

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents a review of related literature. There are writing, recount text, teaching media, Instagram, and previous related studies. Researchers also use several references to support research.

2.1 Writing

Writing is an intellectual activity to look for ideas and think of ways to express and compile statements and paragraphs that are clearly understood by the public. This shows that the writer is required to express his thoughts and arrange them into a good composition (Nunan, 2003). In addition, writing presents the author's concept in understanding the problems presented to the public.

Written products are thinking, composing, and revising which require special skills on how to generate ideas, how to compose them coherently, how to use discourse markers and rhetorical conventions to place them cohesively into transcription, how to revise text for clearer meaning, how to edit text for grammatically appropriate, and how to provide the final product (Brown, 2004). By learning to write, students will gain knowledge about how to write effectively, how to express ideas, and how to share their thoughts without anyone writing.

Planning, drafting, and revising are three stages in the writing process (Richards & Renandya, 2002). To convey the writing, students not only used paper to write. They can convey their writing via text message, email, and caption. The writing on media often contains information about events. Writing encourages students to focus on using language that is as accurate as they think

when writing. This will probably lead to good progress as they solve the problem that is written on their mind.

Based on this description, it can be concluded that the importance of writing skills is to avoid ambiguity of main ideas and change meaning. Students must master because it can help students think critically and deeply to build good writing.

2.1.1 Writing Process

The writing process has four elements (Harmer, 2001). The first is planning, at this stage, it encourages students to write. This is an important step before writing. Students must think about three main problems. It is the goal, audience (reader), and content structure. Before students beginning to write, the students need to believe the problems and choose what they are getting to write on. Brainstorming allows one to approach topics with an open mind and come back with ideas freely. For example, students should have a basic checklist that will tell you what they are going to write about.

Next, students have to use idea is generated in the planning as a guide (Harmer, 2001). During drafting, students put their ideas into complete thoughts, such as paragraphs of sentences. In preparation, students need to organize their writing. This stage focuses on fluency in writing and is not preoccupied with the correct grammar of the draft. Students begin to pay attention to several aspects related to writing such as grammar, spelling, vocabulary, and the content of their writing to find out how they can express their ideas as clearly as possible so that readers will receive the same message with the same impact students want.

The third is the editing process. It is nearly impossible to write a paragraph perfectly on the first try (Harmer, 2001). All good students go through several stages of editing because they want to make their writing as good as possible. In this process, students try to check their writing so that readers can understand the message of what they wrote. In this final activity, students review the work, read what they have written on it, make rearrangements, additions, and substitutions on it, and rewrite it so that it is easy to read.

The last one is the final version. After editing, students make the final version. The final version may look very different from the original plan and the first draft, as things have changed in the editing process (Harmer, 2001). Based description above, can be concluded the process of writing makes students easier to compose sentences so the sentences do not become ambiguous. It also helps students in the brainstorming process.

2.1.2 Types of Writing Performance

Four written performance categories covering the written production range are considered (Brown, 2003). The first is to imitate to produce written language; Students should acquire skills in the basic tasks of writing letters, words, punctuation marks and, very short sentences.

The second (controlled) intensive beyond the basics of imitative writing is the skills in generating appropriate vocabulary in context, collocations and idioms and grammatically, correct features for long sentences This means that students use writing strategies. Students will be able to develop their understanding of content. The third responsive assessment task requires learners to perform at a

limited level of discourse, linking sentences into paragraphs and making logically connected sequences of two or three paragraphs. Its purpose depends almost entirely on the content of the writing function. This form of concern is primarily at the discourse level which means how sentences work together to create paragraphs and how paragraphs work to support a thesis statement.

The latter is extensive writing implying the successful management of all objectives, down to essay length. This means that when students do a lot of informal writing in various styles, and they do it for fun. Students are able to form goals, main ideas, and conclusions. Based on the above definitions, it can be concluded that the type of writing performance is an essential component of the academic experience. Students need to learn how to shape and develop their ideas. For teachers, it is important to know the level of student's writing skills and support them.

2.1.3 Macro and Micro Skills of Writing

Teaching writing includes mastery of micro and macro skills. Previous micro-skills were more suitable for imitation and intensive writing assignments, whereas macro skills were essential for a broad and responsive understanding of writing (Brown, 2003). Micro skills use rhetorical forms and written discourse conventions. Second, it completes the communicative function of the written text according to its form and purpose. Third, convey linkages and linkages between events, and communicate relationships such as main ideas, supporting ideas, new information, the information provided, generalizations, and examples. Fourth, distinguish between literal and implied meanings when writing. The fifth

appropriately conveys specific cultural references in the context of a written text. Finally, develop and use a series of writing strategies, such as accurately assessing audience interpretations, using pre-writing tools, writing fluently on first drafts, paraphrasing and soliciting peer and instructor feedback, and using feedback to revise and edit.

Some of the following micro skill points in writing produce English graphemes and orthographic patterns (Brown, 2003). Second, produce writing at an efficient speed according to its purpose. Third, come up with acceptable main words and use an appropriate word order pattern. The fourth is an acceptable grammar system. Fifth, expressing certain meanings in different grammatical forms. Lastly, the use of cohesive tools in written discourse.

2.1.4 Teaching Writing

Teaching writing is not a simple thing because teachers must be good at choosing how to teach writing. Students consider the mastery of writing skills difficult because of their complexity. The purpose of learning to write in high school based on the 2013 curriculum is to develop students' communicative competence in writing to achieve functional literacy standards. Writing as one of the four skills is always part of the syllabus in teaching English (Harmer, 2004). By writing, the teacher also knows the student's ability to understand the material being taught.

