance, the cases of Maria and Eni, and Pia demonstrate that, at the end of the second interview, they wished to continue practising CAR-T during their future lessons. On the one hand, they did continue to practise the new teaching technique employed in the CAR-U project for their new classes, but on the other hand, they did not engage in CAR-T, such as no engagement in collegial discussion about teaching, mutual classroom observation, and systematic reflection. Indeed, requiring teachers to sustain CAR-T practice entails self-initiative or motivation (Edward & Burns, 2016). I will present the contextual factors (institutional and personal) that apparently undermine the teachers' motivation to continue practising CAR-T in the following sub-sections below.

7.5.1.1 Institutional factor: the unhealthy school atmosphere for PD

The findings found that the teachers had limited knowledge of AR due to a lack of AR training and workshop opportunities. The teachers argued that their limited knowledge of AR was due to the scant provision of related training by the government PD providers and the school. Interview data from Maria and Eni indicate that only once had the school disseminated information about AR, presented by one of the teachers, but that was insufficient to develop their AR knowledge. In the Indonesian context, other studies have reported that teachers have limited access to PD by the government (Rahman, 2016; Zein, 2016), and there is a linkage between the

provision of sufficient PD and the (de) motivation to develop professionally (Rahman, 2016). The current study aligns with Rahman's study in which the teachers' low motivation to continue engaging in the CAR-T is affected by the limited prior PD received by teachers. Despite the fact that they had gained some knowledge of classroom AR during their engagement in the CAR-U projects, this was inadequate to support their confidence regarding practising CAR-T. Maria and Eni, for instance, continued to expect the support from the collaborator to assist them in engaging in teaching innovations using a CAR-U framework. This signals the important role of outside experts (e.g., university teacher educators) in enhancing teachers' knowledge in AR, given the absence of formal training by the government and schools. This is congruent with Burns and Rochsantiningsih's (2006) recommendation that teachers need support from university teacher educators to engage in classroom AR successfully.

This is consistent with Firdissa's study (2017), which found that one of the factors discouraging EFL university-based teachers in the Ethiopian context to undertake AR was a lack of practical knowledge of AR. From the teacher motivation perspective, it might be explained that, when teachers felt incompetent and lacked knowledge of the AR concept, this undermined their motivation to conduct CAR, let alone to sustain such practice (Deci & Ryan, 2000). Moreover, lacking sufficient research knowledge (such as identifying the research topic and collecting data through different methods, analysing and reflecting on data) teachers may experience low self-efficacy and so lack the confidence to conduct CAR-T successfully (Klassen *et al.*, 2014). In the PD context, this connection was particularly identified in the study by Groove *et al.* (2009) which found that teachers' sense of efficacy increased with regard to making changes to their classroom practice after attending a PD programme. Thus, the implication here is that it is essential to provide continuous support (see subsection 7.3 regarding support) in order to enhance teachers' research knowledge and skills. Without such support, it is

likely that teachers will encounter considerable challenges related to engaging in research (e.g., Rainey, 2000; Volk, 2009).

Another important finding that can arguably explain the premature ending of CAR-T is the lack of collegial learning that occurred among the teachers. Maria and Eni, for instance, acknowledged that English teachers rarely discussed their teaching issues and attempted to solve them collectively. They tended to adopt an individualistic culture, characterised by a lack of commitment to discussing and improving their teaching practice (Hargreaves, 1992). This condition was also affirmed by Ifa,⁴⁵ who noted that rarely did the teachers hold a deliberate meeting to discuss teaching and share their practice. Although she was considered a more knowledgeable teacher by her colleagues, given her status as a teacher trainer of the new curriculum, her interaction (in terms of collaboration) was still limited to sharing information (such as handing out powerpoint slides of information from the training).⁴⁶ This condition is in line with Schleicher's (2011) finding that "teachers report relatively infrequent collaboration with colleagues within schools, beyond a mere exchange information and ideas; direct professional collaboration to enhance student learning is rarer" (p. 21, cited in Chang *et al.*, 2014, p. 51). Furthermore, Pia also echoed the unhealthy environment for PD where she experienced discouragement by a group of teachers for her efforts to develop. She maintained that some teachers dominated the PD opportunities (such as attending PD outside schools) due to their close connection with the head teacher. Moreover, during my observations, the school did not promote informal learning among the teachers, such as teaching-related dialogue and discussion, or self-reading. I also found there was no collection of books (or even teachers' library) provided by the school to support teachers' self-learning or informal PD.

⁴⁵ Among seven English teachers, Ifa was regarded as a knowledgeable person by her colleagues as she has an M.Ed degree and has attended extensive trainings (interview, July 2016).

⁴⁶ Interview with Ifa (December, 2016).

Hargreaves and Fullan (1992) argue that “the context of teachers’ working environment provides conditions in which teacher development initiatives succeed or fail” (p. 13). When linked to the finding above, the teachers’ initiative to continue in CAR-T seems to fail if a collaborative culture (Hargreaves, 1992) does not grow among them, compounded by a supportive environment for teacher learning (Hargreaves & Fullan, 1992). Fardissa (2017) maintains the significance of a conducive environment for engaging in research, specifically related to AR engagement. She found that many teachers felt demotivated to engage in AR due to the unconducive working conditions, such as the lack of support and heavy workload experienced by the teachers. In relation to this, my finding implies that the aforementioned ecological factors affected the teachers’ intention to continue developing professionally. This is specifically supported by Rahman’s (2016) finding that the school condition affected Indonesian teachers’ engagement in PD, for example when PD opportunities are unequally distributed among staff and teachers’ self-PD involvement are not valued by the school administrators and their colleagues. Conversely, he found that, schools where a wide array of learning opportunities were created (such as encouraging sharing of resources and experiences among teachers, weekly discussions about teaching issues, and peer support), the teachers positively valued their involvement in PD and sustained such practice.

In addition, teachers in this study obtained no institutional support, specifically from the school administrators, in the form of incentives or simply acknowledging the teachers’ project via informal conversation. Indeed, the data showed that they needed such forms of support from their school. Heystek and Terhoven (2015) reported the principals’ support in acknowledging teachers’ PD endeavours, through praising them or merely saying “thank you”, had motivated teachers to participate in PD. They also found that the principals’ leadership approach when adopting a democratic

style in encouraging the teachers to engage in PD programmes motivated them to participate in development activities.

Research has emphasised the role of school support specifically in promoting teachers' engagement in AR or CAR-U. In particular, Edwards and Burns (2016) contend the institutional support plays a central role promoting ELT teachers' sustainability in AR. Tinker Sachs (2000) and Yuan and Lee (2014) similarly describe this role of support for EFL teacher researchers in the Hong Kong and Chinese contexts. Furthermore, Borg (2010) includes the support of school managers as a workplace condition for expecting teachers to be research-engaged. He (*ibid.*) also states that the provision of release time and opportunity to do research, moral support, and incentives are central in encouraging teachers to undertake research projects successfully. Referring to the above studies and literature, I would argue that the role of school support is equally important in the context of the current study sustaining the teachers' initiative to engage in inquiry-based PD, such as CAR-T, or collegial learning. The absence of that support apparently undermines the teachers' motivation to remain involved in such PD activities.

7.5.1.2 Institutional factor: workload

The next factor that the teachers identified as affecting their motivation to sustain CAR-T practice is workload. All of the teachers agreed that the minimum 24 hour period-teaching load per week, imposed by the central government and other administrative works, consumed a lot of energy and apparently demotivated them from engaging in CAR-T projects. A similar recent study by Firdissa (2017) reported that EFL teachers in an Ethiopian context had heavy workload and other routine engagement which was regarded as one of the demotivating factors regarding undertaking AR. Other studies in the ELT context echo similar findings (e.g., Rainey, 2000; Volk, 2009; Yuan & Lee, 2015). Although the literature on teacher research (e.g., Borg, 2010; Burnaford, 1996) has proposed time release as a way of

dealing with teachers' workload, in the context of this study, it is unfeasible to implement it, as the school has no authority to reduce the teachers' workload. In this case, with respect to teaching load, the teachers must comply with the regulation imposed by the government; failing to fulfil this, it will affect the teachers' status regarding the additional monthly allowance received. Other researchers (e.g., Atay, 2006; Burns, 1999) have suggested the importance of collaboration among teachers in schools to deal with this challenge. However, the existing policy apparently discouraged them from engaging in collaboration (e.g., peer teaching) as this lay outside the teachers' service hours. Pia, specifically, noted that the policy above impeded her from collaborating, as she had felt fatigued by this workload, and she felt certain that her colleagues were in similar situation (see section 5.8).

Based on the contextual issue related to workload above, I would argue that that the government policy creates a paradoxical condition for teachers' professional growth. On the one hand, the government requires teachers to engage in professional learning, such as classroom AR. However, on the other hand, it imposes policies that inhibit teachers from getting involved in it.

7.5.1.3 Personal factors: age and motivation

A personal factor – age – could also erode the teachers' motivation to continue practising CAR-T, as identified by Eni and Ana. Both were teachers in their early fifties and had been teaching for more than 20 years. This finding is in line with the study by Richter *et al.* (2011), who found that the age factor affected teacher motivation in PD trajectories. They found decreased participation in formal in-service training and engagement in collaboration among older teachers. In the Indonesian context, the finding corroborates Rahman's study (2016) who found there was decreased motivation to engage in PD or update their knowledge among veteran

teachers' in two schools in South Sulawesi. In the current study, however, I found, that although most of the teachers were veteran teachers, their intention to participate in PD existed when it was scaffolded by others. This implies that, when PD opportunities exist for them to address their classroom issues, their motivation to learn persists, irrespective of the age factor.

Another personal factor that might be relevant is the low self-motivation of the teachers themselves. This factor could be related to their status, as the government teachers who is associated with low motivation to engage in self-directed PD (Riandi & Widodo, 2014). In addition, Riandi and Widodo (2014) and Sari (2004), respectively, maintained that PNS teachers have low self-motivation to engage in PD, unless mandated by head teachers or given an allowance to attend PD programmes. Moreover, Bjork (2005) contends that teachers who are civil-servants, like those in Indonesia are largely imbued with the value of loyalty and compliance to the government's instructions which, in turn, restrain them from becoming active and creative teachers. I would argue that the low motivation to continue engaging in further CAR-T could be affected by this condition.

7.5.1.4 CAR project on sustainability issue: reflection on the process

Another factor that may influence the teachers' intention to continue practising CAR-T arises from the CAR-U projects themselves. All CAR-U projects were conducted within a short time period, from early February to the end of May 2016 which was reduced further by the school holidays, school exams and national exams for year 9 students, and the school programmes (especially when the CAR-U classes were conducted on a Saturday) (see section 4.4 on the case of Maria and Eni). Given this time challenge, coupled with the teachers' own challenges, two CAR-U projects (Maria and Eni, and Ana) were only conducted respectively in one cycle of research (five lessons). While the projects benefitted teachers' classroom practice, they apparently did not increase their research knowledge and skills. It appears that the teachers did not have sufficient opportunities to

learn the necessary research skills, regarding data collection and analysis, for them to continue with empirical projects by themselves. I would argue that this factor may decrease their confidence to conduct CAR-T with their colleagues. Regarding this, it is understandable that Maria and Eni, in particular, expected an external collaborator to assist them with future CAR-T projects.

