

MODULE 5 - REPORT WRITING

MODULE 5

REPORT WRITING

INTRODUCTION

By now you might have understood the whole process of conducting Action Research. After completing Action Research, its' report must be written so that other teachers who want to conduct Action Research can get some guidance. So the report writing is the last step of the Action Research which is an important aspect. The purpose of report writing is to clarify the process of research so that the person interested in Action Research can understand as to how Action Research is to be conducted; under which condition this type of research is most appropriate; and what are its limitations. After reading this module, you should be able to:

1. discuss the importance of report writing
2. list out the points to be kept in mind while report writing
3. list the headings under which Action Research report is to be written
4. analyze the data and interpret the results of Action Research
5. write the discussion of the study
6. write the finding(s) of Action Research, and
7. write references in the APA (American Psychological Association) format

IMPORTANCE OF REPORT WRITING

The purpose of Action Research is to find solution of the problems faced by teachers and principals / administrators. This can be done more efficiently if teachers have an opportunity to read reports of Action Researches done by teachers of different schools. This is possible if each teacher doing Action Research writes report and makes it available to other teachers. Report writing of Action Research has to be done systematically so that any teacher interested in doing the same in her/his class can do it without much problem. Report writing is very important for transmitting the results of the any research. Therefore, transmission of the results of Action Research through report writing is useful for teachers and Principals.

IMPORTANT POINTS TO BE KEPT IN MIND WHILE WRITING REPORT OF ACTION RESEARCH

The researcher should keep in mind the following points while writing report of Action Research.

1. Report should be purposeful.
 2. Use appropriate words and simple sentences.
 3. For the first time, the words should be used in full form along with their abbreviations. For example Intelligent Quotient (IQ), National Council for
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Educational Research and Training (NCERT) etc. Later on, the abbreviations can be used.

4. Report should be written in the past tense. The present tense should be used in explaining the concept, the information given in tables, etc.
5. In place of personalized words such as 'I', 'you', 'We' etc., the words such as teacher / researcher / investigator / experimenter, and in place of 'he', 'they', 'participants/subjects/ students, etc. should be used.
6. The report should be correct from spelling and grammar point of view.
7. Appropriate content should be included / presented under each caption.
8. Each table should be given appropriate title and serial number.
9. The results should be expressed up to two decimal points only.
10. Data or information not being used in the statistical analysis should not be given
11. Vague words / expressions such as 'Less', 'More', 'Beautiful', etc. should not be used
12. While writing the technical words, uniformity should be maintained throughout the report. If the word 'Median' is used in the beginning, this word should be used throughout the report but do not use any other similar word.
13. The symbols such as 'M' (Mean), 'r' (Correlation), 'N' (number), etc. should be used as it is but not sometime capital and sometime small.

OUTLINE OF REPORT OF ACTION RESEARCH

Under report writing, the cover page is written which includes the following information:

Title of the Study
Name of the Researcher
Session of Action Research
Name of School/institution

An example of a cover page is given in the following:

**A STUDY OF EFFECT OF DICTAION IN HINDI ON HINDI SPELLINGS OF
CLASS VIII STUDENTS OF KENDRIYA VIDYALAYA, SECTOR – 2. R.K.
PURAM, NEW DELHI**

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2016

Kendriya Vidyalaya, Sector – 2, R.K. Puram,
New Delhi

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After the cover page, the various parts of report of Action Research are written. The researcher should start writing all the parts of the report carefully. Report writing can be divided into three parts:

- 1. Preliminary part**
- 2. Main Part**
- 3. Supplementary part**

1. Preliminary Part

First part of report of Action Research is Blueprint. It includes Acknowledgement, Content, List of Tables and Diagram etc. The pagination of the first part is done in Roman number (i, ii, iii).

Acknowledgment

The support, directly or indirectly, taken from various persons during the process of Action Research must be acknowledged. This is presented under 'Acknowledgement' part.

Content and List of Tables

It is necessary to show the content and the list of tables along with their page number and serial number in the report.

2. Main Part

The report of Action Research should be written under various headings but not into separate chapters because the report of Action Research is small in comparison to other researches. In this part, Introduction, Conceptual framework, Review of Related Literature, Rationale, Statement of Problem, Objective(s), Hypothesis, Delimitations of the study, Methodology (Sample, Tool, Experimental Design, Procedure of Data Collection and Data Analysis), Results and Interpretation, Discussion and Finding(s) are included. The details are as follows:

INTRODUCTION

Under Introduction, the following information is to be given:

This Action Research was done in XYZ School by LMN teacher teaching Hindi who observed that large number of students were making spelling mistakes in Hindi. The report of Action Research is being written under captions, such as, Conceptual Frame work, Review of Related Literature, Rationale, Statement of Problem, Objective, Hypothesis, Delimitations, Methodology, Results and Interpretation, Finding(s) and Discussion.

CONCEPTUAL FRAMEWORK

In this part the teacher, who has done Action Research, discusses the basis of the problem. That is, how the teacher during teaching Hindi encountered the problem. Teacher must have observed that students were making spelling mistakes in writing. The teachers should explain the types of mistakes students were making. It must help reader in understanding the Action Research done by the teacher who teaches Hindi.

