CHAPTER II
FRAME OF THEORIES

This chapter provides explanation related theories used in this study, such as concept of writing, teaching of writing, types of writing, aspects of writing, text, recount text, concept of guiding writing, guided writing in the form of guiding questions, relation between recount text writing and guiding questions, teaching recount text through guiding questions, procedures, advantages and disadvantages teaching writing recount text through guiding questions, and classroom action research.

2.1 Concept of Writing

Many experts point out that writing is an activity, which is done by a person to express their ideas clearly in written form to an intended audience. A writing process that a person does, not only involve the ability to write correct and appropriate sentence, the ability to use punctuation, commas, spelling and soon, but the ability to think creatively excluding all information which is not necessary. It means writing is not easy. It is difficult since there are many things we have to deal with to produce a piece of writing. Therefore, the writing process will be better if it involves the writers in writing.

Linderman (1982:11) states that writing is a process of communication which is used a conventional graphic system to convey a message to readers. In this process, in order to have skill of writing, one should know the steps of arranging letters, words, sentences, paragraphs by using knowledge of structure and some other related to elements. In addition, Linderman (1982:27) also defines that writing is process of communication which conveys the meaning to the reader or receiver.

According to Tarigan (1987:7), writing skill that is used for indirect communication. The students can communicate their ideas and thoughts to others trough a written form such as a letter, message, or invitation for communication. From this statement, it can be inferred that writing refers to a process its activities are not produced immediately.

In brief, it can be said that writing is important means of indirect communication. This is because writing needs process; it cannot be produced immediately

Based on the statements above, in writing process, the students not only should practice but also follow the class activities, such as making composition or making a note. In short, writing is one of the ways to express the thoughts.

2.2 Teaching of Writing

Cohen (1990:103) mentions several purposes for writing in the classroom, among others, are:

a) To have the learner *imitate* some model of writing by, for example, copying a series of sentences. Particularly at early stages of language learning, this may give learners a sense how to write the language. At more advanced stages, imitation would be intended to help learners become familiar with certain grammatical and stylistic forms.

b) To *train* the learner in the use and manipulation of linguistic and rhetorical forms. A teacher or textbook may have a series of sentences for the learners to complete or generate as a way of practicing writing skills, e.g. the learners may have to transform a series of sentences from present tense to past tense, or from statements into questions.

c) To *reinforce* some material that has already been learnt, e.g. the students are asked to write a summary of an article they had read. This task may help the students to solidify their initial learning of the vocabulary.

d) To improve the learner's writing *fluency*. The purpose would be to engage in writing without worrying about accuracy of language form.

e) To create *authentic communication*. Ultimately, the writing is intended to impart new information to somebody else, with the assumption being that the writer really wants to impart that information and that the reader is genuinely interested in receiving it.

In relation to teaching writing, Harmer (1984:40) points out that there is certain particular consideration that needs to be taken into account such as sentence organization, paragraph arrangement, and coherence. Teaching writing means that teaching writing requires the elements of writing skills including grammar,

sentence organization, vocabulary and mechanic (Madsen, 1989:120). In other words, teaching writing guides the students not only to write sentence in paragraph but also to organize ideas in written form. Thus, they can organize their ideas into written form effectively. Then the teacher must guide the students to be able to express their skills of writing well.

Furthermore, Raimes (1987: 76) says writing is a skill in which we express ideas, feeling, and thoughts which are arranged in words, sentence, and paragraph using eyes, brain, and hand. Thus, writing is the ability to express the writer's ideas in written form as a means of communication. In writing activity, writer can be said to be successful if the writing contains the necessary aspects of writing. It means teaching writing is very important in order to build students' language skills. A writing teacher should have known what problems, faced by students along the process of writing. So, he or she can search the appropriate way to overcome the writing problem in writing class.

In addition, Arropof (1989:129) states that learning to write does not just learning to use orthographic symbol, but primarily how to select and organize experience according to certain purposes. It follows that teaching to write is different in every important way from teaching to speak to teaching to use grammar. Purposeful selection and organization or experiences require active thought.

Another important thing to consider is that the students should exercises themselves to practice their writing in order to become accustomed to writing

correct recount text. In practicing their writing, they have to follow the steps to make their writing more effective. Besides, feedback or correction is one of the important things in the procedures of writing.