In the terms of SDT, the CAR-U projects apparently did not satisfy teachers' need for competence (see section 7.4.2.1) – they did not feel efficacious in conducting research, reducing their motivation to continue practising CAR-U. This condition may signify that a longer period of CAR-U is preferable in order to enable the teachers to acquire sufficient knowledge and skills related to classroom AR which, in turn, will support their competence needs and facilitate their motivation to engage in CAR-U with their colleagues.

While research investigating the sustainability of individual AR or CAR is limited, my finding confirms that multidimensional factors, as described above, affected the teachers' motivation to practise CAR-T after their first projects. Indeed, motivation is one of the prerequisites factors for teachers sustaining their practice in AR or CAR (Edwards & Burns, 2016). Nevertheless, this study suggests that the teachers' motivation to continue practising CAR-U was strongly influenced by the contextual factors that they experienced. These included an uncondusive PD atmosphere, a lack of institutional support, unsupportive governmental policies, and personal issues. Given that limited knowledge and motivation were the primary factors that led EFL teachers to discontinue their classroom AR practice in my previous project (Thamrin, 2012), I would argue that the institutionalisation of teacher research in the Indonesian context will fail when these aforementioned factors are still prevalently experienced by teachers. Hargreaves and Fullan (2009) contend that “the process and success of teacher development depend very much on the context in which it takes place” (p. 13).

7.5.2 Collegial learning

During their first project with CAR-U, the teachers were involved in the collegial learning activity of discussing their classroom projects. However, this practice was also unsustainable. The data suggest that the teachers did not continue to be involved in any collegial sharing and discussion of their classroom issues. For instance, Maria and Eni no longer initiated a dialogue specifically to talk about their instruction anymore, nor did such a practice exist between Ana and Pur (her collaborator). Although Ana and Pur⁴⁷ shared the same class, yet collegial sharing did not take place. The collaboration among the teachers was still found to depend solely on exchanging teaching materials. Pia, for example, shared her videos (used in the project) with Ana without attempting to discuss ways of presenting those videos in the classroom.

Indeed, the social relationship among the English teachers in this study was very strong, but limited to a *congenial* feature characterised by being personal and friendly, rather than a *collegial* one, emphasising the discussion and sharing of practice and craft knowledge, and observing each other's teaching practice (Barth, 2006). For instance, all of the teachers were friendly and supportive towards each other. In my observation, during the school break-time, they gathered in the staff room to discuss their personal problems. I also joined them (especially Pia and Ana, and their colleagues, Ifa and Has) for lunch three times after school hours, and twice all of the English teachers after the school exams ended, at which I found they had a good relationship. By contrast, a *collegial* relationship (*ibid.*), was rare among them (see subsection, 7.5.1.1). This phenomenon is congruent with Rahman's study (2006) in which he found that the Indonesian secondary teachers in two schools in South Sulawesi preferred to adopt individual PD for their own sake, veiled their acquired information from other teachers, and felt separated from their colleagues. This study finding also suggests that,

⁴⁷ Pur, a novice teacher, was hired by the school. She assisted the senior teachers who had excessive teaching loads.

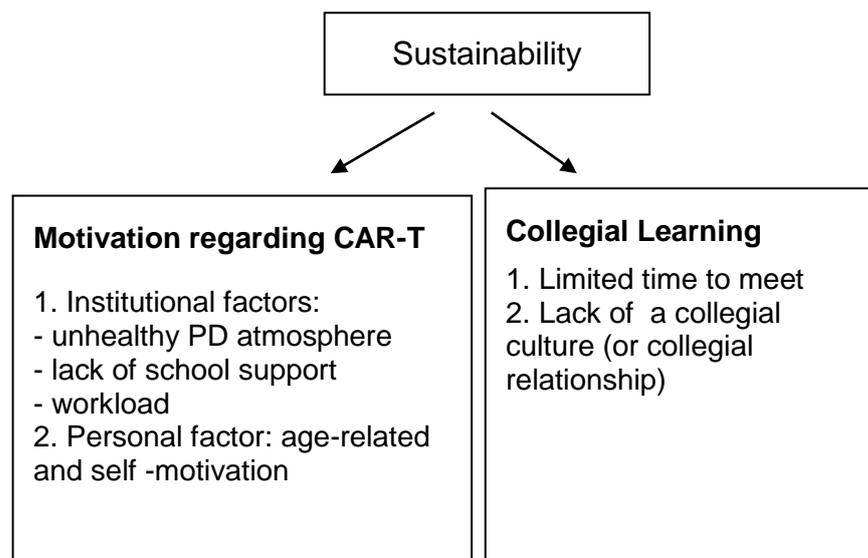
although the school had initiated regular, collaborative PD every semester (once or twice every four months), this had failed to promote a *collegial* relationship (Barth, 2006). This issue might be associated with the concept of “contrived collegiality” (Hargreaves, 1992) in which PD is “characterized by formal, specific bureaucratic procedures to increase the attention being given to joint teacher planning and other forms of working together” (Hargreaves & Fullan, 2012, p. 118). In this case, the school manager required the teachers to attend the arranged PD by the schools in which new practices, such as lesson plans and assessment, that comply with the current curriculum were disseminated. However, this “*arranged collegiality*” (*ibid.*) form was unable to promote a collaborative culture among the English teachers due to its formal and compulsory rather than facilitating and voluntary features. It might also be explained that such PD was not directed towards discussing the teachers’ concerns, such as their classroom issues (see section 4.6). My interview with Pur⁴⁸ (Ana’s collaborator) also confirms that the teachers did not utilise this collaborative avenue effectively to share their teaching practice, but rather for idle talk and gossip only.

Limited time to meet had been identified as the main factor why collegial learning is not practised. The teachers viewed their workload as hindering them from engaging in a collegial sharing of practice. Regarding their workload, they considered that the government policy, which required them to fulfil the 24-hour teaching policy per week consumed a lot of energy. Time constraints due to workload have been linked to impaired autonomous motivation (Taylor *et al.*, 2008) which, in this case, inhibited the teachers’ willingness to participate in collegial learning. However, I argue that this factor was also influenced by a lack of a collegiality culture with regard to PD that existed among the teachers themselves. As the data demonstrate, before engaging in CAR-U projects, rarely did the teachers discuss their teaching issues in order to solve them in a collegial way (see sub-section

⁴⁸ This interview was conducted in December 2016.

7.5.1.1, for a description of this solitary culture). At the end of this section, I include a table which depicts the factors that affect the teachers' engagement in CAR-T or collegial learning after their initial projects.

Table 7.1 Factors affecting sustainability



7.6 Exploratory Action Research and Exploratory Practice: Alternative teacher research

As mentioned in the previous section, the teachers in this study failed to continue practising CAR-T due to facing institutional and personal challenges. These challenges have been also reported by other studies in ELT context suggesting that teachers found similar hindrances when engaging in teacher research, particularly in sustaining the practice of AR engagements (e.g., Burns & Rochsantiningasih, 2006; Meng, 2014; Thamrin, 2012). Given this fact, there have been attempts to promote other forms of teacher research, particularly a friendly form of classroom AR, to deal with the challenges encountered by language teachers in different international contexts, in their efforts to become practitioner researchers for the sake of improving their practice. In this section, I present two forms of teacher research, Exploratory Action Research (EAR) and Exploratory Practice (EP) that are being developed as alternative tools for teachers to examine and to improve their teaching, specifically in the language teaching field.

7.6.1 EAR

Purporting to be a “friendlier” form of teacher research (Smith, 2015), Exploratory Action Research (EAR hereafter) was introduced by Smith *et al.* (2014) in the “Champion Teacher Project” - a year-long project for promoting teachers to participate in transformative PD via teacher research, funded by the British Council in Chile and endorsed by the Chilean Ministry of Education. In the project, EAR was developed to respond to teachers’ challenges related to a lack of time to engage in research; teachers teach up to 40 lessons a week (Smith *et al.*, 2014; Smith 2015). EAR adopts “a gradualist approach” (Smith, 2015), consisting of two main types of research activities: exploratory research and action research. In the former, “teachers are encouraged first of all to engage in research-based *exploration* of issues arising in their classrooms via means which do not interfere with their everyday teaching, rather than immediately plunging into action and attempted measurement of change” (Smith, 2015, p. 39, original emphasis). In this exploration phase, teachers are engaged in three activities (Smith & Rebolledo, 2018, p. 25): plan to explore (consisting of planning question and how to get data), explore (gather the data), and analyse and reflect (answer questions based on data). In this stage, teachers may involve their colleagues and students to consult about exploration issues. In the latter, after completing their exploratory research phase, teachers are guided to “consider trying to resolve emerging issues by implementing and evaluating new actions, which themselves are grounded in and justified by findings from the first, exploratory phase” (*ibid.*, p. 39). This part consists of four activities: “plan (to change), act (implement the change, observe (see what happens-with data, reflect (interpret what occurred)” (*ibid.*, p. 25).

Regarding the teachers’ experiences in utilising EAR approach in their classroom, Rebolledo *et al.* (2016) provide successful stories of the Champion Teachers Project in Chile. They listed nine language teachers’ EAR projects that encompassed various topics, such as classroom management, learning motivation, and improving students’ speaking,

listening and writing skills. Additionally, Rebolledo *et al.* (2018) reported 10 EFL Peruvian teachers who successfully practised EAR to explore language skills: writing, speaking and reading, and students' behaviour in the classroom and in relation to the use of mobile phones in class. From these two reports, I found that **EAR is relatively innovative** for teachers both from the aspect of research procedures and also in terms of disseminating their research projects. In the following paragraph, I will argue why EAR should be promoted as an alternative teacher research approach in the difficult circumstances context, such as Indonesia.

It is apparent that EAR promotes a friendlier approach for teachers who wish to explore and deal with specific issues in their classroom. In addition, the advocates of EAR avoid using academic jargon for the teachers practising it (Rebolledo *et al.*, 2016). These features could prove attractive to teachers as well as eliminate the preconception about research among teachers, particularly Indonesian teachers, who equate the AR with arduous academic writing. What is more, I would argue that the innovative way of sharing the results of teachers' EAR projects constitutes an alternative teacher research method that needs promoting in the Indonesian context for the sake of enhancing reflective teaching. In EAR, teachers are encouraged to share their projects among a relatively small group of colleagues in the form of oral presentations and posters rather than through a written report (Smith *et al.*, 2016). In this way, I would argue, the teachers would feel less pressure since they are able to disseminate their findings in a less intimidating atmosphere. This approach would therefore seem suited to a context like Indonesia where teachers are often reluctant to engage in classroom AR because they feel pressured to do so (Trisdiono, 2015; Putriani *et al.*, 2016).

7.6.2 EP

Exploratory practice (EP hereafter) is introduced, particularly in the language teaching field, to address the challenges facing teachers who wish to engage in teacher research, such as time pressure (Allwright, 1993; Allwright & Hanks, 2009). Hanks (2017a) defines EP as "a form of

practitioner research in which learners as well as teachers are encouraged to investigate their own learning/teaching practices, while concurrently practicing the target language” (p. 20). EP has distinctive features which focus on integrating learning, teaching and research, involving learners in research, and working for understanding over problem solving (Allwright & Hanks, 2009; Hanks, 2017b). EP is developed based on these following principles:

- put ‘quality of life’ first;
- work primarily to understand language classroom life;
- involve everybody;
- work to bring people together;
- work also for mutual development;
- make the work a continuous enterprise;
- minimise the extra effort of all sorts for all concerned;
- integrate the ‘work for understanding’ into the existing working life of the classroom (Allwright, 2005, p. 360).

