

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

In this chapter, the researcher presents an overview of writing, descriptive text, instructional media and facebook group in writing descriptive text, facebook here state into some points: definition of facebook and facebook group, facebook as a media for learning, advantages and disadvantages of using facebook to teaching writing, and teaching writing using facebook group.

#### **A. Writing**

##### **1. Definition of Writing Ability**

Writing is one component of English language skill. In teaching English there are four components. There are listening, speaking, reading, and writing. Writing is one of the most difficult skills that the students should do because it is need the skills how to build the idea, how to arrange the words or sentences so that all of this is meaningful in written communication in order that the reader can understand the message or the information. So writing is very important skill.

Some experts have different definitions about writing. Spratt et al. (2005:26) state that writing is a productive skill which involves communicating a message by making signs on a page. According to Gordon in McDonald and McDonald (2002:7), writing is a process which different things happen at different stages in the process of putting thoughts into words and words onto paper.

Nunan (2003:88) asserts that writing is a combination of physical and mental acts. Writing is physical act of committing words and ideas. Therefore, mental acts are inventing ideas, thinking about how to express them and organizing into statement and paragraph. Writing also is known as a combination of process and product. It means that the writer should imagines, organizes, draft, edits, read, and rereads. Sakokik as quoted in Linse (2003:98) also defines writing as a combination of process and product. The process refers to the act of gathering and making the product, so the readers also know what they want to share and understand about their writing. The concept of process and product need a procedure to make a good writing. The product of the writing needs some criterion to be o good writing. It is dealing with content, organization, vocabulary use, grammatical use, and mechanical consideration such as spelling and punctuation (Brown, 2004: 335).

According to Ruddell (2005:39-40), “Writing is the act of constructing meaning while transacting with texts”. She adds that “In writing, the meaning was made through the combination of prior knowledge and previous experience; information emerging from text; the stance he or she takes in relationship to the text; and immediate, remembered, or anticipated social interaction and communication”. It means that in order to write something, a writer needs to have an idea or memory of certain event or phenomenon and be able to construct that idea

or memory in a certain order so that the reader can catch the meaning concluded in the text.

To complete the definition of writing proposed by Nunan, Brown (2001:335) also states that writing is the written products of thinking, drafting, and revising that require specialized skills on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions coherently into a written text, how to revise text for clearer meaning and how to edit text for appropriate grammar and how to produce a final products. To make a good writing, good content of writing only is not enough. A writer must also have sufficient language components like grammar, vocabulary, punctuation, and spelling to facilitate him/her in expressing his/her ideas, experiences, thoughts, and feelings. The writing should be organized well, too, in order to be able to be easily read and understood by the readers as like Harmer (2001:255) stated, “in writing, there are problems with grammar, vocabulary, handwriting, spelling, layout, and punctuation”.

From several definitions of writing in the previous section, it can be concluded that writing means the activity of creating pieces of written work, a communicative act, a way of sharing observation, information, thoughts, or ideas with ourselves and others into language that linked together in certain ways and form a coherent (grammar, vocabulary, handwriting, spelling, layout, and punctuation) whole in its purposeful

selection and organization of experience and also as the production of sentences as instances of usage.

Then, it can be concluded that writing skill is an ability to produce written language by developing thoughts and ideas into meaningful text considering the content, organization, grammar, mechanic, and vocabulary so that the reader can catch the writer's messages.

## **2. Writing process**

Writing process needs a long process from planning until producing the final version of the writing. (Harmer (2004:4) argues that the process of writing consists of 4 steps: (a) planning, (b) drafting, (c) editing (reflecting and revising), and (d) final version. also Each step must be viewed in light of the special needs of ESL students.

### **a. Planning**

Planning or pre-writing is an activity of writing that aimed to encourage and stimulate the students to write. Planning also brings the students away to have many ideas to write. At this point, the student has an opportunity not only to generate ideas but also to review vocabulary and language patterns before attempting to use those same elements in written language, just as the student phrases ideas during discussion before dictation a story. Harmer (2004:4) proposes three 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.

b. Drafting

At this stage, the students writes what he/she has been planned before. The students will focus on the content, the meaning of the writing, and the fluency of writing and write without having much attention to the accuracy of their works. It is not a time to worry about correct form, spelling, or other mechanical elements.

c. Revising

According to Langan (2010:33) revising means that you rewrite a paragraph or paper, building upon what has already been done in order to make it stronger. On the other word, Clouse (2005:94) state revision is the gap, clumsy wording, lack of clarity, inadequate detail, and other problem can be transformed into a solid essay through the process of reworking. Revising is not a simply activity of checking language errors but it is done to improve global content and organization of the ideas so the writer's intention is clearer for the reader. In this stage, the students review and reexamine the text to see how effectively they have communicated their ideas to the reader.

d. Editing

At this stage, The main activity done by the students at this stage is editing their mistakes on grammar, spelling, punctuation, sentences, diction, sentence structure, and accuracy of supportive textual material.

The students are not always expected to know where and how to correct every error, but editing of the best of their ability should be done as a matter of course.

e. Final version

The final step, final version , is just that, a new writing, not just a copying over in ink. final version is time for incorporating suggestions from peers and for producing a final copy. At this point students should be urged to produce their best possible work, the most effective and correct that they can manage. However, Harmer (2004:5) states, “writing process is recursive”. It means that writers revise throughout the process, frequently moving back and forth among the steps. For example, when writers think that they have done the final version; they may change their mind and go back to re-edit, re-draft, even re-plan the writing. As stated by Harmer (2004:6), “Even when they get to what they think is their final draft they may find themselves changing their mind and re-planning, drafting, or editing”.

## **B. Teaching Writing**

### **1. Principles for Teaching Writing**

Teaching writing is not a simple matter, a teacher should concern some principles for teaching writing to achieve the goals of teaching and learning process. In the teaching of writing, the teacher is expected to give many opportunities for the students to practice and produce the texts. It means that the teacher should create the situations where the students can practice and produce the text with high motivation and interest. The teacher also should organize the teaching and learning process in order to help the students understand how to write well.

