

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presented review of related literature which discussed English language teaching and consisted of previous of the study, Facebook, Facebook in language learning, nature of writing, process of writing, technique in writing, process of using Facebook in writing, descriptive text, and teaching writing descriptive text procedure in Senior High School.

A. Previous of the Study

This research is similar to the research that was conducted of some researchers as follows:

Meyla Arih Yustari investigated “The Writing Ability in descriptive Text of the Eight Grade Students of SMPN 4 Bae Kudus in the Academic Year 2012/2013 taught by Using Facebook. The research about writing ability in descriptive text taught by using Facebook was conducted to find out whether there was a significant difference between the students’ writing ability in descriptive text before and after being taught by using Facebook. She used the quantitative experimental research about the students’ writing ability in descriptive text before and after being taught by using Facebook was conducted at the eighth grade students of SMPN 4 Bae Kudus in the academic year 2012/2013 by using cluster random sampling and took class VIII.E as the sample of the research at the 31 students.

The result of her research showed that the students' average score of writing descriptive text before being taught by using Facebook is 65.08 and the standard deviation is 9,15, it is categorized as "sufficient". Meanwhile the students' average score of writing descriptive text after being taught by using Facebook is 77.82 and the standard deviation is 5,29, it is categorized as "good". Then from the hypothesis testing, she found that t-obtained is 7.8 while t-table is of degree of freedom 30 in the level of significant 0.005 is 2.04. So, it can be concluded that there was a significant difference between the writing ability in descriptive text at the eighth grade students of SMPN 4 Bae Kudus in the academic year 2012/2013 before and after being taught by using Facebook.¹⁰

Ria Ristibantari, the researcher investigated on the "Optimizing The Use of Facebook to Improve Students' Skill in Writing Descriptive Text at the Eight Grade Of SMP Negeri 3 Purwodadi in the Academic Year of 2010/2011". The objective of her research were to identify whether or not and to what extent Facebook can improve the students' skill in writing descriptive text and to identify how the situation is when Facebook was implemented in teaching writing class. The research was carried out at SMP Negeri 3 Purwodadi. The research method was classroom action research and it was conducted in two cycles. In collecting the data, she used observation, interview, questionnaire, and test. Having collected the data, she analyzed them both qualitative and quantitative data. The qualitative data were analyzed by using constant comparative method: comparing

¹⁰MeylaArihYustari, *The Writing Ability In Descriptive Text Of The Eighth Grade Students Of Smpn 4 Bae Kudus In The Academic Year 2012/2013 Taught By Using Facebook*, English Education Department Teacher Training And Education Faculty Muria Kudus University, 2013

incident applicable to each category, integrating categories and her properties, delimiting the theory, and writing the theory. Meanwhile the qualitative data were analyzed by descriptive statistic to calculate the mean scores of pre-test, post-test 1, and post-test 2.

The finding of the research showed that the use Facebook improves the students writing skill and class situation. The improvement of students' writing skill are: (1) the students could express their ideas using correct spelling punctuation; (2) they could write in correct grammatical sentences; (3) they could express their idea using appropriate words; (4) they could produce logical sequences in making descriptive text; (5) they could their idea with the topic. The improvement in the students' writing skill can be proved that the mean score of pre test was 49.62, post test 1 was 66.24, and post test 2 was 77.38. The mean scores of post test 2 was higher that he minimum requirement score which was 76. Meanwhile, of class situation are; (1) the students had discussed the materials given by the teacher; (2) it took a little time for the students to start writing; (3) they had courage to write their own writing; (4) they were not shy to ask to the teacher when they found some difficulties; and (5) they rarely open the dictionary when writing. Her research showed that there was improvement not only in the students' writing skill but also in the quality of teaching-learning process. It could be stated that the writing class is more effective and alive when the teacher optimizes the use of Facebook. Therefore, it was recommended that the English teacher should be: (1) active to guide the students in exploring Facebook as the media to each writing; (2) active to create an interesting atmosphere because

Facebook can build up the students' interest and motivation; and (3) active and creative to apply Facebook in teaching writing.¹¹

The writer separated the differences of the previous study and this research, it meant to avoid imitation and to save the originality of the research. Based on the research made by Ria Ristibantari, The research method was classroom action research and it was conducted in two cycles. She used observation, interview, questionnaire, and test. And analyzed them both qualitative and quantitative data. Then, Meyla Arih Yustari used quantitative experimental research about writing ability in descriptive text by using cluster random sampling and took a class as a sample of the research. The subject of the study was students at the eighth grade students of SMPN 4 Bae Kudus in the academic year 2012/2013. Therefore, this research had different method was used quantiative quasi experimental research, and the subject were students in tenth grade at SMAN 2 Pahandut Palangka Raya.