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REVIEW OF RELATED LITERATURE

There might have been some researches done by teachers or researchers who might have studied problems related to spellings in English, Hindi, Sanskrit, Gujarati, Marathi, etc. Teachers might have tried out different methods or strategies to help students in overcoming the problems of Spellings. Only those research studies which are related to the problem of the Action Research should be included. For each related research, the information to be given must include the last name of researcher, year, objective, hypothesis, sample (sample size and sampling techniques and specific characteristics of sampled participants if any), tools, experimental design, statistical analysis and findings. The Review of Related Literature should give information in the order as mentioned in the present sentence. The Review of Related Literature of one study is presented in one paragraph only. This can be understood through the following example:

Sharma (2006) studied the effect of English Dictation on English Spellings of students. The object was to compare mean scores of English Spellings of students before and after English Dictation. It was hypothesized that there is no significant difference in mean scores of English Spellings of students before and after English Dictation. The sample consisted of 29 class V students of Government Higher Secondary School of Bhopal. The English teacher developed English Spellings Test. The English Spellings Test was administered before giving English Dictation. The teacher gave English Dictation at the rate of 30 minutes per day for 15 days. At the end of 15 days the same English Spellings Test was administered which was administered before starting the experiment. The data were analysed with the help of correlated t-test. Dictation in English was found to be significantly helpful in improving English Spellings of students.

RATIONALE OF ACTION RESEARCH

The important points of rationale / need of Action Research are presented under this title, so that other researchers can understand as to why this Action Research was done. The teacher or researcher should explain as to why this Action Research was conducted so that other researchers can understand the need of the Action Research. If there are Action Researches conducted by other teachers their findings are to be given. Keeping in mind the importance of Action Research and findings of Action Researches, the teacher should make out a case of undertaking Action Research. Hence, the rationale of Action Research should be explicitly reflected in the report of Action Research.

STATEMENT OF PROBLEM

The problem of Action Research was stated as given below.

A Study of effect of Dictation in Hindi on Hindi Spellings of Class VII students of Kendriya Vidyalaya, Sector – 2, R.K. Puram, New Delhi

OBJECTIVE

The following was the objective of Action Research.

To compare mean scores of Achievement in Hindi Spellings before and after giving Dictation in Hindi.

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HYPOTHESIS

The following was the Hypotheses.

There is no significant difference in mean scores of Achievement in Hindi Spellings before and after giving Dictation in Hindi.

DELIMITATIONS

The following were the delimitations of this Action Research.

1. This Action Research was conducted by Hindi teacher of Kendriya Vidyalaya, Sector – 2, R.K. Puram, New Delhi.
2. It was conducted on Class VII students of Kendriya Vidyalaya, Sector – 2, R.K. Puram, New Delhi.
3. The teacher wanted to study the effect of Dictation in Hindi on Achievement in Hindi Spellings.

METHODOLOGY

The following points are discussed under this title.

Sample: Under this, the name of sampling technique, size of sample and characteristics of sampled group are mentioned so that other teachers or researchers can understand the findings of Action Research in the context of the group / sample. Normally in Action Research Purposive Sampling Technique is used for the selection of the group.

Tools: Action Research is experimental in nature so there must be at least one dependent variable related to which data are to be collected with the help of some tool. Most of the time teacher conducting the Action Research develops appropriate tool which is not standardized. The information to be provided about the tool used in the Action Research are: Name of the tool, name of the person who prepared the tool, total number of items/questions in the tool, types of questions, marks allotted to each question, total marks, total time allotted, instruction for writing the answers, etc.

Experimental Design: Action Research is experimental in nature. Normally Pretest-Posttest Single Group Design is used. Complete information about the Experimental Design used by the teacher in conducting Action Research should be given under this title so that other teachers can also use it if it is appropriate for their Action Research. The information given under Experimental Design should include Name of Experimental Design, name of Treatment, duration of Treatment, name of dependent variable/s, condition under which the Action Research was carried out, group characteristics, etc.

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Procedure of Data Collection: Action Research is done by the teacher teaching the subject to students of the class. In the present example, Hindi teacher of Class VII students of Kendriya Vidyalaya, Sector – 2, R.K. Puram, New Delhi observed that students commit lots of mistakes in Hindi spelling in writing. S/he thought of trying out a strategy of teaching Hindi so that students do not commit many spelling mistakes while writing. Teacher developed Achievement in Hindi Spelling Test for Class VII students. This test is administered to all students of Class VII. Now the teacher starts giving Hindi Dictation to students. Those Hindi words where most of students were not able to write correctly were taken for Dictation. The Hindi Dictation continued for 15 days at the rate of 30 minutes per day. At the end of 15 days, the same Achievement in Hindi Spelling Test was administered which was used in the beginning by the teacher.

Data Analysis: Only the name of statistical technique used for analyzing data should be mentioned. There is no need to give the formula.

The data were analysed with the help of correlated t-test.