Usually the teacher will get some problem in teaching writing with the student's low motivation in writing text, to solve the problem the teacher must build the students enthusiasm in joining the lesson. So, the teacher must have the right strategy to in writing class. Sokolik in Nunan (2003:92) states that there are some principles for teaching writing. They are explained as follows:

#### **a. Understand students' reasons for writing**

It is important to understand the students' goal when they are writing. It is a big problem when the teacher's goals do not match the students' or when the teacher's goals do not match those of the school or institution in which the student works.

#### **b. Provide many opportunities for students to write**

To improve writing skills, the students must always practice. The teacher must give many chances for them to develop their writing skills by providing them some different types of writing. Narrative, recount, report, procedure, and descriptive texts are the examples of writing types that can be provided by the teacher.

c. Make feedback helpful and meaningful

The students crave feedback on their writing. The teacher must always provide a feedback for students. In providing a direct feedback, make sure the students understand the vocabulary or symbols that the teacher used.

d. The teacher must clarify himself, and for his students, how their writing will be evaluated.

Teacher must evaluate the students' writing objectively. A rubric is the answer that can elaborate the elements of writing that are to be evaluated.

## **2. Approaches to Teaching Writing**

There are some approaches in the teaching of writing. The teacher must be able to decide which approach that they want to use. The most popular approaches are product-oriented approach and process-oriented approach. Each of those approaches will be explained as follows:

a. Product-oriented approach

The concern of this approach is on the correctness of final products of writing. According to Picas (1982) in Badger and White

(2000), in the teaching and writing, the product-oriented approach has more focus on the linguistic knowledge, such as the appropriate use of vocabulary, grammar, and language devices.

According to Brown (2004:335), there are some characteristics of product oriented approach. Every composition must a) meet certain standards of English rhetorical style, b) use accurate grammar and c) be organized based on the convention to make the audience find it easy to understand the text.

In conclusion, the product-oriented approach is emphasized mostly on students' final products of writing. Since final products are the concerns of this approach, the activities of writing are also controlled by the teacher. They need to do particular efforts to avoid errors in the text composition, for example by focusing more on the correctness of the grammar.

#### b. Process-oriented approach

This approach concerns more on the process of how the students develop ideas and formulate them into effective writing works. Students are seen as the language creators in which they are given chances to experience the process of writing, try to organize and express their ideas clearly.

There are some characteristics in process-oriented approach. Those characteristics are adapted from Shih (1986) in Brown (2000: 335) as follows:

- 1) Focus on the process of writing that leads to the final written products,
- 2) Help student writers to understand their own composing process,
- 3) Help them to build repertoires of strategies for prewriting, drafting, and rewriting,
- 4) Give students time to write and rewrite,
- 5) Let students discover what they want to say as they write,
- 6) Give students feedback throughout the composing process (not just on the final product) as they attempt to bring their expression closer and closer to intention,
- 7) Include individual conferences between teacher and student during the process of composition.

After discussing the characteristics of both product-oriented and process-oriented to teaching writing, the process of teaching writing must focus on both approaches. Teachers should put those approaches in a balance in the practice because students need to experience both of them in order to be able to produce a good writing. In the teaching and learning process, firstly the students are exposed to learn the organization of the writing because the clear expression of ideas is the main point in writing and the grammatical problems will become the focus in the following step.

### **3. The Teacher Roles in Writing**

Teaching is not a simple activity. It is not only transferring knowledge from the teacher to students, but it is also a process how the students' behavioral change. Therefore, the teacher must aware that his/her students get something beneficial that is really important to their future. Kimble and Garmezy in Brown (2000:7) state that learning is a permanent process of the change in behavioral tendency and a result of reinforced practice.

In teaching his/her students, a teacher must consider their roles towards students' development in learning, especially writing. Some cases such as various strategies and interest must be prepared by the teacher when he/she is teaching writing. As the conclusion, the effectiveness of the process teaching and learning in the class is very affected how performance of teacher when teaching writing. It means that the teacher must in the good performance when helping the students understand and learn how to write effectively, give clear explanations and guide the students in each step of the writing process.

To measure and understand that the teacher has implemented the good performance, Harmer (2004:41) proposed some tasks which are done by the teacher before, during, and after the process of writing. They are 1) demonstrating, 2) motivating and provoking, 3) supporting, 4) responding and 5) evaluating.

In Demonstrating task is the teacher has aim to make the students understand writing conventions and genre constraints of particular types of writing. Both aims must be drawn to attract the students' attentions and motivation. After demonstrating, the teacher has to continue the task, they are motivating and provoking the students. In this task the teacher must be ready to support the students to solve them in order to make the students always feel comfortable and have motivation to write continuously because for several students, writing is a big problem. they sometimes lack in transferring the idea from their mind to their writing. And the next task is responding. Responding task is doing when the students have finished their writing, Responding here means how the teacher reacts to the students' writing work. This task focuses to the content and construction of the writing. The respond or reaction to the student's work can be in the form of feedback or suggestions for the students' improvement in writing. The last task is evaluating the students' work and then grades them. This task has function to see how far the progress of students in writing.

As conclusion, those tasks are main requirements of the teacher if he/she wants his/her students are guided and be a better writer especially guide the students to express the ideas.

To add his previous ideas on the tasks that must be performed by teachers, Harmer (2007:261-262) mentions some information about the teacher's roles in the teaching and learning process of writing. They will be explained as follows:

a. Motivator

The teacher as a motivator means that the teacher must be able to motivate his/her students by creating an attractive atmosphere in the English class, persuading them of the advantages of the activity and encouraging them to always practice writing to achieve the optimal result.

b. Resource

The teacher must be ready to serve every information and language needed by students when they are doing the next level of writing tasks. The teacher also should accompany his/her students to give them advices and suggestions in a constructive and smart ways.

c. Feedback Provider

After finishing their work, the teacher must respond or react positively to what the students have written. The level of feedback must be balanced with the level of students' ability in writing. The teacher has very importance roles in the development of students' writing ability. Therefore, he/she should always consider if the teacher can be a motivator, resource and feedback provider in guiding and facilitating the teaching and learning process.

