CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter deals with related studies, the nature of writing, writing process, teaching writing at Madrasah Aliyah, the problem in teaching writing, writing assessment, and Short Functional text.

A. Related Study

To prove the originality of this study, the writer wants to present the previous study related to the problem discussed on this study. The first is study conducted by Apriana . The result of her paper that the strategy applied by the teacher in teaching writing short functional text were helper, project, and discussing strategy. [1]

The second, the study result of Sanytasari study that there is a significant difference in term writing achievement between the students who were taught by using Inside-Outside Circles technique and those who were taught without using Inside-Outside Circles technique, so the Inside – Outside Circle technique is suggested to English teacher in improving the student achivement.[2]

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[1] Hasnawati Apriana, *The Students' Difficulties in Writing Short Functional Text Based on KTSP Curriculum at the Tenth Grade Sudents of SMA Muhamadiyyah 1 Palangka Raya*, Unpublsihed Thesis, Palangka Raya: STAIN Palangka Raya, 2009, p.70.

[2] Armi Santyasari, "Improving the Students Ability in Writing Short Functional Texts through Inside – Outside Circle Technique", Unpublished Thesis, Semarang:Universitas Negeri Semarang, 2011.

Based on the previous study above the writer tend to describe the teacher's readiness,procedures, media, and the evluation in teaching writing of short functional text at MAN 1 Laung Tuhup. The different parts among the previous studies and this study are the level of students as subjects, the subjects on the previous study of Apriana's study is different that may produce approach difference based on the level and the kinds of subject is different also. Meanwhile, the strategy applied by the teacher did not cover the readiness, procedures, media used, or the evaluation during the usage of the strategy. Santyasari's study result shows the Inside – Outside Circle tecnique produce a significant difference in term writing achievement between the students who were taught using the technique and those who were not taught by the technique that the experimental students got higher score than the unexperimental group, the different part from her study consist of the approach on teaching writing of Short Functional Text such as the reacher readiness, procedures, media, and evaluation on evaluating the students' writing did not include, and the level of the students are different that are on Santyasari's study is tenth grade students and this study is eleventh grade that possibly using a different approach on the instructional process.

B. The Nature of Writing

Writing known as written language that has complexity to compose by every learner and of one the variant of language skill has to be developed in order to increase language skill of learner. We can define writing as the symbolic representation of language through the use of graphic signs. Unlike

speech, it is a system that is not simply acquired, but has to be learned through sustained conscious effort. Not all languages have a written form and, even among people whose language has a well-established writing system, there are large numbers of individuals who cannot use the system.[3]

The usual things associated with writing are word choice, use of appropriate Grammar (such as subject-verb agreement, tense, and article use), syntax (word order), mechanics (e.g., punctuation, spelling, and handwriting), and organization of ideas into a coherent and cohesive form. However, writing also includes a focus on audience and purpose, as well as a recursive process of discovering meaning.[4]

Dulay states that writing is only one mode in which both linguistics manipulation task and communication task have been given.[5] According to Fauziati also give statement that writing as a process is oriented towards work in progress and the development of new skills, rather than merely evaluative task, the classroom practices, therefore, will vary from each other.[6]

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[3] George Yule, *The Study of Language*, Cambridge, Fourth Edition, New York:Cambridge University Press, 2010, p.212.

[4] Jery G.Gebhard, *Teaching English as Foreign or Second Language*, United States of America :The University of Michigan Press, 2000, p.221.

[5] Heidi Dulay,et.al. *Language Two*, New York: Oford University Press, 1982,p.226.

[6] Endang Fauziati, *Teaching English as a Foreign Language*, Surakarta: Muhamadiyyah University Press, 2002,p.151.

C. The Process of Writing

Writing process deliver to systematic way how to write a paragraph, text, essay, or discourse in order to make the learner easy to compose and product their own writing. Many experts propose the writing stage, but they are agree in some stages such as Pre-writing, Drafting, Revising, Editing, and Publishing.

1. Pre-writing

In the pre-writing stage, writers take time to think about their topic and generate ideas. They also spend some time focusing and planning the piece of writing.

a) Generating Ideas, sometime someone need to decide a topic to be written.

