

ACTION RESEARCH TO SOLVE MUSIC TEACHING PROBLEMS IN THE SCHOOL

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Introduction

ACTION research has been known and regard as one of the new strategy for teachers development in Indonesia. Trough Word Bank Project, for instance, action research has been decided as the second pilot project and today it has being tried out in eleven provinces in Indonesia, include Central Java.

As a 'special' subject, music, has many problems in teaching. It happens for years particularly in classroom. Unfortunately, there is no serious effort of the teachers to look for what the problems are and how to overcome it. They should know that there are many problems for the students to learn music in the class.

The problems of music learning usually happen in the classroom, both for students or for the teachers. However, as if the teachers do not care to the problems and become the problems as a routine duty. The difference of the student music experience problems can influence the learning process. The different background can also influence the quality of the learning process.

The music learning in the classroom is a teachers' responsibility in which they know how the students learn, the students' characteristics, study environment, students' motivations, students' progression, etc. To reach a good result

of the students' achievement need to teachers' responsibility efforts to observe, plan, apply, practice, and so on, to get the good way how to the student can learn music well. The way is carried out in many times, for about five to seven or even more then that to achieve a good environment and a good way to teach or how should the students can learn well. To achieve the way above the teacher need to observe trough research. And the properly research to the purpose is action research or classroom-based action research (CAR).

Why Action Research?

The problem in the research is on the job problem-oriented. It means that the real problem that appear in researcher's field become his responsibility. Similarity, the problem research is the rill one that is faced everyday. If the researcher is a teacher then the research problems are the classroom problem or the school problems in which it has become his responsibility. One example, classroom-based action research is a kind of research by teacher focused to the classroom / school problems. Accordingly, the teacher is the sub-ject that mastery the problem in the class. Bristol (1992: 44) point out that:

....a form of self-reflective inquiry undertaken by participants in a social (including educational) situation in order to improve the rationality and justice of (a) their own social or

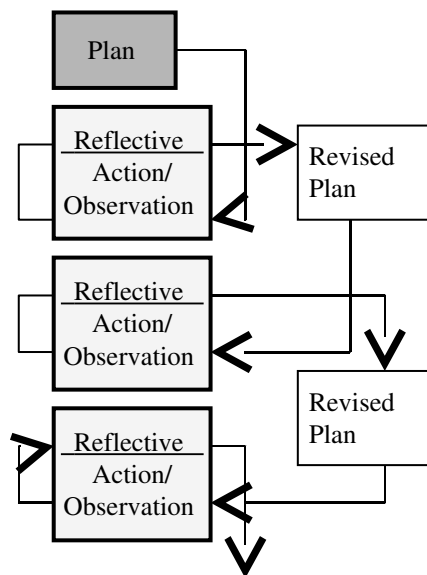
educational practices, (b) their understanding of these practices, and (c) the situations in which practices are carried out.

Related to the state Priyono (1993) point out that the feature of the classroom-based action research is coloured by ‘critical’ approach and interpreted approach, namely; the most masters of the classroom or the school problems are the teachers himself, not another ones (outsiders). The second feature of this research is that it is the problem-solving oriented research. The researches which only produce “understanding”, like in the empirical research are recognised as meaningless research, because it can not solve the problems. The third feature of this research is improvement oriented. Action researches clarify how important each component of organisation system can develop well. If the system is a school then the components itself are teachers, students, principal, classroom environment classroom / school. They must improve it well. The concept is extremely coloured by critical research concept; the research must produce improvements (product oriented) (Calhoun, 1993).

The fourth feature of the research is Multiple Data Collection. To fulfil critical approach, the many ways to collect data can use : (a) observation, (b) test, (c) interview, (d) questionnaire, etc. All of the ways are focused to achieve a valid research, because the truth is not only subjective butt also problematic. By implement all the

data collections, then what the reality or the truth can be solved. Accordingly, the empirical research that based on the ability of sensory can be questioned of the validity.

The fifth feature is cyclic. Action concept is applied by planning cycles, observing, action, and reflecting, that in fact draw critical /reflective thinking trough action effect. The solution of the action is not applied by trial and error but by thinking the problem is by analysing the root of the problem and then determines the appropriate action (Priyono, 1999). According to Hopkins, (1993:48) the spiral action research can be draw bellow:



The last feature is collaborative. The researcher co-operative with any other colleagues or expert to do every step of the action research such as planning, observing, taking action and reflecting. According to

Tripp, (1996) there are clear, some major differences here, but essentially action research uses recognised research technique to describe and understand action outcomes, whereas reflective practice relies on a more everyday observing and taking note of what happens.

Accordingly, the actions research more use critical approach in each step of the research than just note and elaborate what happen as action effect.

Action Research to solve Music Teaching Problems

Every student has different ability of music skill or music knowledge. Every student has also his own music educational background and his music experience. In one music class sometimes has one group of the same student's ability, and has students' music experience. But, it is possible that there is a special student who can influence learning process in the class. The learning process can be determined by the factors. Musical interest of the students which are caused by the process, for instance, can determine music learning process quality.

Many problems happen in the classroom which are caused by the teachers because of the characteristic of the subject, music. The special characteristic of the subject and different characteristic of the students can cause the music learning process to be not effective. It can be terrific if the teachers can not know their students' characteristic. Unfortunately, the sometimes, the tea-

ching process always goes on, without care about the goal of the music learning. As a result the student can not care about the lesson, too. It makes the students' attention to the music lesson is not interesting for the students. That means that the purpose of the lesson is failed.

As mentioned above, the teacher should know each their students' characteristic so that they can identify and determine the proper method to teach music in the class. If they can know the characteristic and the learning problem then they can plan, apply, practice, etc. to solve the problems.

Teacher is the leader of the students in the class. All the students' characteristics, students' motivations, and students' problems are the teachers' responsibility. The goal of the students' music learning can be achieved if the teacher can observe, plan, and apply some effort to solve the problems by doing the proper research which is coloured by 'critical' approach and interpreted approach. The research is action research.

The problem happens in one class even in one school may be different of each other, therefore, it may use different process of the research. The number of process or cycle depends on the complexity of the problems.

One simple example to explain the action research of music learning problems is to answer a question (problem) : "What are the students not enthusiastic in our music class?". In the cycle, of course, we need to observe the class activity,

examine the students' record of other subject, supply the questioner, analyse data, use new method, apply the method, analyse, and so on. Actually, the research process can refer to Hopkins (1993:48) has described.

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