

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

To conduct a research, theories are needed to explain some concept and terms applied in search concerned. The terms have to classify to avoid confusion. Therefore, the classification of the concept will be minimized possible misunderstanding between the writer and reader. In order words, they are very important to be explained, so that the reader will the point clearly.

1. Definition of Writing

In learning English, there are four skills that should be mastered those are listening, speaking, reading, and writing. Among the four skills, writing is the most difficult skill to be learnt. Writing is a difficult skill for some students, and its processes refer to the unification of ideas from the beginning to the end and this is useful for novice writers. As writing has many steps to follow, it is not solely based on the logic that evokes a different imagination. The writing processes need critical thinking to develop the idea as well. A critical thinker should be alerted that his/her inquisitive nature to write seeks to inquire, judge, and evaluate all such sources critically. Once, teachers should promote cognitive challenges, collaborative learning, and metacognitive discussions in their classes. Without critical thinking, they cannot design instructions, transitory, and superficial learning (Klimova, 2013). Sopiani, Said, & Ratnawati (2019) argue that students' higher-order thinking skills influence the result of writing quality. Other studies show the same concept that critical thinking has an important role in writing argumentative essays (Widyastuti, 2018; Nejmaoui, 2018; Sabu & Vernandes, 2019; Klimova, 2013).

2. The Writing Process

When students are writing-for-writing, we will want to involve them in the process of writing. In the real world, this typically involves planning what we are going to write, drafting it, reviewing, and editing what we have written and then producing a final (and satisfactory) version.

Many people have thought that this is a linear process, but a closer examination of how writers of all different kinds are involved in the writing process suggest that we do all of these things again and again, sometimes in a chaotic order. We will need to encourage students to plan, draft and edit in this way, even though this may be time-consuming and may meet, initially, with some resistance on their part. By doing so, we will help them to be better writers both in exams, for example, and in their post-class English lives (Harmer, 2004;113)

From the explanation above, researcher come to a conclusion that writing teaching forsenior high school students must be related to curriculum. Furthermore, the teacher must be able to make an interesting teaching especially in teaching writing. Parents would be very helpful to encourage them to learn writing and finally the expected result can be reached.

3. Purpose of Writing

Purpose of a piece of writing is to express oneself, to provide information, to persuade, or to create a literary work. There are four purposes writers use of writing. When someone communicates ideas in writing, they usually do so to express themselves, inform their readers, to persuade a reader to create a literary work. In college, we mostly rely on two purposes for composition style writing, and those are to persuade the audience.

Your purpose for writing is simply what you are trying to accomplish. There are several different things you may be trying to accomplish in your writing. Choose the one that best suits the paper you are working on now:

- **Writing to Reflect** means you are exploring personal ideas to make sense of your experience. Example include diaries, journals and

autobiographical memoirs. You are trying to communicate your emotions and reactions to others.

- **Writing to Inform** means you are communicating factual details about particular topics. Examples include newspaper articles, reference books, textbooks, instruction manuals and informative web sites such as government or non-profit sites. You are providing definitions, explaining concepts or processes and helping readers understand ideas and see relationships.
- **Writing to Persuade** means you are trying to convince your readers to accept your position on a particular topic. Examples include research papers, editorials, advertisements and some business communications.
- **Writing to Evaluate** means you are assessing the validity, accuracy or quality of information to assess the relative merits of something. Examples include reports, critiques and book reviews.

4. General Concept of Writing

Writing is the most difficult subject in the school since the students have to produce a text by using English. They have to write about what they think in their mind and state it on a paper by using the correct procedure. Meyers (2005 : 2) states that writing is a way to produce language you do naturally when you speak. Writing is speaking to other on paper – or on a computer screen. Writing is also an action – a process of discovering and organizing your ideas, putting them on a paper and reshaping and revising them. In other words, Palmer (1994 : 5) states that writing is recursive. It goes back and forth we plan a little, put words on paper, stop to plan when we want to say next, go back and change a sentence, or change our minds altogether.

Harmer (2004 : b.86) states that writing is a process and that we write is often heavily influenced by constraints of genres, then these elements have to be present in learning activities. Boardman (2002 : 11) states that writing is a continuous process of thinking and organizing, rethinking, and reorganizing.

Writing is a powerful tool to organize overwhelming events and make them manageable. Writing is really a form of thinking using the written word. From the definitions above I can conclude that writing is a way to produce language that comes from our thought. It is written on a paper or a computer screen.

