

CHAPTER II

REVIEW OF THE RELATED LITERATURE

In this chapter the researcher included some theories that connected with the research about writing and especially descriptive text and also guidance line. The researcher elaborates the general concept of writing, descriptive text as a kind of genres, teaching writing, and brainstorming in writing.

A. General Concept of Writing

1. Definition of writing.

Writing is one of language skills and productive skill that will be learnt by students in junior high school, senior high school, and university. Students will be able to express their ideas and feeling by English writing. Learning writing as a foreign language is not easy as learning native language; they will meet all of learning problems dealing vocabulary, sound system, and grammar, or structure. Many English learners think of writing as the fact of picking up a pencil and forming letters either by printing or writing them in cursive they could think about the fact composing a piece of text. Writing is very important as part of man's culture, and speech sounds. Because it can be used to maintain thoughts, ideas, and speech sounds. Someone can produce the sequences of speech sound produced by original speaker. There are two main types of writing: first, writing in which each character is picture of an object or idea, called

picture writing or ideographic writing such as the hieroglyphs of the ancient Egyptians; second, writing in which each character represents speech sound called alphabetic writing. Most languages, including English and Indonesia, use alphabetic writing to represent their speech sounds, which is used by public in book, paper, magazines, and writing letters.⁴

Writing is a combination of process and product of discovering ideas, putting them on paper and working with them until they are presented in manner that is polished and comprehensible to readers.⁵

Thus, it is be stated that writing is one of language skills which combine to process and productive skill that can be used to preserves thought, ideas, and speech sounds.

Writing really started in long ago, it has remained for of most its history of minority occupation because although most of all human being grow up speaking their first language and sometimes their second or third as a matter of course, writing has to be taught. Spoken language, for a child, is acquired naturally because of being exposed to it, whereas the ability to write has to be consciously learned.⁶

2. Characteristics of written text.

There are some characteristics of writing, from the perspective of the readers. First is permanence. Something which has been written by writer and delivered to intended audience, obviously the writer abdicates a

⁴ Ramelan, *English Phonetics*, (Semarang: IKIP Semarang Press, 2003), 9.

⁵ Caroline T.Linse, *Practical English Teaching: Young Learners*, (NY: Mc Grow Hill, 2006), 98.

⁶ Jeremy Harmer, *How to Teach Writing*, (England: Pearson Education Limited, 2004), 3.

power. The work is written on the paper, become a permanence work. Therefore, the teacher can do as a guide and facilitator to help students to revise and refine their work before final submission will help give them confidence in their work. Second is production time. The good writing is that, given appropriate stretches of time, a writer can indeed become a good writer by developing efficient process for achieving the final product. The bad writing is that many educational context demand student writing within time limits, or writing for display. Third is distance. Good writer can read their own writing from the perspective of the mind of the targeted audience. Writers need to be able to predict the audience's general knowledge, cultural, and literary schemata, specific subject matter knowledge, and very important, how their choice of language will be interpreted. Fourth is complexity. Writer must learn how to remove redundancy, how to combine sentences, how to make references to other elements in a text, how to create syntactic and lexical variety and much more. Finally is vocabulary, written language places a heavier demand on vocabulary use than does speaking. Good writers will learn to take advantage of the richness of vocabulary.⁷

3. Types of writing.

Naturally, the types of writing system (alphabet, picture) which exist in the native language are an important factor in determining to easy

⁷ H.Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (Great Britain: Longman, 2001), 2nd Ed, 341-342.

of speech with which the students learn to write. There are two types of writing. First is practical or factual writing: This type of writing deals with facts. Factual writing includes advertisement, internet web sites, current affairs shows, debates, recipes, report, and instructions. They present information or ideas and aim to show, tell or persuade the audience. Second, creative or imaginary writing, this type of writing usually exists in literature including aboriginal dreaming stories, movie scripts, limericks, fairy tales, plays, novels, song lyrics, mimes and soap. They are constructed to appeal to our emotions. Literary writing can make us laugh or cry, think about our own life or consider our beliefs. There are three mind text types in this category: narrative, poetic, and dramatic. The examples of imaginary writing are novel, romance, fantasy, science fiction adventure, etc.⁸

The type of writing which are given to the students to do will depend on their age, interest and level. For example, we can ask beginners to write a simple poem. When we set a task for elementary students, we will make sure that the students will get enough words to do it and also for intermediate and advance students. There is no limit to the kinds of text we can ask students to write. Our decision will be based on how much language the students know, what their interests are, and what we think will not only will useful for them, nut also motivate them as well.

