

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents review of related literature used in this study. The review of related literature aims to provide information concerning with research problem including overview of Twitter contribution for English learning in writing ability.

A. The Definition of Writing

Writing is one of the four aspects that should be mastered by students. White (1986: 10) defines writing as the process of expressing the ideas, information, knowledge, or experience and understands text to acquire the knowledge or some information to share and learn. It is the activity that included vocabulary and grammar in the process of expressing the feeling into textual language. According to Heaton (1975:135) writing is not only about grammar and vocabulary but also included conceptual and judgement elements. Boardman and Frydenberg (2002:11) states that writing is continuous process or thinking and organizing. The writer should find the ideas then express those ideas in the form of text. In order to have good writing ability students should mastered vocabulary and grammar.

Thus, it can be concluded that the definition of writing ability is the capacity of someone to produce ideas in the form of words, sentences, text where people can understand the meaning of the writer.

B. The Type of Writing Activity

Writing is categorized as productive activity (Spratt, 2005) that involves some complex activity such as ideas, vocabulary mastery, and grammar knowledge. Writing activity is various. Brown (2003: 219) divided writing activity into three genres such as: Academic writing, Job-related writing, and personal writing. The writing activity in Twitter is various but most of them are personal writing. There are example for personal writing such as letters, messages, reminders, forms, diaries, and fiction. It is called personal writing based on the example of personal writing because the use of social media is personal. There are status, babbles, and fictions written in the tweets.

According to Fatcrurazi (1990) there are four types of writing such as narrative, descriptive, expository, recount, and letter writing. Narrative is usually written in time order because it tells story. Then descriptive is the writing purposed to describe something that usually include size, shape, color, and taste. Another one is expository that explain something to be clear or giving information to reader. The next is recount that is written in order to tell past event. Lastly, letter writing is a writing that is purposed to be sent to someone. Letter writing can use formal or informal language depends on it purpose. Thus, the writing in Twitter usually blends some types of text. There are people who use narrative to write fiction, descriptive to describe about places and things, and recount to tell about their experiences.

C. Twitter and Features

Twitter is a multi-platform Social Networking Site (SNS) available to users from computer or mobile devices. Users can post short messages or tweets made up of up to 280 characters. Twitter supports sharing photographs and video including live streaming, hyperlinks to online resources, and creating short polls. Since Twitter was launched in 2006, the microblogging tool has gone from being a little-known service to a world-wide phenomenon with massive impact on news, politics, business, entertainment, sports, and education among many other fields. By 2017, Twitter had 330 million monthly active users, with 80% of users accessing the tool from mobile devices (Twitter, 2017). Users utilize hashtags to make the topics of their tweets more visible and searchable, and Twitter lists the most popular issues being discussed as trending topics, with geographical variations to reflect different issues around the world. This makes twitter phenomenal worldwide.

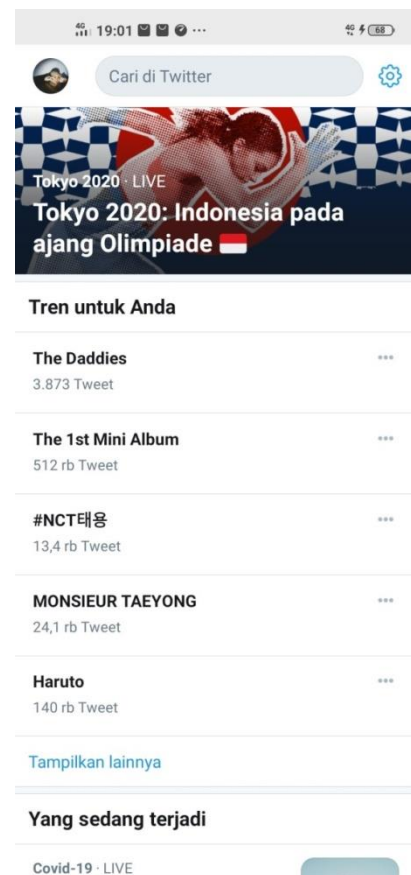
Twitter is not different from other social media that allows its users to post texts, photos, and videos. User can follow each other to subscribe other user tweets also they can access tweets by synchronize the preference. The status or known as tweet can be forwarded by other user in their feed with 'retweet' feature. The user can interact with other user even though they do not follow each other. There is also reply and like button. According to Pear Analytics the content of tweets is about news (3.6%), spam (3.8%), self-promotion (5.9%), pointless babble (40.1%),

conversational (37.6%), and pass-along value (8.7%). The difference of twitter among other famous social media such as Facebook and Instagram is the display. Twitter is dominated by written text which is shorter than other social media.