5. Types of Writing Taught in Senior High School

There are many different types of essays you will probably encounter in school, depending on your subject of study. However, these 7 types of essays are the most common. Especially if you are completing your undergraduate prerequisites, you will most likely have to write at least a couple of these types of essays. We will review the basics of each type so that you can feel confident when your next assignment is given out whether it is a 2 page or a 20 page essay. We will review the basics of each type so that you can feel confident when your next assignment is given out whether it is a 2 page or a 20 page essay.

1. Narrative

Narrative essays are traditionally intended to tell a story based on the writer's real life experiences. Generally, a narrative essay tells a story to make a point. For example, you may receive a narrative essay prompt that asks you to "write about your most memorable childhood experience". Narrative essays include a motif (main or central point), and follow a standard essay format (introduction, body, and conclusion). They also include characters and action.

Best approach: The best way to approach writing a narrative text essay is to first define the essay's central point, (which can usually be derived from the essay prompt). Once the motif is defined, create an outline of the narrative you will write. This is one of the few essays in which using "I" (first person language) is appropriate. Conclude the essay by explaining how it relates back to the main point. If you get stuck, consider reaching out to high quality essay writing service for help.

2. Descriptive

Descriptive essays essentially paint a picture of something. When you write a descriptive essays, expect to be describing your main topic, and plan to use a lot of adjectives. Your topic of description may be a person, place or even an experience or emotion. But, unlike a narrative essay, you will most likely be required to write in third person.

A logical approach for writing a descriptive essays is to first define what you will describe. Write an introduction that explains what will be described and why. Write the body using rich description, and conclude by explaining the significance of the description (why it is important). Essay writing services are a great resource for help if you are stumped.

3. Expository

Expository essays present fact. They require students to research, investigate and present an idea based purely upon factual evidence, rather than based on an opinion. Expository essays use empirical, scholarly sources and are written with clear logic.

If you are embarking on writing an expository essay, it is critical to make sure that the sources you use in your essay are credible and present information that supports the idea or topic that you are describing. As always, use third person when writing an expository essay, and start by creating a clear outline. Reach out to a credible essay writing service if you need help creating your outline or finding scholarly research.

4. Persuasive

As the name implies, persuasion is the primary goal of a persuasive essay. Persuasive essays should be convincing, argumentative and logical. Unlike expository essays, which may also support a position or certain argument, persuasive essays rely less on concrete fact alone, and may also incorporate opinion-based writing.

If you are writing a persuasive essay, do use logic and facts. However, you may also write about your opinion, as long as you write in third person and the facts you present suggest the validity of your opinion. In other words, your opinion itself doesn't need to be fact-based, but the facts you include should strongly suggest that your opinion is legitimate.

Once again, the nuances of this type of writing can be tricky, so if you are still scratching your head, do not be afraid to ask for help and explore essay writing service options to get you started.

5. Compare and contrast

Essay assignments that ask you to compare and contrast something are a little different than essays that simply present facts or an opinion. Compare and contrast essays evaluate differences and similarities between two things.

Outlines are especially helpful when writing a compare and contrast essay. Because you will likely be switching back and forth between whatever two topics, or things, you are describing, creating an outline will help you to connect your ideas logically and write an essay that flows. For instance, it is helpful to follow a systematic process within the body of the essay. To see examples of a compare and contrast essay outline, look for credible examples from an essay writing service.

6. Reflective

Like expository essays, reflective essays also introduce ideas that are based on fact. But in contrast to expository essays, reflective essays ponder and reflect on what the topic or idea means, and its significance.

For example, a reflective essay about the shortage of healthcare workers in America would not only cite facts about this problem, but would also synthesize and interpret the facts to explain how or why they are significant to America's society.

Within this example, a conclusion may be drawn such as: *"if the shortage of qualified healthcare workers in America is not successfully addressed, the*

nation's state of health and access to healthcare may continue to decline, which could have negative social and economic impacts."

When writing a reflective essay:

1. Start with an outline that presents facts based upon your research.
2. In conclusion of each paragraph, explain the significance of the facts you discuss.
3. Conclude the essay by interpreting the overall significance of the subject.

The key to a successful reflective essay is to synthesize and interpret facts. If you are stuck, quality essay writing services are usually able to help with reflective essays as well. Some essay writing services, such as Ultius and editing in addition to helping with the writing process itself.