According to Edelsein and Pival (1988; 11) there are three steps of writing. These steps are used to make the writing more effective, they are:

1) Pre-writing refers to selecting the general subject, restricts the subject, generates the ideas and organizes the ideas.

2) Writing denotes to setting on the paper the ideas in her or his mind into words, sentences, paragraphs.

3) Re-writing concerns with evaluating her or his writing, deals mainly with:

   a. Correcting the content of form.

   b. Correcting the vocabularies, punctuation, and grammar.

   c. Correcting writing errors, word duplications and omission.

In conclusion, teaching writing is an effort of the language teacher to build students' ability about writing using various media and techniques in the hopes that it can stimulate their ideas to appear. In pre-writing, it requires us to choose what is our topic or information to be written in our writing, writing of drafting which require us to make use of the information we have gathered in the first step and to recognize the information in sentences, and the last is re-writing which deals with the correction of what we have written in the draft in order to make our writing good and communicative. Teaching writing is not such easy task; the teacher should be able to guide his or her students to pour out their ideas orderly

in written form by considering the elements of writing. Teaching also forces the teacher to be more creative in finding the teaching or effective material for writing class.

2.3 Types of Writing

According to Kytles (1974:27), there are four types of writing, they are as follows:

1. Descriptive text of writing

   It is used to make the reader see, describe a verbal picture. Here, he describes his impression of an object or an event into words.

2. Narrative type of writing

   It is used to relate sequential events and person frequently is involved in the events.

3. Explanatory type of writing

   It is used to explain something to the reader, often in explanatory writing, the writer breaks the ideas into its parts of component.

4. Argumentative type of writing

   It is used to convince the reader, i.e. the writer tries to persuade the reader logically as either describes, narrates or explains appropriate details to the reader.

The explanation above is also supported by KTSP (2006). The students are expected to learn English from various types of the text, it means that students have to deal with many texts, for example descriptive text, recount text,

explanatory text, discussion text and narrative text. Considering students' level of this research, this research only focuses on recount text.

2.4 Aspects of Writing

Arropof (1989:129) states that learning to write does not just learning to use orthographic symbol, but primarily how to select and organize experience according to certain purposes. In addition, Jacob et al (1981:90) states that there are five aspects of writing. Those aspects are:

1. Content refers to substance of writing, the experience of the main idea (unity), i.e., groups of related statements that a writer presents as unit in developing a subject. Content paragraph do the work of conveying ideas rather than fulfilling special function of transition, restatement, and emphasis.

2. Organization refers to the logical organization of the content (coherence). It contains sentences that are logically arranged and flow smoothly. Logical arrangement refers to the order of the sentences and idea.

3. Vocabulary refers to the selection of words those are suitable with the content. It begins with the assumption that the writer want to express the ideas as clearly and directly as he can. As a general rule, clarity should be his prime objective. Choosing words that express his meaning is precisely rather than skew it or blur it.

4. Language use refers to the use of the correct grammatical and syntactic pattern on separating, combining, and grouping ideas in words, phrases,

clauses, and sentences to bring out logical relationships in paragraph writing.

5. Mechanic refers to the use graphic conventional of the language, i.e., the steps of arranging letters, words sentences, paragraphs by using knowledge of structure and some others related to one other.

However, Harris (1979:68-69) states that writing contains five components, namely:

1. Content is the substance of writing; the expression of the main idea (unity).

2. Form is related to the logical organization of the content (coherence).

3. Grammar is related to the usage of the correct grammatical form and syntactic patterns.

4. Style is related to the choice of structure and lexical items to give a particular tone or flavor to the writing.

5. Mechanics is concerned with the use of graphic convention of the language.

In this research, the concepts proposed by Jacob et al are applied accordingly because these concepts are fairer in scoring each aspect of writing as they are elaborated in the next parts.

To be clearer, here is the example of recount text that reflects five aspects of writing:

One morning I got up with the feeling that the day was going to be an unlucky one for me. How right it was! Found that it was already 06:15 a.m. I rushed into the bathroom. I did not see a piece of soap lying on the floor. I stepped on it and slipped, almost breaking my back in the process. Unfortunately, I just missed the bus. My heart sank and I knew that I would be late for school. When I reached school, my name was taken down by the teacher. The teacher scolded me for being late. To my humiliation, I was made to stand outside the class. I was so upset by the incidents that I could not study properly. But worse come. After school, I was on my way home when something hard hit me on the head. Someone had thrown a bag of fish bones out of the window and it landed on me! I was boiling with rage but could do nothing. However, luckily for me, this only raised a small lump on my head. I managed to reach home safe and sound, and did not dare to go out again for the rest of day.
(http://recountext.blogspot.com/2011/04/recount-text)

