# CHAPTER II

# REVIEW OF RELATED LITERATURE

## 2.1 WRITING SKILL

### 2.1.1 The Definition of Writing Skill

Writing is one of the language skills is important in our life. Through writing, we can inform others, carry out transactions, persuade, infuriate, and tell what we feel. However, we know that writing or learning to write especially in a second language is not simply a matter of "writing things down". It is one of the four basic skills that are very complex and difficult to learn.

Writing is one of the important skills in teaching English. It has always occupied place in most English language course. Meyers (2005:2) say that writing is a way to product language, which you do naturally when you speak. Writing is communication with other in a verbal way. Writing is also an action a process of discovering and organizing your idea, putting them on paper and reshaping and revising them.

Another definition come from Harmer (2004:31) writing is often time-bond in the way conversation is. When writing, students frequently have more time to think than they do in oral activities. They can go through what they know in their minds, and even consult dictionaries, grammar books, or other.

According to Klein (1985), writing is the ability to put pen and paper to express ideas through symbols, this way, representations on the paper will have meaning and content that could be communicated to other people by the writer. Writing skills are specific abilities which help writers put their thoughts into words in a meaningful form and to mentally interact with the message. Writing is not just about conveying content but also about the representation of self.

Writing is about more than making our thoughts and idea visible and concrete (Ghaith, 2002). Nystrad (1998:75), states that writing is a matter of elaborating text in accordance with what the writer can reasonably assume that the reader knows and expects. And process of reading is a matter of predicting text in accord with the reader assumes about the writer's purpose.

Writing is a form of thinking; it is thing king for particular audience, and for particular occasion. Consider that writing is also the important expression language activity, pretty and jensen have an opinion that writing is process of expression thought, of thing king and feeling and of shaping experiences, and it is an important medium for self expression, for communication, and for the discovery of meaning ( Pretty and Jensen, 1980:369).

From definition above the research concludes that writing is a way to product language that comes from our thought. By using writing, we can share our idea, feeling or anything that exist in our mind. It is written on paper or a computer screen. it is influenced both by personal attitudes and

social experiences that the writer bring to writing and the impact of the particular political and institutional context. It is also a process that we write is influenced by constraints of genre and has to be present in learning activities.

### 2.1.2 Purpose of Writing

Writing is one of language skill which has given an important contribution to human work. There are so many records of recent activities that we can read today, which can also be read in the future. Some important feature of writing activities that are usually done by people such as; teachers write some important thing on blackboard, or student may write some note that are dictated by the teachers, lots of people who are going to apply for job in offices write English.

Besides, Purwanti (2013: 3) mentioned purposes of writing are to get popularity, to make happy other people, to give criticisms, Influence the thinking readers, to get money, or divisible experience with the readers.

According to Phoenix (2009:9) most writing falls into three categories – expressive or personal writing, transactional or informative writing, and poetic or literary writing. Although we need to keep n mind the balance between these three types of writing in classroom activities. In practice the categories are best defined by purpose to which the piece of writing will be put and its intended audience. These two factors will affect not only the need

for presentational skills and clarity, but may well dictate the language fetures, style and formality of the text.

According to Lousiana (2014: 10) the purpose of writing is simply the reason that you are writing. An effective writer always reflect on the reason why he/she is writing before actually composing a document. Writers can become wordy or unclear in their communication because they do not have a clear idea of their own purpose. Determining the main purpose of your writing will help a writer to express his/her thoughts more clearly.

In academic purpose, Byrne in Dyan (2010: 22) states that there are five pedagogical purposes of writing:

a. The introduction and practice of some form of writing enables us to provide for provide for different learning styles and needs.

b. Written work serves to provide the learners with some tangible evidence that they are making progress in the language.

c. Exposure to the foreign language through more than one medium, especially if skills are properly integrated, appears to be more effective than relying on a single medium alone.

d. Writing provides variety in classroom activities, serving as a break from oral work.

e. Writing is often needed for formal and informal testing.