The relationship and similarities of the previous studies and this research was found in using Facebook as an effective media for students. The scope of the studies was developing material though Facebook in writing descriptive text, so that they were able to create a simple short descriptive text or modify text by using their experiences on Facebook.

¹¹ Ria Ristibintari, *Optimizing The Use Facebook Of Facebook To Improve Students' Skill In Writing Descriptive Text At The Eight Grade Of SMPN 3 Purwodadi In The Academic Year Of 2010/2011*, Universitas Sebelas Maret, Surakarta, 2011

B. Facebook

Lipsman Ginger wrote that the Facebook hit its first tipping point in the late summer of that year in February with the introduction of groups and public- the site went from constantly hovering around 14 million unique visitors per month to over 26 million.¹² In the span of a little over 3 years-from 2005 to 2008, user count has grown over 29 times in size. Facebook has grown in leaps and bounds over the years. They started out in September 2005 with what seems like a more 3.5 million members and grew steadily as they added more college networks to eventually encompass them all. In the span of just half a year, the site grew from 7.5 million registered accounts to nearly 18 million.¹³ Facebook claims over 80 million in September (users who have returned to the site in the past 30 days) and remains one of the fastest growing websites on the internet.

Facebook ranks as one of the most visited on the internet, with sources claiming high as the 3rd most visited based on page views, and the now account for at least 1% of all time spent on the internet.¹⁴ More than 60% of members log in daily and many sign on multiple times a day while average visitor spends over three hours of time on the site each month.¹⁵ The most common activities (based on the time spent) overall are descending order; browsing profiles, interacting with applications, browsing pictures, joining or visiting groups, searching for members and groups, and joining and browsing networks.

¹²Jeff Ginger, *The Facebook Project Performance And Construction Of Digital Identity*, University Of Illinois, Urbana Campaign, 2008 p 10

¹³*Ibid* P 11

¹⁴*Ibid* P 12

¹⁵*Ibid* P 13

Facebook is a social networking website where users can share information and communicate with friends. According to the Facebook organization it currently has over 750 million active users globally. Users can create personal profiles with photos, lists of personal interests, contact details, and other information. They can also communicate with friends and other users through private or public messages and chat features. It is one of a new generation of social networking tools that includes YouTube for sharing videos, Flickr for sharing photos, Blogger for maintaining an interactive online diary, and many others. Collectively they are referred to as Web 2.0 applications and the other modules in this series will describe a number of them and how they can be used in education to enhance the user experience. Social networking sites such as these, together with other freely available online services such as Google for finding information, Skype for online voice communications, e-Bay for online buying and selling, have transformed the way society operates both socially and at work over the last decade. There is every reason to assume that the service provided will continue to expand and add value, and that education can benefit from this developing resource.¹⁶

C. Facebook in Language Learning

Introducing social networking sites such as Facebook helps students increase own language learning in a fun and motivating way. Facebook is one of the social media that have used of the people around the world. It is a media that

¹⁶Max Freirt, *Facebook Now Ranked 3rd In Page Views; My Spaces Down Nearly 20 %*”
2007

have used by the people to share the written text, upload photos or videos. In addition, it is one of the ways to expand Facebook as a media in learning English. It can help to keep topics grouped together in one place, which is easier for students to read and they have more control over the length of their posts.¹⁷

Integrating Facebook in foreign language course have several perceived are that using Facebook seems to have a significant impact on language learning. First, it's provides opportunities for formal and informal conversations in the target language. In addition, Facebook platform allows for access the authentic materials for sharing of culturally relevant status, photos, videos, and music. Second, the nature of the students-to-students and students-to-instructor instructions is more multi-dimensional than traditional writing assignment. The last, the students seemed to enjoy lucking, checking, reading, and writing completely in English.¹⁸ The example of Facebook in language learning of desription the people as shown below:¹⁹

¹⁷Louis Dare and Coleg Sir Gar, P 6

¹⁸ J Terantino, K Graf, *Using Facebook In The Language Classroom As Part Of The Net Generation Curriculum*, Kennesaw: Department Of Foreign Language Kennesaw State University, 2011, P 5