While EP is a form of teacher research, it is not only for teachers. It can involve other groups engaging in EP work, such as “learners, administrators, managers, curriculum designers, educational psychologists, and so on” (Hanks, 2017a, p. 26). EP has been widely practised among language teachers in different international contexts, and is used as a form of PD for teachers (Hanks, 2017a). Several studies, conducted by language teachers, reported that their engagement in EP enabled them to understand their practices, such as the development of Chinese EFL learners’ email literacy (Chen, 2016), the team-teaching opportunity in the Japan Exchange and Teaching (JET) program (Hiratsuka, 2016), ways of solving problems in teaching extensive English reading (Zhang, 2004), and the learning process of peer feedback activity (Zheng, 2012). Additionally, Hanks (2015; 2017b) found that EP can be a potent tool for integrating research and pedagogy in a context of English as academic purposes.

EP, as a form of teacher research in language teaching, has been developed to improve the quality of classroom life for both teachers and learners through “action for *understanding*” (Allwright & Hanks, 2009, original

emphasis). Focusing on the integration of learning, teaching, and research for both learners and teachers, EP offers an alternative way of alleviating teachers' burnout (Hanks, 2017a). Regarding collegiality, EP encourages teachers to work with their colleagues as well as their students for the sake of mutual development – as the underpinning principle of EP.

EP can be a viable form of PD for EFL Indonesian teachers who are keen to explore their classroom challenges in order to gain a better understanding of their classroom practice, for several reasons. First, EP allows teachers with a heavy workload to integrate their teaching and exploration simultaneously. Thus, it does not add extra work for them when researching their classroom, which in turn could attract them to practice EP. Additionally, involving other colleagues and specifically their students in the process of classroom exploration in EP also helps to ease the teachers' workload. Moreover, we learn from this study that collegial learning among teachers is a scarce practice, so engaging in EP would develop it among teachers. Thus, this will, in turn, enhance the collective reflective practice among teachers in their schools which is deemed as powerful as individual reflection (Mann & Walsh, 2017). Lastly, while EP emphasises understanding practice rather than solving problems, Dikilitaş (2015) and Trotman (2018) report that the teachers who practise EP continued with AR on their own initiative after the EP was over. For Indonesian teachers, in particular, who are strongly encouraged to engage in classroom AR by the government, this approach will benefit them, as they may still continue with AR in the future, after practising EP.

7.7 Summary

This chapter has discussed the four main issues related to the research findings. The first section has delineated the teachers' perceptions of CAR-U as a means of PD. The study suggests that CAR-U was perceived as a more practical form of PD compared to other formal PD programmes which had a greater impact on both their practices and their students' learning

outcomes. The second section focuses on discussing the role of support for teachers' engagement in CAR-U, both from external parties (the collaborator) and internal parties (the school). In the third section, the chapter highlighted the motivating factors that drive the teachers to participate in CAR-U projects. The study suggests that the need to improve their practice and students' English learning achievement were seen as the main factors in addition to the range of support offered by the external collaborator. Drawing on SDT, I have discussed how CAR-U facilitates those teachers' needs which apparently motivate them to participate in the projects.

The following section focuses on discussing the sustainability of CAR-T and collegial learning by the teachers, following their first CAR-U projects. The study suggests that the institutional factors coupled with personal ones affected their motivation to continue practising these collaborative practices. In the last section, EAR and EP, as alternative forms of teacher research, are discussed highlighting the innovative features that might alleviate language teachers' challenges when engaging in classroom AR, such as their limited research knowledge and heavy workload, particularly for teachers in difficult circumstances like those in some provinces of Indonesia.

Chapter 8 Conclusions

8.1 Introduction

In this final chapter, I provide the key findings of the current study and present its contributions and implications for theory, practice, and policy. I also present the limitations of the study. At the end of the chapter, I conclude by suggesting further research and presenting some reflections on my PhD study journey.

8.2 The key research findings

The findings of this study suggest that the four teachers valued their participation in CAR-U positively as a PD tool. They seemed to view CAR-U as a more practical form of PD compared to formal PD (e.g., a one-day workshop or training) initiated by the government. They argued that CAR-U provided them with more opportunities to put into practice their knowledge and skills gained during the learning process. In addition to the practicality aspect of CAR-U, they also stated that they favoured the aspect of support from the external collaborator. Moreover, the study suggests that the support gained enabled the teachers to complete the project collaboratively and successfully.

The interview data also indicated that the four teachers benefited considerably from engaging in CAR-U through regaining their motivation to teach, a shift in their awareness of how teaching and collegiality can solve teaching issues, increased knowledge of research and new instructional techniques, and lower job-related stress. The teachers also stated that the apparent benefit of CAR-U impacted on the students' learning behaviour (e.g., increased learning motivation) and achievement (e.g., reduced students' reticence regarding speaking English).

In addition to gaining benefits from CAR-U, the teachers argued that they also experienced a number of challenges. They identified several challenges, such as a lack of support facilities, time conflict, the heavy

workload, and personal issues. These challenges, as they noted, apparently affected their engagement in CAR projects and their willingness to continue with it.

Regarding internal school support, all of the teachers in the present study agreed that support from the school managers, in particular, was absent. The data suggest that support from the school could potentially play a significant role in endorsing the teachers' engagement in PD activities, specifically when engaging in CAR-U. The interview data revealed that the school should provide a range of support in the form of valuing the teachers' work (acknowledgement and moral support), as well as incentives and reward provision. The data also indicated that the teachers perceived a lack of support from their teacher colleagues during engagement in the CAR-U project, except in the case of Ana who regarded her colleagues' acknowledgement of her work with her students as a sufficient form of support for her.

With regard to the perception of external support, the data from the three case studies suggest that the participant teachers positively valued the support obtained from the external collaborator (the researcher, in this case). For the teachers, the external support was likely to be useful in ensuring the success of the CAR-U projects conducted. Furthermore, they tended to value the collaborator acting as a partner in sharing and discussing projects, providing feedback, engaging in team teaching, and supplying teaching references (e.g., English games books). In addition to this tangible support, intangible support, such as being flexible regarding time arrangements, and being friendly and patient, were arguably identified by the teachers as the conditions for establishing a successful partnership in CAR-U.

The study suggests that the teachers' engagement in CAR-U had little impact on their participation in collegial learning activities such as discussing their classroom issues. They also argued that they no longer practised CAR-T. Multifaceted factors, such as institutional and individual factors, were identified as undermining the teachers' motivation. The former encompassed

ecological factors such as: (1) the unhealthy school atmosphere for teachers' PD (due to factors such as a lack of support from the school and a lack of collegiality in learning activities); and (2) the teachers' heavy workload, which discouraged them from collaborating. An individual factor which probably undermined motivation of some participants was age (see section 4.8. and 6.8).

8.3 Limitations

This study has several limitations. First, it involved merely four English teachers in one school only in a particular location. In addition, the participants in the study were limited to veteran (senior) and PNS teachers.⁴⁹ I would argue that different stories may be gained from teachers engaging in CAR-U who possess different characteristics (e.g., length of service, such as novice or veteran teachers, teachers' status, such as PNS or non-government teachers). In addition, the school contexts in which the teachers were working (such as government or private schools, managerial support for teacher learning) will also have shaped their responses to my invitation to engage in the CAR-U projects. Due to this limitation, the evidence gained from this study may not reflect the perspective of Indonesian school teachers in general.

Furthermore, the use of a reflective journal (oral or written) has not been utilised in this study. This could have provided rich data drawn from the teachers' reflections on their participation in CAR-U and could be triangulated with other sources of data to enhance their trustworthiness. Additionally, it would possibly have provided a more 'honest' appraisal of their experience with CAR-U than their interviews with me, when they were obviously reluctant to say negative things. I deliberately decided not to adopt it due to my concern that asking the teachers to write such a journal would add to the existing workload of their administrative tasks.

⁴⁹ Government teachers

I deliberately set up projects involving a local university lecturer (myself) working with school teachers, as I believed this to be a promising model for CAR-U in provincial Indonesia. However, this imbalanced power-relation could be another limitation of this study. As the teachers tended to view me as a lecturer from a local university, this might have affected how they supplied information to the researcher. They might have been even more inclined to please the researcher by responding in ways that veiled the true facts. Thus, this also potentially reduces the trustworthiness of the data. I anticipated this by attempting to lessen the effect of this factor through being friendly and accessible, and avoiding explicitly exerting my influence as a local academic (see section 8.2 paragraph 5).

8.4 Contributions

8.4.1 Implications for our understanding of teachers' engagement in CAR-U

The findings of the study contribute to our growing understanding of teachers' motivation for engaging in CAR-U. These issues remain still under researched in the area of collaborative PD and specifically in CAR-U. In the field of language teaching, Yuan *et al.* (2016) maintain that "Although there is a surge of research on language teachers' motivation to teach...scant attention has been paid to their research motivations; that is, their motives and desires to participate and engage in classroom research" (p. 220).

From the perspective of SDT, the teachers in this study were intrinsically motivated to engage in CAR-U as their basic human needs for competence, autonomy, and relatedness (Deci & Ryan, 1985) were satisfied. In terms of the competence need, through CAR-U, the teachers could learn new instructional techniques to solve their students' learning issues, a goal which was identified in this study as one of the main motives for teachers to engage in CAR-U. Other research has suggested that, teachers are intrinsically motivated to participate in PD in order to be in a position to address their students' learning issues (Scribner, 1999; McMillan *et al.*,

2016). The limited opportunities for further developing competence after initial teacher training have been claimed to affect teachers' motivation to teach (Dörnyei & Ushioda, 2011). Meanwhile, their autonomy need was satisfied by their full choice to lead their own learning in CAR-U. For instance, the teachers were free to select the topics of research and share their ideas, and could choose not to publish their CAR-U projects in written form. In a similar vein, the need for relatedness was satisfied by the existence of the external collaborator who assisted them in a warm, caring atmosphere, and took an interest in and valued their projects (Roth, 2014; Ryan & Deci, 2000b).

This study also suggests that the teachers' teaching may have affected the students' English learning motivation (the cases of Maria and Eni, and Ana) and the students' speaking willingness to speak (the case of Pia). The reason for this because their needs for competence and relatedness were satisfied by CAR-U engagement. As a result, it influenced the teachers' motivation in using the new instructional techniques. The relationship between the teachers' motivation and the students' learning is also shown in Bernaus and Gardner(2008) and Erkaya (2012) in which they found that there is a connection between EFL teachers' motivation in teaching and the students' learning.

