CHAPTER II

REVIEW OF RELATED LITERATURE

This part discusses previous study, writing (the nature of writing, the process of writing, the purpose of writing), Guided writing (definition of guided writing, the process of guided writing and advantages and disadvantages of guided writing), recount text (definition of recount text, the generic structure of recount text, the language features of recount text), and Facebook (facebook as learning media, facebook group, the use of facebook as media in learning writing, advantages and disadvantages of facebook) and writing assessment (definition of writing assessment and types of scoring),

A. Previous Study

There are some previous studies which are related to this study below:

First, A thesis by Vayye Langen Dyan (2010) in his study showed that guided writing could improve the students' writing skill. Through guided writing, the students showed great interest to be actively involved and participating in the teaching and learning process. The students were able to construct sentences correctly. In this case, the sentences they constructed were based on the researcher's explanation and examples. They also used more vocabularies in their writing. The improvements of the mean scores showed that there was an improvement in the students' writing skill. Therefore, it could be concluded that guided writing could improve the students' writing skill. Based on the result of the study above, the researcher suggests that English teachers had better implement

guided writing in their class in order to help the students improve their writing skill.[1]

Second, Yosep Dwi Anggara (2013) had conducted a study entitled "The Effectiveness of Guided Writing in Improving the Students' Writing Ability". The study method used guided writing technique and those who are taught by using a conventional technique. This study was classified as a quasi-experimental and it was conducted in one of senior high school in Yogyakarta. The result of the research shows that there is a significant difference in the writing ability of the students who are taught by using guided writing technique and those who are taught by using a conventional technique.[2]

The international journal of Mohammed Amasha and Salem is about the used of Facebook Markup Language (FBML) to design an e-learning model to facilitate teaching and learning in an academic setting. The qualitative research study presents a case study on how Facebook is used to support collaborative activities in higher education. The findings show a difference in the mean score between the pre-test and the post-test for the treatment group (achievement, the skill, trends). Our findings suggest that the use of FBML can support collaborative knowledge creation and improved the academic achievement of participants. The

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[1] Vayye Langen Dyan, *Improving Writing Skill Through Guided Writing (A classroom Action Research at The Third Year Students of SMU Negeri I Karanganyar in The Academic Year of 2009/2010).* Unpublished Thesis, Surakarta : Universitas Sebelas Maret Surakarta : 2010.

[2] Yosep Dwi Anggara, *"The Effectiveness Of Guided Writing In Improving The Students' Writing Ability Of The Eighth Grade Students At Smp Negeri 2 Temon"*, Unpublished thesis, Yogyakarta : Universitas Negeri Yogyakarta : 2013.

findings are expected to provide insights into promoting the use of Facebook in a learning management system (LMS).[3]

The international journal of Johana Yusof, Nor Ashikin Ab Manana and Ahmad Ashaari Aliasa international is about one of the main constraints faced by writing teachers is providing timely one-to-one feedback on the students writing pieces at the different stages of a writing process. Peer feedback or peer review has been found by many studies to be beneficial when used correctly in assisting the writing teachers to provide more feedback to their students' papers as well as give students practice with a range of skills important in the development of language and writing ability.[4]

With the popularity of online social networking websites such as Facebook as the medium of communication among students, this study is conducted to investigate the potential of using Facebook Notes as the medium of providing peer feedback to students written work. Planning, drafting, revising and editing are the four stages involved in a writing process. Guided peer feedback via the Facebook Notes could assist the teachers in ensuring that all the students writing pieces are reviewed at all the four stages of the writing process and consequently improve the quality of their written work. The first part of this action research explored the use of peer feedback at the planning stage of writing which was outlining. It was found that the students, with guidance from the writing teacher, were able to

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[3] Mohammed Amasha & Salem alkhalaf, *"The Effect of Using Facebook Markup Language (FBML) for Designing an E-learning Model in Higher Education"*, Faculty of Specific Education , Computer Department, Domyat University, Egypt   Computer Science Department, Qassim University, Saudi Arabi.
[4] Johana Yusofa, Nor Ashikin Ab Manana and Ahmad Ashaari Aliasa, "*Guided Peer Feedback on Academic Writing Tasks using Facebook Notes: an Exploratory Study",* Akademi Pengajian Bahasa, Universiti Teknologi MARA Perak, Malaysia: 2011.

provide constructive feedbacks to their peers. The comments and suggestions posted on the Facebook Notes were found to be useful in helping their peers to improve their outlines and their first draft. Language teachers too could benefit this new tool in giving feedbacks to the students.[5]