### **C. Teaching Writing in Junior High School**

When talking about the teaching of writing in junior high schools, there are some relevant matters that need to be highlighted. They are the

regulation of ministry of national education in the form of content standard and the age range of junior high school students.

Firstly, Curriculum 2013 is the development of curriculum 2006. The different between them is the curriculum 2013 adds some characters education that is not stated in the curriculum 2006.

In junior high schools, English subject consists of three components. First, the expression ability which concerns in the ability to understand and produce speech and written text and it is realized in four skills, i.e. speaking, listening, reading and writing. Second, it consists of comprehension and production ability of various short functional and monolog texts with essays of text types (genre) such as procedure, descriptive, recount, narrative, and report. The last, it has the supporting competences i.e. linguistic competence (the use of grammar, vocabulary, phonetic, and structure), socio cultural competence (the use of expression and action language receive in various context communication), strategy competence (the ability to overcome the problem which appears in communication process by using various methods) and building expression competence (the use of instruments of expression competence).

Moreover, according to the regulation of ministry of national education, the core competence and basic competence for junior high school students grade VIII in the first semester are the students have to perform several writing competencies as shown in the Table 2.1

Table 2.1: Core Competence and Basic Competence of Writing Skill for  
Grade VIII Junior High School Students in the First Semester

Core competence	Standard competence	indicators
1. Menghargai dan menghayati ajaran agama yang dianutnya.	1.1 Mensyukuri kesempatan dapat mempelajari bahasa inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	
2. Menghargai dan menghayati perilaku jujur, santun, dan bertanggung jawab, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaanya.	2.1 Menunjukkan perilakun santun, jujur, dan bertanggung jawab dalam melaksanakan komunikasi interpersonal dengan guru dan teman.	
3. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni budaya terkait fenomena dan kejadian tampak mata.	3.1 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya.	3.1.1. Menentukan struktur teks dan unsure kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya. 3.1.2. Menentukan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya.
4. Mengolah, menyaji dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.	4.1 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks dan unsure kebahasaan yang benar dan sesuai konteks.	4.1.1. Menyusun teks deskriptif lisan, pendek dan sederhana tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks. 4.1.2. Menulis teks deskriptif, pendek dan sederhana tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

The table above shows that the students will learn how to describe something. Related to the age of the students in junior high schools, the rules of teaching and learning for this age stage require special considerations in order to guide into right choices of teaching strategies, lesson planning, and the like. The age range of the junior high schools students is between twelve and fifteen that is also called as puberty (Brown, 2001:91). Therefore, it is important to understand the characters of teenagers before deciding to apply certain teaching method or strategy in the English teaching and learning process in junior high school.

Brown (2001:92) states that the period of teens which is between the childhood and adulthood, is age of transition, confusion, self-awareness, growing and changing bodies and minds. These imply some characteristics of teens which need to be considered. For teenagers, self-importance, self-image, and self admiration are crucial for them. Moreover, teens are ultrasensitive to the other perceptions toward their physical and emotional changing. However, the students of junior high school are like an adult in their ability to involve in various communication contexts. As the result, the teaching and learning writing for the grade VIII junior high school students must be designed to help them develop their writing strategies so that they will able to improve their writing skill.

Brown (2000:346) mentions some principles for designing writing techniques, they are:

1. Incorporate practices of “good” writers,
2. Balance the process and product,
3. Account for cultural/literacy background,
4. Connect reading and writing,
5. Provide as much authentic writing as possible,
6. Frame the techniques in terms of prewriting, drafting, and revising.

The decision is based on the core and basic competence of the Grade VIII in the first semester. The teaching of writing must also focus on the psychological conditions of the students. The teacher has to teach them with the appropriate learning strategy and techniques. These will make the teaching of writing more effective.

#### **D. Testing Writing**

There are many kinds of writing test. They are multiple-choices, essay dictation passage, easy paragraph, the writing of short sentence based on picture, etc. The reason for this is very simple: A wide variety of writing test is needed to test many kinds of writing tasks that we engage. Madsen (1983: 101) states for one thing there are usually distinct stages of instruction writing, such as prewriting, guided writing, and free-writing.

Based on the statements above, it conveys the stages of instruction in writing can be categories differently from those presented. Each stage tends to require different types of evaluation which also stems from the various

applications of writing. Prewriting test is important to grow out of grammar instruction. Guided writing test is to check student ability to handle controlled or directed writing task. Free-writing test is important to control of content.

In this study the writing test would be in the form of writing descriptive text using picture used guided writing. In the writing test, teacher asks the students to arranged words or sentences and to write done the process of the descriptive text.

#### **E. Criteria of Scoring Writing**

A teacher needs some criteria to scoring the writing. According to brown (2007) there are five components in writing assignments rubric, especially in descriptive text shown in Table 1.

Table 2.2 The Writing Assignment Rubric

<b>Aspect</b>	<b>Score</b>	<b>Performance Description</b>
Content ( C ) ✓ Topic ✓ Details	4	The topic is complete and clear and the details are relating to topic
	3	The topic is complete and clear but the details are almost relating to the topic.
	2	The topic is complete and clear but the details are not relating to the topic.
	1	The topic is not clear but the details are not relating to the topic.
Organization(O) ✓ Identification. ✓ description	4	Identification is complete and descriptions are arranged with proper connectives.
	3	Identification is almost complete and descriptions are arranged with almost proper connectives.
	2	Identification is not complete and descriptions are arranged with few misuse connectives.
	1	Identification is not complete and descriptions are arranged with misuse connectives.

