

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter consist of review of related literature concerning for the definition of writing, steps in writing process, teaching writing in senior high school, problem in writing, the definition of descriptive text, the characteristics of descriptive text, the definition of Instagram, Instagram as media in teaching writing descriptive text, the advantages and disadvantages of using Instagram, previous studies.

2.1 The Definition of Writing

Writing is one of the most important ways of communicating in the modern world, such as writing paper and pencil or e-mail (Tahriri, 2014:1). Therefore, writing needs to be pushed and be trained during the language course learning of study because writing as a communicative activity (Celce-Murcia, 2001:202). Because in knowing writing we can know that writing has four behaviors such as creative writing ideas, thinks about writing, writes words, and edited manuscripts (Calkin, 2018:1).

Writing requires a great effort to explore and manage ideas derived from an author's thoughts. The efforts of an author who seeks to put the author's thoughts into writing or paper. It is making as effectively as possible so that the writing an author can be conveyed the author's idea. (Arta, 2019:1). Writing has many constituent parts and needs to be considered which one will be the most important thing is to make a writing or paper such as

content, organization, originality, style, fluency, accuracy, or use the appropriate form of rhetorical discourse (Richards and Renandya, 2002:309). Therefore, it can be said that writing is the most difficult skill for L2 learners to master (Richards and Renandya, 2002:303).

From some of the definitions of writing in the previous section, it can be concluded that writing is an activity that can produce a paper by sharing observations, using information, creating thoughts, or ideas from ourselves and others into language by paying attention to coherence (grammar), vocabulary, handwriting, spelling, layout, and punctuation.

2.2 Steps in the Writing Process

In the world of writing, a writer needs a process in writing. As a personal activity, it can be seen broadly as consisting of four main stages: planning, drafting, revising, and editing (Richards and Renandya, 2002:315).

2.2.1 Planning

Pre-writing is any activity in the classroom that encourages students to write (Richards and Renandya, 2002:316). Student writing on ownership self-reflection and evaluation. They are given knowledge about descriptive texts and then, they will be given a theme to describe. With the idea, students can use the time to explain the place or object in the form of paragraphs in the text description. It is related to Graham (2011:2) that pre-writing is written for real purposes and audiences, with several the project evaluates then, it happens over a long period.

2.2.2 Drafting

After students try to develop their topics and ideas, they must write their first draft. Enough time must be given for the first draft and students must be reminded of at this point. Students should focus on developing ideas and the organization of ideas so that they are more developed in the use of perfect grammar, punctuation, or spelling (Nunan, 2003:108). Another definition based on Richards and Renandya (2002:317) that at the drafting stage, students only focus on fluency in writing and are not busy with grammar or neat accuracy the draft.

2.2.3 Revising

Based on Richards and Renandya (2002:317) state that students review their text based on feedback and students must re-examine what was written to see how effectively they have communicated it to the reader. Revising not only checks for language errors. Activities to revise, namely asking students to work together in pairs to read aloud each concept before being revised.

2.2.4 Editing

Students edit the work of their peers or their own friends. Students edit the work by paying attention to the use of grammar, spelling, punctuation, diction, sentence structure, and accuracy of supporting text material such as quotes, examples, and the like (Richards and Renandya, 2002:318).

2.3 Teaching Writing in Senior High School

According to Siswita and Hafizh (2014:5) state that the teacher must use a method that is as attractive as possible to the teaching of writing. Because by using something interesting and something new in the teaching of writing will be able to

make senior high school students will not get bored studying. The first, teaching writing in senior high school is that the teaching teacher should consider the age of the students. Because it can be considered to decide what strategies are right to teach students on the learning material that will be given. Based on Brown (2001: 92) states that the period between childhood and adulthood are transitional periods filled with confusion, self-awareness, and a feeling of wanting to change your mind. Physical and emotional perception is ultrasensitive. As a result, students can be involved in various communicative contexts. Especially in teaching and learning in class X which should be students designed to help improve their writing strategies to make their writing skills more increased.