The difference between this study with Vayye Langen Dyan and Yosep's thesis are subject of this study is tenth-grade students of SMA Muhammadiyah 1 Palangka Raya, this study will emphasize guided writing using facebook on writing recount text and this type research is Quasi-Experiment. Meanwhile, the subject of Vayye Langen Dyan and Yosep's thesis only emphasized improved writing ability using guided writing. Then, Mohammed Amasha's international journal is about the used of Facebook Markup Language (FBML) to design an e-learning model to facilitate teaching and learning in an academic setting. The qualitative research study presents a case study on how Facebook is used to support collaborative activities in higher education. And the last, Johana Yosafa's international journal is about one of the main constraints faced by writing teachers is providing timely one-to-one feedback on the students writing pieces at the different stages of a writing process.

B. Writing

1. The Nature of Writing

There are some definitions of writing that are taken from resources, According to Oxford Advanced Learner's dictionary that writing is the

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[5]Johana Yusofa, Nor Ashikin Ab Manana and Ahmad Ashaari Aliasa, "*Guided Peer Feedback on Academic Writing Tasks using Facebook Notes: an Exploratory Study*"..

activity or occupation of writing e.g. books, stories or articles.[6]Brown also states that writing is indeed a thinking process.[7]According to Dullay also gives a statement that writing is the only mode in which both linguistics manipulation task and communication task have been given.[8]In the other words, Fauziati also states that writing as a process is oriented towards work in progress and the development of new skills, rather than a merely evaluative task, the classroom practices, therefore, will vary from each other.[9]Based on the statements, it can be concluded that writing is active. Productive more clearly, writing is an act or process to produce some information in their mind that should be express into writing form. Writing will be the best if the students' guide on the rules defined. It usually refers to contents, organization, grammatical, usage and mechanics, sentence structure, mastery on vocabulary.

2. The Process of Writing

Writers of any experience level can benefit from the writing process. It guides students from the topic to the finished product. Teaching the writing process is fairly straightforward, so it's the way students interact with the writing process that proves most beneficial. Process writing is a method of teaching composition that allows students sufficient time to try out ideas about which they wish to write and obtain feedback on their drafts so that

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[6]Honrby, *Oxford Advanced Learner's Dictionary Of Current English,* p.1383.
[7]Douglas H. Brown, *Teaching by Principles: An Interactive Approach to LanguagePedagogy,*Inc, Education Company, 2001, p.336.
[8] Heidi Dullay, *Language Two,* New York: Oxford University Press, 1982, p. 226.
[9] Endang Fauziati, *Teaching English as a Foreign Language,* p. 151.

writing becomes a process of discovery for the students. According to Oshima and Hogue, the process writing has roughly four steps, they are:[10]

a. Step 1

The first step is called prewriting. Prewriting is a way to get ideas. In this step, the writer chooses a topic and collects ideas to explain the topic.

b. Step 2

The second step is organizing. Organizing is the writing process which to organize the idea into a simple outline.

c. Step 3

The third step is writing. In this step, the writer writes a rough draft using the outline that has been made as a guide. The writer writes a rough draft as a quickly as writers can without stopping to think about grammar, spelling or punctuation. Just gets the idea down on paper. The writer will probably see many errors in the rough draft. This is perfectly usual and acceptable. After all, this is just a rough draft and the writer will fix the error later.

d. Step 4

The last step is polishing. The writer polish what have writers written. This step also called revising and editing. Polishing is most successful if the writer does it in two steps. First, attack the big issues of content and organization (revising). Then, work on the smaller issues of grammar, punctuation, and mechanics (editing).

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[10] Alice Oshima n Ann Hogue, *Introduction to Academic Writing*, Longman, 2007, p. 15.

3. The Purpose of Writing

For the most students, writing in English needs a great effort. This is because in writing the mastery of sentence structures and the ability to choose appropriate words for the expression of the thoughts are required. The skill of writing fluently and extensively can be built up by giving confidence, a sense of purpose and emphasis on meaning rather than on formal accuracy. Furthermore, the fluency of writing can also be built up by giving the students developing a firm and accurate grasp of a limited number of structures. There are many purposes of writing and the following are :[11]

1) To express the writer's feeling

The writer wants to produce and express what he feels or thinks through the written form, as in a diary or a love letter. It is what is so-called expressive writing.

2) To entertain the readers

The writer intends to entertain the readers through the written form. The writer usually uses the aesthetical material to entertain the readers. It is called literary writing.