Aspect	Score	Performance Description
Grammar (G) ✓ Use present tense. ✓ Agreement	4	Very few grammatical or arrangement inaccuracies.
	3	Few grammatical or arrangement inaccuracies but not affect on meaning.
	2	Numerous grammatical or arrangement inaccuracies.
	1	Frequent grammatical or arrangement inaccuracies.
Vocabulary (V) 15%	4	Effective choice of words and word form.
	3	Few misuse of vocabularies, word form, but not change the meaning.
	2	Limited range confusing words and word form.
	1	Very poor knowledge of words, word form, and not understandable.
Mechanics (M) 15% ✓ Spelling. ✓ Punctuation. ✓ Capitalization.	4	It uses correct spelling, punctuation, and capitalization.
	3	It has occasional errors of spelling, punctuation, and capitalization.
	2	It has frequent errors of spelling, punctuation, and capitalization.
	1	It is dominated by errors of spelling, punctuation, and capitalization.

(Adapted from Brown (2007:214))

$\text{Score} = \frac{C+O+G+V+M}{20} \times 100$
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Table 2.3 Standard of Assessment

The table below states the classification of the scores.

No.	Grade	Level	Range of Score
1	A	Excellent	81 – 100
2	B	Good	61-80
3	C	Fair	41-60
4	D	Poor	0-40

## F. Kinds of Text

Based on curriculum 2013, the students of junior high school able to understand various types of texts, i.e. descriptive, procedure, recount, narrative, and report. Those kinds of text type have to be mastered by the students in four skills; they are listening, speaking, reading, and writing.

The following table will review the kinds of text:

Table 2.4 Type of text

Type of Text	SOCIAL FUNCTION	GENERIC STRUCTURE	LANGUAGE FEATURE
Descriptive	To describe something, someone, or a place	<ul style="list-style-type: none"> <li>• Identification: identifies a particular thing to be described</li> <li>• Description: describes the parts and characteristics</li> </ul>	Using noun, adjectives, noun phrases, and verbs (V1)
Procedure	To tell someone how to do or to make something	<ul style="list-style-type: none"> <li>• Title/goal: states the goal to be achieved</li> <li>• List of materials: lists the materials needed</li> <li>• Steps/methods/procedures: describes steps in a logical order to achieve the goal.</li> </ul>	<ul style="list-style-type: none"> <li>• Using commands/imperative sentences</li> <li>• Using action verbs</li> <li>• Using precise vocabulary</li> <li>• Using temporal conjunction</li> <li>• Using adverb</li> </ul>
Recount	Retells an experience in which the writer was personally involved to inform, entertain, the readers/listeners	<ul style="list-style-type: none"> <li>• Title (optional)</li> <li>• Orientation: provides the background information.</li> <li>• Series of events: presents events chronologically</li> <li>• Reorientation: presents the concluding comments</li> </ul>	<ul style="list-style-type: none"> <li>• Using past tenses</li> <li>• Using connectors</li> <li>• Using verbs and action verbs</li> <li>• Using pronoun</li> </ul>

<b>Type of Text</b>	<b>SOCIAL FUNCTION</b>	<b>GENERIC STUCTURE</b>	<b>LANGUAGE FEATURE</b>
Narrative	To entertain the readers/ listeners by the stories	<ul style="list-style-type: none"> <li>• Orientation: tells about the setting in time and place, and characters.</li> <li>• Complication: tells about problem(s) to be solved by the characters.</li> <li>• Resolution: describes the solution to the complications (s)</li> <li>• Reorientation: optional, gives the end of the story</li> </ul>	<ul style="list-style-type: none"> <li>• Using specific participants or characters</li> <li>• Using past tense and past continuous</li> <li>• Using a lot of action verbs</li> <li>• Using some relational verbs</li> <li>• Using connectives or conjunctions</li> </ul>
Report	To describe and classify information, usually talk about living things and non-living things	<ul style="list-style-type: none"> <li>• Title: states the subject to be discussed.</li> <li>• Identification or classification of subject: introduces the subject of the report.</li> <li>• (Series of) Descriptions: contain series of facts about various aspects of the subject.</li> </ul>	<ul style="list-style-type: none"> <li>• Using Nouns and noun phrases</li> <li>• Using relational verbs for describing and classifying.</li> <li>• Using action verbs to describe behaviors/ habits</li> <li>• No personal pronouns</li> </ul>

(Taken from English on Sky 1, 2, 3, Erlangga, 2007)

## **G. Descriptive text**

### **1. General Concept of Descriptive Text**

Descriptive text is” a text which says what a person or a thing is like” according to Larson(1984). Its purpose is to describe and reveal a particular person, place, or thing. A descriptive text is usually used to create and to develop the characteristics of a person and why he or she is so special that the reader can create a vivid picture of the character.

The purpose of the text is that description is used in all form of writing not only to tell a vivid impression of a person, but also to describe a person's achievement in the report (Zahrowi,2009).

Descriptive text is also usually used to develop an aspect of someone's writing, for example, to create or to describe a thing. A description should be so unique that description of one thing should be different from a description of another thing (Priyanto 2009). In other word. A descriptive text is not used to generalize.

A descriptive text consists of generic structure in range, such as:

a. Identification (introduction of subject).

In this part, the writer should explain about the subject. Writer can explain the subject in generally.

b. Description

In this part, writer explains the characteristic of subject very clearly.

- Language futures

- 1) Has the certain subject or thing. Example: My car, my dog, etc.
- 2) Using simple present tense. Example: I have a pet, my cat is very cute
- 3) Using action verbs. Example: My cat likes fish and meal, my rabbit can jumps in the grasses

- 4) Using many kinds of adjectives which describing and numbering the subject, thing or object. Example: My rabbit has two ears and do not has horn, my cat has black fur and the color is white, black and brown.
- 5) Using “thinking” verbs and “feeling” verbs. Example: My rabbit is very cute and funny, my cat always runs to me, etc.