There are some techniques for generating ideas that are:

1) Listing

Listing is a prewriting technique which you write the topic at the top of a piece of paper and the quickly make list of the words or phrases that come into your mind.[7]

[7] Alice Oshima and Ann Hogue, *Introduction to Academic Writing*, Third Edition, New York: Longman Pearson Education Inc, 2007, p.16.

2) Brainstorming

A brainstorm is a sudden insight or connection. Brainstorming is away to associate ideas and stimulate thinking. To brainstorm, start with a word or phrases and let you thoughts to whatever direction they will.

3) Free writing

Free writing is writing without stopping. It means writing everything comes to mind without worrying the ungrammatical forms.

4) WH-Question

In write a text, the writer tries to answer what, who, when, where, and how.

5) Clustering

Clustering is making a visual map of ideas. it trees from following a strictly linear sequence; thus it may allow to think more creatively and new association.

b) Planning

After writer have generated ideas about the topics, focus on the main point and develop a rough plan for the paragraph or essay to write.

2. Drafting

Drafting is the actual writing of the paragraph or essay. Once you have gathered material and made rough plan, you are ready to write. As you write a first draft, you will follow the general plan you have mapped out. While writing your first draft, focus on getting your meaning down on paper; do not be overly concerned with grammatical correctness at this stage. Depending on the length of the piece of writing, you may write it in one or several sittings.

3. Revising

Revising is really rethinking or reseeing the papers. There are major way such as Adding (add material to support the idea), Cutting (get rid of parts that are not relevant to the topic), Replacing (replace cut part), and Moving material around (change the order of sentences or paragraphs).

4. Editing

Editing process is an activity to find any errors in grammar, spelling, mechanics, or punctuation.[8]

[8] Regina L.Smalley, et.al, *Refining Compositions Skill Rhetoric and Grammar*, Fifth Edition, USA: Heinle and Heinle, 2001, p.3-9.

5. Publishing

The last activity taken from Poindexter and Oliver in the journal of Kamehameha school. Publishing refers to celebrate and showcase finished product and build confidence in students as writers.[9]

D. Planning of Teaching and Learning in Writing

1. Pre Planning

Before start to make lesson plan, We need to consider a number of crucial factors such as the language level of students, their educational and cultural background, levels of motivation, and their different learning style. Such knowledge is, of course, more easily available when we have spent time with a group that it is at the beginning of course. When we are not yet familiar with the character of a group, we nedd to do our best to gain as much understanding of them as we can before starting to make decisions about what to teach. Like many other aspects of English language teaching, the type of writing we get students do will depend on their age, interest, and level.

Teacher also need a knowledge of the content and organisation of the syllabus or curricullum we are working with and the requirements of any

[9] Research and Evaluation Department of Kamehameha School, *The writing Process: An Overview of Research on Teaching Writing as a Process*, Honolulu: Kamehameha School, 2007, p.2.

exams which the students are working towards. Pre planning stage has four main planning elements that teacher should consider as following:[10]

a. Activities

When planning, it is vital to consider what students will be doing in the classroom. Activities for the class depend on their level, for example the beginners we can get them to write simple poems and so on. When set task for elementary students, we will mak sure that the students have –or can get- enough language to complete the task.

b. Skills

Teacher should consider to make a decision about which language skills will be developed. By far for the most important reason for teaching writing, of course,is that it is a basic language skill, just as important as speaking, reading, and listening. Students need to know how to write letters, how to put written reports together, how to reply to advertisements -and increasingly how to write using electronic media. They nedd to know some of writing's special conventions (punctuation, paragraph construction,etc) just as they need to know how to pronouce spoken english appropriately. Part of teacher job is to them that skill.

[10] Jeremy Harmer, *The Practice of English Language Teaching,* Cambridge,UK:Longman, 1998, p.308-309.

c. Language

Teacher decide what language to introduce and have the students learn, practise, research, or use. One of the dangers of planning is that were language is the main focus it is the first and only planning decision that teachers make. One the decision has been taken to teach the present continous, for example, it is sometimes tempting to slip back into a drill-dominated teaching season which lack variety and which may not be the best way to achieve our aims.

d. Content

Lesson planners have to select content which has a good chance of provoking interest and involvement. Since the teachers know their students personally they are well placed to select appropriate content.