Referring to the example above, the reader can identify the five aspects of writing in term of recount text:

1. Content

   Content refers to the substance of recount text writing. Content provides the unity. The unity can be identify by seeing the topic sentence and controlling idea. Here, the topic sentence in the first paragraph is "*One morning I got up with the feeling that the day was going to be an unlucky one for me"*. And the controlling idea is *"How right it was! Found that it was already 06:15 a.m.*" The topic sentence reflects entire paragraph. In short, the paragraph is unified.

2. Organization

   The term organization contains the sentences that are logically arranged and flow smoothly. Logical arrangement refers to the order of the sentences and ideas. The text above is logically arranged because it depends on the generic structures of recount text. Smooth flow refers to how well one idea or sentence leads into another. Smooth flow can be achieved through combined sentence and through the use of certain expression called transition, which provide the

link between ideas. Some transitional expressions include for example, *when I
....., after school, I....*These bridge the gaps between the paragraphs. Some of
the sentences have been combined as well. Combining sentences and adding
transition make the ideas and sentences easier to follow.

3. Vocabulary

According to Jacob et al, vocabulary refers to the selection words those are
suitable with the content. The words choices used in the text above
communicate effectively and make favorable impression on the reader for
instance: the word "*unfortunately, humiliation, safe and sound*".

4. Language used

Language used is identified from the construction of well-formed sentences.
All the sentences that are used in the text above are grammatically correct and
understandable. For example: *"I was so upset by the incidents that I could not
study properly".*

5. Mechanic

Mechanic refers to spelling, punctuation, and capitalization. The paragraph
above uses necessary and appropriate spelling i.e. feeling (f-e-e-l-i-n-g),
punctuation (comma and full stop) and capitalization (the first letter at the
beginning sentence and name of the place).

In short, writing is a process of transferring one's idea into written form. In this
case, the students are expected to make paragraph in logical order. Then, to make
the text or paragraph meaningful, the students or writer must give attention to
those aspects or components of writing above.

2.5 Text

Text is a semantic unit that is realized in the form of word, clause, and sentence. It is not only a group of words of sentences. Halliday and R. Hasan (1985:6) said that text is meant any connected stretch of language that is doing job in some context.

Derewianka (1992:17) said that text is any meaningful stretch of language – oral – written. Not all texts are the same. One factor, which accounts for differences in texts, is the purpose for which the text is being used. Texts are structured in different ways to achieve their purposes. The structure of such of a text would typically move through the following stage:

- Orientation
- Events
- Re-orientation

We can refer to this as the schematic (generic structure) of the recount text. When we look at how the schematic structure of a text helps it to achieve its purpose, we are considering its genre (genre refers to particular texts types). The genre of a text is partly determined by the culture in which the text is used, since different cultures achieve their purposes through language in different ways (Derewianka, 1992:18). Besides that, texts differ not only in term of their purpose (genre) but they also differ according to particular situation in which they are being used.

Based on the curriculum, there are some types of genres include in English for junior high school textbook: (descriptive, procedure, narrative, recount, and report

text). The material for second grade students is taught by narrative and recount text, the researcher focus on recount text.

2.6 Recount Text

What is recount text? Narrative and recount in some ways are similar. Both are telling something in the past so narrative and recount usually apply 'PAST TENSE'; whether Simple Past Tense, Simple Past Continuous Tense, or Past Perfect Tense. The ways narrative and recount told are in chronological order using time or place. Commonly narrative text is found in story book; myth, fable, folklore, etc. Meanwhile recount text is found in biography. The thing that makes narrative and recount different is the structure in which they are constructed. Narrative uses conflicts among the participants whether natural conflict, social conflict or psychological conflict. In some ways narrative text combines all these conflicts. In the contrary, we do not find these conflicts inside recount text. Recount applies series of event as the basic structure.
(http://bahanajar.wordpress.com/textspeech/jenis-jenis-text-ing/)

Based on statement above, recount text and narrative have similar function. Both of them are used to tell an experience in the past, obviously they use past form. Beside the similarity, they also have different. Narrative text uses conflict as characteristic. Meanwhile, recount text does not use conflict, but it uses series of event as characteristic.