The second is the 2013 curriculum that the development of the 2006 curriculum. Different among them is the 2013 curriculum providing an additional number of educational characteristics that are not listed in the 2006 curriculum. According to Khoiriyah and Setyaningrum (2015:3) state that the K-13 must fulfill three main components of education such as knowledge, skills, and attitudes. This curriculum places a higher priority than competency on skills and knowledge.

Especially according to national education ministry regulations that core competencies and basic competencies for high school students X in the first semester are students are required to do some writing competence as shown in table 2.1.

Table 2.1 Core Competence and Basic Competence of Writing Skills for Grade X Senior High School.

<i>Kompetensi Inti</i>	<i>Kompetensi Dasar</i>	<i>Indikator Pencapaian Kompetensi</i>
1. <i>Menghargai dan menghayati ajaran agama yang dianutnya.</i>		
2. <i>Menunjukkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong-roton, kerjasama, toleran, damai), santun, responsif, dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.</i>		
3. <i>Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, dan</i>		

<p><i>prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.</i></p>		
<p>4. <i>Mengolah, menalar, dan menyaji, dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri dan mampu menggunakan metoda sesuai kaidah keilmuan.</i></p>		

In this research, the researcher focuses on one competence to be studied. It is

Core competence 4, Basic Competency 4.4.2 and by indicator 4.4.2.1

Table 2.2: Core Competence, Basic Competence, and Indicators of Competence.

<i>Kompetensi Inti</i>	<i>Kompetensi Dasar</i>	<i>Indikator Pencapaian Kompetensi</i>
<i>4. Mengolah, menalar, dan menyaji, dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri dan mampu menggunakan metode sesuai kaidah keilmuan.</i>	<i>4.4.2 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara konteks.</i>	<i>4.4.2. Menulis dengan baik dan tepat teks tulis sederhana mengenai pemaparan / deskripsi pada celebrity Instagram Status secara benar dan sesuai dengan konteks.</i>

2.4 Problem in Writing

According to Adas and Bakir (2013:255) state that there are several problems students face in writing. The first is that students only use the spelling of words they know. Second, students only use the present tense in their writing. Third, students are confused about making a good text structure and correct composition of writing, making it difficult to understand the student's writing. Furthermore, students do not communicate well with their friends, so there is no feedback from their writing.

Finally, students do not know what is right or wrong when they read their writing aloud.

In addition, based on Al-Khsawneh (2010:3) states that students have many problems when writing in English. Students assume writing in English is new to them, so they don't know how to organize their ideas properly. In the case of the Arab world, students use very few foreign languages in their communities. As a result, students have many problems when they study at a university where teaching media are foreign languages such as English.

Writing problems faced by students in writing are grammar, mechanical problems, sentence structure problems. In addition, diction problems faced by students are linguistic problems (Alfaki, 2015:44). So, from some explanation about the problem in writing, can be concluded that problem in writing is from the students themselves, such as how far the students know English in their daily life and the students don't practice for well-structured writing.

2.5 The Definition of Descriptive Text

Based on Alfin (2019: 12) states that descriptive text is the text that says what kind of person or thing is being described. Descriptive text is a type of text that is not only built with a few rigid rules in sentence form but also arranged by considering the purpose and meaning of each structured (Noprianto, 2017:3). The teacher needs to have enough knowledge about how to make meaning of clauses.

Descriptive text is the text that contains two components namely, identification and description. Identification is to identify the object to be explained or describe the object obtained while the description is to describe the part, quality, and

characteristics of the parts of the object (Potradinata, 2018:1). So, the explanation above can be concluded that descriptive text is the text that has the purpose of identifying, describing objects or people, and animals as well as having structure.

2.6 The Characteristic of Descriptive Text

Based on Emilia & Christie (2013:63) state that the elaboration of the schematic structure of the descriptive text is discussed such as identification and description. The first is identification. The purpose of identification is to introduce and identify a person, object, place, animal, or event to be explained in the form of descriptive text. In this identification element an author or student must try to make or explain the subject in general (Alfin, 2019:13).