3) To inform the readers

The writer intends to give information or explain something to the readers. It is a kind of informative writing.

4) To persuade the readers

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[11] Alice Oshima n Ann Hogue, *Introduction to Academic Writing*, Longman, 2007. P. 19

The writer wants to persuade or convince the readers about his opinion or concept or idea. It is called persuasive writing.

Written language is used for: action (for example, public signs, product labels, television and radio guides, bills, menus, telephone directories, ballot papers, computer manuals), information (for example, newspapers, current affairs magazines, advertisements, political pamphlets), and entertainment (for example, comic strips, fiction books, poetry and drama, newspaper features, film subtitles)[12].

In conclusion to the discussion above, written language is used to get things done, to provide information and to entertain. In the case of information, written language is used to communicate with others who are removed in time and space.

C. Guided Writing

1. The Definition of Guided Writing

There are some theories related to Guided Writing. Guided writing loosens the teacher's control but still offers a series of stimulators, for example, by asking students a series of questions.[13] On the other definition guided writing is the third writing step after imitative writing and dictation.[14] It is called guided writing because the short written responses of the pupils

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[12] David Nunan, *Research Methods in Language Learning*, Cambridge: Cambridge University Press. 1992. P. 84

[13] Douglas H Brown, *Teaching by Principles*. San Francisco: Prentice Hall Regents. 1994. P. 328

[14] Theodore Huebener, *How to Teach Foreign Language Effectively*. New York: New York University Press. 1965. P. 78

are guided by the teacher. From the definitions above, it can be concluded that guided writing is a process of writing after imitative writing and dictation guided by the teacher with stimulators.

Another Guided writing is free writing limited to structuring sentences, often in direct answers to questions, the result of which looked like a short piece of discourse, usually a paragraph. Moreover, the exercises were language-based; they usually concentrated on vocabulary building, reading comprehension, grammar, and even oral skills that culminated in a piece of writing... Today some ESL writing classes, particularly at the lower levels of language proficiency, successfully use guided writing techniques to build vocabulary, sentence structure knowledge, and self-confidence... The application of the principles of guided writing may enhance students' grammatical awareness of a second language, particularly at the lower levels of language proficiency.[15]

Based on definitions above, guided writing can be defined as a writing process guided by the teacher limited to structuring sentences, direct answers to questions and language-based exercises which concentrated on vocabulary building, reading comprehension, grammar, and even oral skills that culminate in a piece of writing to build students' writing skill.

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[15] Joy M Reid. *Teaching ESL Writing*. United States of America: Prentice Hall Regents. 1993. P. 25-27

2. The Process of Guided Writing

To progress beyond very controlled writing exercises to freer paragraph writing, there are two main ways of doing this:[16]

a. By giving a short text as a model.

b. By doing oral preparation for the writing.

There are typically guided writing exercises in widely used textbooks include the following:[17]

a. Model Paragraph

At the beginning, the teacher provides a short text as a model paragraph and briefly explains how a text can be used as a model for writing. The teacher must find a suitable text for the lesson. It is possible to adapt a text from the textbook – this can be written on the board before the lesson, or copied onto worksheets. Students may concentrate on reading comprehension, and perhaps study particular features of the text given.

b. Comprehension questions

The teacher may ask a series of questions based on the model paragraph given which include the basic information about the content of the paragraph.

c. Language based exercises

The teacher may give a series of exercises which focus on vocabulary building and sentence structure knowledge related to the text. The activities may involve pattern drilling such as transformation, substitution or to complete pattern drills.

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[16] Doff, Adrian. *Teach English*. Cambridge: Cambridge University Press. 1997. P. 153
[17] Joy M Reid. *Teaching ESL Writing*.... P. 25

d. Oral composition

Another way of guiding paragraph writing is to do oral preparation beforehand with the whole class. By discussions, students make suggestions about what to write and the teacher builds up an outline or a list of key expressions on the board as a basis for students' writing.

e. Written composition

Students may follow the model given by the teacher, but change all information that is not correct for them. Students may follow the model paragraph which is similar but involves some changes. They may take as many structures and words from the model as they can use in their paragraph.

3. The Advantages and Disadvantages of Guided Writing for Teaching

Some advantages and disadvantages of guided writing based on explanations above are as follows: First, on the positive side, students appreciate the models or examples that show what they have to do in writing. Students' vocabulary building is involved in the process of writing preparation so that students may build their self-confidence in composing writing. Students may quickly go through the exercises orally so that students can see how they work. In oral preparation, it can be done in different ways according to the interest and ability of the class. Furthermore, ideas about what to write come from the students themselves. This makes the activity much more interesting and involves the class more[18].