7. Personal

Depending on the nature of the assignment you receive, most personal essays will allow the use of first person, as the name implies. Like narrative essays, personal essays may describe the writer's own experiences.

However, personal essays are often used for a wider variety of purposes than a narrative essay, which is similar to a story. For instance, personal essays may be used to demonstrate or show your personal goals and interest. For this reason, they are often used as college application essays.

One key to writing a great personal essay is to first get clear on the "why" of the essay. In other words, what purpose will it serve? Is it for a class assignment that asks you to write about your personal experience of something (like a narrative essay)? Or, is it a college application essay that will show your admissions board why you are a good candidate for the school based on your goals and experiences?

2. Narrative Text

A. Definition of Narrative Text

Meyers (2005 : 52) states that narrative is one of the most powerful ways of communicating with others. A good written story lets your reader respond to some event in your life as if it were their own. They not only understand the event, but

they can almost feel it. The action, details, and dialogue put the readers in these seem and make it happen for them.

Moreover, Anderson (1997 : 8) states that narrative is a piece of text tells a story and, in doing so, entertains or informs the reader or listener.

In Curriculum 2004 narrative text is defined as a text which function is to amuse, entertain, and to deal with actual or various experience in different ways. Narrative deals with problematic event lead to a crisis or turning point of some kind in turn finds a resolution.

From the definition by expert, we can know if narrative text is a story that made to entertain the reader. The reader can felt the story from the characteristic there. Besides, to make the reader interesting with the topic, the writer have to make this story with illustration.

Narrative text has a some example. They are fable, legend, myth, fiction. The example of the narrative is very unique. Moreover, there are many author made a novel, poem, and short story. However, the accident in narrative story is fiction but the reader felt interesting to read the story because the story can help them from their busy daily activity.

B The Purpose of Narrative Text

The purpose of narrative text is to amuse or to entertain the reader with a story .

C. Generic Structure of Narrative Text

1) Orientation

Sets the scene: where and when the story happened and introduces the participants of the story: who and what is involved in the story.

2) Complication

Tells the beginning of the problem which leads to the crisis (climax) of the main participants.

3) Re-orientation/Coda

This is a closing remark to the story and it is optional. It consist of a moral lesson, advice or teaching from the writer. Example of Narrative Text

The Legend of Tangkuban Perahu

Once, there was a kingdom in Priangan Land. Lived a happy family. They were a father in form of dog, his name is Tumang, a mother which was called Dayang Sumbi, and a child which was called Sangkuriang. One day, Dayang Sumbi asked her son to go hunting with his lovely dog, Tumang. After hunting all day, Sangkuriang began desperate and worried because he hunted no deer. Then he thought to shot his own dog. Then he took the dog liver and carried home. Soon Dayang Sumbi found out that it was not deer liver but Tumang's, his own dog. So, She was very angry and hit Sangkuriang's head. In that incident, Sangkuriang got wounded and scar then cast away from their home. Years go by, Sangkuriang had travel many places and finally arrived at a village. He met a beautiful woman and felt in love with her.

When they were discussing their wedding plans, The woman looked at the wound in Sangkuriang's head. It matched to her son's wound who had left several years earlier. Soon she realized that she felt in love with her own son. She couldn't marry him but how to say it. Then, she found the way. She needed a lake and a boat for celebrating their wedding day. Sangkuriang had to make them in one night. He built a lake. With a dawn just moment away and the boat was almost complete. Dayang Sumbi had to stop it. Then, she lit up the eastern horizon with flashes of light. It made the cock crowed for a new day. Sangkuriang failed to marry her. She was very angry and kicked the boat. It fell over and became the mountain of Tangkuban Perahu Bandung

D. General Concept of Narrative Texts

English must be learned as a second language that is the major language spoken in the community or the language of instruction in the schools where English is taught as a foreign language. You are using narrative when you tell a friend about something interesting that happen to you at work or at school, when you tell someone a joke. Anderson (1997: 14) states that a good narrative uses words to paint a picture in our mind of:

a. what characters look like (their experience),

- b. where the action is taking place (the setting),
- c. how things are happening (the action).

The characteristics of narrative texts among others:

- a. It tells us about a story of event or events.
- b. The events are usually arranged in chronological order- that is, in the order in which they occurred in time.
- c. The narrator has a purpose in mind in telling the story. There are some points the narrator wishes to make, or some impression he or she wishes to convey to the reader. Therefore, the details of the narrative are carefully selected for purpose.