While the literature on CAR-U acknowledges the role of support for ELT teachers (e.g., Yuan & Lee, 2015), there is still a dearth of research that explores the kinds of support needed by teachers from the external collaborators/facilitators for ensuring successful CAR-U projects and collaboration. Such an issue is relevant to investigate as teachers face considerable challenges related to engaging in CAR-U (Burns, 1999; 2010; Wang & Zhang, 2014), and "where support is lacking, attempts to promote teacher research are less likely to succeed, even with motivated teachers" (Borg, 2013, p. 191). The studies of CAR partnerships between university researchers and EFL teachers by Wang and Zhang (2014) and Yuan and Lee (2015) confirm that teachers not only need timely support in the form of

guidance to do research (tangible) but also encouragement (intangible) to confront their contextual challenges. This present study may contribute to the literature by suggesting that the teachers valued the tangible support from a collaborator (e.g., a partner for sharing and discussing projects, providing feedback, engaging in team teaching, and supplying teaching references) as well as the intangible support that I offered (being flexible about time arrangements, and being friendly and patient). For the teachers in this study, the existence of such support not only enabled the CAR-U to succeed, but also helped to maintain their motivation to continue working with the external collaborator throughout the projects. Moreover, these types of support might be appropriate for teachers in difficult circumstances (such as those who lack training to support teacher research, colleague and school administrator support, and time) specifically in the Indonesian context and more globally.

The research findings suggest that sustained engagement in CAR-T as a PD or other collective PD activities is not merely determined by the professional motivation of the teachers; it is also affected by institutional factors, such as an uncondusive school atmosphere regarding teacher learning (e.g., limited PD opportunities, the solitary PD culture), the level of school support, and the teachers' workload (see section 7. 5). These results seem to confirm the claim of Edwards and Burns (2016) that the sustainability of teacher research is influenced by organisational support and teacher motivation. While limited studies have investigated the sustainability of teachers' CAR-T engagement after their initial experiences, these findings contribute to an understanding of the role of organisational support in facilitating or undermining the teachers' motivation to continue practising CAR-T or other PD activities.

The study apparently addressed the recommendation about designing successful PD in the Indonesian context proposed by Lim *et al.* (2009) who argued that PD needs to be collaborative, job-embedded, site-based, and need-based. Supriatna (2011) has

identified that the government-initiated PD may not accommodate all teachers, and that top-down PD is unrelated to teachers' genuine problems in schools. He further contends that the subject-teacher forum PD (MGMP) had not attracted teachers to attend it and, in some cases, the teachers had not been permitted to attend the forum by their head teachers. The current study suggests that CAR-U could potentially resolve these issues, based on the finding that the teachers seemed to value it as a practical form of PD by (1) providing them opportunities to develop their knowledge and skills in their own school (e.g., pedagogical and research); (2) helping them to solve their students' learning issues; and (3) providing a platform for sharing, discussing, and solving their classroom practices in a collective way, thereby increasing collegiality.

8.4.2 Practical contributions

The findings of the study suggest that CAR-U is a potential form of PD for enabling teachers to develop their pedagogical competence and could be utilised to scaffold their engagement in classroom research (see section 8.4.1). Having reflected on this, I offer several suggestions for practice to the government (Ministry of Culture and Education), university educators, schools, and teachers.

Several studies have reported that Indonesian teachers face considerable challenges related to engaging in classroom AR and many of them do not practise classroom AR due to these challenges (e.g., Ahmad & Setyaningsih, 2012; Badrun, 2011; Eko, 2012; Putriani *et al.*, 2016; Sari, 2014). The majority of the challenges that those studies cited were low motivation, limited research knowledge, teaching load, and a lack of school support. Although the government has encouraged teachers to engage in classroom AR via the promotion incentive, the policy itself seemed to demotivate teachers as they faced challenges to comply with that regulation, such as low ability in academic writing and limited access to reading resources

(Trisdiono, 2015). This present study suggests that some of those challenges could be resolved via CAR-U (see section 7.3), as was found by other CAR-U studies (e.g., Yuan & Lee, 2015). In this case, the existence of timely support from external researchers apparently has the potential to make teachers' projects successful.

Based on the above statements, this study recommends that, if the government's classroom AR policy proves successful, the government should improve it by issuing a national policy that embeds the collaboration tenet into the classroom AR. In this sense, the concept of CAR-U should be promoted as an option for PD to enhance the teachers' reflective practice through classroom inquiry, as expected by the government. At the operational level, the Ministry of Culture and Education needs to establish a collaboration with the Ministry of Research, Technology and Higher education,⁵⁰ to arrange the implementation of CAR-U at the school level involving school teachers and university teacher educators. This form of institutional cooperation could be gradually phased out once school teachers have gained the autonomy and confidence to practice CAR-T with their own colleagues without the support of university educators.

Secondly, the study proposes that university-based teacher educators should welcome the CAR-U PD programme and be involved in it as collaborators/facilitators. In addition, they should equip themselves with knowledge and skills related to CAR principles through training/workshops for the sake of successful partnerships. In a CAR-U, they would be able to improve their own teaching in the real classroom setting. In this case, they would encourage teachers to no longer act as the consumers of research imparted by the teacher educators but, rather, co-generate knowledge with them and the CAR-U results would be more relevant to teachers' practices. This notion might address the claim by several writers (e.g., Maley, 2016; Medgeys, 2017) that the research produced by university researchers is

⁵⁰University educators are currently under the management of the Minister of Research, Technology, and Higher Education since 2014.

often not relevant to language teachers' classroom practices. Moreover, studies suggest that the vast majority of language teachers, from different contexts, do not read the research papers published by university researchers (Banegas, 2018; Borg, 2009; Marsden & Kasproicz, 2017). Therefore, this collaboration may persuade the teachers to start reading research, mediated by the university lecturers.

Having presented the above proposals, I will further elaborate more concrete suggestions to be executed by the government (policy-makers) and schools in endorsing the implementation of CAR-U (section 8.4.2.1 and subsection 8.4.2.2). Following that, the benefits of CAR-U engagement will also be presented for university educators and teachers, in subsection 8.4.2.3 and 8.4.2.4.

8.4.2.1 The policy-makers

To support the implementation of CAR-U in schools, I present three policies that could be implemented by the government at both the national and regional levels. First, following the decentralisation of Indonesian education whereby local governments have full authority to plan and spend the educational budget, it is imperative for a local board of education to reallocate its funding to support the CAR-U programme. The funding that is allocated from ineffective PD programmes could be utilised for this programme. The funding could be utilised firstly to provide workshops to enhance the capacity of the collaborators, that is, local university-educators or experienced classroom AR teachers. These collaborators would be recruited to scaffold the teachers' engagement in the research. During the workshops, they would be equipped not only with knowledge of classroom AR (which most of them may already be familiar with), but also with the principles of successful collaboration as the main tenet of CAR-U. This knowledge is required to ensure the success of CAR-U at the school level.

Moreover, the local governments should allocate supporting funding for the implementation of an "operational budget". For instance, each CAR-U

project will receive a limited amount of funding to be used for the projects (e.g., buying specific materials or equipment). Although this incentive may endanger teachers' intrinsic motivation for CAR-U engagement (Deci & Ryan, 2000), it might be necessary to help to persuade teachers to become initially involved in CAR-U project. This support type might be lifted once the teachers' motivation to continue practising CAR-T has been increased, sustained, and once they have seen other colleagues benefitting. Furthermore, the incentives could take other forms. These could include establishing a teacher conference at the school or district level to provide a platform for disseminating their CAR-U projects, and assisting them to publish their projects in teacher-friendly forms, such as posters, blogs, journals, and school news-letters (Burns, 2015; Borg, 2013; Smith *et al.*, 2016).

Second, the central government should issue a national educational policy for promoting collegial activities, such as peer teaching, peer observation, and peer coaching, among the teachers in schools. This policy could encourage teachers to collaborate with their own colleagues and promote collegiality among teachers. The current condition seems to discourage teachers from observing each other's teaching, and also from engaging in peer-teaching (see section 7.5.2). Thus, it apparently does not support teachers to practise CAR-T with their colleagues. Regarding those collegial activities, they should not, however, be made a mandatory task as this might have a demotivating impact on teacher learning (Le & Nguyen, 2012); instead, the government should create more chances for teachers to get involved in them through aforementioned policy. Moreover, they should be considered as part of individual teachers' responsibility and so is recognised in teachers' workload. In line with this, Darling-Hammond and McLaughlin (1995) argue that the current policy should be compatible with a vision of learning that promotes collegial activity.

Last but not least, in facilitating teachers to continue practicing CAR-T, or other forms of teacher research (e.g., lesson study, EP, or EAR) in schools,

the central government should enact a new policy that regulates teacher engagement in research as a voluntary PD activity. Consequently, the current policy that promotes teachers' engagement in research (particularly in classroom AR) via the mechanism of promotion should be amended. According to the current policy,⁵¹ PNS teachers must conduct classroom AR and provide evidence of such involvement in an academic paper if they intend to achieve promotion. Instead of promoting teachers' engagement in research, this policy seemed to demotivate the teachers to engage in classroom AR, and, in some cases, promoted teachers' engagement in unethical conduct to meet such regulations (see subsection 7.5.1). Survey data revealed by the National Civil Service Agency in 2015 (cited in Putriani *et al.*, 2016) suggested that most PNS teachers reach stagnation in their career around the IVa/rank due to their inability to comply with the regulation related to writing a scientific paper based on a research project. In a similar vein, the Head of the National Teacher Association, Sulistiyo, claimed in 2015 that the government policy which mandates teachers to conduct research and write a scientific paper has prevented around 800.000 teachers and school superintendents from gaining promotion.⁵²

Therefore, the government should position classroom AR solely as a voluntary means of PD for teachers to enhance their classroom practices for the sake of learners' achievement. However, any efforts by certain teachers to document their projects and disseminate them to a wider audience via different modes should be recognised, valued, and credited by the government. Moreover, with this policy teachers apparently are motivated to learn to examine their class through several of approaches, such as classroom AR, EAR, EP, or lesson study, in a collective manner. Additionally, it can be expected that the output of CAR-U in schools will have

⁵¹It is regulated in the Ministry of Administrative Reform or MENPAN decree of 16/2009, and the Ministry of Culture and Education decree of 3/2010.

⁵²<https://nasional.sindonews.com/read/1020094/149/800000-guru-terancam-tak-naik-pangkat-1435985990>
(800.000 teachers will not get their promotion)

a long-term impact on teachers' professional development, their teaching practices, and school improvement.

8.4.2.2 School support

This study suggests that conducive working conditions for teacher learning are a paramount factor in supporting teachers to continue with PD. Hence, I would argue that schools should provide a healthy atmosphere for teachers to engage in CAR-U projects. Such support is particularly needed during the process of teachers' engagement in CAR-U activities (from planning to reflection process), and after the projects in order to have a long-term impact. Therefore, I pinpoint the following activities/strategies that need to be implemented by school managers to achieve this aim.

First, schools need to encourage/motivate teachers to take part in CAR-U projects. This encouragement can take the form of words of encouragement, supplying the needed by teachers, providing time and venues to discuss their projects, and managing time conflicts among teachers through the use of flexible teaching schedules. It is expected that this range of support will facilitate and motivate teachers to undertake projects. Additionally, it will send a clear message to teachers that their PD endeavours are well-recognised and acknowledged by their schools.

