CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the Theoritical Framework used in this study. It consist of the definition of Writing, Instagram media, the process of writing, descriptive text, the advantages, and the previous study.

A. Writing

1. Definition of Writing

Writing is a mean of communication. In writing, communication tends to include a thinking process because writing needs the process of selecting and organizing ideas into coherent and logical whole. The researcher determines that writing is an activity of developing ideas and feelings to produce an arrangement sentence. Writing is one of the productive skills which need to be mastered by language learners besides speaking. They learn writing as an essential component not only for academic practice but also later in their professional life. In addition, they will have appropriate background knowledge about writing.

As stated by Nunan (2003:89), combination of physical and mental acts is called writing. Writing is physical of committing words and thoughts. Besides, mental acts are inventing ideas, thinking about the way how to express them, and organizing them into statements and paragraph. In addition, he also explains that writing is known as a combination of process and product. It means that the writer have to imagines, organizes, drafts, edits, reads, and rereads. In line with Nunan, Brown (2001: 348) also states that writing is the written products of thinking, drafting, and revising procedures that need specialized skills, skills on how to generate ideas, organize them coherently, use discourse markers and rhetorical conversations coherently into a written text, how to revise text for clearer meaning and how to edit text for correct grammar and produce a final products. Writing is a way to put thinking or ideas into text. Furthermore, writing is words which the writers free themselves from what they currently think, feel, and perceive.

Based on the definition above, it can be concluded that writing is written process of arranging the ideas into a text.

a. Process of Writing

As one of productive skills, writing needs a process. According to Harmer (2001:4), there are four stages of writing, those are:

1) Planning

Before starting to write or type, the writer tries and decides what they are going to say. Writers have to think about three main issues. Those are the purpose, the audience (the reader), and content structure. The first is they have to consider the aim of their writing since this this will influence not only the kind of text they are going to produce, but also the language and the information they choose to include. Secondly, the writer has to think about the audience. The audience will influence not only the shape of writing (how it is laid out, how the paragraphs are structured, etc.), but also the choice of language (formal or informal language). Thirdly, writer needs to consider the content structure of the piece.

It means that how the writer sequence the facts, ideas, or arguments. This stage is often called pre writing process. Pre writing contains thinking, talking, reading, and writing that the writer does about his topic before he writes a first draft. Pre writing can be explained as a way of warming up the brain before writing.

Before we start writing, we decide what we are going to write about. After that, we plan what we are going to write.

2) Drafting

The first version of writing is called draft. The writer has to use the idea that is generated in the planning as a guide. This stage needs an editing for checking the next. A number of drafts may be Created on the way to the final version.

3) Editing (reflecting and revising)

It is almost impossible to write paragraph perfectly on the first try. The first draft is the first try. Perhaps, the order of information is not understandable or the discourse marker is wrong. The way to revise and increase the first draft is called editing. Reflecting and revising are often helped by other readers or editors who give comments and make suggestions.

4) Final version

Once the writer has revised and edited the draft and made the changes that considered being necessary, he has produced the final version.

b. Writing Assesment

According to Brown (2001:4), assesment is a popular sometimes misunderstood term in current educational practice. People might be thought that testing and assessing is the same term, but they are not. Prepared to administrative procedures that happen at identifiable times in curriculum when learners master all their faculties to offer peak performance are being measured is called test. Besides, assessment is a going procedure that contains a much extensive domain. Test is a sub-set of assessment. It is not only form of assessment that teacher can use. Test can be the assessment but assessment is not always a test. The researcher will use analytic scoring to measure the students writing task. Analytical scoring has five major elements that will help to call the writer's attention to areas of needed enhancement.

1. Descriptive Text

a. Definition of Descriptive Text

Oshima and Hogue (2007: 61) explain that descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and/or sounds. A good description is a word picture, the reader are able visualize the object, place, or person in his or her mind. Husein and Pulungan (2017:1) state that descriptive is a kind

of text which gives description about an object (living or non-living things) such as person, place, or thing. In addition, they say that the social function of writing descriptive text is to describe a particular person, place, thing or animal.

Based on the definition above, it can be concluded that descriptive text is the text which is describe particular thing, animal, person, place, or other by looking, smelling, tasting, or feeling them.

b. Generic Structure of Descriptive Text

In genre based writing, Husein and Pulungan (2017: 1) explain that the generic structure of descriptive text consists of two parts, they are:

1) Identification

Identification is a statement which consists of one topic. In identification, the introduction about who or what will be described is written.

2) Description

It consists of detail description about someone or something that is defined in identification. The specific characteristic about who or what described is written in description.

c. **Grammatical Features of Descriptive Text**

According to Knapp and Watkins (2005:98), there are several grammatical features of descriptive writing, they are:

1) The verb is simple present tense

For example: he wears red shoes, she has round face.

