EXAMINING CLASSROOM: ACTION RESEARCH AS TEACHING-LEARNING INTERVENTION  
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Classroom management is an integral of teaching-learning process. Part of classroom management is the ability of the teacher to observe everything that happens inside the classroom. Through observation, teachers can identify the issues and problems that affect the meaningful transfer of learning. It also the responsibility of the teacher to devise interventions to address those issues. The best way to provide effective interventions is to conduct an action research about it.

Classroom Action Research is a scheme of discovering what works best in our own classroom so that we can improve student engagement to learning. There are many means to improve knowledge about teaching. Many teachers conduct formal empirical studies on teaching and learning, others practice personal reflection on teaching.

Classroom Action Research is more systematic than personal reflection but it is more informal and personal than other types of formal research. The ultimate goal of classroom action research is to help us improve our teaching and help students to learn in the best possible ways.

However, conducting action research or other type of research is quite difficult for many teachers. Some of the reasons are the lack of knowledge on how the entire research cycle works, the technicality, complexity, and abstraction of language use, unfamiliarity of the action
research method and statistical treatment and other features of conducting research work. These all contribute to the factors why teachers choose not to conduct classroom research. But there are still many teachers who are intrinsically motivated to conduct action researches because they want to improve more their teaching and make learning process effective and meaningful.

Since classroom action research is experimental in nature, teachers can test the validity of a certain teaching strategy, effectiveness of a learning material, and provide the appropriate intervention for the students. Conducting action research maybe quite difficult but once practiced and embrace the culture of it, everything is just simple and easy. Just always remember that we are not just doing this for our learners, we also do these for ourselves, and our country.

References:

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