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[18]Joy M Reid. *Teaching ESL Writing...,* P. 26

"The exercises in *Write Away* are grammatically focused and are always meaningfully contextualized. Students will be able to use their understanding of the content to sharpen their grammatical accuracy ...[T]he advantage of using *Write Away* is that these grammatical operations in writing and revising are anticipated and laid out in the sequence of each unit. The results of the operations applied in sequence will produce a well-formed composition."

The application of the principles of guided writing may enhance students' grammatical awareness and sentence structure knowledge of a second language, particularly at the lower levels of language proficiency.

Despite guided writing's beneficial role in helping the students to produce written work with confidence, there are some disadvantages about guided writing. The model text given by teacher might be too limiting, especially if the object of writing has quite different features. This may lead students either to follow the text too closely (and so write something which sounds unnatural) or to move away from it too much (and so make many mistakes). It is also criticized for limiting learners' creative thoughts about the content of the writing. Another disadvantage of guided writing is the exercises above closely reflect the behaviorist hypotheses: with constant practice of correct structures, students will learn the language and will, therefore, be able to transfer the repeated guided skills to original utterances.[19] Research in second language acquisition, however, has demonstrated that

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[19] Joy M Reid. *Teaching ESL Writing,..* P. 27

language is not limited to stimulus-response behavior. Rather than language being directed from the outside, learning is a process that the learner controls and to which the learner contributes. Specifically, writing classes that stress repetition and accuracy while severely restricting composing and original thought serve more as grammar classes."[20]

Furthermore, guided writing emphasizes writing process so that the product of the writing activities is less purposeful especially for students in discovering the texts' true message due to the structural aspect of the text.[21]

D. Recount Text

1. Definition of Recount Text

Recount is a genre that retells events for the purpose of informing and entertaining. The purpose of a recount is to give the audience a description of an event covering what occurred, when and how it occurred. Some examples of recount texts are newspaper reports, conversations, speeches, television interviews, eyewitness accounts, and letters.[22]

From the explanation above, it can be concluded that recount text is a piece of text which retells experiences or past events in chronological order for the purpose of informing, entertaining, or reflecting. In writing recount text, students can tell everything about their past experiences. They may also retell the experiences of other people such as family, friends, relatives, etc. The examples of recount text that can be met in our everyday life are diary writing. Some people get used to write everything happened to them in the diary. Commonly, the things they write are factual events that they faced at the day.

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[20] Joy M Reid. *Teaching ESL Writing,..* P. 27
[21] *Ibid,..*
[22] L. Gerot and P. Wignell. 1994. *Making Sense of Functional Grammar*. Sydney: Gerd Stabler. P.194

Another example of recount text is Facebook status. People tend to share what happened to them and their feeling about it with their friends on Facebook. They post statuses that tell about their experience, usually in a very simple form. These kinds of texts are concluded as recount texts. Therefore, they are typed in simpler form and way; maybe that is why Facebook users do not realize that actually, they write recount text almost every day, yet many times a day. Moreover, they do not realize that they enjoy recounting their story on Facebook.

2. **Generic Structure of Recount Text**

In learning recount text, students learn to retell anything they experienced in the past using certain structure or order. This order is a part of recount text that cannot be separated from it. This order is called the generic structure of recount text.

The generic (schematic) structure of recounts consists of three parts named orientation, events, and re-orientation. Orientation is the opening of the recount which provides the setting and introduces the participants of the text. Events tell the events in the order they happened. The last part, re-orientation, is optional. This part closes the text by telling how the experience ended and some of the writer"s thoughts about it.[23]

3. **Language Features of Recount Text**

There are some significant lexicogrammatical features in recounts[24]:

focus on specific participants,

1) use of Material Processes,

2) use of circumstances of time and place,

3) use of past tense,

4) focus on temporal sequence (for example: *first, next, then*).

From the explanation above, it can be concluded that a recount text will have the following language features: (1) the presence of specific participant (noun or pronoun) that involved in the text, (2) the use of

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[23] L. Gerot and P. Wignell. 1994. *Making Sense of Functional Grammar*,.. P. 194
[24] *Ibid,.*

material processes, those are the action verbs refer to what the participants did, (3) the use of circumstances of time and place, (4) the use of adjectives to give details about who, what, when, where, and how, (5) the use of past tense to retell the events, and (6) the use of temporal sequence to show the order of the events.