Based on the Reinkinget all's theory (1996: 4) there are four purposes of writing. Here are four common general writing purposes:

1) To Inform

Presenting information is one of the most common writing purposes. Informative writing refers to something external to the writing itself, with the purpose of informing the reader.

2) To Persuade

You probably have strong views on many issues and these feelings may sometimes impel you to try swaying your reader. By writing, it can arouse the reader's feelings, persuade the reader or affect the reader emotionally.

3) To Express Yourself

Creative writing is to express one's feelings, attitudes, and ideas include personal essay, fiction, plays and poetry as well as journals and diaries.

4) To Entertain

Some writing merely entertains, some writing couples entertainment with a more serious purpose. An intension to entertain can add savor to many kinds of writing.

Based on statements above, the purposes of writing are to tell a story or relates a series of events, to describe a person and place or thing. Writing also gives some information or explain and writing attempts to convince someone to do or believe something.

### 2.1.3   Teaching Writing

Harmet (2004: 9) states among the tasks which teachers have to perform before, during, and after student writing are the following:

a.   Demonstrating

b.    Motivating and Provoking

c.   Supporting

d.   Responding

e.   Evaluating

Another opinion based on (Groth, 2013: 1) Writing, as a process of expressing ideas or thoughts in words, should be at our leisure. There are three basic principles in academic writing, namely, content, register, and offences.

a) Content

Content refers to the topic and its explanation or elaboration, discussion, evaluation, and conclusion. In fact, it is the care of a piece of writing. Therefore, it is significant that it should be clear, specific, and relevant.

b) Register

Register refers to the style of language and choice of vocabulary used in a particular piece of writing ; this could be formal of informal.

c) Offences

A piece of writing should be free from offences, especially plagiarism and sensitive issues.

Besides, according to Nunan (92-93) there are three principles for writing:

a. Understanding your student's reason for writing

b. Providing many opportunities for students to write

c. Make feedback helpful and meaningful

d. Clarify for yourself, and for your students how their writing will be evaluated

A teacher must have technique to teach writing (Nunan, 2003: 96-97) there are few techniques and task that can use to teach writing.

a)      Brainstorming can be done individually or in pairs or groups of students. In a brainstorming session, students list all the ideas they can think related to a topic, either in writing or a loud, quickly and without planning. If no topic is given, then the student can brainstorm possible topics.

b)      Word mapping is a more visual form of brainstorming. When students create word maps, they begin with an idea at the top or center a blank piece of paper. They then think of related ideas or words and draw relationships with a series of boxes, circles, and arrows.

c)      Quick writing is where students begin with a topic, but then write rapidly about it.

## 2.1.4 The Advantages of Writing

The ability to write will help you learnbetter grades, land the job you want, and advance afterwards in your career (Reinking, Hart, Osten, 1970: 3). Writing as a way to generate ideas or thought, it has some advantages. Marsudiono (2011: 08) states that there are six advantages of writing.

1) Writing is a tool for self-understanding

2) Writing is a tool for self-expression

3) Writing is a tool to develop personal satisfaction, pride, and self-worthy

4) Writing is a tool for increasing awareness and perception

5) Writing is a tool for active involvement

6) Writing is tool to develop understanding of and ability to use language

(Reinking, Hart, Osten, 1970: 3) States that writing offers very real advantages to both writing and readers:

a) It gives writers time to reflect on and research what they want to communicate and then lets them shape and reshape the material to their satisfaction.

b) It makes communication more precise and effective

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c) It provides a permanent record of thoughts, actions, and decisions.

d) It serves the reader's time; we absorb information more swiftly when we rend it than when we hear it.

## 2.2    Shared Writing Strategy

### 2.2.1    The definition of shared writing strategy

Gibson (2012) says that shared writing is a Strategy in which the teacher transcribes the entire text while engaging students in a rich discussion about how the text should be composed. Heneman(2005) shared writing experiences before expecting students to write on their own. The "we do it" part of the Optimal Learning Model (OLM) where an expert, usually the teacher, holds the pen and guides and shapes the language with students is, too often, overlooked. Shared writing is especially critical to writing success for our English Language Learners and learners who struggle. Regie Rotman (1994:84) Shared writing is a safe context in which struggling learners can shine. Students who are weak in organization, structure and form are often strong in ideas. Receiving validation in front of their peers builds students' writing confidence, a necessary prerequisite for becoming a writer.