⁸ Mary Finnochiaro, *English as a Second Language: from Theory to Practice*, (New York: Regents Publishing Company, inc, 1974), 85.

4. **Writing purposes.**

Teacher needs to make sure for writing aim while he/she teaching writing to students. There are three main categories of learning which it is worth considering. First is English as second language. This term is normally used to describe students who are living in the target language community and who need English to function in that community on a day to day basis. For example, specific writing needs such as ability to fill in a range of forms, or write particular kinds of letters. Second, English for specific purpose. Many students study English for a particular purpose. People who are going to work as nurses in USA, for example, will study medical English. The last is English as a foreign language. This is generally taken to apply to students who are studying general English at school and institutes in their own country or as transitory in a target-language country.

5. **The importance of writing**

Writing really started in long ago, it has remained for of most its history of minority occupation because although most all human being grow up speaking their first language and sometimes their second or third as the matter of course, writing has to be thought. Spoken language, for a child, is acquired naturally because of being exposed to it, whereas the ability to write has to be consciously learned.⁹

⁹ Jeremy Harmer, *How to Teach Writing*, (England: Pearson Education Limited, 2004), 3.

In modern world, written language serves a range of function in every life, there are three functions of written language. In the firstly is primarily for action. In this part, written language has the function to give public sign as a direction for public people that they will do based on written have they read. For example writing on the road and station the function of written language as primarily for action also can be found in product and instruction, that is useful for people as the clues when they buy foods, tools, toys, maps, television, and radio guides. The second is primarily for information. In this case, written language can be used to give contribution to many people as a field of information, someone may takes some information from magazine, newspaper, and nonfiction book for they need including sports, business, politics, vacancy, and medical. The last function is primarily for entertainment. Most of people needs to be enjoyable, some of them spend the part time to entertain themselves by watching television, listening music, going recreation and activities that they like, by reading newspaper, magazine and some books, some people feels relaxed and entertained beside they get many knowledge.¹⁰

6. Writing process

Writing process is the stages a writer produces something in its final written form. This process, of course, be affected by the content (subject matter) of the writing, the types of the writing (shopping lists,

¹⁰ David Nunan, *Language Teaching Methodology*, (London: Phoenix ELT, 1995), 84.

letters, essays, reports, or novels), and the medium it is written in (pen and paper, computer word files, live chat, etc). Process writing as a classroom activity incorporates the four basic stages. In the firstly is planning (pre-writing). In planning stage, writes have to think three main issues. In the first place they have to consider the purpose of their writing since this will influence not only the type of the text they wish to produce, but also the language they use, and the information they choose to include. Secondly, experienced the writers think of the audience they are writing for, since this will influence not only the shape of writing, but also the choice of language. Thirdly, writers have to consider the content structure of the piece, that is, how best to sequence the fact, ideals, or arguments which they have decided to include¹¹.

Pre-writing is any activity in the classroom that encourage students to write. Its stimulates thought for getting started about the topic before writing of first draft. In fact, it moves students away from having to face a blank page toward generating tentative ideas and gathering information for writing. Pre-writing become a way for warming up writers brain before they write.¹²

The second is drafting (writing). At the drafting stage, the writer focus on the fluency of writing and are not preoccupied with grammatical accuracy or the neatness of the draft. This first go at a text is often done on the assumption that it will be amended later. As the writing process

¹¹ Jeremy Harmer, *How to Teach Writin*, (England: Pearson Education Limited, 2004), 4.

¹² Jack C.Richard and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Correct Teaching*, (Cambridge: University Press), 316.

proceeds into editing, a number of drafts may be produced on the way to be final version.¹³

Third stage is revising, the revising occurs when a writer looks for feedback for a teacher or another student. The teacher does not need to be the only person to give students feedback. Besides learning to revise on their own, their classmate, caregivers, or classroom ides can help students revise. When students revise, they review their texts of the basis of the feedback given on the responding stage. They reexamine what was written to see how effectively they have communicated their meaning to the reader. Revising is not merely checking for language errors. It is done to improve global content and the organization of ideas so that the writer's intent is made clearer to the reader.¹⁴

The last stage is editing. At this stage, students re-engaged in tidying up their texts as they prepare the final draft for evaluation by the teacher. They edit their own or their peer's work for grammar, spelling, punctuation, diction, sentence structure, and accuracy of supportive textual material such as quotations, examples, and the like. Formal editing is differed till this phase in order that its application not disrupts the free flow of ides during the drafting and revising stages.¹⁵

Correcting students' errors and find and correct their own error presents a real dilemma for teacher. On one hand, the teacher does not want to dampen their enthusiasm for writing. On the other hand, they need

¹³ Ibid.