According to statistics (2021) Twitter is preferred social network for news consumption. This social media becomes trends because of hashtag and trending topic feature. Trending topics inform the most happening or hot topic to this date. There are 500 million tweets sent per day by March 2021 (Statistics, 2021). The highest number of Twitter user is the United State 69.3 % and Indonesia is 14.5 % in the sixth.



2.1 Twitter timeline



2.2 Trending on Twitter

D. Twitter and Language Learning

Nowadays, the development of social media is fast and powerful. Almost everyone has social media account. It becomes a life style. There are social media such as Facebook, Twitter, and Instagram that is commonly used around the world. Twitter is one of the most popular social media after Facebook. Twitter is the short form 'Typing What I'm Thinking to Everyone Reading'. According to twitter source, at the beginning of twitter appearance, English was the dominant language used in this platform. In 2006, 98% of tweets were written in English (GNIP, 2014). Seven years later, the result change even though English still dominated, the number of tweets in English had fallen to 51%, followed by Japanese (14.8%), Spanish (13.4%), Portuguese (5.1%), Indonesian (3.2%), Arabic (3.2%), French (2.4%), Turkish (1.8%), Russian (1.3%), and Korean (1.1%) (GNIP, 2014). Twitter currently supports 40 different languages (Twitter, 2017) and also offers a translation tool that identifies the language of the tweet and translates it to the default language of the user's account.

There are studies that have highlighted the potential of Twitter in particular as a tool for language learning such as Borau et al. (2009) and Harmandaoglu (2012). Borau et al. (2009) advised based on the research at the Distance College of Shanghai Jiao Tong University that Twitter makes learners can access exposure to the target language and also learn to express their thoughts in the target language. It is found that Twitter also trains communicative and cultural competence. Harmandaoglu (2012) states that Twitter is such instant and simple application for learning tool. It makes communication easier between students and teacher

beyond office hour and classroom. There are activity that can be done related to the language learning such as practicing the target language through writing, reading article suggested in Twitter, and having interaction with classmate about the material given in the classroom. It means that students learning process is not limited by time and location, besides teacher can see their interaction in the Twitter. Then, Newgarden (2009) stated that Twitter has contribution on engagement and participation in communities of language users. Taskiran (2012) also states that Twitter can build social connection and facilitate student to learn from each other.

E. Twitter as learning Tool for English Writing

When twitter becomes one of the most popular social networking services around the world, it is also possible to make this social media involves on the learning process. It is no longer just a tool to communicate with people, but it could be a tool to learning process. A number of studies have shown that Twitter can help students improve their language skills. It is stated that Twitter allows users to make connections with other learners, and it is very easy to keep up with the everyday conversation. The researcher from Kobe University, Acar and Kimura (2012) studied the phenomenon of twitter in Japanese English learner. In Japan, there are many Japanese users who use Twitter to improve their English skills. There are several books that advice people to use Twitter as a tool to practice English picked up in school.

Unfortunately, Japanese learner has a lack of motivation in learning language. They enjoy communicate with other but not in other language. Thus, twitter can be a good solution because people can communicate each other or confess their feeling through the tweets. The language used in twitter is more like everyday conversation. When the students asked to practice on using twitter for language learning and they made it. The sort sentences make writing easier. Even though mostly tweeted about greetings, but it has become a good improvisation. Starting with greetings, then students will enjoy more conversation after finding social media friends or the topics they are interested with.