2. Lesson Planning

Having done some pre-planning and make decisions about the kind of lesson teachers want to teach, they can make the lesson plan. This may take a number of differents form, depending upons the circumstances of the lesson, and depending also on the teachers' attitude to planning in general.

Like planning a sceme of work, planning an individual lesson is subject to a set of national criteria, and lesson planning tempelates, reflect the

necessary areas of consideration. The following steps are offered as general guide to lesson planning.[11]

a. Find out about the prior learning of the class. This includes looking at thier work from the previous year, term, and lesson. The current scheme of work and the yearly outlines or Key stage plan will be essential here.

b. Look at evidence of the prior attainment of the class and individual students. Various data should be available, such as your own assessment records for the group, the previous class teacher's records and the national curricullum levels most recently attained by the class.

c. Using information about prior learning and attainment, make a decision about what the class needs to do next.

3. The Lesson Plan Elements and Format

While variations are plentiful, seasoned teachers generally agree on what the essential elements of a lesson plan should be. The followings are the general essential elements of lesson plan.[12]

a. Goal

The teacher should be able to identify an overall purpose or goal that the teacher will attempt to accomplish by the end of the class. This goal may

[11] Andrew Goddwyn and Jane Branson, *Teaching English*, New York:Routledgefalmer, 2005, p.45.

[12] H.Douglas Brown, *Teaching by Principle an Interactive Approach to Language Pedagogy*, Second Edition, New York:Longman, 2001, p.149-151.

be quite generalized, but it serves as a unifying theme for teacher. Thus, in the lesson plan, “understanding telephone conversations” generally identifies the lesson topic.

b. Objectives

It is very important to state explicitely what teacher want students to gain from the lesson. Objectives are most clearly captured in term of stating what students will do.

c. Materials and Equipments

It may seems a trivial matter to list materials needed, but good planning includes knowing what teacher need to take with them or to arrange to have in the classroom.

d. Procedures

At this point, lessons clearly have tremendous variation. But, as a very general set of guidelines for planning, the teachers might think in terms of making sure the plan includes.

e. Evaluations

Some forms of evaluation, may have to wait a day ot two until certain abilities have had a chance to build. But, evaluation is an assesment, formal or informal, that the teachers make after students have sufficient oppotunities for learning, and without this component teachers have no means for (a)

assessing the success of their students or (b) making adjustments in the lesson plan for the next day.

f. Extra-Class Work

Sometimes misnamed "homework", extra-class work, if it is warranted, needs to be planned carefully and communicated clearly to the students.

4. Procedure on Teaching Writing

Procedures are the techniques and practices that are derived from one's approach and design.[13] It involves classroom techniques practices, behaviors observed, when the method is used. In this case procedures concern in resources in terms of time, space, equipment, interactional pattern observed in lessons, tactics, and strategies used by the teacher and learners when the method is being used. [14]

There are some Principles fore designing writing techniques, and it will be shown as follows:[15]

a. Incorporate practices of good writers

b. Balance process and product

[13] H.D Brown, op.cit.p.14

[14] H.D Brown, op.cit, p.17.

[15] H.D Brown, op.cit, p.346-347.

c. Account for cultural/literacy background

d. Connect Reading and Writing

e. Provide as much Authentic Writing as possible

f. Frame the techniques in terms of Prewriting, Drafting, and Revising stage.

E. Media and Materials in Teaching Writing

Basically, materials used in EFL/ESL classrooms are created by four groups of people. These include publishing companies, government agencies, curriculum development teams at the school level, and classroom teachers. To get beyond the limitations of a text, many EFL/ESL teachers adapt or create authentic materials and media. But what actually are authentic materials, and what types of authentic materials are available to us? Basically, authentic materials include anything that is used as a part of communication. To give you an idea of the scope of such media, here is a partial list of some authentic materials EFL/ESL teachers have used.