## **2. The Criteria of Good Description**

The key of good writing description is to use the details that help the reader to imagine the person, animal or thing are describing. So, when student or people describe what a person look like, the student write about physical appearance or the detail of the object such as: color, shape , weight. There are two keys to write good description. The first key is to use space order. In space order, student might describe something from top to bottom or from left to right. For example, when they describe about people or animal, they can start with the person’s head with the person’s feet. They also can describe from left to right or right to left. And the second key is specific detail. When student describe something, they paint with the picture with words. The purpose is to make the reader see what they have described. The way to do this is to use many specific detail, specific means exact, and precise. The more specific they can do, make the reader can see what they are described (Blanchard, 2003: 70).

### 3. The Example of Descriptive Text

*My Classroom*

*I want to tell you about my classroom.*

*My classroom is next to the school library. It is a big and clean classroom. It has two white doors and six brown windows. The walls are green and there are some pictures on them. There are twenty tables and forty chairs.*

Analyzing the text:

Generic structure analysis

- a. Identification: identifies a particular thing to be described; My classroom.
- b. Description: describes the parts of classroom (doors, windows, tables, chairs, and walls) and characteristics of classroom (size; big, color; brown, blue, quality; clear).

Language Feature Analysis

- a. Using nouns; classroom, doors, windows, tables, chairs, pictures and walls.
- b. Using adjectives; size (big), color (brown, blue), quality (clean).
- c. Using noun phrases; a big and clean classroom, two brown doors.
- d. Using verbs; have (have, has), to be (am, is, are). The tense is the simple present.

## H. Instructional Media

### 1. Definition of Instructional Media

Media are means of communication and source of information that can be in the various forms. They can be in the forms of video/audio recordings, television, diagrams, printed materials, real objects, computer programs, instructors and etc. All of them are categorized as instructional media because they provide messages with an instructional purpose that is to facilitate communication in the learning process. The word *media* derives from Latin word *medius* that means “*between*”, it refers to anything which carries information from source to receiver (Smaldino and Russel, 2005:9). Smaldino and Russel (2005:9) define media as means of communication and source of information. According to Richard (in Kasbolah 1993: 10), the instructional media are the media that are used within the instructional design and are determined by the requirements of the objective content and instructional method. Besides, Els (1984: 280) asserts that media are all aids that may be used by the teachers and learners to attain certain educational objectives. Moreover, they are used to improve the learning outcome.

Media is very useful to be used in teaching learning activity. Asyhar (2012:8) states that “learning media can be perceived as anything that are able to convey message from a source intentionally to create conducive learning environment where the receiver of the message can involve in the learning process efficiently and effectively”. It means the

media are used by the teachers to help them teach more effective. Meanwhile, the students need the media to make them understand the materials easily. Arsyad (2011:26-27) explains the benefits of using learning media as follows: (1) learning media clarifies the presentation of message and information so that the learning process and product are improved, (2) learning media arises learning motivation, interaction between students and environment, and the possibility for students to learn independently based on their own ability and interest, (3) learning media copes with the limitation of senses, space, and time, and (4) learning media provides equal experience for students about phenomenon happens around them and enables direct interactions with teacher, society, and environment.

Hence, it can be concluded that instructional media are all aids, which are used by the teachers in their teaching and learning class to help the students integrate their prior knowledge or experiences so that the learning process will be successful. Media is very important in teaching learning process. Learning media gives benefits to the teaching learning process such as making clear of the presentation of materials, arising students' learning motivation and students' interaction, coping with the limitation of senses, space, and time, and providing equal experience for students about phenomenon happens around them. However, teacher should be able to select the most appropriate media by considering many

aspects such as the learning goals, the students' character, and the learning environment.

## **2. Kinds of Instructional Media**

There are many kinds of instructional media that can be used in the teaching of English. According to Smaldino et al. (2005:9) there are six media that can be used in the teaching and learning activity. Those are explained as follows:

- a. The first medium is alphanumeric characters that are displayed in various types of formats. It can be in the form of book, poster, chalk board, and computer screen.
- b. Another medium is audio. Audio refers to the learning medium that covers everything that we can hear. It can be in the form of a person's voice, music, mechanical sounds, noise and etc.
- c. The third type of medium is visual. Visuals are highly used to promote learning. They will include diagrams on a poster, drawing on chalkboard, photographs or pictures, graphics in book, cartoons, and so on.
- d. Another medium is motion. It is a medium that shows motion including video-tape, animations, and so on.
- e. Manipulative is three-dimensional medium that can be touched and handled by the students.

- f. The last type of medium is people. This medium includes teachers, students, or subject-matter experts.

Although there are various numbers of instructional media, the teacher should select and consider the appropriateness of the media with the techniques used in the teaching and learning process.

To select the appropriate media used in the teaching and learning process, there are several considerations. Mc Alpine and Weston (1994) in Smaldino et al (2005:57) mention list of questions that must be considered by a teacher in selecting the media. They are written as follows:

- a. Does it match the curriculum?
- b. Is it accurate and current?
- c. Does it contain clear and concise language?
- d. Will it motivate and maintain interest?
- e. Does it provide for learners participants?
- f. Is it of good technical quality?
- g. Is there any evidence of its effectiveness (previous research study)?
- h. Is it free from objectiveness and bias?
- i. Is a user guide or other documentations included?

### **3. Technology as a Medium in the Teaching**

In this modern era, technology develops rapidly and make people's lives are changing. We do not need to send a traditional letter via post

office to communicate with others who are far away, but we just need to take our gadget to contact them. It can be via e-mail or telephone which only needs a few seconds to operate it and absolutely it is cheaper than the traditional way. Technology also can help people in many aspects such as economy, social, and also education.

In education, technology can be a powerful teaching medium that provide access to information and allow links to other learners (Rudy: 2011). As we know, the use of computer, LCD, and speaker cannot be separated from teaching and learning activity. Every meeting, a modern teacher uses them to make his /her students more interested and motivated in learning. Through video, recording, and picture, students can catch easily what the teacher explains than do not use them at all.