Regie Routman (1994) Similar to writing aloud, shared writing can cover a wide variety of forms, purposes, and genres. The text can serve a specific purpose governed by what is going on currently in the classroom or

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the teacher and students can brainstorm and negotiate these decisions together. Some possible topics and forms include a narrative describing a recent event in the class, a retelling of a favorite story, process writing describing how a project unfolded and what was learned, a summary of or reflection on a book read as a class, a list of types of entries that could go into a writer's notebook, and so forth.

Compositions can be short and completed in one session, or they can be longer and extend over several sessions. Shared writing is a step in the process of moving students toward independent writing. It is another level in the scaffold that gives students support as they learn the mechanics, conventions, and processes of writing. The strategy allows students to gain competence and confidence in their writing skills while it allows the teacher to demonstrate the usually internal thinking process that takes place as writers write.

As Graves (1994) says that a shared writing strategy is a strategy that enables teachers to make the writing process concrete and visible to students. Similar to writing aloud, shared writing can cover a wide variety of forms, purposes, and genres. The text can serve a specific purpose governed by what is going on currently in the classroom or the teacher and students can brainstorm and negotiate these decisions together.

Shared writing should not be confused with other almost similar teaching strategies, such as interactive writing and guided writing. Fountas (1999:35) says that interactive writing lessons may begin to look more like

shared writing as the teacher and students collaborate to create longer and more complex text. McCarrier (2000) says that interactive writing is a collaborative writing experience for beginning writers in which the teacher guides students in the group-writing of a large-print text. Students participate in the composition and construction of the text by sharing the pen, physically and figuratively, with the teacher. The composition is read and reread by the group to make the reading and writing connection. McCarrier emphasizes that, in interactive writing, the composition is read and reread by the group of the students; meanwhile, in shared writing, the composition is read and reread by the teacher.

Sushree Mishra in Educational Consultant (2005) said Shared writing is an instructional approach to teach writing to students by writing with them. The idea is to teach writing through writing. The process of writing is demonstrated by the teacher through a 'write aloud' process. The teacher acts as a scribe while the students contribute ideas. In other words, the pen is always in the teacher's hand.

Sharon Taberski opinion Shared Writing is a teaching process where the teacher and the children write the text together. The pen is shared between teacher and children to involve children in the writing process. The teacher controls the pen but invites the children to write parts that they know and the teacher fills in the unknown. The teacher uses chart paper or a whiteboard, markers and white correction tape. Additionally, shared writing can be the

result of a group conversation about ideas, composing, content, organization, voice and conventions.

**2.2.2 Procedure of Shared Writing Strategy**

Shared writing can be done in a whole group setting or a small group setting. The teacher generally begins with a teaching objective derived from something she's noticed about the writing behaviors of the group or a new concept she'd like to introduce. A shared writing lesson may be organized in the following manner.

As Mualiana (2013) says the procedure of using a shared writing strategy in teaching is divided into three stages.

1) Pre-teaching Activities

Pre-teaching is an introduction stage in teaching and learning process. In this stage, there are several activities that should be done by the teacher. These activities are intended to give background knowledge to the students about what they are going to learn in that meeting and to make them ready to learn. In pre- teaching activities by using a shared writing, the activities are almost similar with pre-teaching activities by using other strategies, such as greeting the students, checking their attendance list, and evaluating students' readiness to study.

2) Whilst-teaching Activities

Activities in whilst-teaching are divided into three stages: exploration, elaboration, and confirmation.

a. Exploration

In this stage, the teacher explores the students' background knowledge of the material that will be discussed in the meeting. The teacher begins this stage by showing pictures of several beautiful places to do a trip. These pictures are used to invite the students to actively deliver their ideas about a trip to some beautiful places. If the students are not able to give various comments on the pictures, the teacher can stimulate them by asking some questions related to the picture.

b. Elaboration

After the students understand the concept about Shared Writing Strategy. This topic is chosen as the topic of modeling the text. The teacher asks the students to deliver as many ideas as they have about the pictures. All of the ideas from the students must be written in the whiteboard. This can help to build up the students' confidence in delivering their ideas.