Furthermore, schools need to create a forum for teachers to share their CAR-U projects. School managers could encourage teachers to disseminate their projects in a safe and non-threatening forum that is attended by their colleagues. This activity will provide a platform for teachers to share their best practices in class and to promote mutual learning amongst teachers. Moreover, such activity could create a stronger learning culture in the school, reduce the isolation among teachers, promote collaboration and improve collegiality which might ultimately impact on students' learning outcomes.

Lastly, internal support from school could be also in the form of providing resources/advice for teachers who wish to enhance their abilities in

disseminating their projects either in teacher-friendly forms or in an academic atmosphere, such as a conference. For instance, school can set up various workshops delivered by experienced school teachers/teacher trainers/educators to cater for teachers' needs, so they can learn to report their projects in written or oral/presentation modes. Additionally, school managers should encourage teachers who wish to present their projects at a conference. In the Indonesian context, EFL teachers have a useful opportunity to present their research in an academic atmosphere at conferences organised by both universities (e.g., TEFLIN)⁵³ and teacher associations (e.g., JETA)⁵⁴.

8.4.2.3 University educators

This current study demonstrates that the role of external support (the outside school party) was valuable in diminishing teachers' challenges associated with engaging in classroom research, such as the limited research knowledge and lack of support. This study then suggests that the involvement of university-educators or lecturers is vital to support teachers' engagement in classroom research via CAR partnerships. In this subsection, I propose several benefits for university educators if they are involved in CAR-U with teachers.

First, the nature of Indonesian university lecturers' obligations require them to participate in these three activities⁵⁵ (known as *Tri Dharma Perguruan Tinggi*): educating students, conducting research, and carrying out community services. These duties are regularly conducted every semester and have been used as a performance appraisal method as well as a prerequisite for obtaining a monthly additional allowance from the government. Thus, when lecturers initiate CAR-U projects with a school teacher(s), they potentially fulfil two obligatory duties: research and

⁵³ <http://www.teflin.org/conference>

⁵⁴ <https://jetajogja.wordpress.com/conferences/2017-14th-conference/>

⁵⁵ It means "three core obligatory duties" as regulated by the National Educational Law No.20/2013.

community service. In terms of research, they could use the joint-research projects with teachers to carry out a mandated research activity. Additionally, their involvement in enhancing the teachers' capacity-building via classroom AR workshops could be described as a manifestation of community service duty.

Next, being involved in CAR-U provides opportunities for lecturers to implement theories that they have reviewed and wish to develop in the classroom with teachers. However, they should be wary of imposing their agenda on teachers as it could diminish teachers' motivation to collaborate with them. Additionally, they have opportunities to practice classroom AR. Rochsantingsih (2005) argued that most lecturers who supervised pre-service teachers undertaking classroom AR for their final assignment had not experienced it themselves. This condition is not only common in Central Java, but also in the provinces, for example in my own institution, a faculty of education. To my knowledge, lecturers' involvement in classroom AR remains limited to presenting AR knowledge during a workshop or training. In line with the above statements, it might be worth considering Johnson's (1992) statement:

If we are to be taken seriously as teacher educators and to have an influence on the teachers we work with, we must in a very direct sense practice what we preach—that is, model reflective teaching in our own work rather than simply talking about it and expect others to do it (p.1).

In addition to the above point, working with teachers in the classroom could produce considerable ideas from the field for lecturers to follow-up in future research either in the form of a CAR-U framework or their own research projects. What is more, the knowledge gained through CAR-U projects could be beneficial for lecturers to train future new teachers (pre-service teachers in their institution) in aspects of language teaching. For pre-service teachers, they would benefit from having trainers who are regularly in schools and very familiar with the challenges they are likely to face when they begin teaching.

Another benefit that can be reaped by lecturers from CAR-U engagement in schools is the opportunity to publish project reports in reputable national or international journals. Although teacher research (particularly classroom AR) has been familiar to educators for years (see section 1.4), very few studies have attempted to disseminate the teachers' voices on classroom AR engagement in international publications, let alone their engagement in CAR-U. Lecturers could use this opportunity to publish their CAR-U projects with teachers. In addition, networks among lecturers who practise CAR-U could be initiated to publish collectively their experiences of working with teachers in different geographical contexts. Such networking would encourage teachers/researchers to respond to each other's studies, thus building up funds of knowledge among local education communities. Within this scenario, lecturers would also have more opportunities to gain financial incentives through this effort by the Ministry of Research and Higher Education⁵⁶.

Lastly, the apparent benefit of participating in CAR-U would be an intrinsically motivating aspects of their work as teacher educators. This could be explained by the possibility that teacher educators' need for competence, autonomy, and relatedness are also satisfied (i.e. in addition to the teachers' need) through their engagement in CAR-U (see section 7.4). When these basic needs are satisfied by CAR-U engagement, lecturers' intrinsic motivated behaviour regarding their job performance will tend to increase (Deci & Ryan, 1985). A study by Baleghizadeh and Gordani (2012) confirms this, suggesting that EFL teachers' intrinsic motivation and quality of work tend to increase when the following conditions are met: work conditions, chance of growth and security, social integration, and use and development of their capacities. In addition to this impact on their work performance, successful CAR-U would also enhance their intrinsic motive to participate

⁵⁶The Ministry of research and higher education have provided financial incentive for Indonesian lecturers who successfully published their papers in reputable international journal. As for 2017, the amount incentive per accepted paper is thirty five millions rupiah (approximately equals to 2000GBP).

further if they find this activity interesting and that it facilitates their need for competence, autonomy, and relatedness (Ryan & Deci, 2000b).

8.4.2.4 Teachers

In this section, I propose several reasons why teachers should engage in CAR-U and continue to implement it in their classrooms. These practical reasons are presented in the following paragraphs.

First, the research indicates that Indonesian teachers lack PD opportunities to improve their competence (e.g., Rahman, 2016; Zen, 2015). Alwasilah (2013) claims that poor teacher training is the core problem causing low Indonesian teacher competence. Participating in CAR-U allows them to increase their competences via the PD opportunities offered by others. In CAR-U, they have considerable opportunities to develop their competence according to their needs (e.g., learning to reflect on via undertaking classroom research; gaining new instructional techniques, research skills and knowledge, learning to report their research projects, etc.). What is more, they would have ample opportunities to practice what they would have learnt during PD. For Indonesian EFL teachers, specifically, CAR-U engagement enables them to improve their mastery of technology-based instruction, EFL teaching material development, and teaching methods (Alwasilah, 2012).

In addition, another reason is related to the accessibility of PD for teachers. Supriatna (2011) claims that teachers frequently fail to obtain permission of their head teachers to attend PD programmes outside school (such as teachers' forums) because they must prioritise teaching and other tasks assigned by their school. This was similarly experienced by teachers in this study who were not allowed to leave their school during school hours to attend an MGMP meeting. When teachers engage in CAR-U, they do not leave their classroom as the PD activity is located in their own school. As a result, this may diminish the conflict between the teachers and head teachers in terms of gaining permission to undertake PD activities.

Furthermore, another reason for CAR-U engagement is that teachers have a chance to solve their teaching issues collaboratively. While, in other PD programmes, the acquired knowledge and skills are often irrelevant in helping the teachers to cope with pedagogical issues, CAR-U enables teachers to solve such issues, or at least to understand their own practices better (Burns, 1999; 2015). For instance, this study indicates that the teachers were able to cope with their students' learning issues such as low motivation regarding English learning and a reticence to speak English (see subsection 4.7.5 and 5.7.2). In addition, the efforts to solve such issues do not take place in isolation, but will, rather involve mutual collaboration among school teachers and university-based teacher educators in CAR-U. Through this collaboration, teachers will feel secure and confident about dealing with their issues through CAR-U projects.

The collaboration tenet of CAR-U, as mentioned above, can provide teachers with the final reason for engaging in CAR, which to enhance teachers' collegiality in schools. The limited research on teacher collegiality in Indonesian schools has reported that teachers tend to adopt a solitary culture in terms of learning (see Rahman, 2016); this phenomenon was also prevalent in the school where the teachers in this study were teaching (see section 7.5). In CAR-U engagement, teachers are encouraged to plan, execute, reflect on, and discuss their projects in a collegial manner. This PD activity, if it is conducted long term, may enhance the collegiality amongst teachers (Burns, 2015). When collegiality among teachers increases, not only does it positively affect their professional growth or development (DuFour, 2004) but it also impacts on the students' behaviour and achievement (Owen, 2005).

When teachers decide to participate in CAR-U, it is worth noting that there will be a sense of unease due to their preconceptions about the status of teacher educators as the collaborators. In this case, school teachers normally perceive university educators as superior in knowledge to them, which can make them reluctant to collaborate. This case also arose with the

teachers involved in this study. Before the CAR-U project started, they thought that their collaborator (the researcher) would limit their autonomy (e.g., restrict them in expressing their ideas or making choices or decisions), and lead to an uneasy relationship (e.g., an unfriendly atmosphere). However, this preconception gradually eroded as they found that the collaborator showed timely support, particularly when their need for autonomy and relatedness were satisfied in the project. Hence, the teachers needed to realise that the existence of an external collaborator in CAR-U is to support them to engage in classroom research. In addition, all collaborating parties (e.g., school teachers and external collaborators) should be aware that the success of CAR partnerships is built on mutual, equal, open communication (Burns, 2015; Yuan & Mak, 2016).

8.5 Potential future research

While Burns and Rochsantingsih (2006) suggested that university educators play a role in facilitating Indonesian teachers to engage in classroom AR, very few studies have explored CAR partnerships between teachers and university-based educators. This study is important because it presents the understanding of the CAR-U from the teachers' perspectives, as well as from a university lecturer perspective.

Likewise, It is important to undertake more studies of CAR-U in the Indonesian context by including more participants who are different types of teachers (e.g., novices to experienced teachers, PNS or non-PNS teachers), from different school backgrounds (state or private schools) and various geographical contexts across Indonesia. These future studies might explore, in particular, the commonalities and differences between the teachers' perceptions regarding their experience of CAR-U engagement. Such studies will add a more comprehensive understanding of CAR-U as a form of PD in Indonesian schools from the teachers' points of view.

In addition, it might be equally important to investigate the teachers' perceptions of long-term CAR partnerships with external researchers (e.g.,

for 12-18 month periods) instead of a short-term period, as was the case in the current study. Although some studies have explored CAR-U's impacts on teachers' autonomy (Wang & Zhang, 2014), teachers' conception of research (Lee & Yuan, 2015), and the challenges arising from CAR partnerships (Yuan & Mak, 2016), future studies may also shed light on its impact on the issue of sustainability of teachers' engagement in CAR-U. Focus then could be directed towards answering the following questions: does a long-term CAR-U facilitate teachers' motivation to engage in CAR-T and continue practising it with their colleagues in schools? Does a long-term CAR-U enhance teachers' collegiality during PD activities in schools? Which factors facilitate or inhibit the teachers' motivation to engage in CAR-T if the teachers have decided to continue it? These studies will contribute towards the body of knowledge regarding the long-term impact and sustainability of engaging in classroom research by teachers; such studies are relatively underexplored in both the general education and ELT fields.