Technology also have had influenced on writing. Hyland (2003:144) mentions some impacts of technology in writing. They are:

- a. Influencing drafting, editing, proofreading, formatting, and publication processes
- b. Facilitating the combination of written texts with visual and audio media
- c. Encouraging nonlinear writing and reading processes
- d. Altering the relationships between writers and reader
- e. Blurring traditional oral and written channel distinctions (e.g., email, icq)

- f. Facilitating entry to new online discourse communities
- g. Increasing the marginalization of writers and texts isolated from new writing technologies

Internet is one of the most popular technologies now. All information can be found here, from the negative until the useful information can be read only by entering the website or searching in the searching machine like Google, MSN or Yahoo. It is very different with ancient time which people must go to a library or bookstore first before finding what information that they need. So, the students can also utilize internet to increase the material and do not make a course book and teacher as the main sources of learning. The learning source from the internet has another advantage. It is easy to copy and give to other students, so it is very effective and efficient source of learning.

Hyland (2003:158) adds more details about some advantages of internet for both teachers and students. Internet provides:

- a. Data for projects
- b. Information, tasks, and materials for classes;
- c. Authentic language for analysis; and
- d. A place for students to publish their work

According to Harmer (2007:192), internet provides many websites for the learners to practice language. Some of the websites are free for people, but some of them are based around a school or an organization that

entail the user to register them. YouTube, Twitter and Facebook are some examples of free websites in the internet.

Facebook is one of the most accessed social networks in Indonesia (Budiardi & Anggraini:2012). To improve writing learning process, Facebook is the most effective media. It happens because it's not like Twitter that can be used to write letter no more than 140 characters and also not like YouTube that is only able to share videos. In Facebook, the users are able to share photos, comment on friends' walls, send messages, chat, create and join groups within this online community (Yunus & Salehi:2012).

## **I. Facebook**

### **1. Definition of Facebook**

In this era of technology, Social media have been being a part of our daily lives. Social media become a part of human life. It is successfully integrated to human daily activity not only in social purposes, but also in business yet educational ones. The current most popular social networking site is Facebook (FB).

Facebook is a social networking site found by Mark Zuckerberg in 2004 which has become the leading social networking site in the world. According to Westminster (2013:2), Facebook is a social utility that connects us with the people, brands and organizations. Irwin et al. (2012) mention that Facebook is a website that allows the users to interact and

collaborate within a pre-defined virtual community. Boyd & Ellison (2007) in Irwin et al. (2012) also state that Facebook is an online communication tool allowing the users to construct a public or private profile in order to connect and interact with people who are part of their extended social network.

Boyd & Ellison (2007:7) note that Facebook began in early 2004 as a Harvard- only social networking site but in September 2005 had successfully expanded to include high school students, professionals inside corporate networks, and, eventually, everyone. [www.socialbakers.com](http://www.socialbakers.com) reported that at the end of 2015, there are 1.44 miliar Facebook users worldwide. Asia becomes the continent with the most users, which are 471 millions users. Facebook grows rapidly in many countries including Indonesia. According to Facebook statistics by [www.socialbakers.com](http://www.socialbakers.com), in 2015, the total number of Facebook users in Indonesia is reaching 60,3 millions. This number of users placed Indonesia as fourth in the highest number of Facebook users in the whole world following United States, india, and Brazil. It means that Indonesia placed second in the whole Asia and placed first in South East Asian.

The Facebook statistic by country (ten highest-Facebook-users country) in the last 2015 can be seen in Figure 2.1.

#	Country	Number of Users	Change	(± %)	Penetration
1.	United States	163 071 460	-3 635 940	-2.20%	52.56%
2.	Brazil	66 552 420	+3 380 700	+5.06%	33.09%
3.	India	61 499 220	+291 120	+0.47%	5.24%
4.	Indonesia	47 165 080	-3 728 760	-7.91%	19.41%
5.	Mexico	39 945 620	+7 520	+0.02%	35.52%
6.	Turkey	32 438 200	+264 900	+0.82%	41.69%
7.	United Kingdom	32 175 460	-1 165 240	-3.57%	51.61%
8.	Philippines	30 094 560	+33 800	+0.11%	30.12%
9.	France	25 307 820	+54 960	+0.22%	39.07%
10.	Germany	25 063 880	-206 800	-0.83%	30.64%

Figure 2.1 Facebook Statistic by Country in the 2015

Source: <http://www.socialbakers.com/>

From the total users facebook in Indonesia, most of the user is teenager. For the teenager facebook becomes a trendsetter in the teenager's life in Indonesia. The teenagers have assumption that they will be considered as modern people if he or she has a Facebook account (Budiardi & Anggraini:2012). So, it can be concluded that most of the students have a Facebook account, but we do not know what they use the Facebook for.