¹⁴ Ibid, 317.

¹⁵ Ibid, 319.

to know how to write using standard conventions of spelling, grammar, and punctuation.

7. Understanding Paragraph

Most English writing is organized into paragraph. A paragraph is a group of sentences that develop one main idea. It usually begins with a sentence that states main idea. This sentence is called the topic sentence. The other sentences in the paragraph explain main idea. These sentences add details and give support. These sentences are called supporting sentences. Paragraphs also have a concluding sentence. It is the last sentence of paragraph.

In writing a good paragraph, there are two important elements. It means that students discuss only main idea in paragraph. The main idea is stated in topic sentence. And then every supporting sentence develops the idea. Second is coherence, it means that the paragraph is easy to read and understand. That is because the supporting sentences are in some kind of logical order and the ideas are connected by the use of appropriate transition signal. Coherence describes the logical relations between the ideas is clearly shown by using appropriate transition word such as however, although, finally, nevertheless.¹⁶

¹⁶ Alice Oshima and Ann Hogue, *Writing Academic English*, (Longman: Pearson, 2006), 4th Ed, 17

B. Descriptive Text as a Kind of Genre

1. Kind of genres (text types)

The term “genre” is used to refer to particular text type. It is a type or kind of text defined in terms of its social purposes, also the level of context dealing with social purpose. Genre is a term for grouping texts together, representing how writers typically use language to response to recurring situations. There are many kinds of genres (text type), there are¹⁷:

a. Spoof

Spoof is a kind of genre that has social function to retell an event a humorous twist.

b. Recount

It is a kind of genre that has social function to retell event for the purpose of informing people entertaining.

c. Report

Report is a kind of genre that has social function to describe the way things are with reference to range of natural, man-made and social phenomena in our environment.

d. Analytic exposition

It is a kind of genre that has social function to persuade the reader or listener that something is the case.

¹⁷ L. Gerrot and P. Wignell, *Making Sense of Functional Grammar*, (Sidney: Antepodean Educational Enterprises, 1995), 192-217

e. *Narrative*

Narrative is a kind of genre that has social function to amuse, entertain and to deal with actual or vicarious experience in different ways. Narrative deals with problematic events which lead to crisis or turning point of some kinds, which in turn finds a resolution.

f. *Descriptive*

It is a kind of genre that has social function to describe a particular person, place, or thing.

g. *Hortatory Exposition*

It is a kind of genre that has social function to persuade the reader or listener that something should not be the case.

h. *Explanation*

Explanation is kind of genre that has social function to explain the process involved in the formation or working of natural or socio cultural phenomena.

i. *Review*

It is a kind of genre that has social function to critique an art work or an event for public audience.

j. *Discussion*

It is a kind of genre that has social function to present (at least) two points of view about an issue.

k. *Procedure*

Procedure is a kind of genre that has social function to describe how something is accomplished through a sequence of actions or steps.

l. *News Items*

It is a kind of genre that has social function to inform reader, listener, viewers about events of the day which are considered newsworthy or important.

2. **Descriptive text**

a. **Definition of descriptive text.**

A piece of text is created when the words are put together to communicate a meaning, or when someone speaks or writes to communicate a message. There are two main categories of text: literary and factual. Within these are various text types. Each text type has a common way of using language.

Each genre characterized by a distinctive schematic structure, that is, by a distinctive beginning, middle and end structure through which the social function. It is a term used to classify types of spoken or written discourse. These are normally classified by content, language, purpose, and form. Learners analyze an example of a formal letter of complaint, looking at structure, set phrases formality, and purpose. They identify the key element of this genre then produce their own examples based on

this data. Written genres that learners deal with in class include reports, recount, description, and so on.¹⁸

Descriptive text is a text, which says what is person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. Descriptive text stretch out many information about certain people, things, and place clearly and detail¹⁹. Fried D White (1986) also said that descriptive text is drawing in words.²⁰

Descriptive text is also a text which describes something that appeal directly to the sense like John E. Warriner (1982) said that descriptive paragraph is giving a picture in words that appeal directly to the sense (sight, sound, smell, touch, taste). He said a descriptive paragraph is normally full of vivid verbs and precise adjectives. It depends on details, not action, to hold the readers interest.²¹

Based on some definition above, there are some elements of description, they are:

- 1) Concrete details. Concrete detail is a specific description that supports, reflects, or expands a writer's attitude or purpose. Example: The modern math student, using a

¹⁸ Jenny Hammed, et.al, *English for Social Purposes*, (Sydney: Mocquarie University, 1992), 2.