Lastly, as this study mainly emphasises the teachers' voices in CAR-U engagement, future studies might also investigate the benefits reaped and challenges encountered by external researchers (e.g., university researchers) when working in CAR-U. In terms of the challenges, not only will the study contribute to the scant literature on university researchers' challenges in collaborating with ELT teachers, but will also uncover how they navigate such challenges to achieve successful collaboration. Moreover, it will be invaluable in informing strategies for establishing successful and effective CAR-U to promote the sustainable facilitation of PD for teachers by university educators/researchers.

8.6 Lessons learnt from this PhD Journey: a reflective note

Throughout the journey of this PhD, I have gained many new insights, knowledge, skills and experiences that are hugely valuable for my personal development, my future academic career, as well as my future involvement with my community (particularly with EFL teachers).

While I was a provisional PhD student, I participated in various types of training, workshops, and modules that enhanced my knowledge and skills as a novice researcher. I also found the questions, comments and feedback from my supervisors invaluable. All of these sources of my learning path shaped me into an early career researcher which, in turn, proved to be beneficial input for my future journey as an academic researcher in the area of ELT teacher professional learning. Moreover, this PhD journey has enriched my academic, social and communication skills, particularly when I disseminated my research ideas and findings to audiences. My participation in several conferences, both as a provisional and PhD student, gave me an opportunity to practise my public speaking, to present my study to wider audiences, as well as to network with people who share my research interests, during conferences. All of these experiences gave me more confidence to share my future research in larger forums at the international level.

The process of the fieldwork (data collection stage) and post-fieldwork (data analysis) was extremely valuable. In terms of the data collection stage, I was able to apply the skills gained from my training. For example, I was involved in the process of approaching the participants, developing and maintaining close and harmonious relationship with them, mainly in getting the teachers to communicate about their CAR-U experiences, as well as guiding them to answer the main point of the questions and so forth. Moreover, during this process, I created networks not only with the study participant but also with other interesting informants who provided important information for my study. In a local context, I made a connection with the head of the secondary English teachers' forum (or MGMP) and the school superintendent for secondary English teachers by whom I was encouraged to support their future teacher PD programmes. From these people, I also gained valuable information about the problems associated with engaging with classroom AR in the Indonesian context which eventually encouraged me to collaborate further with them in order to deal with this issue. This study has apparently

created a platform for long-term collaboration and partnership between English teachers in Palu and myself, and also became an embryo for establishing a professional learning community in the context of this current study. For example, my future involvement would be in scaffolding PD activities organised by the subject-teacher forum (or MGMP of junior secondary English teachers). As this forum has been inactive for years, my meetings with the head of MGMP and the teachers' supervisor encouraged us to reorganise and redesign the forum's PD activities. It is hoped the MGMP could involve more English teachers to participate as well as bringing a greater impact on the teachers' teaching practises.

In addition to meeting with those parties, at a national level, my encounter with Dewi Rochsantiningsih, an Indonesian academic who has already built up a network of AR practitioners,⁵⁷ inspired me to be involved in scaffolding teachers' engagement in PD activities. Based on her experiences, I learnt how to continuously support teachers' engagement in classroom AR through various initiatives. However, I also found that her involvement was still limited to a personal initiative rather than an institutional one. I would argue that the institutional involvement in supporting teacher research (e.g., involving more teacher educators from a faculty department) might have a considerable impact on school teachers' professional development, students' learning, and school improvement.

Regarding the data analysis process, I reflected that it was a fruitful albeit challenging experience. Working with a set of qualitative data taught me how to make sense of the data gained in order to be able to present them in the finding chapters. I also learnt to be honest about my data and to present them faithfully. All of these processes have been a valuable experience and will prove a great asset for my future career as a researcher.

⁵⁷ I met her at a conference organised by her university in Surakarta, Central Java, where I presented my study. The link to this conference is: <https://jurnal.uns.ac.id/iccte/issue/view/ISSN%20%20%3A%2025002%20%E2%80%93%204124/showToc>

This PhD study has clearly had an impact on other parties (teachers and students). The secondary EFL teachers who had previously lost their motivation in teaching began to enjoy their teaching, continued being reflective on their practise, and regained an interest to learn via informal learning (such as searching the internet to download teaching materials). Moreover, the students were also affected by this study as they found learning English more interesting and fun due to the adoption of new teaching techniques by their teachers. My fervent hope is that this study would initiate further research on CAR-U because I have come to recognise that they are a powerful PD tool for Indonesian school teachers.

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Appendices

Appendix A Interview schedule (i)-Professional lives and past experiences in AR

1. Professional experiences and working condition

- Years of teaching experiences
- Nature of their jobs, routine, roles and responsibilities
- Collaboration with colleagues
- Could you describe your experiences in teaching service?
- Could you outline your main duties and roles as a teacher?
- To what extent do you collaborate with your colleagues at school? (if any) in what aspect?
- What do you like most from your profession?
- Can you describe your relationship with your students, colleagues, and administrators?

2. Involvement in professional development

- Type of professional development
- Teacher network
- Could you share your involvement in professional development (PD) activity?
- What motivates you to participate in PD programmes?
- Could you describe your participation in the teacher network forum?
- What PD programmes does your school initiate to support your learning?
 - a. Do your school administrators support/motivate you to participate in PD programmes?
 - b. What kinds of support, if any, do they provide? How do you respond to support given by them?

3. Involvement in action research

- Participation in previous Action Research workshop
- Engagement in AR project
- Challenges in action research

- Support gained
- Could you tell me your participation in any action research workshop?
- Could you describe your engagement in action research (if any)?
- If you have participated in AR projects, what motivates you to engage in AR?
- If you have/haven't participated in action research project, what do you think as the main challenges?
- Do you get any support to learn action research or engage in action research project? Could you describe it if you do or do not?

Appendix B

Interview schedule (ii)- Perception of CAR engagement

1. Perception of CAR project

- Purpose of participating in the CAR project
 - Views on CAR as means of PD
 - Views on CAR compared to other PD activity
-
- Could you share your motivation to take part in the CAR project?
 - Could you share your views on CAR project that you have participated?
 - Could you share what are the main challenges you faced in participating the CAR project? Do these challenges inhibit you from doing your classroom action research project?
 - Do you enjoy participating in CAR project?
 - Do you think CAR valuable? If it is, why do you think so?
 - What impacts of CAR to yourself? Your learners? Or practices?
 - What can you learn a lot from participating in the CAR project?
 - How do you compare your participation in CAR project with other kinds of PD you have attended? What are the differences and commonalities?

3. The role of institutional support

- support from the internal party (colleagues and school administrators) on their involvement in CAR projects
-
- How do you view the support you gain from your colleagues and school administrators during your participation in CAR project?
 - What kind of support they provide, if any? Is the support necessary for you?
 - How much support do they give to you?
 - What kind of support do you really need from your school when engaging in CAR?
 - Do these supports motivate you to continue doing your action research project or engaging in PD for your self-growth? Please describe if they do and do not?

4. The role of external support (from the researcher)

- Support from an external party (the outsider collaborator) on their involvement in CAR projects
- How do you view the support you gain from your outsider collaborator?
- What kind of support do you think valuable for you? Is the support sufficient?
- What support do you really require from the external collaborator during engagement in CAR?
- Does the support provided motivate you to continue developing professionally via C/AR project or other PD activities? Please describe if they do and do not?

5. CAR and teacher motivation on continuing self-growth

- Impact of CAR on teacher motivation on continuing develop
- Sustain engaging in self-growth activity such C(AR)
- Does your engagement in CAR projects affect your motivation to continue developing professionally? Could you share why you said so, if yes/no? If you say yes, what aspects of CAR do motivate you to continue engaging in self-growth activity?
- Will you keep practicing doing AR projects with your colleagues in the future? If yes/no, could you describe it?

Appendix C

Interview schedule (iii) - Long term engagement in CAR

1. Could you share with me any PD activities that you have engaged (are involving) following your last CAR project?
 - a. What motivates you if you engaged with such activities? What are the benefits, if any, for you, and your students? What challenges, if any, do you encounter?
 - b. If you do not engage in any PD activities, what factors made you not engaging with them (demotivating factors)?
2. Do you still continue to do any practices you ever done during our CAR project?
 - a. If yes/no, can you tell me your reasons for doing that?
3. Could you share with me any initiatives or changes you have done (or are doing) after your last CAR project?
 - a. If any, what motivates you do such initiatives? What are the benefits for your practice (yourself and students)? What are your challenges (problems)?
 - b. If there are not any, what seems the main factors/reasons you could share with me for not doing that?
4. Have you initiated to get involved in collaboration activities for the sake of your learning and for your students?
 - a. If you have, what factors motivates you to do such activity? What benefits and challenges do you encounter?
 - b. If you haven't, what factors likely demotivates you?
5. Can you share with me any new project of AR have you done (individually or collaboratively) after your last CAR project?
 - a. If you have done, what motivates you? What benefits and challenges you face?
 - b. If you haven't done it, what reasons you can share with me?

6. If you continue to get involved in PD or initiatives , do you get support from your school (colleagues, managers)?
 - a. If there is a support, what support do you gain?
 - b. If there is no support, does it demotivate you not to do any PD again?
7. What support you expect from school to sustain you in classroom initiatives or PD activity?
8. Have you joined/participated in any PD programmes initiated by your school or the government body?
 - a. If yes, what PD program is it?
 - b. Do you motivate to join it? If yes/no, why you say so?
 - c. Could you identify the similarities and differences, if any, of such PD with the previous CAR project?

Appendix D
Interview schedule (iv) with the school principal

1. Could you share with me the school programmes have you conducted or (are you going to do) which facilitate the teachers to develop their practice (pedagogical knowledge and skill) ?
 - a. If there are such programmes, do you involve teachers in designing the programmes? What type of support do you provide in motivating them to join such programmes?
 - b. If there are no such programmes, what reasons do you offer which make you initiate them?

2. Have you acknowledged or encouraged the efforts made by certain teachers' to get involved in self-directed PD or innovation in their class?
 - a. If yes, what have you done to support them?
 - b. If not, is there any other type of support from school to encourage/motivate teachers to get involved in PD?

Appendix E

Participant information sheet



UNIVERSITY OF LEEDS

“Collaborative Action Research as a Means of Professional Development for English Teachers in Indonesia”

You are being invited to take part in a research project. Before you decide whether to participate or not it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully. If anything is not clear or you would like further information, please contact me, Mukrim Thamrin (edmt@leeds.ac.uk).

You are being invited to take part in a research project. Before you decide whether to participate or not it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully. If anything is not clear or you would like further information, please contact me, Mukrim Thamrin (edmt@leeds.ac.uk).

Who is the researcher?

Mukrim Thamrin, a PhD candidate from the School of Education, University of Leeds, United Kingdom.

What is the purpose of the study?

This study aims at exploring the experiences of teachers who engage in collaborative action research (CAR) projects collaboratively with me as the researcher and their perception of such professional development (PD) programme. The study focuses on a group of English teachers in a secondary school, and explores:

- a. teachers' experiences of participating in CAR as a means of PD in their own school,
- b. teachers' perception of the role of internal institutional support (school colleagues and school administrators) on their engagement in CAR projects,
- c. teachers' perception of the role of external support (the researcher) on their engagement in CAR projects, and

- d. the impact of participating in CAR projects on teachers' motivation to develop professionally as teachers.

Why have you been chosen?

