

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses some topics that related to the research. The definition of writing, writing process, definition of recount text, generic structure of recount text, definition of Instagram, Instagram and language learning, the use of Instagram to teach students, technology as media in teaching learning.

A. Definition of Writing

Generally, there are four basics in learning English there are writing, listening, speaking and reading. Writing is important that students need to develop, writing is a process to transfer from brain and supporting idea on the paper to be the read by the reader. By writing we can tell about all of in our brain can be showed by expressing many actions.

Writing is process that we write is often heavily influenced by the constraints of genres then these elements have to be present in learning activities Harmer (2004). Through writing, they can also transfer information and knowledge to other. Writing is a thinking process, writing can be planned and given many revision before the work release. Writing cannot be produced once, it must be followed by some steps that beginning from prewriting, drafting, revising, editing and the last release the work Brown (2001). According to Harmer (2001) in writing, there are problems with grammar, vocabulary, handwriting, spelling, layout, and punctuation. It means that good content of writing only is not enough. The student must focus on the grammar to make good writing .

From several definitions above, it can be concluded that writing is a way to produce language that appears from our idea, feeling that was advised through writing. Writing allows students to generate their idea, organize the sentence, revising the text into good composition and editing text for appropriate grammar. Therefore, students should learn to write regularly to get good writing. Besides, writing in language learning is an ability that the students have to master because writing is very useful in education, business, and daily life.

B. Writing Process

Writing process is a framework for writing well and easily, the process writing approach involves the process steps necessary to produce a good quality final piece of writing. According to Barbara (2005) in the process of writing, the writers do not easily move from step to step. The writers sometimes they need to double check before going to the next process, the writing process there are five logical steps in writing process there are: pre-writing, drafting, editing, revising, publishing.

1. Prewriting

Prewriting is an activity before the writer starts to commit the topic. Prewriting by using Instagram is the way to get ideas the students. In this step, choose a topic and collect ideas to explain the topic Alice oshima and Ann Hogue (2007).

2. Drafting

Drafting is series of strategies designed to organized and develop a topic on paper, than focus in the content.

3. Sharing and responding

Sharing and responding is a step in writing process when the writer share his/her writing to his/her friends. The writer asks his/her friends to review his/her writing. The process when the writer asks his/her friends to review his/her writing called as peer-review.

4. Editing

Editing is helping the student find and correct their own error. On the other hand, the student need to know how to write using standard conventions of spelling, grammar, punctuation. The function of editing is correct their own mistakes.

5. Publishing

In this process, the writer publishing refers to putting the writing in a final finished format where it can be shared with others. This step could be done whether through many ways. The writer can do this stage by printing his/her final draft or he/she also can share his/her writing through online. Teaching writing in Senior High School need some variation and interesting ways. For senior high school students, writing is difficult thing to do because senior high school students in general lack in writing skill. Teacher has to carry out an attractive way in teaching writing because. By using an attractive and something new in teaching

writing can make senior high school students will be interested in studying (Coreline,2006).

C. Teaching Writing

Writing is one of four skills (listening, speaking, reading, writing) has always formed part of the syllabus in teaching of English. Writing has some important roles in human life; either in academic purposes or in other aspect of life. Teaching of writing is conveying, guiding, and giving the knowledge or information about how write well and how produce good writing. There are many reasons of teaching writing. Harmer (2004) states that the reasons for teaching writing to students of English as a foreign language include four reasons.

a) Reinforcement

Some students acquire languages in a purely oral way, but most of them benefit greatly from seeing the language written down. The visual demonstration of language construction is invaluable for both our understanding of how it all fits together and as an aid to committing the new language to memory. Students often find it useful to write sentence using language shortly after they have studied it.

b) Language development

The actual process of writing helps learners learn as they go along. The mental activity they have to go through in order to construct proper written texts is all part of the long learning experience.

c) Learning style

Every student have different characteristic. Some students are fantastically quick at picking up language just by looking and listening. For the rest of us, it may take a little longer. For many learners, the time to think things through, to produce language in a slower way, is invaluable. Writing is appropriate for learners who take little longer time at picking up language just by looking and listening. It can also be a quite reflective activity instead of the rush and bother of interpersonal face-to-face communication.

d) Writing as a skill

Writing is a basic language skill, just as important as speaking, listening, and reading. Students need to know how to write letters, how to put written reports together, how to reply advertisements and increasingly, how to write using electronic media. They need to know some of writing's special conventions (punctuation, paragraph construction, etc.)

D. Recount text

1. Definition of Recount text

According to Anderson & Anderson (2003), a recount text is a text that retells past events and usually in order that happened. Recount text is a text that tells about something occurred in the past in order to give information or entertainment into chronologically of what had happened. The purpose of recount text is tell a sequence of events so that is

entertain. The story recount has expressions of attitude and feeling, usually made by narrator about the events.