2) Using adjectives

For example: beautiful, handsome, black, brown.

3) Using nouns

For example: nose, eyes, lips.

4) Using pronouns

For example: he, she, it.

5) Using action verbs

For example: Ant lives in colonies.

6) Using mental verbs

For example: like, feel

6) Focus on specific participant

For example: my best friend, Borobudur Temple, Mrs.

Rini

3. Instagram

a. Definition of Instagram

Instagram is one kind of mobile application and social media which offer some features that permits users to share photos and videos and permits the users to build up the interaction with others. In October 2010, Instagram was found by Kevin Systrom and Mike Krieger. People usually use Instagram to share their personal information, such as uploading their pictures or videos and provide explanation that is called caption under it. Many interesting features are provides by Instagram, such are photo filters, direct message, group messaging, picture editing, location tagging, instagram story, and live video streaming. Users from connections by following each other's profiles which allows them to see the content posted on these profiles and give responses in the form of comments or likes. Like is a tag user can place on images to indicate that they view them favorably. When a user follows another uses, all postings from these users will be shown on the user's news feed. Instagram also permit users to message each other privately by using direct message.

It is important to implement social media in classroom activities as social media or learning sources. Dhanya (2016) gave the suggestion that

the integration of social media into classroom practice entails a reconfiguration of roles : the teacher is no longer the sole source of content , and the students are able to shape their learning in ways which align closely with the needs of trheir daily lives. In addition, Mansor (2016) also gave more example of social media such as facebook, Blogs, Instagram, e-mail and Twitter that can be uesd in language learning. They provide platform where users can dialogue, exchange ideas, and find answers to question that further are able to foster collaboration and discussion.

b. Features of Instagram

There are many features in Instagram. According to Sofiyah and Etikaningsih (2018), features of instagram that can be used to support learning process are:

1) Photo and video sharing

Instagram enable users to take pictures or videos by using the application or using photos or videos that already exist in user's camera roll. Moreover, users can add caption. It can give information about what is going on related to the picture or video that is uploaded.

If it is applied in learning process, this feature of uploading and captioning pictures or videos is especially very relevant to help students learn how to write effectively.

2) Social network

Instagram, like other social network, is based on social live just like having friends or followers. Users can be friends with others by following them. On the top of the profile, users will see the nickname, profile picture, how many photos or videos has been uploaded, how many followers and following the account has. Users can see others videos and pictures in their news feed when they follow someone.

Moreover, users also can give like or comments on those feed. In addition, users can communicate with each other by using direct message. Instagram is very possibly to deliver service for language educational purposes since it facilities students to learn how to talk and speak in a language effectively.

4. Picture

A. Definition of Picture

Picture is a visual representation of a person, object or scene as a painting, drawing, photograph, etc. Through pictures, students can see people, places, and things from place that they never visited before. In addition, picture gives experience to students indirectly before teacher explains the material. According to Harmer (2007: 178), teachers usually use picture or graphics that is taken from

books, newspaper, and magazines, or photographs to facilitate learning process. Picture can be in the form of flashcards that we can hold up for the students to see, large wall picture which is large enough for the students to see details, cue cards are small cards that is used by students in pair or group work, photographs, and illustrations that are typically in the form of textbook.

A. The Type of Picture

As stated by Wright (1989), there are 21 types of pictures based on the form. They are shown in the table below:

Table 2.2

The List Kind of Pictures

1	Check chart for pictures	12	Sequences of picture
2	Pictures for single subjects	13	Related picture
3	Picture of famous people	14	Single stimulating picture
4	Picture of several picture	15	Pictures of maps and symbol
5	Picture of people in action	16	Pair of pictures
6	Picture one person	17	Pictures and texts
7	Picture of the news	18	Ambiguous picture
8	Picture of fantasies	19	Bizzare picture
9	Picture of places	20	Explanatory picture
10	Picture from history	21	Students and teachers drawing

11	Picture with a lot of information		

B. **The Role of Picture in Language Teaching**

In learning process, picture has some role especially in writing. Wright (1989: 17) explains that there are five roles for picture in speaking and writing, they are:

1) Picture gives motivation to the students. Thus, it can make them feel interesting in the class and they want to pay attention about the material.

2) Picture supports the context when language is being used.

3) Picture can be described in an objective way or interpreted or respond it.

4) Picture gives the motion of a respond toward question through control practice.

5) Picture can stimulate and deliver information in the form of conversation, discussion and stories.

C. The Advantages

a. For teacher

The benefits of this research are that: they can improve the students' writing skill, and the result can enhance the teacher professionalism quality as an educator.

b. For students

The benefits of this research for students are that they are able to improve their writing skill.

c. For researcher

The research provides information also starting point for other researcher in same topic.

d. For SMP Negeri 4 Pare

The benefit of this research for SMP Negeri 4 Pare is that the English teachers can improve their skill in teaching writing and students can improve their writing skill. These improvements automatically can increase the quality of SMP Negeri 4 Pare.