E. Facebook

1. Facebook as Learning Media

This part presents the theoretical studies related to social network and Facebook, Facebook group, media, the use of Facebook as media in learning writing, the advantages of using Facebook as media in learning writing, and the disadvantages of using Facebook as media in learning writing.

2. Facebook Group

It has been stated that Facebook has many built-in features. One of the features mentioned is a Facebook group. Facebook group is a feature that is available on the social networking site Facebook in which an unlimited number of members are allowed to participate, communicate and interact via post and chat style for a specific purpose. FB Groups has the potential to give the youth what they desire, so to speak, with its interactive, easy-feedback features, and thus, create a positive environment that is encouraging and conducive for aiding the writing process for the young people of the Y-generation of today.[25]

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[25] Salehi & Chenzi, C. 2012. Integrating Social Networking Tools into ESL Writing Classroom: Strengths and Weaknesses. *English Language Teaching,* Vol. 5 No. 8. Canada: Canadian Center of Science and Education. P.89

According to the explanation above, I conclude that Facebook Group is a Facebook feature that functions as a place to share ideas between people with same interests, and this function makes it possible to be utilized in a writing class as a place where students share their writing product to be reviewed and commented by other members of the group. It is expected that Facebook group will be effective in increasing students" writing skill and motivation.

3. **The Use of Facebook as Media in Learning Writing**

Nowadays, Indonesian young people spend huge amounts of their time doing anything on Facebook. They interact with others on Facebook, mainly in written form. It makes the implementation of Facebook on learning writing is considerable. Bringing Facebook in students" learning is supposed to engage the students" in the learning activities. Facebook is a social networking site which can be utilized as an educational technology tool that facilitates online communications between second language learners and their friends.[26]

The reasons why Facebook is obviously promising for the foreign language classroom in four ways: (1) Facebook is internet based, it can be accessed simply by cell phones, (2) many students have been using Facebook actively, so teachers do not need to explain in detail how to use it, (3) Facebook is always free; to use it, students only need to have e-mail address

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[26] A.H.A Majid, Stapa, S.H, & Keong, Y.C.. Blended Scaffolding Strategies through Facebook to Aid Learning and Improving the Writing Process and Writing Performance. *IOSR Journal of Humanities and Social Science (IOSRJHSS)* Volume 1, 2012, Issue 4 (Sep-Oct 2012), Pp 36-40. Online. Available at www.iosrjournals.org [accessed 01/11/13]

and internet access, and (4) Facebook is ideal for out-of-class time, it keeps valuable class time available for other important activities.[27]

In conclusion, Facebook offers new ways of teaching which are never possible before. Teachers need to realize the special quality of implementing Facebook, especially in teaching writing. However, they must also be aware of the possible bad effects of it and continually examine the uses and outcomes of using it in teaching learning process.

4. The Advantages of Using Facebook as Media in Learning Writing

Many researchers believe that Facebook has the potential to be equipped in writing class. This consideration is caused by the advantages offered by this social networking site.

Firstly, Facebook provides broader audience than traditional classroom does. Having larger audience is important to students since they need as much feedback as possible. In a traditional classroom, students" work on writing will only be submitted to the teacher to be checked. Therefore, the feedback students get is from the teacher only. Whereas, it will be better if students have more audience, i.e classmates, friends, etc. In this way, they will get more feedback and review. Harmer states that is not just teachers who can respond to students" writing. It is often useful to have students look at work done by their colleagues and respond in their own way.[28]

The second advantage is that Facebook allows for unique interaction. In Facebook, besides sharing the experience through writing, students are also

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[27] W.G. Roberts ,. Facebook Interactions and Writing Skills of Spanish Language Students. Thesis. Concordia College. 2009, P.5

[28] J Harmer. *The Practice of English Language Teaching*. London: Longman. 2001, P. 17

able to share pictures or videos to develop ideas into writing. They may also share links to get more materials or examples of the writing. The good thing is that those texts, pictures, videos, and links can be accessed anytime and anywhere as long the device and the Internet access are available. It means that Facebook allows for not only inside classroom interaction but also outside one. As stated by Yunus, Shalehi, & Chenzi "Facebook enhances outside classroom interaction and education between the students and the teacher".[29] Obviously, this is not a special quality that classroom traditional board has.