According to Siswanto (2005: 202) recount is a text that tells someone's past experience in a chronological order. Derewianka (1990:15) also assets in recount, we construct past experience. A recount is the unfolding of a sequence of events overtimes. It is used to tell retell past events for the purpose of informing or entertaining. Its focus is on a sequence of events. It generally is begun with an orientation. It provides the backgrounds information needed to understand the text such as who was involved, where it happened and when it happened. Then, the recount unfolds with a series of events (ordered in a chronological sequence). At various stages, there may be some personal comments on the incident. We call it re-orientation.

Hammond (1992:88) elaborates that the social function of recount text is to records events for the purpose of informing. The generic structures of this text are:

    (1) Orientation   : information on the context of the recount,

                              provides settings and participants

    (2) Events   : a record of events in a temporal sequence

    (3) Reorientation   : closure of events

    (4) Coda   : comment on events (optional)

It focuses on specific participant, use of material process, circumstances of time and place, and use of past tense.

Furthermore, Derewianka (1990) identified that there are five types of recount text, they are:

1. Personal Recount

   Telling about activities whereas the writer or speaker involves or do by him or herself (i.e., oral anecdote, diary entry) use the first person pronouns (I, we). Personal responses to the events can be included, particularly at the end. Details are often chosen to add interest or humor.

2. Factual Recount

   Record the particulars of an incident (i.e., report of a science experiment, police report, news report, historical account). A factual recount is concerned with recalling events accurately. It can range from everyday tasks such as a school accident report to a formal, structured research tasks such as historical recount. The emphasis is on using language that is precise, factual and detailed, so that the reader gains a complete picture of the event, experience or achievement. This type uses the third person pronouns (he, she, it, and they). Details are usually selected to help the reader reconstruct the activity or incident accurately. Sometimes the ending describes the outcome of the activity (i.e., science experiment). Details of time, place and manner may need to be precisely stated, i.e.: at 2.35 *pm.,* between *Jhonson St* and *Park Rd,* the man drove at 80 *kph*. The passive voice may be used, i.e., the beaker *was filled* with water. It may be appropriate to include explanations and justifications.

3. Imaginative Recount

   Imaginative or literary recounts entertain the reader by recreating the events of an imaginary world as though they are real. "A day in my life as a family pet", for example. Emotion language, specific detail and first person narration are used to give the writing impact and appeal.

4. Procedural Recount

A procedural recount records the steps taken in completing a task or procedure. The use of technical terms, an accurate time sequence and first person narration (I or we), give credibility to the information provided. Examples include a flow chart of the actions required for making bread, a storyboard of videotaped script or advertisement, the steps taken to solve mathematical problem.

5. Biographical Recount

A biographical recount tells the story of person's life using a third person narrator (he, she, and they). In this case of an autobiography, first person narration (I, we) is used. It is usually factually accurate and records specific names, times, places, and events. A purely factual, informative biography, however, would lack the appeal provided by personal responses and memorable anecdotes. There is often and evaluation of the subject's achievements in the final section.

From five types of recount text above, the focus of the research is personal recount since it tells the activities whereas the writer or speaker involves or do by her or himself. It will help the students, because they are involved in the story. By asking some questions to the students to express their ideas in the written form, the researcher will teach recount text. The researcher assumes that this technique can make the students easier to understand and produce recount text.

2.7 Concept of Guiding Writing

Paulston (1976:205) states that guided writing means the using of certain control in pattern drills in which the students are helped to produce a coprrect composition. At the stage of guided writing, the students will be given some freedom in selecting language items and structural pattern in their writing exercises.

Dealing with the statement above, in guided writing, students will not make a serious error as long as they follow the directions. They are helped to avoid of making mistakes in writing because the way of guided writing means the using of certain direction to the students before they start the writing process. Hormsby (2000) outlines two different ways that guided writing can be managed. Each approach has different main purpose.

1. One or two session may be planned for small groups of students who need assistance with specific writing skills.

2. Many sessions, building upon shared reading and writing of a particular genre are planned. First, the students are immersed in the genre during reading. Secondly, they compose a text in that genre during shared or interactive writing. Finally, they are guided to write their own text in that genre.