You have been chosen because:

- You are a teacher who participates in the collaborative action research project in your school, *or*
- You are the principal/vice principal of the school in which the teachers participating collaborative action project.

Do I have to take part?

You have the right to choose whether to take part or not. If you do decide to take part please contact me via email (edmt@leeds.ac.uk) and you will be given this information sheet and you will be asked to sign a consent form. If you agree to take part, you remain free to withdraw at any time without giving any reason.

When does the research start and end?

The study will be conducted in three stages:

Phase	Time	Activities
1	January 2016	First interview
2	February – June 2016	Second Interview, observation, gaining documents, audio recording the group meeting discussion, and photograph
3	December 2016	Last interview with teachers, interview with principal/vice principal

What will it involve?

If you are a teacher, you will be asked to take part in:

- CAR project: You will be invited to participate in one action research project collaboratively conducted with one other teacher and myself (the researcher). This CAR project will be commenced around January 2016 and will last around June 2016.

- **Interviews.** You will be asked to take part in three semi structured face-to-face interviews of up to one hour. Each interview which will be planned to take place in January 2016, June 2016 and December 2016. These interviews will be audio-recorded.
- **Classroom observations.** You will be asked to allow the researcher to observe your class 4 times during the process of participating in the CAR project. This will take place around February - May 2016.
- **Observation during group meeting.** You will be asked to allow the researcher to observe your participation in each meeting at the group meeting of CAR project done. This will take place from February till May 2016. The observation will be audio recorded.
- **Focus group interviews.** You will be asked to participate in two focus group interviews, one in January 2016 and one in June 2016. The focus group will be carried out at a time and place that suits you and the rest of the participants. These interviews will be audio-recorded.
- **Documents.** You will be asked to allow the researcher to gain the printed materials used during the process of CAR projects (e.g. workshops, action stage in the classroom, observation stage, CAR reports or Powerpoint files), and the minutes of meeting used during the set-up group meeting discussion.
- **Audio-materials.** You will be asked to allow the researcher to audio-record all the group meeting discussions held during the process of CAR project. This will take place from February till May 2016.
- **Photographs.** You will be asked to allow the researcher to take photos of you in any activities that relate with the process of CAR project such as in the classroom and in the group discussion meeting.

What are the possible risks and benefits of taking part?

Your participation will not bring immediate benefits. However, you will have an opportunity to share experiences with other participants during the study which may help build close relationships among staff in the school and in the long term enhance your professional knowledge. From the CAR project, you should learn about one specific aspect of your practice with the ultimate goal of improving your teaching. It may also give you an understanding of how the CAR project means to their professional development. During this study, I would provide my time to discuss with you ways of dealing with engaging with professional development that you may interest much. For short term benefit, I will provide support in solving you challenges with action research, and for potential long term benefit such as assisting you with publication of their research project (e.g., become co-author or peer reviewer) in the local journal.

There are no anticipated risks from being involved in the process of this study except that your involvement will require an investment of time, and you will need to consider whether you can afford this time before consenting to take part in the project. Any critical statement you give towards your colleagues and head teacher in school or to local education office will not be shared with other parties.

Will the information I provide be kept confidential?

During the research process, all information obtained will be kept confidential. All the data obtained from interviews, observations, and documents will be made anonymous.

No one except the researcher will have access to the information that you provide before it is anonymised. All information that you provide will be stored on an encrypted hard drive for the duration of the project and will then be destroyed five years after the end of the project. I will use pseudonym and your name and your institution will not appear in any reports or publications.

What will happen to the results of the research study?

The findings of the research study will be part of my PhD thesis for the University of Leeds. The research will also be used for presentations at local and international education conferences and publications in international education journals.

Contact details

If you would like to take part in the research study and/or you have any questions about the study, please contact: Mukrim Thamrin at edmt@leeds.ac.uk.

Appendix F Participant consent form

Consent to take part in the research project: “Collaborative Action Research as a Means of Professional Development for English Teachers in Indonesia”

	<i>Please put your initials next to the statements you agree with</i>
I confirm that I have read and understand the information sheet dated (date) explaining the above research study and I have had the opportunity to ask questions about it.	
I understand that my participation is voluntarily and I can withdraw at any time without giving a reason and without there being any problem. I also understand that I can decline if I do not wish to answer any particular question(s).	
I agree to take part in the following research activities: - to participate collaboratively in one action research project - three interviews - classroom observations that will take place in January 2016- May 2016 - group meeting observation - providing documents	
I give permission for the interviews and the group meeting observation to be audio-recorded, and give permission to be photographed in the classroom and during group meeting discussion.	
I understand that any information that is collected or I provide is confidential, and that no information that could lead to the identification of any individual will be disclosed in any reports, publication and presentation.	
I agree for the anonymised data collected from me to be used in PhD thesis, presentations, future reports or publications.	
I agree to take part in the above research activities and will inform Mukrim Thamrin (edmt@leeds.ac.uk) if my contact details change.	
Name of participant	
Participant's signature and Date	
Researcher	Mukrim Thamrin
Researcher's Signature and date	

Appendix G
Consent form of photo taken and the use of photos



UNIVERSITY OF LEEDS

Project title: Collaborative Action Research as a Means of Professional Development for English Teachers in Indonesia

Consent form of photo taken and the use of photos

I,, the undersigned below, allow Mr. Mukrim Thamrin (the researcher of this project) to take my photos during my participation in the collaborative action research project conducted in my schools. I also allow him to use my photos for the purpose of publishing his research in any reports, publications, and presentation in the conference.

Signed:

Name of Participant

Date:

Appendix H
Consent form of class observation from students

Dear Student,

My name is Mukrim Thamrin, a PhD candidate from the School of Education, University of Leeds, United Kingdom. I am currently doing research in your school and in your class. I am now observing your class as a part of my study; I will observe your teacher doing teaching and learning process in the classroom. For this purpose, I will seek your permission to allow me coming into your classroom. The observation process will not affect any disadvantages to you.

For your consent and cooperation, I shall thank you so much.

Best wishes,

Mukrim Thamrin



Consent form of doing observation in the classroom

I,, the undersigned below, the student of class X of school Y, allow Mr. Mukrim Thamrin (the researcher) to observe my class for the sake of collecting data for his study in my school.

Signed

Name of student

Date:

Appendix I
Consent form of taking and using photos from students

I,, the undersigned below, allow Mr. Mukrim Thamrin (the researcher) to take my photos during his involvement in a CAR project with my teachers in my classroom. I also allow him to use my photos for the purpose of publishing his research in any reports, publications, and presentation in the conference

Signed:

Name of Student

Date:

Appendix J

Sample of a student's response regarding the use of videos (Pia's case)

ANGKET PENELITIAN TINDAKAN KELAS (PTK)

Angket ini bertujuan untuk mengetahui pendapatmu tentang pembelajaran melalui video dalam belajar bahasa Inggris.

A. Jawablah pertanyaan ini dengan jujur!

1. Saya menyukai pembelajaran bahasa Inggris dengan menggunakan video
 Sangat setuju setuju c. kurang setuju d. tidak setuju e. sangat tidak setuju
2. Penggunaan video di kelas membuat kemampuan berbicara dalam bahasa Inggris saya bertambah.
a. Sangat setuju setuju c. kurang setuju d. tidak setuju e. sangat tidak setuju
3. Pembelajaran dengan menggunakan video meningkatkan kemampuan vocabulary saya.
a. Sangat setuju setuju c. kurang setuju d. tidak setuju e. sangat tidak setuju
4. Pembelajaran dengan menggunakan video meningkatkan kemampuan listening saya.
a. Sangat setuju setuju c. kurang setuju d. tidak setuju e. sangat tidak setuju
5. Pembelajaran dengan menggunakan video meningkatkan pronounce saya
a. Sangat setuju setuju c. kurang setuju d. tidak setuju e. sangat tidak setuju
6. Dengan menyaksikan video saya termotivasi untuk semakin giat belajar bahasa Inggris
a. Sangat setuju setuju c. kurang setuju d. tidak setuju e. sangat tidak setuju
7. Dengan menyaksikan video saya jadi lebih senang dengan pelajaran bahasa Inggris
a. Sangat setuju setuju c. kurang setuju d. tidak setuju e. sangat tidak setuju

B. Jawablah pertanyaan ini dan jelaskan alasan anda!

8. Apa manfaat lain yang anda dapatkan selama berlangsungnya pembelajaran dengan menggunakan video.
Yang saya dapatkan dengan menggunakan video adalah saya lebih mudah memahami apa yang ditampilkan pada saat belajar dengan menggunakan video dan juga, manfaatnya saya tidak menjadi bosan dengan metode pembelajaran tersebut.
9. Apakah menurut anda pembelajaran dengan menggunakan video sebaiknya dilanjutkan. (ya / tidak)
Berikan alasanmu : karena dengan metode pembelajaran tersebut, saya sebagai siswa merasa tidak bosan dan menjadi lebih semangat dengan metode tersebut.
10. Apa saranmu untuk membuat pembelajaran bahasa Inggris lebih menyenangkan di kelas.
Saran saya, seperti pertanyaan ~~sebelum~~ ^{sebelum} kita sebaiknya menggunakan video dan juga saran saya, sebaiknya kurangi pekerjaan rumah (PR) dan lebih memperbanyak praktek.

Appendix K

Sample of observation check list (Pia's case)

Lembar Pengamatan Siswa PTK

Tanggal: 31/3/2016

Pengamat: [REDACTED]

No	Nama siswa	Aspek yang diamati		
		Keaktifan	Antusias	Keberanian
1	Amelia	✓	✓	✓
2	Adila	✗	✓	✓
3	Ayu	✗	✗	✗
4	Actutes	✓	✓	✓
5	Ananda	✓	✓	✓
6	Anindita	✓	✓	✓
7	Chairunnisa	✓	✓	✓
8	Dewi Kartika	✓	✓	✓
9	Hardimas	✗	✗	✗
10	Hikmawati	✓	✓	✓
11	Fenita	✓	✓	✓
12	Gita Puspita	✗	✗	✓
13	Lala	✓	✓	✓
14	I Made Kana	✓	✓	✓
15	Ira WidiAstuti	✓	✓	✓
16	Muhidin	✓	✓	✓
17	Nanda	✓	✓	✓
18	Nurhaliza	✓	✓	✓
19	NurAnnisa	✓	✓	✓
20	NurAzizah	✓	✓	✓
21	Nurazizah	✓	✓	✓
22	PujiAstuti	✓	✓	✓
23	Salsabilah	✓	✓	✓
24	Rosdiana	✓	✓	✓
25	Tiara	✓	✓	✓
26	Thio	✓	✓	✓
27	Zelina	✓	✓	✓
28	Zulfahrizi	✗	✗	✗

Catatan:

Pada siklus ke 2 ini, terlihat mayoritas siswa telah menunjukkan keaktifan, minat, dan keberanian dalam berbicara menggunakan Bahasa Inggris. Hanya beberapa siswa saja yang masih mengalami kendala karena kekurangan kosakata.