¹⁹ Louis Dare and Coleg Sir Gar, P 18



D. Nature Of Writing

Writing is a psychological activity of the language user to put information in the written text. A type of writing is an article published in a scientific journal and textbook. Such writing is commonly about a certain topic in which writer at first collect the data, then elaborates the topic based on certain idea in order to answer a question, or prove a statement, or describe an object. The written productive language skill is called writing. It is the skill or a writer to communicate information to readers. Her or his skill is also realized his or her ability to apply the rules of the language s/he is writing to transfer the information. The writing skill includes all the correct grammatical aspect of the language.²⁰

Without a doubt the most important invention in human history is writing. It provides a relatively permanent record of information, opinions,

²⁰Sanggam Siahaan, *Issue in Linguistics*, Yogyakarta, : Graha Ilmu, 2008 P 2

beliefs, feelings, arguments, explanations, and theories. Writing allows to share the communication not only with the contemporaries, but also with future generations. It permits people from the near and far-distant past to speak us. Part of the distaste for writing must be accounted by the associations students make with it. Writing is often taught in such a way that student failure, rather than successes, are focused on. The writing process is learned, by and large, in an environment of constant criticism and repeated failure. Creative use of the language, inventive thinking, and critical reasoning often evoke not praise hostility. English and writing are nothing but spelling and grammar, writing means inevitable failure.²¹

E. Process of Writing

Writing is never a one-step action; it is an ongoing creative act. The process of writing has roughly four steps. In the first step, it is creating idea. In the second step is organizing the ideas. The third, writing a rough paragraph. And the final step, polishing rough draft by editing it and making revisions.²²

1. Pre-writing

The first step is called prewriting. Prewriting is a way to get ideas. In this step, choosing a topic and collecting ideas to explain the topic. There are several techniques that can use to get ideas. One of them is listing. Listing is a

²¹ Robert T. C, *Students Success Guide in Writing Skill*, Sacramento City College, 1990, P 1

²² Oshima And A Hogue, *Introduction to Academic Writing*, Third Edition, , Pearson Education, 2007, P 15-18

prewriting technique which writes the topic at the top of a piece of paper and then quickly makes a list of words or phrases that to come in mind.

2. Organizing

The next step in the writing process is to organize the ideas into a simple outline. The model wrote a sentence that name the topic and told the man idea.

3. Writing

The next step is to write a rough draft, using the outline as a guide. Write the rough draft as quickly as we can without stopping to think about grammar, spelling or pronunciation, and getting the ideas down on paper. Notice that the writer added some ideas that were not the outline and added a concluding sentence at the end.

4. Polishing: Revising and Editing

In this step, we have to polish what we have written. This step also called revising and editing. Polishing is most successful if we do it in two steps. First, attack the big issues of content and organization (revising). Then work on the smaller issue of grammar, punctuation, and mechanics (editing).

F. Technique in Writing

There are several strategy required the teacher to do the particular technique in each stage of writing including prewriting, whilst writing, and post writing.²³

1. Prewriting Stage

Prewriting activities involved selecting and developing the topic, making an outline and writing the first draft. Before coming to the topic discussed, the teacher asked the students questions related to the topic. The teacher assigned students to list the interesting topics. Here, each student made an outline. Then, they were assigned to discuss and share the topic selected with their group members. Each member of a group gave comments and suggestions to his or her member's topic.

2. Whilst Writing Stage

There were two writing activities in whilst writing: drafting and revising: drafting and revising. In this case, students drafted composition after consulting group members about their ideas and organizational plan, and worked with group members to revise the content of their composition. In this case, before coming to the topic discussed, the teacher explained the steps of doing the assignment. Each student had to write the draft by using the collected information from the groups. Then, each student had to revise and edit his or her friend's work within a group.

²³Sabarun, *Improving Writing Ability Through Cooperative Learning Strategy*, STAIN Palangkaraya, 2011.

3. Post Writing Stage

Post writing stage included editing, writing, and reporting the final draft. Editing an essay was the last stage in the process of writing. Editing referred in correcting grammatical errors, rewriting misspelled words, and changing punctuation. The teacher assigned each student to edit his or her member's draft. Then, he assigned each student to write the final draft based on member's comments, suggestions, and revisions.

G. Process of Using Facebook in Writing

The present study explored the effects of using Facebook as a medium for grammar and writing discussion of low-intermediate EFL students. The data were collected from the students' utterance asking for explanations about English grammar and writing that were posted in Facebook. The students had positive attitudes towards using Facebook as a means of learning grammar and writing. As an alternative tool, Facebook provided them a convenient and attractive means to engage in discussions with the teacher and other users who had better grammatical knowledge.