The students' ideas must be sorted to get the relevant ideas in the sorting Process, the teacher works with the students to determine which ideas are relevant and irrelevant. The relevant ideas are kept, and the irrelevant ones are removed. After all of the relevant ideas are collected, the teacher, again, works together with the students to organize the ideas and to plan an outline. It is also beneficial to explain the students about the importance of an outline

before writing.

c. Confirmation

This is the last stage in whilst teaching activities. In this stage, teacher asked to the students to practice writing individually. The teacher may ask the students to write a recount text individually in the classroom if the lesson hour is still available. If the time is limited, the teacher may ask them to write the text individually at home. The teacher emphasizes that writing is a process that may involve mistakes, so that they should not be afraid of making mistakes. The teacher also emphasizes that they have to read the text once they finish writing. This is used to review whether all of elements of the text have been well written. In this stage, the teacher also asks the students about their difficulty in writing a recount text. The teacher has to give a good response for each of the questions from the students.

3) Post-teaching Activities

In post-teaching activities, the teacher together with the students concluded the lesson that is discussed in the meeting. The teacher evaluates the students' that have been presented by each representative of the group. The teacher also evaluates the participation of each of the members of the group while writing by using a shared writing strategy. Then, the teacher explains the lesson that they will study in the next meeting.

In other opinion Sushree Mishra in Educational Consultant (2005) Steps in shared writing

a. Teacher establishes purpose of shared writing session

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b. Teacher brainstorms ideas with a student or whole class

c. Teacher chooses one idea out of many with students

d. Teacher invites students to elaborate on the idea

e. Teacher and students compose the text together

   - Teacher models the process of writing

   - Teacher focuses on specific elements of writing

   - Teacher and students revise the text together

f. Celebrate writing by publishing, reading aloud, sharing it with the class

### 2.2.3 Advantage of Shared Writing Strategy

Regie Routman (2005:84) lists several benefits of utilizing the shared writing strategy with students. Some of these include the recognition that shared writing:

1) Shared writing builds on what the teacher has already model through writing aloud and is the most important scaffold students need in order to attempt their own successful writing. (P.84)

2) Shared writing helps provide the rich oral language model that stimulates literacy development.

3) Shared writing is a safe context in which struggling learners can shine. Students who are weak in organization, structure and form are often strong in ideas. Receiving validation in front of their peers builds

students' writing confidence, a necessary prerequisite for becoming a writer.

Regie Routman (1994) lists several benefits of utilizing the shared writing strategy with students. Some of these include the recognition that shared writing:

a)  Reinforces and supports reading as well as writing

b)  Makes it possible for all students to participate

c)  Encourages close examination of texts, words, and options of authors

d)  Demonstrates the conventions of writing-spelling, punctuation, and grammar

e)  Focuses on composing and leaves transcribing to the teacher

Shared writing, along with writing aloud, is a step in the process of moving students toward independent writing. It is another level in the scaffold that gives students support as they learn the mechanics, conventions, and processes of writing. The strategy allows students to gain competence and confidence in their writing skills while it allows the teacher to demonstrate the usually internal thinking process that takes place as writers write.

Helps build motivation and increases confidence in struggling readers. It is a step towards independent writing

## 2.3 Facebook

### 2.3.1 The Definition of Facebook

Facebook was founded by Mark Zuckerberg with his college roommates and fellow Harvard University students Eduardo Saverin, Andrew McCollum, Dustin Moskovitz and Chris Hughes in 2004. The website's membership was initially limited by the founders to Harvard students, but was expanded to other colleges in the Boston area, the Ivy League, and Stanford University. It gradually added support for students at various other universities before opening to high school students, and eventually to anyone aged 13 and over. Facebook now allows any users who declare them to be at least 13 years old to become registered users of the site.