Thirdly, Facebook enables fun learning environment. By integrating Facebook in a formal classroom, students will feel more enjoy and fun during the class. Facebook increases motivation and builds confidence for students in using and learning English. The effective use of computers and the internet can provide highly motivating, multidisciplinary, problem-solving techniques and tools to prepare students more effectively for their future roles in a diverse world. In short, Facebook can engage students to be more involved in the learning activity.[30]

The fourth is that Facebook promotes equal learning opportunities. Usually, face to face classroom is dominated by a few excellent students. On the other hand, shy students and students with less ability have little opportunity to participate actively. In Facebook, every student has an equal

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[29] Salehi & Chenzi, C. Integrating Social Networking Tools into ESL Writing Classroom: Strengths and Weaknesses. *English Language Teaching,* Vol. 5 No. 8. Canada: Canadian Center of Science and Education. 2012. P.47
[30] *Ibid,..*

opportunity to post something, comment, criticize, ask questions, answer questions, give opinions, etc. In short, Facebook promotes more equitable sharing of ideas than the face-to-face classroom. Furthermore, sharing ideas with others on Facebook makes students, even the shy ones, interact with others. It makes them practice communicating in English either makes them more social.

Not every student feels easy to express ideas, ask questions, or answer it. Online social media like Facebook provides an atmosphere in which all people have the freedom of expression. The students may feel comfortable asking questions and expressing ideas to their teachers and other students in online environments.[31]

From that explanation, it can be concluded that Facebook offers many excellences that make it potential to be benefitted to be used in writing classrooms: (1) Facebook broadens the audience, (2) Facebook allows for unique interaction, (3) Facebook enables fun learning environment, (4) Facebook promotes equal learning opportunities, (5) Facebook provides an atmosphere in which all people have the freedom of expression. Finally, language teachers need to realize the Facebook potential to be used to enhance students writing.

5. The Disadvantages of Using Facebook as Media in Learning Writing

Besides the advantages, integrating Facebook informal writing activity will also bring several disadvantages. Firstly, it obliges the availability of

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[31] D.K Khalsa., Maloney-Krichmar, D., and Peyton, J.K. 2007. Theory and Research: Interaction via Computers. In Egbert, J. and Hanson-Smith, E. (Eds.). *CALL Environments: Research, Practice, and Critical Issues (2nd Ed).* Alexandria, VA: TESOL. P.22

Internet access and devices and the teacher and students" ability to operate computer and the Internet. The learners who intend to use Facebook in learning English must have access to computer and the Internet.[32]

Secondly, Facebook offers so many kinds of entertainments which can distract students during the class activity. For example, the students will spare more time on playing computer games and chatting on-line on the pretext of doing writing on the Internet. Therefore, the teacher should manage the students and give a clear instruction on the class rules to avoid this to be happened.[33]

Thirdly, students will be lead to "copy-paste" from online resources rather than create their own writing. This phenomenon normally happened in this era of technology where any materials can be picked easily from the Internet. To avoid this, teachers should guide the students in the process of writing so that students will experience the stages of writing step by step. It will make them feel comfortable and confident with their own writing rather than do "copy-paste" from the Internet. In addition, teachers will also know their progress well.[34]

From the explanation above, the challenges or disadvantages of integrating Facebook in writing classroom can be summarized as follows: (1) it obliges the availability of Internet access and devices and the teacher and students" ability to operate computer and Internet, (2) Facebook offers so

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[32] M. Yunus Md., Salehi, H. & Chenzi, C. 2012. Integrating Social Networking Tools into ESL Writing Classroom: Strengths and Weaknesses. *English Language Teaching,* Vol. 5 No. 8. Canada: Canadian Center of Science and Education. P.45
[33] *Ibid,.*
[34] *Ibid,.*

many kinds of entertainments which can distract students during the class activity, (3) students will be lead to „copy-paste‟ from online resources rather than create their own writing, In conclusion, integrating Facebook in writing classroom has strengths and weaknesses. Teachers who are interested in the advantages of using Facebook in their classroom need to be aware of the flaw and bad impacts of it, too.

F. The Procedures of Teaching Writing trough Guided Writing using Facebook

The process of writing consists of 4 steps: (1) planning, (2) drafting, (3) editing (reflecting and revising), and (4) final version. The first step of writing is planning. Before starting to write or type, writers need to plan what they are going to say. It can be done by making detailed notes, jotting words down, or simply planning in the head. The main issues writers should think about when planning to write: (1) the purpose of the writing, (2) the audience they are writing for, and (3) the content structure of the piece.[35]

The second step is drafting. In this step, a writer writes what he/she has been planned before. This writing is called the first draft because it is not finished yet. The writer should check it minutely and make changes and corrections before considering it as the final version of the writing. Checking the first draft will direct the writer to edit it. This is the third step of the writing process. In this step, the writer makes changes and corrections due to the ambiguity, grammatical errors, disorganized orders, etc of the writing.[36]

The last step of the writing process is writing the final version. This final draft of writing is written after the writer has done with editing and revising the first draft. The followings are the steps to teaching writing using

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[35] J. Harmer, 2004. *How to Teach Writing*. Essex: Pearson Education Limited. P. 14
[36] *Ibid,*.