Narration is telling a story. And to be interesting, a good story must have interesting content. It should tell us about an event your audience would find engaging. You might even think of your narrative as a movie in which readers see people in action and hear them speak. Therefore, it should be detailed and clear, with events arranged in order in which they happened or in some other effective ways you should use for narrative that achieves all of the following goals:

- a. it is unified, with all the action a developing central idea.
- b. It is interesting, it draws the writer into the action and makes them feel as if they are observing and listening to the events.
- c. It introduces the four *ws* of a setting- who, what, where, and when- within the context of the action.
- d. It is coherent, transition indicates changes in time, location, and characters.
- e. It begins at the beginning and ends at the end. That is, the narrative follows a chronological order- with events happening in a time sequence.
- f. It builds towards a climax. This is the moment of most tension or surprise- at a time when the ending is revealed or the importance of events becomes clear.

The language features usually found in narrative texts are:

- a. specific characters
- b. time words that connect to tell when they occur
- c. verbs to show the action that occur in the story.
- d. Descriptive words to portray the character and setting.

(Anderson, 1997: 15)

E. Kinds of Narrative Text

There are 5 kinds of narrative text :

1. Descriptive narrative

Descriptive narrative connects imagery, ideas, and details to convey a sense of time and place.

The purpose of descriptive narrative

Descriptive narrative has two key purposes:

1. To create a sense of setting, of time and place.
2. To convey the mood and tone of said time and place(e.g. cheerful, chaotic).

When we describe a pastoral scene in a rural setting, for example, we might linger on specific images (such as a wide, empty field, an abandoned tractor) to build up an overarching mood (such as peaceful simplicity)

2. Viewpoint narrative

Often, the express purpose of a section of narration is to help us understand the views and feelings of the narrating character or 'viewpoint narrator'. Point of view or POV is thus a key element of narration. The purpose of viewpoint narrative is to presents events or scenes to us so that we see understand them through narrators feelings, desire, beliefs or values. In omniscient narration, the narrator is able to share multiple characters private thoughts, even in a single scene. In limited narration, by contrast, we can only see events through a single person's eyes at the time.

Viewpoint narrative has power. We might interpret story We might interpret story events the way the narrator does. Because we don't have a different viewpoint for comparison, or because their voice is strong, self-assured.

3. Historical Narrative

In genres such as biography, autobiography and various historical subgenres (e.g. historical romance or WWII fiction), a lot of narration recounts

events in the past. Of course, the author may choose to tell a war story in a tumultuous present tense.

4. Linear narrative

Linear narrative is narration where you [tell events in the order they happened](#), i.e. in sequence. This type of narrative is typical of realist fiction where the author wants to create the sense of a life unfolding as a character experiences day to day or year to year. The purpose of linear narrative: Linear narrative shows causation clearly. When we see what happened to a character yesterday, then today, then tomorrow, it's often easier to notice patterns and chains of cause and effect. Stories told in a linear time-frame might be told mainly using past, present, or even future tense.

5. Nonlinear Narrative

Different types of narrative include narration that does not follow events in the order they happened. *Chronological* events (e.g. what happens in 1990 followed by what happens in 1991) don't have to match up with the order of *narrative* events. The author might share key details from 1990 before going back to the events of 1987 in the story. However, as [novel writing coach](#) Romy Sommer says, avoid making the first several chapters of your novel all backstory: An issue I see with a lot of beginner writers is they tend to write the backstory as the story itself. If you do find yourself writing the first few chapters being all about the backstory you may need to ditch the first few chapters. Romy Sommer, 'Understanding character arcs: How to create characters', [webinar preview here](#). The purpose of non-linear narrative: Non-linear narrative has various uses:

1. It can represent the narrator's emotional state or consciousness. For example, a severely traumatized narrator who has flashbacks might tell events in a jumble of chapters set in different years, out of sequence, as they try to piece together fragments and memories.

2. **It can show stories with related arcs or themes unfolding in different places and times.** In Michael Cunningham's retelling (of a sort) of Woolf's *Mrs Dalloway*, characters living in different time periods have personal experiences and tragedies that echo events from Woolf's book as well as Woolf's own life.