The process of using Facebook in writing have ever presented by Suthuwartnarueput was collected during the first semester of the 2011-2012 academic year. In the first week of June, the pre-test was administered to the students. The purpose of pretest was to find out the students' background knowledge in English grammatical and writing competence before the treatment.

The Facebook URL was open for them to have some discussions with the teacher and other uses. They were allowed to leave messages, post pieces of writing, and chat on Facebook about their English grammar and writing difficulties from the second week of June until the last week of September 2011, then they took the post-test. The purpose of the test was to find out to what extent the students' English grammatical and writing competence improved after having some discussions on Facebook. The interview was to gain in depth information about how Facebook exactly promoted the enhancement of their language competence.²⁴

H. Descriptive Text

According to Zumakhsin in Surayana, descriptive text is to describe the things that we see.²⁵ And from the theory of descriptive text the writer makes conclusion that Descriptive text is a text that telling or describing of person, thing, and place. Furthermore, Jolly asserts there are some types of descriptive text, they are:

1. Describing personality

In describing a person, the first thing was recognizing his/her individual characteristics.

²⁴ThanawanSuthuwartnarueput, *Effects of Using Facebook as A Medium for Discussions of English Grammar and Writing of Low-Intermediate EFL Students*, Chulalongkorn University Thailand, 2012

²⁵Nike Surayana, *Teaching Writing Descriptive By Using Everybody Writes At Junior High School* STKIP PGRI Sumatera Barat

2. Describing people

Presenting physical characteristics of people .

3. Describing object

Describing an object accurately was done by providing the physical characteristics of the object such as the color, form, shape, and so on.²⁶

Generic structure is general form of genre. Each of genres has its own generic structure. Besides, according to Gerot and Wignell, the generic structure of descriptive text is identification and description.

a. Identification

The aim of identification is to identify the phenomena that to be described. It identifies who or what to be described. The identification usually stated in the first paragraph to introduce reader what to be described in the next paragraph. It also can be in form definition.

b. Description

The function of description is to describe part, qualities, and characteristics. The example of descriptive text as below.²⁷

My Aunt Dolores

Of all my relatives, I like my aunt Dolores the best. She's my father's eldest sister. She married twice. Her first husband died in a war. She married Uncle George in 1988.

²⁶DrTiurAsihSiburian, *Improving Students' Achievement On Writing Descriptive Text Through Think Pair Share*, International Journal, Faculty Of Language And Arts UNM, P 34

²⁷Th M Sudarwati&Eudia Grace, *Pathway To English Dor Senior Hish School Grade X*,Erlangga, 2013, P 104

She had one son from her first husband and two daughters with her second husband. They live in village near Brighton.

Aunt Dolores is in late sixties, but she looks younger than her age. She has fair complexion, thick blonde hair, which she wears in a bun, a pair of dark brown eyes. She has friendly face, and when you meet her, the first thing you notice is her lovely and cheerful smile. Her face is a little wrinkled now, but I think she is still rather attractive. She is the sort of person you can see likes cooking and knitting, and she travels a lot, plays tennis twice a week.

She's very active person. She is a very sympathetic person. She usually listens patiently to those who come to her with problems. She is extremely generous, but not very tolerant with people who lie to her. I hope that I am as happy and contented as she is when I am her age.

I. Procedure Teaching Writing Descriptive Text in Senior High School

Teaching writing is important in teaching language skill because writing helps the students in delivering some messages and also integrating with other skills. Anderson says that writing is an important part in curriculum in school that should be taught from the earliest year in the school from the basic level. He also adds that the new writer should consider three sources of input to help them get the content in writing, those are the topic, the writer's scheme, and the last is the sources in writing.²⁸

²⁸ Charles J Alderson and Bachman F Lyle, *Assessing Writing*, Cambridge University Press, New York, p 5

The procedure in teaching writing descriptive text as follows:²⁹

1. Introduce the topic of writing text by asking students with they are consider a well formed text.
2. Students focus on the descriptive text (i.e., person, historical building or tourism place)
3. Students imitate the sentences in text about description of the people.
4. Students answer the question about the description, the current information of the people that have described.
5. Ask students to prepare a picture of people, historical building or tourism place.
6. Ask students to write and describe about the people, historical building or tourism place based on the picture and connect to the social function, structure text, and language element of the descriptive text.
7. Provide feedback on the process and outcomes of learning of the descriptive text.

²⁹Kementrian Pendidikan dan Kebudayaan, *Buku Guru Bahasa Inggris SMA/SMK Kelas X*, cet 1, Jakarta, 2014