¹⁹ Bactiar Bima M and Cicik Kutniawan, *Let's Talk*, (Bandung: Pakar Raya, 2005), 15.

²⁰ Fried D. White, *The Write's Art*, (California: Wadsworth Publisher Company, 1986), 61.

²¹ John E. Warriner, *English Grammar and Composition*, (New York: Harcourt, Brace Jovanovich, Publisher, 19882), 327.

calculator instead of a slide rule, makes speedy and accurate calculations.

- 2) Image. An image is a concrete, literal (real, actual) description of person, physical object, or sensory experience that can be known through one off the five senses (sight, sound, touch, and smell). Example: Lighting crackled and sizzled across the darkened sky. (sound and sight)
- 3) Simile. A simile is a comparison using like or as, between two objects. The comparison is between two things essentially different yet similar in one aspect. Example:

Anger heated up in me like water about to boil.

The lecturer was as exciting and informative as stale beer.²²

b. The criteria for good description.

The key to writing a good description is to use details that help reader imagine the person the students are describing. So when the student describe what a person looks like, the students write about the physical characteristics such as height, weight, and hair color. There are two keys for writing good description. The first key is to use space order, and the second key is to use specific detail. In space order, students might describe something from top

²² Lila Fink, et. All., *Choices a Text for Writing and Reading*, (Boston: Little, Brown & Company, 1983), 41.

to bottom or from left to right. For example, when they describe a person, they could start from the person's head with the person's feet. They could describe a room from left to right or from right to left. Imagine that they are standing in the doorway and write about each part of the room in order, moving from the left side of the room around to the right side, and ending at the doorway again. The second key to write a good description is to use specific details, specific means exact, precise. The more specific they can do, make the reader can see what they are describing.²³

Here are some examples of specific detail²⁴:

Vague	Specific
A lot of money	\$ 50.000
A large house	Six bedrooms, four bathrooms house
A nice car	A lexus

Specific details have two functions. First of all, details excite the reader's interest. They make writing pleasure to read, for we are enjoy learning particulars about other people. Second, detail support and explain the writer's point: they give the evidence needed for us to see and understand a general idea.²⁵

²³ Karen Blanchard and Christina Root, *Ready to Write*, (Longman:Pearson Education, 2003), 70.

²⁴ Ann Hogue, *First Step in Academic Writin*, (New York: Addition-Wesley Publishing Company, 19966), 74.

²⁵ John Langan, *English Skills*, (New York: McGraw Hill Company, 2006), 58.

c. The generic structure of descriptive text.

The students should master the generic structure of descriptive text before they write descriptive text. Genre is a tool for understanding and teaching the kinds of writing required of non-native English speakers in academic and professional contexts. The structure of descriptive text follows some particular stages, the beginning, middle, and last part of the text. Each text has its own generic structure. The generic structure of descriptive text is shown in the following table²⁶:

Table 2.1
Generic Structure of Descriptive Text

Generic Structure	Function
Identification	<ul style="list-style-type: none"> • It is a statement or short paragraph that identifies the object that is going to be described. • It is usually interesting and able to provoke the readers to be eager to read the text
Description	<ul style="list-style-type: none"> • It may consist of one of several paragraphs. This part is used to give sufficient description about the object as mentioned in the identification part. • The description of the object can be done according to different angles, such as size, length, strength, color, height, condition of the location, weather, qualities, shape, etc.

²⁶ Pardiyono, *The Art of Teaching*, (Yogyakarta: And offset,2010), 44.

d. Significant lexicogrammatical features of descriptive text.

Besides having social function and generic structure, descriptive text also uses significant lexicogrammatical feature that support the form of descriptive text they including focus on specific noun, using kinds of adjective, use of relational process, use of figurative language, and use of simple present tense.²⁷

e. The example of descriptive text.²⁸

My Toy

I have a toy. It is a doll, and I call it Teddy.

Teddy Bear is an American Origin. My daddy bought it as a present for my tenth birthday anniversary last year. The doll is small, fluffy, and cute. It has thick brown fur. When I cuddle it, the fur feels soft. Because my Teddy Bear is a doll, I do not need to feed it. I wash it at the laundry at least once a month. Every night Teddy accompanies me sleeping. When I'm at school, Teddy stays at my bed. Teddy Bear is really a nice, adorable, and charming toy. I love my Teddy Bear very much.