F. Types of Narrative Text

There many different types of narrative texts, among others:

- a. Humor
- b. Romance
- c. Crime
- d. Real Life Fiction
- e. Theoretical fiction
- f. Mystery
- g. Fantasy
- h. Science Fiction
- i. Diary Novels
- j. Adventure

(Neo, 2005: 58)

There can be a combination of narratives within each of this different types. Sometimes, the term genre is used for the type of narrative. A genre is some kind of acategory (Neo, 2003: 8). The notion of genre is to help you generate story ideas. Here are some examples of the different type (or genre) of narrative showing typical features:

a. Humor

A humorous narrative is one of that aims to make audience laugh as a part of telling story. Here is typical structure:

- a. Orientation : the narrator tells the funny characters names in unusual setting.
- b. Complication : in this part, something crazy happen.
- c. Sequence of event : there are many imaginative ideas here funny things said by characters and extraordinary things happening to ordinary people.
- d. Resolution : All's well that end well.

(Neo, 2005: 58)

b. Romance

The romance narrative typically tells of two lovers who overcome difficulties to end up together. Here are the usual features:

- a. Orientation : it contains hunk male and female who is looking for love, exotic setting, sun set, beaches, and moonlight.
- b. Complication : boy meets girl.
- c. sequence of event : it contains the development relationship, jealousy, love, hurt, pain, warm, sharing, and overcoming problems.
- d. Resolution : boy gets girl, marry and live happy ever after.

(Neo, 2005: 59)

c. Historical Feature

Here are the feature of a typical historical fiction text:

- a. Orientation : a setting in the past and description of a period in history.
- b. Complication : good meets evil
- c. Sequence of event : action related to a period in history, character's lives affected by the events of history, description of live at the time.
- d. Resolution : characters survive the chaos of the time (for example, the war ends).

(Neo, 2005: 59)

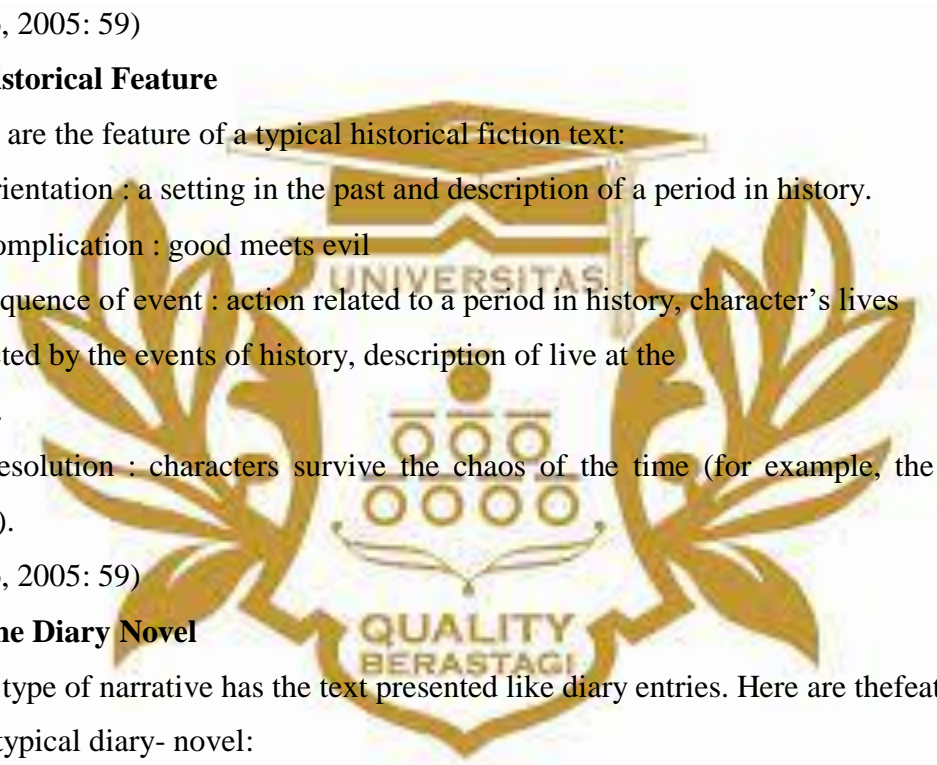
d. The Diary Novel

This type of narrative has the text presented like diary entries. Here are the features of a typical diary- novel:

- a. Orientation : main character is the narrator. Time setting is given by diary entries.
- b. Complication : given one of diary entries. It can be related to romance, adventure, humor, mystery, or other type.
- c. Sequence of event : diary entries tell of feelings, hopes, and happening.
- d. reorientation : the narrator tells what happens to solve the complication.