2. Generic Structure of Recount text

There are three generic structure of recount, they are:

- a. Orientation: recount text begins by telling the reader who was involved, what happened, where this events took place when it happened in addition, setting and characters are introduced.
- b. Events: events is the main important activities or events that occurred in that story of text. The function is to give more explanation of the orientation. Events are called as a body of text. The series of events are usually written in chronological order or sequence. This stage includes how problems deal with, how character within the text feel about the events, told in detail.
- c. Re-orientation: re-orientation is a conclusion of the story some recounts have a concluding paragraph, however, this is not always story necessary. In other words this is a kind of text that saying about how a thing in the past happen in chronologically and saying about a feeling or expression of that things. In this stage, the writer summarizes the event but it is option based on the writer. In this stage, the sequence of event is ended and any issues or problems are completely resolved by characters.

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E. Instagram

1. Definition of Instagram

One of the most used social media in the world is Instagram. Instagram is interactive way to shares the user's life through a series of pictures. Using videos and pictures posted on Instagram can attract students' interest. A study conducted by Al-Ali (2014) integrated Instagram as an active mobile learning tool in the language bridge program. Instagram has potential to be a language learning tool in terms of language skills. When pictures or videos are uploaded and shared with the students followed by questions from the teachers, the students are encouraged to use their language skills. Instagram has potential to be a language learning tool in terms of language skills. Who used Instagram to develop students' ability in writing recount texts (Kelly, 2015).

According to Soviyah (2018) Using a mobile phone as media to learn, Instagram allows users to snap a picture and share it to others. Users only need to snap a photo, then choose a filter to transform the image and keep it around forever as a memory, users can also add text to give information about the pictures or videos shared. In terms of who use it and for what function, Instagram can be used by everyone all over the world in order to

post any updates or information, share photos or videos, and chat or argue with other Instagram users.

2. Instagram and language learning

Instagram is interesting and appealing with its features to support people's communication needs. Moreover, Instagram its supporting features can also be used as a medium in learning process related activities (Listiani,2016). Among other features of Instagram that can be used to support language learning process are:

a) Photo and Video Sharing

Instagram enables users to take pictures or videos using the application or to use photos or videos already existing in the user's camera album. In addition, users can add a caption in the form of words, sentences or paragraphs in their photo or video. The caption itself can give information about what is actually going on in relation to the uploaded photo or video. If it is used in a language learning process, this feature of uploading and captioning pictures or videos is especially very relevant to help language learners learn how to write effectively in a language. In other words, Instagram is useful to help learners learn writing.

b) Social Network

Instagram, like any other social network, is based on social life just like having friends or it's called followers in Instagram. In Instagram, users can be friends with others by 'following' them.

Through this feature, users can interact with other people through liking and leaving comments to other users using icons provided. Besides, users can also communicate using direct message feature.

3. The Use of Instagram to Teach Students

Teacher can use Instagram as media when to teach writing recount text. Instagram gives students access to thousands of photographs every day and allows them to add their own photographs to the mix. By taking and responding to photographs and make the recount text as the caption, students learn to communicate in a different way and have the opportunity to boost their critical thinking and creative skills. Teachers can also get in on the Instagram action, using the photographs to share all of the great things they are doing in the classroom and share their experiment to other friends through Instagram (Alfiyatun, 2018).

4. Technology as Media in Teaching Learning

Technology is effective tool for learners. Learners must use technology as a significant part of their learning process. Teacher should model the use technology to support curriculum so that learners can increase the true of use technology in learning their language skill (Costley, 2014). According to Susi karan (2013) basic changes have come in classes beside the teaching methods because chalk and talk teaching method is not sufficient to effectively to teach. Raihan and Lock (2012) state that with a well-planned classroom setting, learners learn how to learn efficiently. Technology-enhanced teaching environment is more effective than lecture-based class.

Teachers should find methods of applying technology as a useful learning instrument for their learners although they have not learnt technology and are not able to use it like a computer expert.

Before doing this research, the researcher read for some researcher related to this research. The first previous study from Alfiyatun (2018) The researcher uses Instagram to teach writing descriptive text, and state that media instagram is an effective media in teaching students writing descriptive text, Instagram create fun situation. It makes the students enjoy the teaching process.

Second, Purwandari (2017) Her research was an experimental study to find out whether there is any learning achievement of students who are taught writing descriptive text using photographs as media which is significantly different from those who are taught without photographs. The subjects of the study were the 8th year students of SMP Negeri 1 Ungaran. There were two groups involved in this research, the experimental and the control group. Based on the result of this study, it is concluded the application of photographs in Instagram can be effective for students' writing skill in writing descriptive text. It was effective and recommended for the English teacher as one of references in teaching and learning process.

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.