Guided Writing via Facebook that can be described into pre-teaching, whilst teaching, and post-teaching activities.[37]

Pre-teaching Activities

1. Prepare the teaching of academic writing process focusing on writing Recount Text.
2. Make Facebook group named X_SMA Muh. 1 PKY. Teacher and all students should join the group. (For those who do not have Facebook account they may be asked to create one).

Whilst-teaching Activities

3. Train the students how to write Recount Text using Facebook.
4. Ask the student writers to make a draft for their recount text by posting the instruction.
5. The teacher gives comments/responses/suggestions on their recount text draft.
6. Ask the students of the outlines to revise/edit their outline and to write revised outline by posting the instruction.
7. The teacher gives comments/responses/suggestions on their recount text outline.
8. Ask the students of the drafts to revise/edit their drafts and to write their final writing products by posting the instruction.

Post-teaching Activities

9. Ask the students to print out their final writing products in a piece of paper.
10. Discuss the results of the writing products.

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[37] M. Zaini Miftah. (2014). *Implementation of Peer Response via Facebook to Enhance Ability of the English Department Students of STAIN Palangka Raya in Writing Argumentative Essay.* Unpublished Research Report. Palangka Raya: State Islamic College of Palangka Raya. P. 6

G. Writing Assessment

1. The Definition of Assessment

Assessment plays an important role in the instructional program of the school. It provides information that can be used in a variety of educational decisions. The main emphasis in classroom assessment, however, is on a decision concerning student learning and development. Assessment is a general term that includes the full range of procedures used to gain information about student learning and the information of value judgments concerning learning progress[38]. In addition, assessment answers the question about how well the individual performs. It is also essential to ensure that students meet their needs. Moreover, the process of assessment is likely to be most effective when guided by a set of general principles. Those principles emphasize the importance of clearly specifying what is to be assessed, selecting assessment procedures in term of their relevance, using a variety of assessment procedures, being aware of their limitations, and regarding assessment as a means to an end, and not an end in itself.

The main purpose of classroom instruction is to help students achieve a set of intended learning goals. The interrelated nature of teaching, learning, and assessment can be seen in the following sequential steps in the instructional process. They are as follows[39]:

a) Identifying instructional goals.

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[38] Robert Linn L and Gronlund, Norman E. *Measurement and Assessment in Teaching.* New Jersey: Prentice-Hall, Inc.2000. P. 31

[39] Robert Linn L and Gronlund, Norman E. *Measurement and Assessment,..* P. 35

b) Preassessing the learner's need.

c) Providing relevant instruction (monitoring learning progress and diagnosing difficulties).

d) Assessing the intended learning outcomes.

e) Using the assessment result to improve learning and instruction.

In relation to teaching writing, there are many kinds of writing tests. The reason for this is fairly simple: a wide variety of writing tests is needed to test the many kinds of writing tasks that we engage in[40].

There are usually distinct stages instructions in writing such as pre-writing, guided writing, and free writing. There are specific rules for writing test items and assessment tasks. There are as follows[41]:

a) Use the test and assessment specifications as a guide.

b) Write more items and tasks than needed.

c) Write the items and tasks well in advance of the testing date.

d) Write each test item and assessment task so that the task to be performed is clearly defined and it calls forth the performance described in the intended learning outcome.

e) Write each item or task at an appropriate reading level.

f) Write each item or task so that it does not provide help in responding to other items or tasks.

g) Write each item so that the answer is one that would be agreed by an expert.

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[40] Harold S Madsen, *Techniques in Testing*. Oxford: Oxford University Press.1983. P. 101
[41] Robert Linn L and Gronlund, Norman E. *Measurement and Assessment*,.. P. 164

h) Whenever a test item or assessment task is revised, recheck its relevance.