The second is a description. The purpose of the description is to describe something that will be explained in the text. It contains descriptive details or information from the author by providing several descriptions such as characteristics, appearance, personality, habits, or qualities (Emilia & Christie, 2013:63).

a. Language features

Has a certain subject or thing.

Example: My car, my dog, etc.

b. Using the simple present tense.

Example: I have a pet, my cat is very cute.

c. Using action verbs.

Example: My cat likes to fish and meal, my rabbit can jump in the grasses.

d. Using many kinds of adjectives describing and numbering the subject, thing, or object.

Example: My rabbit has two ears and do not has a horn, my cat has black fur and the color is white, black and brown.

- f. Using “thinking” verbs and “feeling” verbs.

Example: My rabbit is very cute and funny, my cat always runs to me, etc.
(Rahayu, 2017:23).

The next characteristic of descriptive text is systemic functional linguistics. Systemic functional linguistics is about the description of the potential meaning or linguistic choices available to build deep meaning in a context (Christie and Unsworth, 2000:2). So, from the definition above, it can be concluded that the character of descriptive text such as generic structure like identification, description, language futures, systemic functional linguistics.

2.7 The Definition of Instagram

Based on Soviyah (2018:3) states that Instagram is something fun and fast to learn in terms of how to use it to share people's lives with their friends through a series of images. Instagram is one of the social media that uses capture and share moments from users (Warda & Armeria, 2019:2). Instagram provides a platform where users can, so users can dialogue, exchange ideas, and find answers to questions, and thus can lead to collaboration and discussion between Instagram users (Mansor, 2016:2).

Instagram has four specific features that can use users such as Instagram profile interface, profile content, Instagram’s photo content, navigational tools (Handayani, 2017:3). The first is Instagram profile interface. This section provides

information about the Instagram user profiles, such as biography, circle profile photos, number of posts posted, and number of user followers.

The second is the profile content. In this section providing information for viewers or users to scroll down the profile. Users can see all profile photos appearing simultaneously. Photos to be seen will be displayed clearly by zooming in.

Third is Instagram's photo content. In this feature, users can like the photos they like, make comments, or read comments posted previously. In this photo content also displays how many people who give "like" photos, photo captions, and comments added under captions. Photos posted on Instagram can also inspire students' creativity by choosing photos and then writing short stories or poems based on what they see.

Fourth is navigational tools. In this section, there are five icons available at the bottom of each page on the Instagram screen, such as the home page, home page, post page, notification page, and user profile page. When users post photos or videos, users can tag photos that include adding locations, tagging friends, and placing keyword tags on photos. In addition, users can also add text, hashtags using the # symbol to describe pictures and videos.

2.8 Instagram as Media in Teaching Writing Descriptive Text

Instagram is one of the media, by using media, learning English will be more effective and better and can help students to understand and conduct experiments more easily with language. Doing learning by using the media can help teachers to facilitate teaching and make students become interested and understand to learn

English (Warda & Armeria, 2019:2). Instagram is very suitable as a media in teaching writing descriptive texts (Warda & Armeria, 2019:3). Students can explain the picture based on real situations, so they do not feel bored when the learning process takes place. The teacher can utilize social media not only for communication but also for learning media.

Using Instagram as a learning media is a way that makes it easier for students to learn the descriptive text. Because Instagram is used to share moments like photos and videos, while the descriptive text is the text that consists of object descriptions that are obtained. By using Instagram as a learning media that can be utilized by teachers, the learning process will be easy for especially in learning descriptive text (Warda & Armeria, 2019:2). In addition, they will be more interested in learning English. Therefore, using Instagram as social media can improve student achievement in learning (Salikin& Tahir, 2017:2).

Teachers can also use Instagram to use photos of famous people to ask questions to students related to the photo (Handayani,2016:5). For example, ask students who the photo is, and explain 1-2 relevant items about that person. This activity can also be applied to teach students to describe someone specifically. Students are given the choice to share and post their favorite famous people. They are required to provide a description of the person. Maybe about physical appearance and personality traits. Then, other students can give their own opinions about a famous person.