According to Reid (1993), there are three types of guided writing exercises in widely used textbook:

1. Guided writing in the form of model composition

In this type, students are given a model text that has the same topic with students' writing task. Students can follow the model text but should change all information that is not suitable with them. For example;

Model text

There are four session in New York City. The names of the seasons are winter, spring, summer, and autumn. in the winter it is very cold and windy, and in the summer it is very hot and humid. The weather in the spring and autumn, however, is very pleasant. For many people these are the only times that the climate is very comfortable. There is one thing certain about New York weather. It never stays the same. Like the women, it is very changeable.

Instruction

Please write your own writing task. You can follow the model text but you should change all information that is not suitable with you.

2. Guided writing in the form of guiding questions

This type some opening comprehension question to the students to bridge them to the topic of their writing task. Students can make an outline based on their answer, and then they should create their writing task based on their outline. For example;

Guiding questions:

- How many seasons are there in New York City?

- What are the names of the season?

- How is the weather in the winter?

- How is the weather in the summer?

- What is certain about New York weather?

<u>Instruction</u>

Answer those questions and make an outline based on your answer. And then, you write your own writing based on your outline.

3. Guided writing in the form of guided vocabulary

This type of guided writing pushes the students to write some vocabularies related to the topic of their writing task. Students can make a list of those vocabularies and develop those vocabularies into sentences. For example;

<u>List of vocabularies</u>

- It is fair

- It is sunny

- It is mild

- It is warm

- It is cool

- It is windy

<u>Instruction</u>

Please develop those vocabularies into sentences to support your writing!

Based on the types of guided writing, the researcher is interested to use guided writing in the form of guiding questions. The researcher assumes that this type can be modified to teach recount text. By making some questions related to the topic, the researcher guides the students to explore their ideas and improve their ability in writing especially in recount text.

2.8 Guided Writing in The Form of Guiding Questions

A guided writing is used for guiding a learner to write something. One of the possibilities for a guided writing is by giving the learner some questions as guide before writing, so that by answering the questions the students can express the idea in writing.

Robinson (1967:2) defines guided writing as writing in which one cannot make a serious error so long as he follows directions. Byrne (1988:25) support this idea by saying:

> "…the fundamental principle of guiding them in various ways toward a mastery of writing skills, and sometimes controlling what they write, is not one we can lightly dismiss…"

In addition, Byrne suggests that we should more carefully what kind of guidance we should give them, particularly in relation to the various problems they have when writing. From those statements, the researcher assumes that this technique can be applied in the classroom context. It seems that the guided questions can be used to avoid a serious error made by students, if they follow the direction.

2.9 Relation between Recount Text Writing and Guiding Questions

According to Derewianka (1990), the focus is on a sequence of events, all of which relate to a particular occasion. The recount generally begins with an *orientation,* giving the reader the background information needed to understand the text, i.e.: *who* was involved, *where* it happened, *when* it happened. Then, the recount unfolds with a *series of events* ordered chronological sequence, i.e.: *after,*

then, finally, etc. At various stages there may be some *personal comment or writer's feeling* on the incident, i.e.: We had a wonderful time.

According to the statement above, it tells that the recount give information to the reader about (*who* was involved, *where* it happened, *when* it happened), the researcher assumes that it is possible to explore the students' ideas when they have difficulty to express their ideas or get stuck on writing paper by asking questions. It is also supported by Rivers (1964:262) by saying:

> "…a series of questions may be constructed that the students writes a continue recounts as he answers them".

Based on those statements above, the researcher assumes that guiding questions can be used to guide the students to express their ideas into the written form. The questions must be related to the topic which is going to be written by the students. Here is the example of recount text:

Orientation	One day, I was caught in the rain. When I reached home, I started sneezing. Soon, I was down with a cold.
	The next morning, my mother took me to the doctor. The doctor said that I had flu and he gave me some medicine. He also advised me to drink more water and take a good rest.
Events	When I reached home, I went straight to bed. I slept till lunch time. My mother carried me meal to my bedroom. She also brought my medicine. After eating, I went back to sleep.
	When I woke up for dinner, I felt much better. My best friend called to find out how I was. My friend also told me briefly what the teacher had taught that day.

Reorientation The next day, I had recovered. I missed my friends and was glad
to go back school.

(Adapted from Bahasa Inggris SMP/MTS kelas VIII, Yudhistira)

And here is the example of questions that can be use to guide the students:

Orientation:

1. When, why and what did happen to her?

Events:

2. What did Jane's mother do for her?
3. What did the doctor do?
4. What did the doctor suggest to her?
5. After arriving home, what did her do?
6. What did Jane's mother bring to her?