(Neo, 2005: 60)

e. Fantasy



Below are the features of a typical fantasy narrative:

- a. Orientation : setting may be in another dimension with goals, witches, wizard, and so on. Hero who may have magical power.
- b. Complication : evil forces affect the goodies.
- c. Sequence of event : use of magic. Action includes elves, dragons and mystical beasts, heroism.
- d. Resolution : God defeats evil forces.

(Neo, 2005: 60)

f. Science Fiction

Science fiction narratives use the setting involving science and technology. Here are the typical features of the text type:

- a. Orientation : a future setting and a world with technology.
- b. Complication : an evil force threatens the world.
- c. Sequence of event : imaginative description. Action involves technology, science, and super invention.
- d. Resolution : good defeats evil.
- e. Coda : take care that science is used for good, not evil.

F. Technique in Teaching Narrative

The writing of narrative as an activity can be broken down into four separate parts.

Each of these four parts will be single paragraph. The paragraph should be arranged

as follows:

- a. The first paragraph should tell something about the job. What kind of work were you doing? Where was the work performed? What were your working conditions like?
- b. The second paragraph should describe the conflict. What was its source? Was it a conflict over two different attitudes toward work, two different ways of doing the same job, two different personalities?

c. The third paragraph should tell how the conflict was resolved. Was it resolved fairly or unfairly, by whom?

d. The fourth paragraph should give the moral of the story. What did you learn from the experience? Were you able to apply what you learned to other experiences in your life?

(John, 1997: 27)

3.Learning Media

Learning media in the teaching and learning process can generate new desires and interests, generate motivation and stimulation for learning activities, and even bring about psychological influences on students. Media is a component of learning resources or physical vehicles that contain instructional materials in the student environment, which can stimulate students to learn.

Arief S. Sadiman et al (2014) "Media comes from another language and is the plural form of the word medium which literally means intermediary or introduction". According to Gerlach and Ely in Hamdani (2011), media is a human, material, or event that build conditions so that students are able to acquire knowledge, skills, or attitudes. Teachers, books, texts and the school environment are media.

According to Briggs in Arief S et al (2014) "Media is anything that can be used to transmit messages from the sender to the recipient so that it can stimulate the thoughts, feelings, concerns and interests of students in such a way that the learning process occurs.

a. Types of Learning Media

According to Hamdani (2011) that various learning media can be classified based on the following characteristics:

1. Visual media, namely the type of learning media that uses the ability of the eye or sight senses. The message to be conveyed is poured into visual communication symbols.

2. Audio media, is a type of learning media that uses the ability of the sense of hearing or ears. This type of learning media produces messages in the form of sound and sound.

3. Audio-visual media, namely the type of learning media that uses the ability of the senses of hearing or ears and the senses of the eyes or sight. This type of learning media produces messages in the form of sound and forms in the form of images.

4. Writing Media Wall Chart

a. Definition Wall Chart Media

According to Saadie(2007)"Wall Chart can also be in the form of charts the form of these charts can be described in more varied forms such as: (a) organizational chart (flow) which is a chart that explains the functional relationships between parts within an organization, (b) pictorial chart (painted chart) which is a chart that is accompanied by pictures or paintings for example in a map an image of the results produced from the area is included (c)comparison or difference chart namely a chart that shows the comparison or difference chart, namely a chart that shows the comparison or difference of something that is intended with paintings and words, (d) see-through chart, which is a chart that explains the state of an object, (e) a state chart,which is a chart that explains the state of an object with various sizes, (f) unraveled charts, namely charts that give an idea if something is described, but remains in its original position".

So from the above understanding it can be concluded that the meaning of Wall Chart is a learning media that uses diagrams in the form of pictures schemes and charts pasted or hung on the wall.

b. Media Wall Chart Steps

Thorn (1995) in making need Chart Wall media consider several things related to the presentation, including :

- a. Using images that match the theme
- b. Give the headline as your Wall Chart identity
- c. Choose images that are visually attractive, clear and can be easily understood by students
- d. Give enough information
- e. Identify need before making a Wall Chart so that the Wall Chart that is made is functional

Sudjana(2011) in make media Wall Chart need consider several things related to the dish,including :

- a. The teacher explains the learning objectives.
- b. The teacher provides material on the element of narrative text
- c. The teacher and students ask question about the narrative text material
- d. The teacher displays the media Wall Chart
- e. The teacher explains the display of the contents of the wall chart that will be used as a medium for writing arguments