1. Authentic Listening/viewing materials

Silent films; TV commercials, quiz shows, cartoons, news, comedy shows, dramas, movies, and soap operas; radio news, dramas, and ads; professionally audio taped short stories and novels; pop, rock, country, folk, and children's songs; home video; professionally videotaped travel logs, documentaries, and sales pitches.

2. Authentic Visual Materials

Slides; photographs; Paintings; sketches; drawings by children; stick-figure drawings; wordless street signs; silhouettes; calendar pictures; pictures from travel, news, and popular magazines; ink blots; postcard pictures; wordless picture books; stamps; X rays.

3. Authentic Printed Materials

Newspaper articles, cartoons, advertisements, movie advertisement, astrology columns, sports reports, obituary columns, and advice columns; travel magazines; science, math, and history books; short stories; novels; books of photographs; lyrics to popular, rock, folk, and children' songs; restaurant menus; street signs; postcards; currency; cereal boxes; candy wrappers; tourist information brochures and tourist guidebooks; university catalogs; department store catalogs; telephone books; world, city, and relief maps; calendars; TV guides; driver's licenses; comic books; greeting cards; business cards; bank checks and deposit forms; grocery coupons; hotel registration forms; pins with messages; bus, plane, train, taxi, and jitney schedules; teletext subtitles for the hearing impaired.

4. Realia used in EFL/ESL classroom.

Dolls, puppets, currency, key rings, scissors, folded paper, toothpaste, toothbrushes, combs, stuffed and toy animals, wall clocks, balloons, walkie-talkies, candles, fly swatters, string, thread, chewing gum, glue, rulers, tacks, paper clips, rubber bands, trays, aprons, plastic forks and spoon, dishes, glasses, bowls, umbrellas, wallets, purse, balls, phones, fishing reels,

furniture, people, cars, bug collections, play money, stones, plants, sand, clay, ink, sticks, jars, coffe cans, chalk, credit cards, hats, Halloween masks, rubber vomit, manikins.[16]

F. Teaching Writing at Madrasah Aliyah

The reasons for teaching writing to students of English as Foreign Language include reinforcement, language development, learning style, and most importantly, writing as a skill in its own right. One basic activity at this level that is tracing letters, words, and sentences. Although such a task may seem trivial, it can teach students letter recognition and discrimination, word recognition, and basic spelling, punctuation, and capitalization rules. A similar activity involves teaching students a grammatical pattern and functional rules.

The teaching writing in Madrasah Aliyah Negeri I Laung Tuhup the teacher teaches writing skill in class. During the process of teaching and learning, the teacher uses media such as Picture, textbook, and other media that can increase the students' attention. The teaching and learning process run smoothly. English taught in MAN 1 Laung Tuhup refers to the school curriculum and the teacher has an authority to design how the implementation of the subject. The teacher strategy, method, even technique will influence the curriculum implementation and expectation. Especially, in teaching writing of short functional text the teacher knowledge, ability, and skill are needed.

[16] Jery G.Gebhard, *Teaching English as Foreign or Second Language*, United States of America :The University of Michigan Press, 2000, p.100-101.

G. The Problem in Teaching Writing

Problems some EFL/ESL teachers face include the following.

1. The "teaching the less-proficient writer" problem. Some students use ineffective writing strategies, and the teacher is faced with showing these students how to write.
2. The "I can't write English" problem. Some students have negative attitudes about writing or lack confidence in themselves as writers. The teacher is faced with changing their attitudes and building confidence.
3. The "teacher response" problem. Students do not always understand or pay attention to the content the teacher's response to their written work. Teachers need to explore different ways for students to get feedback on their writing.[17]

Due to problem above, it is very important for the English teacher to conduct the particular strategy, method, or even technique to overcome and reduce the problem. For instance, the teachers incorporates practices of good writer, balance process and product, account for cultural/literary backgrounds, connect reading and writing, provide as much authentic writing as possible, and frame the writing techniques.

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[17] Jery G.Gebhard, *Teaching English as Foreign or Second Language*, United States of America :The University of Michigan Press, 2000, p.235.