The name of the social networking site stems from the colloquial name for face and book. Face means what you first see of the body in front of you .It is also the clearest part of the body that gives you an indication of what is the person in front of you like which is related to the social field. While the word book is related to the academic field. So, the word Face has social roots and the word book has academic roots and the social networking site (Facebook) can be used for achieving academic purposes in improving the learners' writing (Rosen,2011). Facebook has over one billion active users more than half of them use Facebook on a mobile device. Users must register before using the site, after which they may create a personal profile, add other users as friends, and exchange

messages, including automatic notifications when they update their profile. Additionally, users may join common-interest user groups, organized by workplace, school or college, or other characteristics, and categorize their friends into lists such as "People From Work".

### 2.3.2 Using Facebook to Improving Students Writing Skill

Facebook is one of online social networking sites, which is the most popular among other social networking sites. On these social networking sites, the registered users can create profiles, from groups, upload photos and videos, connect to friends, families and send messages. Facebook gives many features, such as education, marketplace, events group, pages, and presence technologies. The users of Facebook can increase time to time

Writing provides a means for students to new information in their own words. It is particularly effective in large classrooms where breaking students into pairs or groups may be prohibitive. It also appeals to individuals who prefer to learn independently (Ruben: 2011).English has been gaining importance as the most used language in the world. Continuous growth of new technologies makes English even more essential for everyone to communicate efficiently .Thus more emphasis should be given to teaching writing in English as a writing skill that may function as an important gate leading students to a successful career in this information technology driven world (Warschauer,2006)

Facebook is a vital means of communication and social interaction. It has something in common with the theory of Social Constructivism as they both lead to active, authentic and enjoyable learning. Social constructivism, strongly influenced by Vygotsky's (1978) work, suggests that knowledge is the first constructed in a social context and is then taken up by individuals.

According to social constructivists, the process of sharing each person's point of view-called collaborative elaboration results in learners building understanding together that wouldn't be possible alone. That is to say, Facebook is a social networking site which supports collaborative work among learners, sharing experiences in thoughts and ideas especially in the writing skill which by its turn plays an extremely important role in improving the learners' abilities to write effectively.

Facebook is also an important means of motivation and interest. Advocates of social constructivism prove that learners should constantly be challenged with tasks that refer to skills and knowledge just beyond their current level of mastery. This captures their motivation and builds on previous successes to enhance learner confidence (Meyer 2009). This is inline with Vygotsky s zone of proximal development, which can be described as the distance between the actual developmental level (as determined by independent problem-solving) and the level of potential development (as determined through problem-solving under adult guidance or in collaboration with more capable peers).As using Facebook

has caused political revolutions, it certainly guarantees achieving effective and bold results in the academic field.

### 2.3.3 The Importance of Facebook in Teaching Learning Process

The researcher discussed the importance of surfing networks in the teaching learning process and its effectiveness not only in enhancing the students to critical thinking and problem-solving but also in helping learners with physical disabilities in speaking ,for example, speak without any kind of fear or embarrassment (Lin ,2012)

Gulek and Demirtas (2005) emphasized that rapid technological advances in the last decade have sparked educational interest in utilizing laptops using Facebook as instructional tools to improve students' learning. Students learn depending on technological tools spend more time in collaborative work, participate in more project-based instruction, produce writing of higher quality and length, gain increased access to information , improve research analysis skills , and spend more time doing homework on computers. Research has shown that students report a greater reliance on active learning strategies (Ruben, 2010).

Yee (2007) found that one of the positive influences is that the Internet plays a vital role in providing teenagers with multi-connected networks across the globe. It sets the basis of a virtual world, one which exists without face-to-face interactions which may cause the learners especially the shy ones feel embarrassed from their classmates. While, Lenhart and

Madden (2007) say one example, a teenager with a physical disability who felt out-casted and had no friends.