There are many studies showing how Twitter could be useful in the language acquisition area, and how it helps learners to study English effectively. On the study of Twitter and language learning Borau et al. (2009) conducted research on Chinese learners of English. The research asked students to tweet at least 7 times a week, and read their classmate's tweets. The survey of the students who participated in the study showed that students were happy to use Twitter. Since each tweet is only 140 letters long, it did not take up too much of their time to complete their tasks. Many students liked using Twitter as a tool to practice English, and in addition to the improvement of the language skills, students felt that reading native speakers of English's tweets, they were able to read daily conversations of native speakers. The students also answered in the survey that the sense of community has improved in the class. This shows that interest or joyful environment in learning language can make the learner more stimulated to understand the context and practice in writing skill.

In a similar study conducted by Nakashima (2011), students were asked to use twitter and were allowed to post anything as long as they keep everything in English. They were told that this would affect their grades. As a result, students felt that using English everyday has lowered their resistance towards expressing themselves in English, and that conducting a monologue in English has possibilities to help them improve their English skills. Nakashima argued that it might not be the most effective way to make students improve, but it is a good way to use English for students who have limited opportunities to practice their language skills. Another study conducted by Holotescu and Grosseck (2008), claimed that Twitter is the best place to practice a lot of expressions and fixed phrases. By the same reason, Antenos Conforti (2009) stated that Twitter is effective because of two main reasons that are a single tweet can trigger communication between socially connected users and Twitter lowers affective filters.

F. The Use of Twitter in The Classroom

Twitter can be used between students and teachers, students and students, and teachers and teachers in educational setting. It can be used among the participants from the class, institution or from any geographical area. It is believed to be one of the best teachings and learning activities, the use of Twitter has become the practice of discussion beyond the classroom limitation. Participants are not necessarily from the same institution, and the ideas born there form the participants of diverse geography, culture, backgrounds have let people know more than ever. Teacher may not use twitter the whole learning process, but it

would be good if the tool is used for practice and to create challenging activity. The environment is important to build the spirit and interest of students. The enthusiasm students can be a reward to teacher because it shows that the teacher success in building environment.

As young learners are more interested in using digital technology, Twitter can be a good idea to gain more attention from them. Work on Twitter can take place in the classroom or outside. Through Twitter, all the participants are able to share and look for information, be creative and socialize in foreign languages in forum or chatting. Twitter can as well be used to ask questions and hunt for instant points of view. It let teachers boost task-based learning (Dervin, 2009), interactive and collaborative learning which encourages the students to “achieve common learning goals by working together rather than with the teacher” (Macaro, 1997:87). Thus, it helps teachers to play a role as a facilitator and guide rather than the supplier of all the material. Moreover, the contacts between students and teachers through Twitter can also increase their respective trust and lead their motivation and trigger a more informal level of communication.

There are a lot of activities that we can do with Twitter in a foreign language or second language learning. Two professors at the University of South Caroline, Lara Ducate and Lara Lomicka Anderson have shared their experience of using Twitter in their foreign language classroom. They have mentioned that they basically used this social media to build community that gave the learners plenty of chances to have conversations with native speakers. This activity provided the learners with instant authentic input and the platform for production of their

learned language. Additionally, using “Discussion Board” is a very common practice among universities, but this practice has a limitation that the participants are always the same classmates. On contrary, using Twitter connects students at other universities and expands the horizon of discussion. At the same time, they have claimed that they come to know their students better due to the Twitter use. Twitter can also be a backchannel discussion tool, that is to say, some students are quite introvert and shy in the classroom, but they are found outspoken online. Writing in twitter status can make some introvert increase the intensity of interaction with others. Additionally, due to time constraints, each student cannot be given chance to share their idea in the classroom. In this context, Twitter is a good choice to address this problem. Educators have found that Twitter backchannel discussions allow more interaction not just in the classroom, but outside the classroom when they enjoy the topic. As it has already been discussed that Twitter is of high value for students to practice the language they have picked up or learned through instruction in the classroom.