Appendix L

Sample of a student's response on questionnaire (Ana's Case)

JAWABLAH PERTANYAAN INI DENGAN JUJUR

1. Pembelajaran Bahasa Inggris dengan games (permainan) sangat menyenangkan bagi saya .
a. Setuju b. Tidak setuju
c. Tuliskan alasan jika setuju atau tidak setuju.
karena bahasa Inggris sangat seru dan banyak
kata-kata yang menarik dan lebih bagus jika diajarkan
baik-baik
2. Apakah anda menyukai teknik belajar Bahasa Inggris dengan menggunakan games (permainan)
a. Ya b. tidak
c. Tuliskan alasan jika jawaban ya atau tidak
Ya karena lebih di sukai.
3. Apakah minat anda belajar Bahasa Inggris meningkat setelah mengikuti pembelajaran dengan menggunakan games (permainan)
a. Ya b. Tidak
c. Tuliskan alasan jika jawaban ya atau tidak
Tidak karena belajar sambil main game lebih bisa
meningkatkan minat dan semangat belajar.
4. Apakah anda ingin melalui model pembelajaran games (permainan) tetap diteruskan?
a. Ya b. Tidak
c. Tuliskan alasan jika jawabanmu ya atau tidak
Tidak karena lebih bisa diajarkan.
5. Pembelajaran Bahasa Inggris dengan menggunakan games (permainan) menambah vocab (perbendaharaan kosa kata)
a. Setuju b. Tidak setuju
c. Tuliskan alasan jika setuju atau tidak setuju
Tidak karena sudah banyak kata-kata yang diajarkan
dan lebih banyak kata-kata yang diajarkan.
6. Apa manfaat lain yang anda dapatkan selama berlangsungnya pembelajaran dengan menggunakan games (permainan)
a. Bisa seru-seru, santai dan enak. dan bisa
b. bisa lebih semangat dan pintar dan kreatif.
c. bisa belajar dan diajarkan.

7. Pandangan sikap saya belajar Bahasa Inggris berubah, setelah mengikuti pembelajaran bahasa Inggris dengan menggunakan games (permainan)
a. Setuju b. Tidak setuju
c. Tuliskan alasan jika setuju atau tidak setuju
Tidak karena sudah kontradiksi di games bukan
lagi di pembelajaran BHS Inggris
8. Dengan belajar melalui games (permainan) saya termotivasi untuk belajar Bahasa Inggris
a. Setuju b. tidak setuju
c. Tuliskan alasan jika setuju atau tidak setuju
Ya karena kita bisa jadi pintar dan pintar kita
tidak pusing.
9. Melalui games (permainan) saya jadi senang dengan pelajaran Bahasa Inggris
a. Setuju b. Tidak setuju
c. Tuliskan alasan jika setuju atau tidak setuju
Tidak alasan dan melalui games kita bisa senang
dengan pembelajaran BHS Inggris.
10. Bagaimana pendapatmu agar belajar Bahasa Inggris itu lebih menyenangkan dikelas?
a. Kita harus berhat-hati kalau kita berhat-hati
b. Kita bisa lebih pintar dan seru
c. dan itu seru tidak membosankan kalau kita berhat-hati

Appendix M

Sample of observation check list (Ana's case)

LEMBAR PENGAMATAN PTK 2016

TOPIK : Giving instruction
TGL : 8/4 - 2016

NO	ASPEK YANG DIAMATI	DESKRIPSI
1	MINAT BELAJAR	Secara Kolektif, Siswa menyukai tindakan yang dilakukan (melalui games). Mereka menunjukkan minat yang tinggi dalam belajar, ditandai dengan mau terlibat dalam games. Kebanyakan mereka merasa senang dan antusias dengan tindakan yang dilakukan, terlihat dari wajah mereka yang gembira ketika melakukan kegiatan pembelajaran. Hanya ada sedikit saja yang masih kurang terlibat dalam tindakan yang dilakukan.
2	KEAKTIFAN DI KELAS	Secara Umum, siswa terlibat aktif dalam kegiatan pembelajaran. Ketika tindakan dilakukan, mereka mau melakukan permainan (games), punya inisiatif belajar (menunjuk tangan), beberapa siswa juga mau melakukan ketika teman mereka menyuruh mereka melakukan sesuatu (dalam games).

PENGAMAT:




Appendix N

Sample of second Interview with Ana

Me : *What motivates you to be involved in this CAR project?*

Ana : *“Before the project, my students did not have the motivation to learn. I wished to solve this issue and I see that my students became motivated and enthusiastic about learning English during this project.*

Me : *Can you describe your experience of engaging in this project?*

Ana : *It was very beneficial...the students became motivated to learn English...Unlike before the project, when we only came to teach in order to fulfil the teaching hour requirements, and without thinking about our students...with this teaching using games (the project), I felt that I was assisted to increase my students’ enthusiasm to learn English.*

Me : *So, you found this project helpful for you?*

Ana : *Yes, previously, I used to hit the students who were just “playing” during the lesson, but now this project helps me to deal with them...This time, they seems to enjoy learning through playing games. Other teachers also were surprised at my students’ change. Ibu Suryani, one of the science teachers, came to me, expressing her surprise after finding that my class had changed – she said “the students are now are more active and attentive in lessons”...moreover, my students’ learning achievement increased in the recent exam...seemingly due to their increased learning motivation...*

Me : *How did you find the presence of the collaborators (like Put⁵⁸ and myself)?*

Ana : *It was very helpful, because, before this project, when I was alone, I had no idea what to do, especially about dealing with my class’ issue (poorly motivated students). When engaging in this project, I felt more comfortable, as I had a partner to help. The collaborators can fill the gaps regarding things that I cannot do...I felt that having a class like this (low motivation class) was a burden for me. If I was alone, I felt “huuh” (expression of frustration) when encountering such a class; but, with collaborators, this probably helped me to deal with them...we can share and help each other...*

Me : *What do you think about the challenges related to engaging in this project?*

Ana : *“I have many classes to teach, sometimes two or three classes a day...we are required to teach 24 hours per week...but it didn’t affect my involvement in the project very much...maybe because of the presence of the collaborator, as I told you...*

⁵⁸Pseudonym

Appendix O AERA ethical approval

Performance, Governance and Operations
Research & Innovation Service
Charles Thackrah Building
101 Clarendon Road
Leeds LS2 9LJ Tel: 0113 343 4873
Email: ResearchEthics@leeds.ac.uk



UNIVERSITY OF LEEDS

Mukrim Thamrin
Provisional PhD student
School of Education
University of Leeds
Leeds, LS2 9JT

**ESSL, Environment and LUBS (AREA) Faculty Research Ethics Committee
University of Leeds**

6 August 2015

Dear Mukrim

Title of study: Collaborative Action Research as a Means of Professional Development for English language teachers in Indonesia
Ethics reference: AREA 14-173

I am pleased to inform you that the above research application has been reviewed by the ESSL, Environment and LUBS (AREA) Faculty Research Ethics Committee and following receipt of your response to the Committee's initial comments, I can confirm a favourable ethical opinion as of the date of this letter. The following documentation was considered:

Document	Version	Date
AREA 14-173 Ethical_Review_Form_V3_2.pdf	1	25/07/15
AREA 14-173 APPENDICES.pdf	1	25/07/15
AREA 14-173 Ethical_Review_Form_V3 2.pdf	1	25/06/15
AREA 14-173 APPENDICES.pdf	1	25/06/15
AREA 14-173 fieldwork assessment form.pdf	1	25/06/15

Please notify the committee if you intend to make any amendments to the original research as submitted at date of this approval, including changes to recruitment methodology. All changes must receive ethical approval prior to implementation. The amendment form is available at <http://ris.leeds.ac.uk/EthicsAmendment>.

Please note: You are expected to keep a record of all your approved documentation, as well as documents such as sample consent forms, and other documents relating to the study. This should be kept in your study file, which should be readily available for audit purposes. You will be given a two week notice period if your project is to be audited. There is a checklist listing examples of documents to be kept which is available at <http://ris.leeds.ac.uk/EthicsAudits>.

We welcome feedback on your experience of the ethical review process and suggestions for improvement. Please email any comments to ResearchEthics@leeds.ac.uk.

Yours sincerely

Jennifer Blaikie
Senior Research Ethics Administrator, Research & Innovation Service
On behalf of Dr Andrew Evans, Chair, [AREA Faculty Research Ethics Committee](#)
CC: Student's supervisor(s)

Appendix P
Modules, courses/workshops/conferences

No	Modules	Date
1.	EDUC 5060M: Getting started: research questions and approaches in education	November–December 2014
2.	EDUC 5061M: Philosophical underpinning of educational research	January–February 2015
3.	EDUC 5062M: Qualitative data: processes of collection, interpretation and analysis	Nov-December, 2015
4.	EDUC 5063M: Introduction to quantitative data analysis	(Self learning, Online)
5.	EDUC 5925M: Teacher Education for TESOL	February- March 2015

COURSES/WORKSHOPS ATTENDED 2014/2015

NO	COURSE	DATE
1.	Starting Your Research Degree	20/11/2014
2.	Working Effectively with your Supervisor	07/01/2015
3.	NVivo Part 1	13/01/2015
4.	Time Management during your Research Degree	15/01/2015
5.	Introduction of social science: quantitative research methodology	20/01/2015
6.	Research methodology: observation	27/01/2015
7.	LEAP How to read a research article	03/02/2015
8.	A Balancing Act: Dealing doing research degree	05/02/2015
9.	Writing for Research Students	11/02/2015
10.	LEAP Research ethics for AHSS	17/02/2015
11.	Research methodology : Interviews	19/03/2015
12.	Presenting with Confidence and Flair	30/03/2015
13.	Effective Poster Presentations (AHSS)	16/04/2015

14.	Analyzing Qualitative Data	22/04/2015
15.	An Intro to Effective Research Writing	05/05/2015
16.	LEAP Preparing for your Transfer	18/05/2015
17.	Research with Human Participants	15/06/2015
18.	Word for thesis Part 1	14/09/2017
19.	Preparing for VIVA	02/10/2018

NO	CONFERENCE	DATE
1.	ESSL Annual Postgraduate Research Conference 2015, University of Leeds - Participant	25/3/2015
2.	Research Students Education Conference (RSEC) 2015: Theme Methodology, School of Education, University of Leeds – POSTER PRESENTATION	29/4/2015
3.	Kaleidoscope Conference: Many paths, same goals, Faculty of Education, Cambridge University – POSTER PRESENTATION	28-29/5/2015
4.	Doctoral Symposium: operationalising research – real journeys, real voices, digital worlds. Faculty of Education, University of Hull- POSTER PRESENTATION	3-5/6/2015
5.	2 nd ICTTE international conference, University of Negeri Surakarta, Surakarta, Indonesia – Paper Presentation	25-26/11/2016
6.	20 th International Conference on Teaching, Education & Learning (ICTEL), by GRDS at Universitat de Barcelona, Barcelona, Spain- Paper Presentation	26-27/7/2017

PUBLICATIONS DURING CANDIDATURE:

MUKRIM. 2017. English Teachers Doing Collaborative Action Research (CAR): A Case Study of Indonesian EFL teachers. *Pertanika J. Soc. Sci. & Hum*, 25(S), 199 – 216.

(The article was presented in the conference no.5, and was selected by the committee to be published in the *Pertanika Journal of Social Science and Humanitis- Special edition, September 2017*. The article link is here:

http://www.pertanika.upm.edu.my/regular_issues.php?jtype=3&journal=JSS
[H-25-S-9](#)