After creating a Facebook page, he had a network of 30 friends within a week, all of them were his classmates. The interesting thing was how these classmates had never approached him in school but was rather receptive about adding him as a friend on Facebook. Social networking sites provide a flexible way for family and friends to connect with each other through means of online networking. They also provide learners with opportunities to maintain new relationships and keep old friendships because it is very easy and convenient nowadays to surf Facebook from mobile phones and other portable devices. The vast appeal of these technologies influence is the way learners interact with others causing communication which is the insight behind learning a language. Lenhart and Madden ( 2007) also added another advantage for using Facebook in teaching.

It is that some students who have speaking difficulty because of disabilities or who care a lot about making mistakes in writing, online social networking can be an immense help for them. In another study made by Tynes (2007), he emphasized that online discussions direct teenagers into self-learning and create opportunities for them to develop critical thinking and argumentation skills. Researchers have found that virtual communication could potentially enhance its user s social understanding and offer positive influences (Nauert, 2010). Whereas

Wheeler (2009) added that learners will not find it comfortable to learn with their teachers over their shoulders. Another study done by Scarpell (2009) emphasized that Bilingual people aren't cognitively smarter, but they are more cognitively flexible. Besides, Practice at constant switching improves an aspect of their cognitive abilities. They become more facile adjusting to new situations and inventing new situations. (Page.2) This is much like what people do when they are updating their Facebook status, instant-messaging friends, or answering text messages and emails while they are doing something else. This multitasking, where people are stimulating new patterns of sequential processing, could then reap the same benefits as bilingualism. So, using Facebook does not only encourage students to learn in an interesting way but it also increases their abilities of multitasking and encourages an autonomous learning within a social environment for students. Activities using a social networking site, such as Facebook, can put control for studying into the students hands.

While Phillips and others (2010) believed that Facebook can be a powerful tool to help learners share educational content, and enhance communication among them. Phillips also added that Facebook can provide students with the opportunity to effectively present their ideas, lead online discussions, and collaborate. It can facilitate student-to-student collaboration and provide innovative ways for the teacher to involve students in his or her subject matter.

In addition, Ruben (2011) stated that people proudly boast about the number of friends they have on Facebook. It is said that an average of Facebook user has over 175 friends and the number simply increases if the user is a teenager or with a beautiful profile. Being already an addict to Facebook will facilitate using Facebook as a teaching tool as students will like the idea of learning and having fun at the same time. This enables teachers to convey their message in teaching the English language implicitly and in an interesting way.

Besides, Odell (2011) said that social media has several effects on academic work. It also has a positive impact on student sense of themselves in the community. Students using Facebook are well-liked by their peers and practice extra activities and students who do not use Facebook feel themselves connected to their schools and teachers. Hayashi (2011) emphasized that social networking is not only easy to use; it can create and increase student social relationships outside of the classroom. Hayashi also discussed how simple activities in Facebook helped a lower language proficient class to become more comfortable participating in online discussions, giving their opinions and forging closer relationships with their fellow classmates. Hayashi also stated that the use of Facebook contributes to increased student motivation and language output.

Ruiz (2011) found a direct relationship between site use and out-of-class sociability: the more time a student spent on Facebook, the more likely that student was to be involved with extracurricular activities. Lin

(2012) stated that students learn more in less time when they receive computer-based instruction and the use of technology in higher level reasoning and problem solving abilities.

On the other hand, few researchers contradict the idea of having a great effect of Facebook on improving students' reading and writing skills. An example of those contradictors is Findlay (2007) who stated that Facebook weakens long distance relationship and decreases the amount of concentration while learning. In addition, Findlay found that Facebook is time- consuming and it is bad because of people being addicted to using it.

From the above mentioned studies, the researcher finds out that the majority of research agrees on the importance of Facebook in improving students' reading and writing skills like Hayashi, Gulek , Hayashi , Ruben and Odell (2011).

As few researchers contradict the great power of Facebook in improving students' levels in reading and writing skills like Findlay. Therefore, it is very important for learners to have out-of-class sociability because it is communication and learning a language is also communication. Social networking provides opportunities for learners to develop social skills online.