Analyzing the text:

- Generic Structure Analysis.

²⁷ Otong Setyawan Jauhari, *Genre*, (Bandung: CV.Yrama Widya, 2007), 24-25.

²⁸ *Ibid*, 23.

- Identification; identifying the phenomenon to be described in general; Teddy Bear.
- Description: describing the Teddy Bear in shape, condition, and its characteristics.
- Language Feature Analysis.
- Using adjective and classify: small, fluffy, and cute.
- Using simple present tense: I have a doll; it is a doll, etc.

C. Teaching Writing

1. Reason of teaching writing.

There are four reasons for teaching writing to students of English as foreign language. First is reinforcement: some students acquire language in purely oral or aural way, but most of students' benefit greatly from seeing the language written down. The visual demonstration of language construction is evaluable for our understanding of how it all fits together and as an aid to committing the new language to memory. Students often find it useful to write sentences using new language shortly after they have studied. Second is language development: students improve their writing mainly through writing itself. When they are writing, they construct proper written text to be adventurous with the language. The third is learning style, some students are able to find easier to pick up language just by looking and listening. By writing they have much time to think things and to produce language in slower way. Writing is appropriate

for learners. It can also be a quite reflective activity instead to the rush and bother of interpersonal face-to-face communication. Fourth is writing as a skill: writing is as important as speaking, listening, and reading. Students have to know how to write letters, how to put written report is together, how to replay to advertisements and increasingly, how to write using electronic media. They need to know some of writing's special convention (punctuation, paragraph construction, etc).²⁹

2. Teaching role in writing.

Writing is an essential skill in students' everyday lives and that makes it a really important aspect of their teaching. Students need to know how to take notes as well as how to write essays and letters, which makes this basic skill as important as speaking or listening. Writing skill are important because they are a good way to reinforce what a student has learned as they will benefit from seeing new vocabularies or words can be a paragraph.

Teacher, in this case needs to be responsive to the classroom situation in order to take an accurate measure. When helping students to become better writers, teachers have a number of crucial tasks to perform. There are numbers of crucial tasks to perform. First is demonstrating, teacher need to be able to draw about writing convention and genre constrains in specific types of writing to their attention. In whatever way

²⁹ Jeremy Harmer, *How to Teach Writing*, (England: Pearson Education Limited, 2004), 74.

students are made aware of layout issues or the language used to perform certain written functions. The second is motivating and provoking, students often find themselves lost for words, especially in creative writing task. This is where the teacher can help provoking the students into having ideas, enthusing students with the value of the task, and persuading them what fun it can be. The teacher goes into class with prepare suggestions, so the students can immediately get help rather than they think ideas by themselves. Third is supporting, students need to a lot of help and reassurance once they get going both with ideas and with the means to carry them out. Teachers need to be extremely supportive when students are writing in the class, always available and prepared to help them overcome difficulties. Fourth is responding, when responding teachers react to the content and construction of a piece supportively and often make suggestion for its improvement. When teachers respond to the students' work at various draft stages, he/she tells the students how well is it going so far. The last is evaluating, there are many occasions, however, when the teachers do to evaluate students' work, telling both them and us how well they have done. All of teachers want to know the students achievement. When the teacher evaluates students' writing for test purposes, he/she can indicate where they wrote well and where they made mistakes.³⁰

³⁰ Ibid, 41-42.

D. Brainstorming and Guided Question

1. Brainstorming.

Brainstorming is the term commonly used to refer to any type of pre-writing that authors use to help themselves generate ideas and work out the connections between larger and smaller concept. Brainstorming is an invaluable process used by writers at all skill levels, regardless of their experience. Good writing is understood to be not the product of a “genius strike of lightening” but the product of a series of trials and errors, beginning with the early stages of prewriting that are generated through brainstorming.³¹

There are some strategies for Effective Brain Storming in common Prewriting Techniques.³²

- a) Word Map – use circles, etc. to show relation between ideas
- b) List – list any and all ideas/items about your topic
- c) Scratch Outline – briefly highlight the main points of your paper
- d) Question and Answer – ask as many questions as you can think of
- e) Free-write – be the creator, not the editor of your work

2. Guided Question

a. Definition of Guided Question.