Sanaky(2009) divides the wall chart media into several:

- a. Student understand the important points in the wall chart media that will be used as a medium for writing arguments
- b. Students are given the tasks of making narrative text based on observations of the wall chart media. Students are given the freedom to determine the character and disposition, setting, and plot provided on the wall chart media.
- c. Students make a narrative text framework based on the core that has been obtained from the wall chart media as a basis for developing arguments
- d. Students develop a narrative text framework into a narrative text according to their own creativity based on the information listed on the Wall Chart
- e. After the student have finished writing the argument, than evaluate the argumentation material
- f. Student and teacher conclude learning to write narrative text.

c. Strengths and Weaknesses of Wall Chart media

Thorn (1995) Media Wall Chart has advantages in media Wall Chart learning. The advantages possessed by this media wall chart are:

1. Focus more on the material presented because it uses charts that according to the material.
2. The shape is made attractive to foster someone interest.
3. Can be mounted on the wall so that it can be seen at any time.
4. Can be adapted to the material presented.

Thorn (1995) Media wall chart there is a shortage in Wall Chart media learning. Disadvantage owned by this media wall chart is :

1. Less familiarity of students and teachers with this method students and teachers are still carried away by the habit of conventional methods, giving matter occurs is one direction
2. Lack of learning time. The teaching and learning process sometimes takes a lot of time. Meanwhile, implementation time the teaching and learning process must be adjusted to the curriculum load.

E. Classroom Action Research

A form of research is becoming increasingly significant of language education

is action research. This research has been defined in a number of ways. Kemmis and Mc. Taggart (in Nunan, 1993: 17) argue:

“Action research is a group of activity and a piece of descriptive research carried out by a teacher in his or her own classroom, without changing the phenomenon under investigation, would not be considered to be ‘action research’. (Kemmis and Mc. Taggart in Nunan, 1993: 17) Best (1981: 12) states, action research is focused on the immediate application, not on the development on theory, nor upon general application. From all definition above, I conclude that action research is

an action in a research, which can be done by the teacher, researcher, and the teacher with his/ her colleague, etc and which involves a group of students to improve learning and teaching and learning process or to enhance the understanding of the students to the lesson

1. Characteristics of Action Research

From the definition above we can identify the special features characterizing an action research. Discussing the characteristics of action research, Kemmis and McTaggart (in Nunan, 1993: 18) acknowledge that, "action research is a group of

activity." They also argue that, "the three defining characteristics of action research are that it is carried out by practitioners (for purposes, classroom teacher) rather than outside researcher; secondly, that it is collaborative and thirdly, that it is aimed at changing things. Confirming the statement above, Elliot (1998:50) adds, "the central characteristics of action research is the joint reflection about the relationship in particular circumstances between process and product."

2. Aim of Conducting Action Research

Now days, the new information, knowledge and technology in Indonesia education world grow very fast. It causes the demand of educational service, which must be done by the teachers to improve. Teachers have to solve the problems that face properly. To solve the problems they should not use trial and error methods anymore. They should use an appropriate method such as action research. Elliot (1991: 49) said that, "the fundamental aim of action research is to improve practice rather than to produce knowledge."

3. Benefits of Conducting Action Research

The action research is good method that can be used in teaching learning process. There are many benefits of conducting action research. The benefits of conducting action research are:

- a. improving the teachers' self confident because they have more knowledge experience to solve problem.

- b. Helping the teachers to understand the essence of education empirically not theoretically.
- c. Developing curriculum.
- d. More effective when we compare with other training, and
- e. Improve the research tradition among teachers.

(Elliot, 1998: 52)

4. The Steps in Action Research

Talks about the steps in action research means discussing the ways to conduct an action research. Strickland and Allwright and Bailey (1991: 44) claims that the steps in action research are:

- a. identifying an issue, interest or problem
- b. seek knowledge
- c. plan and action
- d. implementing the action
- e. observe the action
- f. reflect on your observation
- g. revise the plan.

Similar to the Strickland's idea, Elliot (1991: 72-76) states that the activities in action research are:

- a. identifying and classifying the general idea
- b. Reconnaissance

The activity can be sub divided into:

1. describing the facts of the situation
2. explaining the facts of the situation
3. Constructing the general plan
4. Developing the next action steps