H. Short Functional Text

Short functional text is a text to give information / warning to the listener or reader that something is important to be known. Short Functional Text also is a short text containing the command, direction, something to be done or should not be done which may be a ban (Prohibition), invitations (invitation), Greeting Cards, messaging (short message), shopping lists, warning (notice), announcement, and others that contain meaning and are used in everyday communication.[18]

1. Kinds of Short Functional Text

The kinds of short functional text taught in eleventh grade students consist of Advertisement, Brochure, and Tips.

a. Advertisement

Advertisement is a public notice offering or asking for goods, services, etc.[19] The example of advertisement:

[18] Anis Istiqamah, Bimahendra, Abdul Aziz, and Usy Trianika, *Short Functional Text* , Working Paper is presented in school assignment. Website at : http://ayosinausinau.blogspot.com/2011/04/short-functional-text.html (Online on March 17th, 2012).

[19] AS Hornby, *Oxford Advanced Learner's Dictionary of Current English* , Fifth Edition, Oxford: Oxford University Press, 1995, p. 18.

b. Brochure

Brochure is a small book or magazine containing pictures and information about something or advertising something.[20] The brochure example:

[20] AS Hornby, p.141.

c. Tips

Tips is a small but useful piece of practical advice.[21] The example of Tips:

[21] AS Hornby, *Oxford Advanced Learner's Dictionary of Current English* , Fifth Edition, Oxford:Oxford University Press,1995, p.1254.

2. Teaching How to Write Short Functional Text

Every teacher has special approach in teaching, include teaching short functional text. The approach used is appropriately used based on the type of student and their ability, the supporting media on the school, and so on. Some ways that can be used in teaching short functional text as follows:

a. Provide some information related to the media of subject. The students ask to analyze the information given. For example:

Study the following slogans. What is being advertised?

1) Come Abroad with us.

2) To Master English, join our club

3) Keep your teeth clean after every meal.

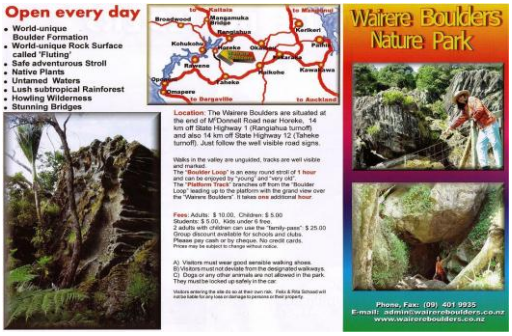
4) Use a Razor for a closer shave.

b. Matching. The students match the slogan above with the appropriate picture.(as Brainstorming)

c. Provide some examples of short functional text and let the students identify the picture. For example:

1)

2)



3)

d. Teacher ask the students (suggested in pair) to classify the information in the right column by writing 1,2.3, and 4. Ask the students to show the differences. For example:

Advertisement	..... , ...
Brochure	..... , ...
Tips	..... , ...

e. Still in pairs, teacher ask the students to discuss and write the information based on the picture and what does each information tell them about.[22]

I. Writing Assessment

1. Process Assessment

Writing is never a one-step action; it is an ongoing creative act. When you first write something, you have already been thingking about what to say and how to say.[23] On-going assessment of writing is integral to the effective teaching of writing to students with learning disabilities. The ongoing process involves the whole of writing process from the freewriting, drafting, revising, editing, and publishing stage.

Like the expressive orientation, the process approach to writing teaching emphasize the writer as an independent producer of text, but it goes further to address the issue of what teacher should do to help learners perform a writing task. The numerous incarnations of this perspective are consistent in recognizing basic cognitive processes as central to writing activity and in stressing the need to develop student's ability to plan, define a rhetorical problem, and propose and evaluate solutions.