Guided Question is a method which is the writer used in this research. Guided question is a method for teaching English in which

³¹ Nancy Armstrong, *Brainstorming Strategies*, (England: Spring, 2006), 1

³² Ibid.

the teacher gives some question to the students applied to a topic in teaching writing.

Rice B. Alexrod and Charles R. Chooper (1985) on their book that is "The St. Martin's Guide to Write", they said that asking questions about the problem or topic is a way to learn about it and decide want to do or say. It is useful and systematic approach to exploring a problem.³³

They also said that there are several steps in using questions for invention, they are:

- 1) Think about the subject. (By "subject" it means any event, person, problem, project, idea, or issue. In other words anything you might write about).
- 2) Start with the first question, and move right through the list. Try to answer each question at least briefly with a word or phrase.
- 3) Writes your responses quickly, without much planning.³⁴

Lois Robinson (1967) called this method by guided writing or controlled writing. He said that guided or controlled writing is writing in which one cannot make a serious error so long as he follows directions. This is the same method which gives some question about the topic by giving some questions which are called Question

³³ Rice B. Alexrod and Charles R. Chooper, *The St. Martin's Guide to Write*, (New York: St. Martin Press, 1985), 475.

³⁴ *Ibid.*

Paragraph, then turning the questions into a paragraph of affirmative statement.³⁵

Fried D. White (1986) also said that explained that the needs to know the topic might consider using the questions. He called the method by 5Ws and the H grid. It works because the questions it generate (what, where, when, why, who, and how) provide a wraparound understanding of the topic. He draws the method by a table.³⁶

Table 2.2
5Ws and H grid

5 Ws and H grid		
Questions	General	Specific
What?		
Where?		
When?		
Why?		
Who?		
How?		

Adapted by Fried D. White³⁷

b. The purpose of Using Guided Question.

Based on the definitions of guided question above, the purpose of using guided question are:

³⁵ Lois Robinson, *Guided Writing and Free Writing*, (New York: Harper and Row Publisher, 1976), 2

³⁶ Fred D. White, *The Writer's Art*, (California: Wadsworth Publishing Company, 1986), 40-41.

³⁷ *Ibid.*

- 1) To increase student's achievement in writing skills especially in descriptive text.
- 2) To make easier for students' in exploring the topic which they will write about.

E. Classroom Action Research.

The research is Classroom Action Research (CAR). The reason is this research offers new way and procedure to improve and increase teaching professionalism in teaching learning process in class by observing students' ability.

Action research is the name given to a series of procedures teacher can engage it, either because they wish to improve aspects of their teaching, or because they wish to evaluate the success and appropriate of certain activity and procedure.³⁸

Action Research is a form of research which is becoming increasingly significant in language education. In this case, action research is used to increase the significant teaching methodology in writing descriptive text. Kemmis and Mc Taggard argued that the three defining characteristic of action research. First, that is carried out by practitioners (for our purpose, classroom research) rather than outside researcher; secondly, that it is collaborative; thirdly, that it is aimed at changing think.³⁹

³⁸ Jeremy Harmer, *The Practice of English Language Teaching*, (New York: Cambridge University Press, 1998), 17.

³⁹ David Nunan, *Research Method in Language Learning*, (Cambridge: University Press, 1992), 17.

Cohen and Manion argued that action research is first and foremost situational, being concerned with the identification and solution of problem in a specific context. They also identified collaboration as an important feature of this type of research, and stated that the aim if action research is to improve the current state of affairs within the educational context in which the research is being carried out.⁴⁰

The research has some purposes; the first is the research is used to get a result with scientific method objectively, not subjectively. Second is to solve problems; verify the application of theories, and lead on to new insights. Third is to enlighten both researcher and any interested readers. The last is to prove/disprove new or existing ideas, to characterize phenomena, and to achieve personal and community welfare.⁴¹

There are some benefits of action research. The first is creates a system wide mindset for school improvement in solving problems. Second is enhances decision making for grater feelings to competence in solving problems and making instructional decision. In other word, action research provides for an intelligent way for making decision. Third is promoting reflection and self-assessment. Forth is creates a more positive school climate in which teaching and learning are for most concern. The last is empowers those who participate in the

⁴⁰ Ibid, 18.

⁴¹ Ibid, 2.

process. Educational leaders who undertake action research may no longer, for instance, uncritically accept theories, innovations, and program at face value.⁴²

⁴² Jeffery Glanz and Kean University, *Action Research An Educational Leader's Guide to School Improvement*, (Norwood: Christopher-Gordon publisher, 1998),21