Writing assessment is not as easy task. When assessing students' writing ability, the objectives and criterions must be clear. An objective test is one on which equally competent examinees will obtain the same score. It means that the teacher gives a writing task after considering the objectives and the criterions to achieve the writing process.[42]

2) Types of Scoring

There are basically two ways to give a formal grade to a piece of writing. They are holistic scoring and analytical scoring. The explanation of each type of scoring will be described as follows[43]:

a) Holistic scoring

Holistic scoring uses a variety of criteria to produce a single score. The rationale for using a holistic scoring system is that the total quality of written text is more than the sum of its components. Holistic scores represent teachers' overall impression and judgments. This is basically what teachers do when they assign a number of letter grades to students' test such as composition. In the other, holistic scoring focuses on the "How well does this paper communicate?" Minor mechanical errors that interfere very little require a very little penalty. In fact, it is not counted but it must be reduced a grade from A to A on the basis of scattering of these errors. The same principle applies to other areas. Furthermore, the holistic approach doesn't make feel secure when in grading a spelling quiz or grammar exam.

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[42] Robert Linn L and Gronlund, Norman E. *Measurement and Assessment*,.. P. 47
[43] Harold S Madsen, *Techniques in Testing*,.. p. 120

Nevertheless, it is one of the best ways to evaluate the complex communication act of writing.

b) Analytic scoring

In analytic scoring, the researcher needs help from one who is regarded to have enough capability in scoring data. It is done to avoid subjectivity of scoring. The grade of writing ability is taken from criteria of writing test. There are five general categories, which are often used for the evaluation of students writing, namely content, organization, language use or grammar, vocabulary, and mechanics. They also propose numerical scores for each of the above categories as follows:

Table 2.1 Scoring Guide of Writing Test[44]

Component	Score	Level	CRITERIA
Content	**30-27**	Excellent to very good	Knowledge. Substantive. Thorough development of the thesis. Relevant to assigned topic
	26-22	Good to average	Some knowledge of the subject. Adequate range. Limited development of the thesis. Most relevant to the topic, but lacks detail.
	21-17	Fair to poor	Limited knowledge of the subject. Little substance. Inadequate development of the topic.
	16-13	Very poor	Does not show knowledge of the subject. Non-substantive. Not pertinent. Or not enough to evaluate
Organization	**20-18**	Excellent to very good	Fluent expression. Ideas clearly stated/supported. Succinct. Well-organization. Logical sequencing. Cohesive.
	17-14	Good to average	Somewhat choppy. Loosely organized but main ideas stand out. Limited support. Logical but incomplete sequencing

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[44] Sara Cusing Weigle, *Assessing Writing*, US:Cambridge University Press, 2001, p. 116

	13-10	Fair to poor	Non-fluent. Ideas confused or disconnected. Lacks logical sequencing and development.
	9-7	Very poor	Does not communicate. No organization. Or not enough evaluation.
Vocabulary	**20-18**	Excellent to very good	Does not communicate. No organization. Or not enough evaluation.
	17-14	Good to average	Adequate range. Occasional of word/idiom form, choice, usage but meaning not obscured.
	13-10	Fair to poor	Limited range. Frequent errors of word/idiom form, choice, usage. Meaning confused or obscured.
	9-7	Very poor	Essentially translation. A Little knowledge of English vocabulary, idioms, word form. Or not enough evaluate.
Language Use	**20-18**	Excellent to very good	Effective complex constructions. Few errors of agreement, tense, number, word order/function, article, pronouns, prepositions.
	17-14	Good to average	Effective but simple constructions. Minor problems in complex construction. Several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions, but meaning seldom obscured.
	13-10	Fair to poor	Major problems in simple/complex constructions. Frequent errors negotiation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions. Meaning confused or obscured.
	9-7	Very poor	Virtually no mastery of sentence construction rules. Dominated by errors. Does not communicate. Or not enough to evaluate.
	5	Excellent to very good	Demonstrates mastery of conventions. Few errors of spelling, punctuation, capitalization, paragraphing.
	4	Good to average	Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured.

| Mechanics | 3 | Fair to poor | Frequent errors spelling, punctuation, canalization, paragraphing. Poor handwriting. Meaning-focused or obscured. |
| | 2 | Very poor | No mastery of conventions. Dominated by errors of spelling, punctuation, capitalization, paragraphing. Handwriting illegible. Or not enough to evaluate. |

For clearer explanation, the following are the criteria for scoring writing which are used in this study:

1) Content: the agreement with the title chosen

2) Organization: paragraph unity, coherence, and cohesion

3) Vocabulary: the precision of using vocabulary

4) Language Use or Grammar: tenses and pattern

5) Mechanics: spelling and punctuation.

The maximum score for each element are as follows:

Table 2. The Scoring of Writing

No	Categories	Score
1	Content	30
2	Organization	20
3	Vocabulary	20
4	Grammar	25
5	Mechanics	5
	Total	100