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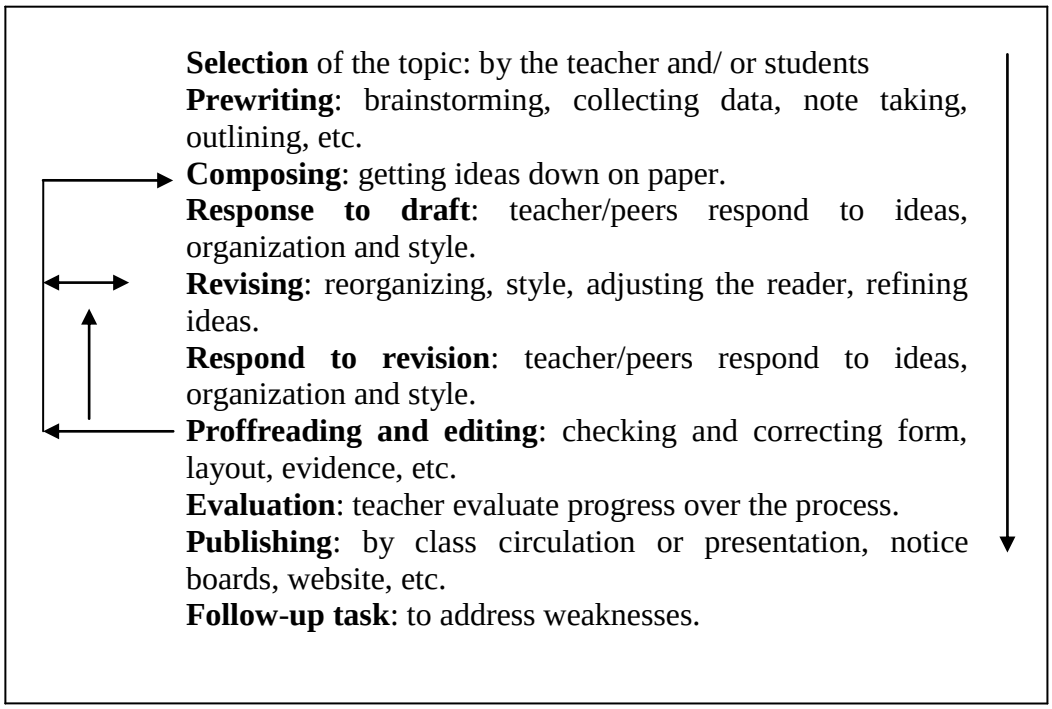
[22] Achmad Dody, Ahmad Sugeng, and Effendy, *Developing English Competencies for Senior High School Grade XI*, Jakarta:Pusat Perbukuan Departemen Pendidikan Nasional, 2009,p.18-22.

[23] Alice Oshima and Ann Hogue, *Introduction to Academic Writing*, White Plains, NY: Pearson Education, Longman, 2007, p.15.

The figure below shows planning, drafting, revising, and editing do not occur in a neat linear sequence, but are recursive, interactive, and potentially simultaneous, and all work can be reviewed, evaluated, and revised even before any text has been produced at all. At any point the writer can jump backward or forward to any these activities: returning to library for more data, revising the plan, to accommodate new ideas, or rewriting for readability after peer feedback.[24]



2. Product Assessment

One of the conceptualizing EFL/ESL writing teaching is in reference to substantive content:what students are required to write about. Typically this involves a set of theme or topics of interest that establish a coherence

[24] Ken Hyland, *Second Language Writing*, Trumpington Street, Cambridge:UK, Cambridge University Press, 2003,p. 11.

and purpose for the course or that set out the sequence of key areas of subject matter that students will address. In the teaching of writing, we can focus on the product of the writing or on the process itself. When concentrating on the product we are only interested in the aim of a task and in the end of product.[25]

The evaluation of writing product, especially in a process-oriented classroom is a thorny issue. There are six general categories (Components of writing) that are often the basis for the evaluation of student writing as follow:

a) Content

The content involves thesis statement, related ideas, development of ideas through personal experience illustration facts/opinion, use of description, cause/effects, comparison/contrast, and consistent focus.

b) Organization

The organization involves effectiveness of introduction, logical sequences of idea, conclusion, and appropriate length.

c) Discourse

It consists topic sentences, paragraph unity, transitions, discourse markers, cohesion, rhetorical conventions, references, fluency, economy, and variation.