2.9 The advantages and Disadvantages of Using Instagram

2.9.1 Advantages

- a. Beautify photos to be posted.
- b. I Can share videos.
- c. Market literacy technology. One of the advantages of selling through Instagram is that active users on Instagram must be active on Twitter and maybe also Facebook. Therefore, this is right when users promote their products through Instagram and help other social networks.
- d. Simple product display.
- e. On Instagram, most photos use hashtags. Therefore, it is recommended to use hashtags to make it easier to find user posts.

2.9.2 Disadvantages

- a. Videos that will post only last about 1 minute.
- b. Because it's smartphone-based, photos posted on Instagram are often unclear.
- c. Instagram also develops chat features among Instagram users.

By using Instagram in learning class, especially in taking and responding to photos and make the descriptive text as information, it will make students learn to communicate in a way that is fun and has opportunities to increase their critical and creative thinking skills (Alfiyatun, 2018:67).

2.10 Previous Studies

Many previous studies that are relevant to this research. Soviyah & Etikaningsih (2018), this study was an experimental research method to investigate

the effectiveness of the use of the Instagram application on the students' performance in writing descriptive texts. This study involved 50 students of a private high school in Yogyakarta as the research sample. There were two groups involved in this research, the experimental and the control group. The data were analyzed quantitatively applying t-test computation and descriptive analysis. The results of the study indicate that there is a significant difference in students writing scores between those taught using Instagram and those who aren't. The post-test mean score of the experimental group which was higher than the post-test mean score of the control group at the point of 80.04 and 76.68. In other words, the use of Instagram is effective in teaching writing descriptive texts.

Alfiyatun & Muntaha (2018), The aim of the research is to know the significant differences of the students writing ability on the descriptive text between the students who are taught by using Instagram captions and picture as a teaching media at the tenth-grade students of SMA Muhammadiyah 1 Karanganyar in the academic year 2017/2018. The research was done in six meetings. The research design in this research was a quasi-experimental research with a quantitative approach. The researcher used writing a test to collect data. In analyzing the data, the researcher used normality, homogeneity, and t-test formula to compare the difference post-test scores between two groups. The result in this research, the average of students' experimental group using Instagram captions was 85.88 and for the students' control group using picture was 76. In conclusion, teaching writing for tenth-grade students of SMA Muhammadiyah 1 Karanganyar in the academic year 2017/2018 by using Instagram captions is effective.

Alfin (2019), this research aims at knowing the effectiveness of using Instagram's photo content towards students' descriptive writing ability at the first grade of SMKN 1 Boyolangu on the academic year 2018/2019. This research used a pre-experimental design with a quantitative approach. The sample of this research was X-Chemical Engineering class which consisted of 36 students chosen by a purposive sampling technique. To collect the data, the researcher used the research instrument in the form of the test. The result in this research, the mean of the post-test was 77.42 and it was higher than the mean of pre-test (65.75). It means that there was an increasing score on the students' achievement. As a result, it could be concluded that the use of Instagram's photo content is effective for improving or raising the students' descriptive writing ability in the first grade of SMKN 1 Boyolangu.

Warda & Wijaya (2019), in this study the researcher uses experimental research in the quantitative methods which two classes as experimental and control groups. This research is including in true experiments. The researcher uses social media of "Instagram" to teach the student in writing descriptive text to improve students writing ability. The sample of the data is taken from Barunawati Junior High School students. This study uses tests, instruments, and rubric assessments to collect the data. The result showed that teaching writing descriptive text using social media "Instagram" to improve students writing ability is effective.

This research has some similarities and differences between previous studies. The similarities are mostly using Instagram to teach writing. The differences are they use Instagram as media in different education level, school, research design,

and data analysis. Besides, the previous studies almost did the research in senior high school, junior high school level. But this research just uses Instagram in senior high school. So, the researcher would conduct the present research entitled “The Effectiveness of Using Instagram in Teaching Writing Descriptive Text”.