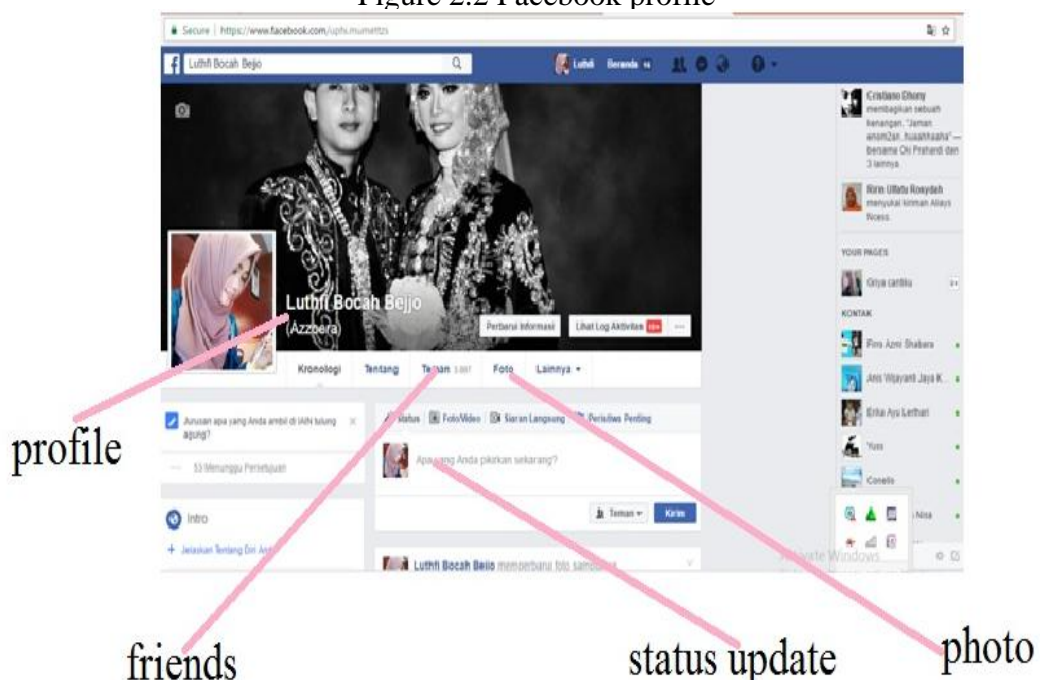
## 2. The Feature of Facebook

Facebook provides many interesting features for its user such as, teenagers and adult. They like to use facebook because facebook make

them easy with the features that facebook has. The features are wall profile, inbox, photo, group, event, games, chat, and blog.

- a. Wall is a way to connect to your friend (Holzner, 2009:25). This is the page that gives some information about the users' activity. The user can share his status, so his status can be seen by other users and can be commented, the wall selection is wildly popular item in facebook. Here you can not only leave messages, but you can also leave links or videos for other.
- b. Profile is the general information of the user. Holzner (2009:12) stated that the profile is our face on facebook. In the profile section concludes home page, status, network, and birthday (Alba, 2008:8-9). The newest feature of profile section for user is timeline, most of the facebook user have change their profile setting into timeline profile. This timeline consist of the information of the user such as "profile", "friends", "photos", and "status updates". The timeline profile as follow:

Figure 2.2 Facebook profile



- c. Inbox or messenger is the section where the user can find all of the messages that people send and through facebook (Alba, 2008:11). According to Collier(2012:24) messenger makes it possible for the users to send or receive message to or from anyone email address.
- d. Photo is a section where the photo of the users I appeared. In this section the user can upload as many photos as they can, and they can create the photo into an album. When the user post a photo or video, share link, or write a status update, they can choose the appropriate audience for that post (the facebook team, 2013:5).
- e. Group is a facebook page where members can interact with each other and start discussions (Holzner, 2009:45).

### **3. Facebook Group**

It has been stated that Facebook has many built-in features. One of the features mentioned is Facebook group. According to Yunus & Salehi (2012:87), "Facebook groups is a feature that is available on the social networking site Facebook in which unlimited number of members are allowed to participate, communicate and interact via post and chat style for a specific purpose". Yunus & Salehi (2012:89) believes that "„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".

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 make 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.

#### **4. Facebook as Media in Teaching Writing**

In this modern era, facebook is to be a part of people daily life without realizing that some people waste his/her life to playing facebook. They interact with others on Facebook, mainly in written form. Based on the survey by Socialbakers (2012), people may stay on their computer or gadget at least four hours per day, and most of them use it as "informal competition" to be the most up to date person by having a good, attractive, and colorful profile on their Facebook account and also being active on it (Budiardi & Anggraini:2012).

Indirectly, Facebook can cause teenagers motivated to go online and waste many times. Consequently, it may disturb their main activities because they are too concerned on their Facebook because the people most like to play facebook rather than to studying and working. 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. This statement is supported by Friedman & Friedman (2012:17) who argue that "the best way to bring courses to life and make learners more exciting, energetic, and enjoyable is by using social networking site in their learning". Furthermore, Majid, Stapa, & Keong (2012:37) state that "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".

Roberts (2009:5) emphasizes 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 cellphones, (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 and internet access, and (4) Facebook is ideal for out-of-class time, it keeps valuable class time available for other important activities. Terantino and Graf (2011) added, there are some benefits when using Facebook as a medium in the teaching and learning, especially teaching and learning writing. The first benefit of Facebook is that seems to have a significant impact on language learning because Facebook allows students to engage with peers in a familiar format and for an academic purpose, provides opportunities for informal conversations in the target language and allows for access to authentic

materials and the sharing of culturally relevant photos, videos, and music to promote social and active language learning that is allowing the students to have a discussion room to share their knowledge or problems related to the English teaching and learning. The second, the nature of the student-to-student and student-to instructor interactions is more multi-dimensional than in the traditional writing assignments.

It happens, because in the Facebook environment, feedback can be delivered more dynamically. It can be more easily given and can be done so immediately. The third, the students are motivated to write in the target language. The students will seem to enjoy checking, reading, and writing completely in the target language. Even students who were typically reserved and non-participatory in class quickly emerged as highly productive students in this environment.

Westminster (2013:3) also state that Facebook can be used for a teacher as a tool to:

- a. support subject teaching across the curriculum
- b. support out of school hours learning
- c. encourage informal social learning
- d. enable easy communication between students, teachers and parents
- e. support the development of digital citizenship skills.

The teacher can use Facebook group to improve a writing learning process by several activities. Those are:

- a. The teacher asks the students to write sentences in English every day. It will provide students to practice writing.
- b. The teacher uploads some pictures, and the students must make a sentence based on the picture.
- c. The teacher divides the students in to several groups and asks them to make a text and post it in Facebook and the other groups must give feedback to them.
- d. The teacher gives a material in Facebook, and the students can discuss the materials and share their problems.
- e. The teacher gives some wrong sentences and the student must rewrite it in the correct form.
- f. The students can utilize the chatting room in Facebook to ask the teacher about the problems related to the materials in the classroom.

In conclusion, Facebook offers new ways of teaching which is 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.