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[25] Jeremy Harmer, *The Practice of English Language Teaching,* Cambridge,UK:Longman, 1998, p.257.

d) Syntax

Consist of Grammar, structure of the discourse, lexicon, semantics and so on.

e) Vocabulary

Consist of the appropriate vocabulary, effectiveness and efficiency of the word usage.

f) Mechanics

Consist of spelling, punctuation, citation of references, and neatness and appearances. To assign a single grade or score to each paper, you can thereby emphasize the content-based flavor of the evaluation. Such a weighting scale might look like this:

Content	: 0 - 24
Organization	: 0 - 20
Discourse	: 0 - 20
Syntax	: 0 - 12
Vocabulary	: 0 - 12
Mechanics	: 0 - 12
TOTAL	100[26].

Moreover, to asses the writing product of students in writing short functional text (Banner, Poster, Pamphlet, and so on), the scoring rubric is specifically used. The following scoring rubric is used to asses writing product of short functional text.

[26] H.Douglas Brown, *Teaching by Principle an Interactive Approach to Language Pedagogy*, Second Edition, New York:Longman, 2001, p.357-358.

This form is designed to help you evaluate student-created slogans and banners. Read the statements below. Then indicate the number from the following scale that reflects your assessment of the student's work.

1 = Weak, 2 = Moderately Weak, 3 = Average, 4 = Moderately Strong, 5 = Strong.

1. The slogan or banner accurately illustrates the positions, beliefs, or platform of the individual or group it represents or promotes.
   (1 2 3 4 5)
2. The message of the slogan or banner is clear and appropriate to the topic.
   (1 2 3 4 5)
3. The slogan or banner is concise, creative, catchy, and effective.
   (1 2 3 4 5)
4. The slogan or banner is clean and neat, and the information on it is well organized.
   (1 2 3 4 5)
5. The spelling, punctuation, and grammar of any text on the slogan or banner are accurate.
   (1 2 3 4 5)
6. Any artwork on the slogan or banner is appropriate and carefully executed.
   (1 2 3 4 5)
7. The slogan or banner demonstrates understanding of the topic and related concepts.
   (1 2 3 4 5)
8. The slogan or banner fulfills the requirements of the assignment.
   (1 2 3 4 5)
9. The student did a good job presenting the slogan or banner to the class.
   (1 2 3 4 5)
10. Overall, the final product represents the student's full potential.
    (1 2 3 4 5)

Additional Comments:

_____
_____
_____
_____

Total Points/Grade: _____[27].

J. Good Language-Teaching

One way to begin setting and priorities is to consider the qualities of successful language teacher. Numerous experts have come up with their list of attributes, and they all differ in a variety of ways. There are some attributes of a good language teacher, as following:[28]

1. Technical Knowledge

a. Understand the linguistics systems of English morphology, grammar, and discourse.

b. Comprehensively grasp basic principles of language learning and teaching.

c. Has fluent competence in speaking, writing, listening to, and reading English.

d. Knows through experience what it is like to learn a foreign language.

e. Understand the close connection between language and culture.

f. Keeps up with the field through regular reading and conference/workshop attendance.

2. Pedagogical Skills

a. Has a well-thought-out, informed approach to language teaching.

b. Understand and uses a wide variety of techniques.

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[27] Holt McDougal, *Alternative Assessment Handbook*, Washington DC:Holt, Rinehart & Winston©, 2002, p.34.

[28] Douglas Brown, op.cit,p.430.

c. Efficiency design and execute lesson plans.

d. Monitors lesson as they unfold and make effective mid-lesson alterations.

e. Effectively perceives students' linguistics needs.

f. Gives optimal feedback to students.

g. Stimulates interaction, cooperation, and teamwork in the classroom.

h. Uses appropriate principles of classroom management.

i. Uses effective, clear presentation skills.

j. Creatively adapts textbook material and other audio, visual, and mechanical aids.

k. Innovatively creates brand-new materials when needed.

l. Uses interactive, intrinsically motivating techniques to create effective test.