C. Previous of the Study

In completing this paper, the researcher takes review from other previews researches which investigate the related topic. First research was conducted by Alfiyatun (2018). The objective of her research is to find out whether Instagram Caption is effective to teach writing for the tenth grade students of SMA Muhammadiyah 1 Karanganyar in the 2017/2018 academic year. The methodology of this research is quasi experimental research. Two classes were chosen as the sample by using cluster random sampling technique. To collect the data, the researcher used writing test in pre-test and post-test. The result was the average of students' experimental group using Instagram captions was 85.88 and for the students' control group using picture was 76. From the result of independent t-test is higher than t-table (18.7862>2.060) on the significant level 0.05 with n = 25 students. Thus, it can be concluded that students who are taught by using Instagram captions have better writing ability than those who are not.

The second was conducted by Purwandarini (2017). The design of the research was an experimental research to find out whether there is any learning accomplishment of students who are taught writing descriptive text using

photograph as media which is significantly different from those who are taught without photograph. The subjects of the research were the 8th students of SMP Negeri 1 Ungaran. There were two groups involved in this research those are experimental group and control group. The experimental group was taught by using photographs in Instagram, and the control group was taught without using photograph in Instagram. After the treatments were given to both of groups, the result shows that the mean of experimental group was 74.80 and the control group were 72.63. It means that the score of experimental group was higher than the score of control group. The t-test result showed that t-value was 2.056 and t-table was 2.002, which means that t-value is higher than t-table. It proves that there is significant different achievement between the groups which taught using photographs in Instagram and using conventional teaching. It means that by using photographs in Instagram was effective and recommended for the English teacher as one of references in teaching and learning process.

The third research was conducted by Handayani *et al*.(2018). The research is about the effect of the use of Instagram on EFL students' writing ability. The researchers applied pre-experimental research design with no control group. The subject of the research was two classes of

Argumentative Writing course offered in the English Department of Universitas Negeri Malang. There were two instruments of data collected in this study: a writing test and questionnaire. The writing test was administered in the pre-test and post-test. In those tests, the students were asked to make an opinion essay. To measure the pre-test and post-test data, the researcher applied paired sample t- 25test. The result was there was a significant difference between both of tests' scores. On average, the post-test score was 15 points higher than the pre-test scores (17.83, 12.84). In conclusion, the students who were taught by using

Instagram had better ability in writing an opinion essay. The respondents were also asked to respond a questionnaire that is designed to verify their perception on three aspects: their competence in writing, interest in using *Instagram* in teaching writing, and learning process. The result shows that the students had positive response toward the implementation of *Instagram.*

The forth research was conducted by Listiyani (2016). This is a research to examine the effectiveness of Instagram Writing compared to teacher centered writing to teach recount

text to students with high and low motivation of SMP Kesatrian 1 Semarang in the academic year of 2015/2016.

This study was conducted by experimental design with 40 participants. Those students were divided into experimental and control group. The experimental was taught by using *Instagram*, whereas the control group was taught by using teacher centered writing. Results indicated that the final average score of experimental group was 73. Meanwhile, the control group got a lower average score with 67.15. After calculating the significance of the test, the result of the t-value was 2.210 and t-table was 2.002. It can be concluded that teaching recount text using *Instagram* resulted a better achievement. Besides, the t-value of the post test was higher than the critical value which meant that the difference was statistically significant. Thus, the higher achievement of experimental group indicated that the use of *Instagram* promoted a better understanding for students with high and low motivation which improved the quality of their writing.

The fifth research was conducted by Mursela (2018). The objective of this research is to obtain the empirical evidence of the effect of peer feedback through Instagram on students' writing recount text at the 10th grade students of

SMA Triguna Utama Tangerang Selatan. The methods of this study are quantitative method and quasi experimental design. Two classes are taken asthe sample of the study with 30 students in each class. Those classes are designed as experimental class and control class. The sampling technique used is purposive sampling. Moreover, this research is conducted through the following procedures; pretest, treatments, and post-test. The data analyzed is gained through writing test. The data analyzed in this research by using statistic of t-test Statistical Package for Social Sciences (SPSS). The result of this research proves the difference between students' score in learning recount text by giving peer feedback through social media and those do not. According to statistical calculation, the df = 58, sig.(2-tailed) or (p) value = ,001, and α = 0.05, which is p-value < α. It can be concluded that peer feedback through social media is effective in teaching recount text because it showed moderate effect on students' writing recount text at the tenth grade of SMA Triguna Utama Tangerang Selatan.