G. The Challenges Of Using Twitter to Improve Writing Skill

Although Twitter is one of the most used language learning tools of the date, it has some challenges that must be faced. The research always proves that Twitter have been helping language teachers to impart language item to their learners, but it also give some difficulties. Teacher should aware that writing in social media is different from writing in the classroom. Most people write without thinking about grammatical structure. It becomes controversy in online article that writing in social media can decrease awareness of proper English writing. The article from

Language on The Move website released article about the possibility of Twitter that can degrade English language standard. However, the statement released by Ingrid Piller, a Professor of Applied Linguistics at Macquarie, denied the argument. She said that people who write in the media such Twitter may be able to write a fantastic formal application job.

Teacher can encourage the students to keep writing even though the grammar is error because it may increase student confidence. At the same time, this actually makes the educators aware of the possible challenges of implementing it in the learning activities and to reach the success. One of the key challenges is the possibility of using abbreviation by learners while tweeting in order to maintain the size limitation. It is said that they are very much likely to break structure of the text and it might be permanent issue. Crystal (2010) states that this idea is not true and data shows only 10 per cent of the texts are with abbreviation. However, it is the role of a teacher to make students aware of the appropriate place of using abbreviations.

In some contexts, there might be a complaint from parents that the students are not reading and are always found on their cell phones, iPad or PC even if they are tweeting as a part of their assignments. This needs a proper communication between teachers and parents. In this concern as well, Crystal (2010) says that kids are still reading but the way of reading has changed. Reading on electronic devices is not less effective than reading on printed pages. There might be social and moral based issues as well in implementing Twitter in curriculum, where management of the technology by the teachers seems relevant. In EFL classrooms,

the students should be instructed on social, moral and linguistic use of the texts on Twitter.

The next challenge comes from the teachers' expertise on dealing with Twitter in language classroom effectively. Teachers need to experience proper trainings as Grossek and Holotescu (2011: 148) recommend in his study of teachers' education in micro-blogging that a preliminary briefing of teachers is necessary – some don't know or fail to implement correctly this technology, while others won't adapt to the new requirements of integrating social media in their professional development. It is also important to keep the learning process under control because the various topics of social media may guide student to irrelevant activity. At the same time, this may not be possible in some contexts, especially in developing and underdeveloped countries where the Internet access is not available. Similarly, there can be students who are not good at technologies and some can have digital-phobia. In this concern, these students are likely to be deprived of learning opportunities

H. The Contribution of Twitter for Writing Skill

Writing as one of the aspects of language skill combines vocabulary, grammar, and knowledge into readable sentences. Grabe & Kaplan(1996:24-25) states that students in English as a foreign language context will need English writing skills ranging from a simple paragraph and summary skills to the ability to write essays and professional articles. The ability of arranging sentences is different to each individual. It can be caused by various factors such as habit,

environment, and educational background. As the topic relates to twitter users, people who have a good writing skill may be used twitter more intense than anyone or they usually speak English at home and also have high educational background.

Using the popularization of social media, teacher can asks students to write short text on twitter based on the topic they seen. The limit of character will stimulate their brain to create meaningful words. It also shows how far student creativity or writing ability. Even though, there was finding that social media decrease awareness about grammar structure, it is also believed that people who use social media has more sensitivity about the type of language they write. People know the level of formality they should use depend on the context and situation. Since Twitter has specialization in tweet or writing short text, it is good to challenge students to practice their writing.

Talking about writing, it cannot be separated from grammar and vocabulary. Even though we know that writing in social media would be different than writing essay, it is important to warn students about writing the correct structure. The formality can be different but the way the sentences are created must be appropriate. Teacher can give example about the use of correct grammar from tweet written by native. The vocabulary will be absorbed automatically depends on how long students spend their time in twitter and based on people they followed. Besides the translation feature can help student to know each words without opening dictionary. It is effective and efficient to create good environment in writing class.

The research by Ilonasbonia and Syafei (2013) from Padang University found that twitter encourages EFL students to improve imagination and communicative skill in English writing. The features were claimed as easy, joyful and relaxing for students. Students were asked to tweet some sentences with their pair and then discussed the tweet with another pair. Students were more active when teacher using this method. It is also build sensitivity and stimulate the students to solve their own problem. The correction is needed but teacher should not blame student for the mistake.