Re-orientation:

7. When did she got recovery or feel better?
8. After getting recovery, what did Jane feel?

Referring to the sample above, the researcher assumes that there is a relationship between recount text and guiding questions technique. But the questions must be relevant to the topic that will be written by the students.

2.10 Teaching Recount Text Writing through Guiding Questions

Bramer and Sedley (1981:24), who say that asking then answering the questions is a good method to discover details of experience. It is also one of the best ways to discover ideas; it is useful in narrowing down a broad subject to manageable topic and in discovering what to say about the topic.

Relating the statement above and the relation between recount text and guiding questions on the previous sub-chapter, we can see that it is possible to teach recount text through guiding questions technique. The researcher is interested in using guided writing in the form of guiding questions to increase students' ability in recount text writing. The researcher will ask some questions to guide the students express their ideas. Of course, not all the questions will be relevant to every topic. We must be able to choose the most suitable questions to develop the topic from the questions that we have made. If the students follow the question given by the teacher well, they will make their story flow coherently.

2.11 Procedures of Teaching Recount Text Writing through Guiding Questions

Here the steps of teaching writing through Guiding Questions adapted from Hormsby (2000) and Reid (1993).

1. Teacher asks students to make small group consists of 4 students.

2. The teacher asks the students to write their own topic about their sad experience.

   T   : Ok, now you write one topic about your sad experience.
   Ss : Yes sir.

3. The teacher moves around the students and gives guiding questions, i.e:

   1. When did it happen to you?
   2. What did happen to you?
   3. Why it happened to you?
   4. First, what did you do?
   5. Then, what happened?
   6. Next, what did you do?

7. After that, what did you do?

8. Finally, what did you feel about your experience?

4. The teacher gives the questions one by one.

5. The teacher changes the questions according to the topic written by the students. For example 'coming late to school'.

1. When did you come late to school?

2. Why did you come late to school? Etc.

6. The teacher moves among the students to give guidance and assistance as needed.

7. The teacher closes the meeting.

2.12 Advantages and Disadvantages Teaching Writing Recount Text through Guiding Questions

As one of technique in teaching writing, guiding questions can give any advantages as well as disadvantages in teaching writing recount text.

The advantages and disadvantages of using guiding questions in teaching writing are:

1. The advantages:

- Guiding questions can minimize mistakes by the students when they write.

- Guiding questions allows the students to consider topic when planning their writing.

- Guiding questions will make their writing flow coherently because they write the paragraph by following the questions.

- The students will not be confused about what they are going to write because they are guided to write by answering the questions related to the topic.

- The students do not only learn by themselves but also they can share their knowledge to their friends during the writing process.

2. The disadvantage:
- Guiding questions may difficult to be applied in a big group of students.

2.13   Classroom Action Research

Action research is a form of self-reflective enquiry undertaken by participants (teachers, students, or participants for example) in social (including educational) situation in order to improve the rationality and justice of (a) their own social or educational practices, (b) their understanding of these practices, and (c) the situation in which these practices are carry out (Carr and Kemmiss, 1986).

Classroom Action Research is a continual process of search of a formal organization for devising solution for everyday difficulties of classroom life (Mc Niff, 1995). It means that action research is used to solve the problems in daily classroom activities in order to make teaching learning process effective. In this sense, action research is seen as a way of characterizing a lose set of activities designed to improve the quality of education; it is essentially eclectic way into a self-reflective program aimed at such educational improvement. And the second

prospective attempts to identify the criteria of these activities; to formulate the systems that will account for the improvement that is an anticipated outcome of the self-reflective program. So, the term action research is a term used to describe methods and techniques.

In addition, Kemmiss and Mc. Taggart (1982:3) stated that action research is deliberate, solution-oriented investigation that is group as personally owned and conducted. The linking term of "action" and "research" highlights the essentials features of this method; trying out ideas in practice as a mean of increasing knowledge about or improving curriculum, teaching and learning.

Kemmiss' model follows the cycle of: planning, action, observation, and reflection. Planning involves the determination of the question that needs answering and the strategy to be used in answering it. During the action stage, the practioner tries out the strategy. The observation stage includes recording data on the result of the strategy and also keeping a journal on the practioner's thoughts and reacting to the entire experience. Finally, during the reflection stage, concluded that a new cycle can begin (Kemmiss, 1982:5).