Results and Interpretation: Action researcher should write the Results and Interpretation as given below:

The objective of Action Research was to compare mean scores of Achievement in Hindi Spellings of students before and after giving Hindi Dictation. The data were analyzed with the help of correlated t-test. The results are given in Table 1.

Table 1: Testing-wise M, SD, r, N and correlated t-values of Achievement in Hindi of students

Testing	M	SD	N	r	Correlated t-test	Remark
Pretest	6.13	1.74	38	0.20	11.81	p<0.01
Posttest	11.13	2.33				

From Table 1, it is clear that the correlated t-value is 11.81 which is significant at 0.01 level with df=37. This means that there is a significant difference in mean scores of Achievement in Hindi Spellings before and after giving Dictation in Hindi. Thus the Null Hypothesis that there is no significant difference in mean scores of Achievement in Hindi Spellings before and after giving Dictation in Hindi is rejected. Further the mean score of Achievement in Hindi Spellings before giving Dictation in Hindi is 6.13 which is significantly lower than after giving Dictation in Hindi whose mean score of Achievement in Hindi Spellings is 11.13. It may, therefore, be said that Hindi Spellings improved after giving Dictation in Hindi. In other words Dictation in Hindi was found to be significantly helpful in improving Hindi Spellings of students.

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Findings: Under this the finding(s) of the Action Research should be given. In the context of the present Action Research, the finding is as given below:

Dictation in Hindi was found significantly helpful in improving Hindi Spellings of students.

- **Discussion:** The teacher or researcher has to discuss the results which he gets after data analysis. Under this the teacher gives the reasons as to why such results came. Discussion can also be done keeping in view the results of previous related researches. Apart from this discussion can also be done keeping in mind the activities conducted during treatment, duration of the treatment, group characteristics, etc. The interpretation of results done by the teacher is a meaningful contribution which can prove to be very beneficial for the reader. It should be written in the following ways. It is just an example.

In the above Action Research, Dictation in Hindi was found helpful in improving Hindi Spellings of students. It is a well-known fact that practice makes a man perfect. It is because of this, exercises are given in Mathematics. Similarly dictations are given in Languages so that students are able to remember spellings of difficult words. Repetition is an important activity and very useful in helping to memorize difficult words, formula, dates, etc. These might be the reason of the present study.

3. Supplementary part

This is the last part of report writing. The list of references and appendices are included in this part.

- References

The list of all the sources referred directly by the teacher / researcher should be included. The books, research journal, unpublished research document and internet sources referred in the research report should be presented in the form of APA Format. The same is given as follows:

Book: Last name, initial of first name, (Year of publication). Title of the Book. Place of Publication: Name of Publisher.

Samaras, A. P. (2010). Self-study Teacher Research: Improving your practice through Collaborative Inquiry. New Delhi: Sage Publication.

Sharma, B.S. (2015). Action Research in Education. New Delhi: Poorva Publication.

Book written by two Authors: Last name of first author, Initial of First name and last name of second author, initial of the first name of second author (Year). Title of the Book. Place of publication: Publisher.

Creswell, J. W. & Poth, C. N. (2017). Qualitative Inquiry and Research Design: Choosing among five approaches. Sage publication.

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Edited Book

Single Editor

Last name of the Editor, Initial of the first name. Editor, year, Title of the Book. Place of publication: Publisher.

Pal, H. (Ed.) (2004). Educational Research. Bhopal: Madhya Pradesh Hindi Granth Academy.

More than one Editor

Gupta, M.K. and Singh, S.B. (Eds.) (2017). Educational Research. Agra: Meenakshi Publication.

Research Journal

Name of the author (Last name first), Year of Publication. Title of the Article. Title of the Research Journal, Volume, No. (Issue No.), page number.

Srivastava, Rajesh (2016). A critical study of Gender differences in politics. *Modern Indian Education*, 37 (2), pp. 11-24.

Unpublished Thesis/Report

Kumar, P. (2017). A Study of Effect of Audio-Video Materials on Hindi Spelling Errors of VIII Class students. Unpublished Dissertation, New Delhi: University of Delhi.

Internet Source

Two types of resources are available on internet –

1. Database
2. Online Document

1. Database – Article

Name of the writer, Year of publication, Title of the Article, Title of the Research Journal, Volume. No. (Issue No.), Page No., Retrieved (month, date, year, name of database).

Webb, J. (2002). Benefits of Cooperative Learning in a Multimedia Environment. Retrieved on November 8, 2006, from ERIC Database.

2. Online Document

Name of the writer, Publication Year. Title of the article, retrieved (month, date, year, http:// web address)

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Panitz, T. (2000). Cooperative Learning saves the day: one teacher story. Retrieved on November 20, 2007, <http://home.capecod.net/tedsarticles/coolmath.html>

- **Pagination**

It is necessary to write number on each page of the report. On the pages of the preliminary part of the report, Roman numbers (i, ii, iii) should be written. The Roman number should be given in the middle of the lower part of the page. On the first page of the report to the results, Arabic numbers (1, 2, 3.....) should be written. On the pages of reference and appendices, page number should be written on right side of upper part of the page.