3. Interpersonal Skills

a. Is aware of cross-cultural differences and is sensitive to students' cultural traditions.

b. Enjoys people; shows enthusiasm, warmth, rapport, and appropriate humor.

c. Values the opinion and abilities of students.

d. Is patient in working with students of lesser ability.

e. Offers challenges to students of exceptionally high ability.

f. Cooperates harmoniously and candidly with colleagues (fellow teacher).

g. Seek opportunities to share thoughts, ideas, and techniques with colleagues.

4. Personal Qualities

a. Is well organized, conscientious in meeting commitments, and dependable.

b. Is flexible when things go awry.

c. Maintains an inquisitive mind in trying out new ways of teaching.

d. Sets short-term and long-term goals for continued professional growth.

e. Maintains and exemplifies high ethical and moral standards.

Beside recognizing the Good Language-teaching of good language teacher above, it is also followed by using the checklist of observation that attached on the appendix.

K. Descriptive Research

1. The Nature of Research

Leedy and Ormrod on Williams say that Research is at times mistaken for gathering information, documenting facts, and rummaging for information, and also stated that Research is the process of collecting, analyzing, and interpreting data in order to understand a phenomenon. [29] Since knowledge are power and precious, everyone pursues and reaches everything to produce a new knowledge and that is not an exception in

[29] Carrie Williams, *Research Method*:*Journal of Economy and Bussiness*, Vol.5 No.3, March 2007, p.65.

educational area. As known that the sources of knowledge are experience, authority, deductive reasoning, inductive reasoning, and scientific approach. The last source is widely applied to scientific research to studying a problem to acquire dependable and useful information. Its purposes is to discover answers to meaningful questions by applying scientific procedures.

Educational research is typically classified into two broad categories: quantitative and qualitative research. Each approach has its own methodology and terminology. Quantitative research uses objective measurement to gather numeric data that are used to answer questions or test predetermined hypotheses. It generally requires a well-controlled setting. Qualitative research**,** in contrast, focuses on understanding social phenomena from the perspective of the human participants in natural settings. It does not begin with formal hypotheses, but it may result in hypotheses as the study unfolds.

2. The Nature of Descriptive Research

Descriptive Research is an investigation that attemps te describe accurately and factually a phenomenon, subject or area.[30] Arikunto also defines that descriptive study is not aimed at examining a hypothesis, it is only to describe as it apppears about a variable, phenomenon, and condition. The Examples of these, such as How does the teacher teach, how do the

[30] Jack C.Richard and Richard Schmidt, *Language Teaching and Applied Linguistics*, Third Edition, UK:Pearson Education, 2002, p.152.

students learn and so on.[31] Despite in descriptive research using variable, it does not either compare or contrast among the variables on a study. The variables are described without manipulation or specifically manipulated

Based on the categories of educational research above, the Descriptive Research also has a vital role on the educational research. Descriptive research in other form holds valuable a valuable place within education, because in contrast to laboratory experiments, the human nature of educational research is critical to the result. The types of question generated in educational research, particularly with respect to the constructivist paradigm and social implication, require description that help to explain data and direct emergent prescription for educational events.

Descriptive research is most common research type. It tends to describe present phenomena, both naturalistic and experiment. This type of research investigates form, activity, characteristic, change, corelation, comparision and contrast with others phenomena. It could be in form or covers Descriptive Qualitatif and Descriptive Qualitative. They have similarity in describing the phenomena as it appears, but they have diffferences where Descriptive Quantitatif in the nature of investigation using measurement, and numbers or frequency. In contrast, Descriptive Qualitative concentrates in Characteristic, quality, and the relation among the

[31] Suharsimi Arikunto, *Management Penelitian:Suatu Pendekatan Praktek*, Jakarta:Rineka Cipta,2003, p.310.

activity.[32]Descriptive research does not fit neatly into the definition of either quantitative or qualitative research methodologies, but instead it can utilize elements of both often within the same study. To distinguish them, at first the study should be stressed the objectives and design of the study.

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[32] Nana Syaodih Sukmadinata, *Metode Penelitian Pendidikan,* Seventh Edition, Bandung:Remaja Rosdakarya, 2011, p.72-73.