#### **J. Teaching Descriptive Writing Text Through Facebook Group**

The writer used some procedures in implementation of facebook in classroom. They are as following:

1. The teacher created a group page (facebook group) entitle “English learning Gallery”. The group is closed group, so the group contain the student who get accepting by the teacher or the students user who input by the teacher.
2. The teacher built knowledge of the topic by using material sharing in the form of Power point, video, picture and Word documents about descriptive text.
3. The teacher asked the students to give a reaction from the material about what the students not understand.
4. The teacher re-explains about the material that the students not understand in the classroom.
5. The teacher gave a sample of descriptive text.
6. The teacher gave some instruction to guide the student to write descriptive text.
7. The students guided a discussion of descriptive text based on the instruction in commend column.
8. The teacher gave feedback to the students’ written text and asked students re-write their written product and post their text on group.
9. The teacher gave additional knowledge to make good writing product from a mistake of the students’ written product in facebook. Then done the post test on the classroom.

#### **K. The Advantages and Disadvantages of Using Facebook as Media in Learning Writing**

##### **1. The Advantages of Using Facebook as Media in Learning Writing**

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

The first advantage is that Facebook allows for unique interaction. In Facebook, besides sharing experience through writing, students are also 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, and etc. As stated by Yunus, Shalehi, & Chenzi (2012:47), “Facebook enhance outside classroom interaction and education between the students and the teacher”. Obviously, this is not a special quality that classroom traditional board has.

Secondly, Facebook enables fun learning environment. Traditional writing class used to be boring and unattractive. By integrating Facebook in formal classroom, students will feel more enjoy and fun during the class. This is in line with Saikaew’s et al (2011) statements: “Since they use Facebook frequently and comfortably, we may exploit this entertainment-oriented site as an edutainment tool”.

Thirdly, Facebook provides an atmosphere in which all people have the freedom of expression. We know that the students have different character, some of the students not feels easy to express ideas, ask questions, or answer it in the real world. With facebook, the students will have freedom expression with out saying something directly. As like Walther & Boyd (2002) said in Khalsa, Maloney-Krichmar, & Peyton (2007:22) state that “research has shown that people often feel freer to express their feeling online than in person”.

From those 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 allows for unique interaction, (2) Facebook enables fun learning environment, ( 3) 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.

## **2. The Disadvantages of Using Facebook as Media in Learning Writing**

Beside the advantages, integrating Facebook in formal writing activity will also bring several disadvantages. Firstly, it obliges the availability of Internet access and devices and the teacher and students' ability to operate computer and Internet.

As stated by Yunus, Salehi & Chenzi (2012:45), the learners who intend to use Facebook in learning English must have access to computer and Internet.

Secondly, Facebook offers so many kinds of entertainments which can distract students during the class activity. For example, Yunus, Salehi, & Chenzi (2012:45) state that "students will spare more time on playing computer games and chatting on-line on the pretext of doing writing on Internet". Therefore, teacher should manage the students and give clear instruction of the class rules to avoid this to be happened.

Thirdly, students will be lead to „copy-paste“ from online resources rather than create their own writing. This is in line with Yunus, Salehi, & Chenzi’s statement (2012:45), “Writing tasks online will lead students to „copy-paste“ from the extensive online resources without thinking”. This phenomenon normally happened in this era of technology where any materials can be picked easily from 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 Internet. In addition, teachers will also know their progress well. The fourth disadvantage or challenge is the absence of nonverbal cues. Communication with Facebook (except for the webcam Facebook) does not include nonverbal cues such as gestures and other body language, facial expression, etc. According to Khalsa, Maloney-Krichmar, & Peyton (2007:25-26), “The absence of nonverbal cues may causes some problem since those cues are used to enhance understanding. As a result, people may misunderstand the intentions of others in Facebook because of its absence of nonverbal cues”.

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 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, (4) communication through Facebook (except for the webcam Facebook) do not include nonverbal cues. 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.

#### **L. Previous studies**

In this technological era, many people conduct studies concerned with technology and its role in some aspects, particularly on education. Social Networking Sites (SNSs) that is becoming popular in the last decade has taken the attention of educators to take advantage of the usage as the learning media.

In 2013, Ibrahim conducted a study on Palestine to discover the effect of using Facebook on improving students' writing skill in English. In this study, the researcher tried to find out if there were any significant differences in the learners' performance in writing as a result of using Facebook on the ninth graders' achievement in writing due to gender. This study conducted through experimental research, and after 16 sessions of training, means of the pre-test and post-test for the two groups were calculated. The finding of this study is that there is an obvious effect of using facebook on improving the students' writing skill.

Similar research was conducted by Jiwandani in 2013. This study purposes to find out whether there was any significant difference in the writing analytical exposition text before and after being taught by using facebook group as a medium of the eleventh grade of SMA Kajen Kab. Pekalongan in the academic year 2012/2013. By using pre-experimental research, the finding of the data showed that the average score of the post-test (61.5) is higher than the average score of the pre-test (50). Based on the result of analyzing data by using t-test, it is concluded that there is a significant increase after the facebook group was used to teach writing analytical exposition text.

Both of the studies proved that by using Facebook, there is a significant difference in students writing skill. The researchers tried to use Facebook as the media to encourage students' writing skill because Facebook provides an easier way to communicate and convince students to write more confidently.

Another study conducted by Yunus and Salehi on 2012, prompts to investigate students' perceptions of the effectiveness of facebook groups for teaching and improving writing. A mixed method survey was used to explore students' perception toward the use of FB and FB groups for learning. The questionnaire is given to 43 Year 3 students from the faculty of Education, UKM. From the questionnaire, students' perceptions were measured. Thus, this study concluded that from 43 students' perceptions, FB group helps in their writing, especially in the brainstorming process before the actual writing.

Therefore, based on the previous studies, it has some similarities and difference with the writer's research. The similarities it has same media in improving the students ability thought facebook group, the differences are the technique of data collection, the research design, genre of text, the sample of the study and the place of the study. Indeed, the present study originally belongs to the present research.