Some research found that learning writing from twitter improves students' ability. Research conducted by Said Ahmed (2015) in the college of Science and Arts in a female branch of Qassim University claimed that students who used Twitter as learning tool showed better result than students did not use Twitter. This research examines students' writing skills such as ideas and content, organization, voice, and style. Thus, twitter is not only allowing student to write but also stimulating the idea with the topics there. Besides, student can learn the writing style and be able to distinguish the formal and informal one. Students are able to apply the theory in the real life practice. Replying tweet each other can give students chance to build confidence and critical thinking.

I. PREVIOUS STUDIES

The previous studies are the research done by some researchers dealing with the same topic in this study. There are some researchers conducted researches about English writing in Twitter:

Table 2.1 Previous Studies

NO	Previous Study	Researcher	Difference	Result
1	The Effect of Twitter on Developing Writing Skill in English as a Foreign Language	Mervat Abd Elfatah Ali Said Ahmed (2015)	The research more focused on the use of technology in the classroom. That was a Quantitative research where the researcher uses pretest-posttest experimental-control group and looks specifically at female Saudi undergraduate English students.	There was significant difference between learners using Twitter as writing tool and learners who did not use Twitter. So the use of Twitter as writing tool is effective to improve writing ability.
2	Using Twitter to Teach Wiring for Beginning Level of EFL Students	Sarita Aminta Ilonasbonia (2013)	This study focused on creating the joyful and relax situation to make students enjoy and stimulate their creativity from those environment. It was experimental on quantitative research design.	Students are more interested and active in learning process. Besides, they are trained to be more creative, responsible, and independent on problem solving.
3	Improving Students' Writing Skill	Yudi Juniardi and Ria Utami	The research was Class Action Research (CAR).	The result was Twitter can be implemented as

	through Twitter	(2018)	It was focused on students' achievement or improvement which used pretest-posttest.	learning tool for teaching writing and it was effective to improve students' writing ability.
4	Applying Twitter to EFL Reading and Writing in a Taiwanese College Setting	Hao Yuan Cheng (2012)	It is experimental research to investigate whether Twitter enhance students' reading comprehension as well as their writing ability.	The experiment class shows enthusiasm with more active and better writing result in Twitter. It means that Twitter has good impact for students' writing ability.

The study done by Said Ahmed (2015) included two classes of students as the sample. One class was taught with Twitter as learning tool and the other class was taught with conventional method. The result showed that students using Twitter has higher mark than the students with conventional method. They showed higher value on ideas, voice, organization, and writing style. We can say that Twitter makes them write better. As the researcher stated at the background of the study that Saudi students do not have enough practice in and out of the classroom and the grammar rules do not practice in the actual writing, the researcher tried to apply this social media on students.

Another study done by Ilonasbonia (2013) from Padang University found that Twitter build creativity and confidence in students' writing ability because it gave joyful, fun, and relaxing environment. In this case students' interest becomes the most important issue. Teacher helped students by giving idea then they should develop it by themselves. Besides, they become less intimidated because a student helped another student. The teacher did not judge but helped them to break the problem whether it was about grammar or vocabulary. The researcher also, stated that Twitter can be the innovation for teaching writing with technology so the teaching learning process can be more flexible. Based on this research the researcher proves that Twitter may increase students' communicative skill with writing.

Then, the research done by Juniardi (2018) reveals that Twitter can be implemented as learning tool because it is effective to improve student writing ability. The research was applied on 27 middle school students at 8th grade. The researcher stated that practicing writing on Twitter decrease students' boredom during the class. The students have conversation as if they are chatting in everyday life. Students also able to share and express the ideas better than they are in conventional method. Surprisingly, the researcher found that the grammar use is mostly correct and the vocabulary is more various in students' writing.

Cheng (2012) conducted research about Twitter for teaching reading and writing. Students using Twitter has more opportunity to read

English than the other group which stimulate their idea to brainstorming the essay. It is found that students in experimental group have better result in producing paragraph and fewer grammatical errors than the control group. The researcher stated that Twitter facilitates social interaction between students and teacher.