There are four reasons to teach writing. First is an increasing number of students who are proficient in spoken language, but most of us have benefited greatly from looking at written language. They usually find a new language after

they learn it which is useful for writing sentences. Second, is language development it is the actual process of language helping learners to learn over time. The mental activities they have to go through in order to build a properly written text are part of an ongoing learning experience.

Next is learning style writing is suitable for learners who take longer to learn the language just by watching and listening. It can also be a great activity to rush and disrupt face-to-face communication. Last is writing as teaching writing skill is an important basic language skill in speaking, listening, and reading. Students need to know how to write letters, how scared they are. They also need to know how to write special conditions like punctuation and paragraph settings.

Based on the above definition, there are four reasons for the importance of teaching writing; written as skills, reinforcement, language development, and learning styles.

2.2 Recount Text

The recount text is taught in the second semester in the tenth grade of high school students. Recount text is a piece of text that retells past events, usually in the order in which something happened (Anderson & Anderson, 2003). This is a short functional text type. In the recount text, there is no hassle between participants. However, it was only focused on the event itself.

Writing through recount text can convey story ideas develop them into a form of text that can be read by others. The aim is to provide experiences about the past that may be known by other people in the form of sequential information (Suyadi, 2017). Recount text tells the past event, so the language future of recount

text is past tense (Sholikhah et al.,2019). Based on the above definition, the researcher can involve his experience to be told in written form, and it is interesting because each student has a different story in the past.

2.2.1 Purpose of Recount Text

The purpose of recount text is to list and describe past experiences by retelling events in the order they occurred (chronological order). To achieve this goal, the text will go through different circumstances:

1. Orientation that tells who is involved, where, when, etc.
2. Retelling the sequence of events in sequence.
3. Counting to retelling events with the intention or entertaining of their audience (or recommendation). Frequently used words, which relate events in time, such as our next event, after, when later, after the first, first, at the same time. It describes events, so many uses are made of verbs (action words), and adverbs that describe 23 or add more detail are often chosen to add interest or humor to the recount (Derewianka, 2004).

Based on the above statement it can be concluded that the purpose of recount text is to inform or entertain readers. In orientation, readers can know where or when it happened. In chronological order, the reader finds action words for more detail.

2.2.2 Generic Structure Recount Text

The generic structure of recount text is orientation, event, and conclusion. Orientation provides the background information that readers need to understand the text and they will recognize the scene and context of the text. Events are the

main activities that occur in the text of the story. In writing recount text, events are sorted in chronological order. Sometimes, additional details are added to provide information for the reader. Conclusion is the closing step of a statement that includes elaboration. Some recalculation texts also have a closing paragraph. In this closing paragraph, the author can provide comments or personal statements (Husna & Multazim , 2019).

2.2.3 Language Features of Recount Text

There are several language features that we use in writing recount text, there are: Introducing private participants such as me, me, groups, etc. The second uses chronological relationships like ours, the first, etc. Third, use the verb connect was, were, see, hear, etc. The fourth uses adjectives to describe nouns. Fifth uses state actions and verbs such as place adverbs, time adverbs to show actions and detailed information about events that occurred in the story. The final recalculation text uses the simple past tense (Suyadi, 2017).

Based on this statement, it can be concluded that the recount text has a special language pattern in its delivery, usually in the form of grammar and other rules.

2.3 Teaching Media

Teaching media is a means used to support the implementation of the teaching and learning process. To enrich the teaching and learning process with text, video and, audio materials, use social media tools, also support student learning and support teachers in addition to the evaluation process (Devi, Gouthami, & Lakshmi, 2019). This is to stimulate learning so that it can support

the success of the teaching and learning process. Through learning media, it can make the teaching and learning process more effective and efficient. This can streamline learning activities in achieving the desired goals.

Along with the development, there are many learning media found to support teaching and learning activities. This affects the methods used by the teacher. The various kinds of learning media also serve to attract students' interest, so they can follow the learning process well.

2.3.1 Social Media Sites

Social media is a medium for socializing with each other and is carried out online which allows humans to interact without being limited by space and time.

There are popular media sites:

1. Facebook

Facebook is one of the many social networks or social networking sites in the world. This provides space for students to ask and answer questions. When students come home and start doing their homework, they can post questions to the group for group members to answer. It is also ideal for teachers to use in reverse classrooms. Post videos, photos, documents, and other resources on the group wall, and students can access them before class or while they work on assignments (Devi, Gouthami, & Lakshmi, 2019).

2. Blogs

Blogs Instead of traditional writing projects, blogs create opportunities for students to write and present their writing on a large scale. Generally, blogs

contain personal journals such as diaries, complaints, works, opinions on problems until trivial matters.

3. YouTube

Like Facebook, YouTube is an excellent choice for flipping classes where students can watch lectures and resources before entering class. It's also like blogging because the material will be seen by a wider audience, students will be more likely to do their best at making videos, and they will enjoy being able to express their creativity as they connect more deeply with the course material.

4. Instagram

An idiom mention "a picture is worth a thousand words" is Instagram. Instagram can display student work by offering a place to post students' hard work or even interesting details about a student (Devi, Gouthami, & Lakshmi, 2019). It has special features that students are used to. The friendship system on Instagram use the terms following and followers. Following means that you follow a user, while followers mean other users who follow you. Furthermore, each user can interact by providing comments and responses such as posted photos.

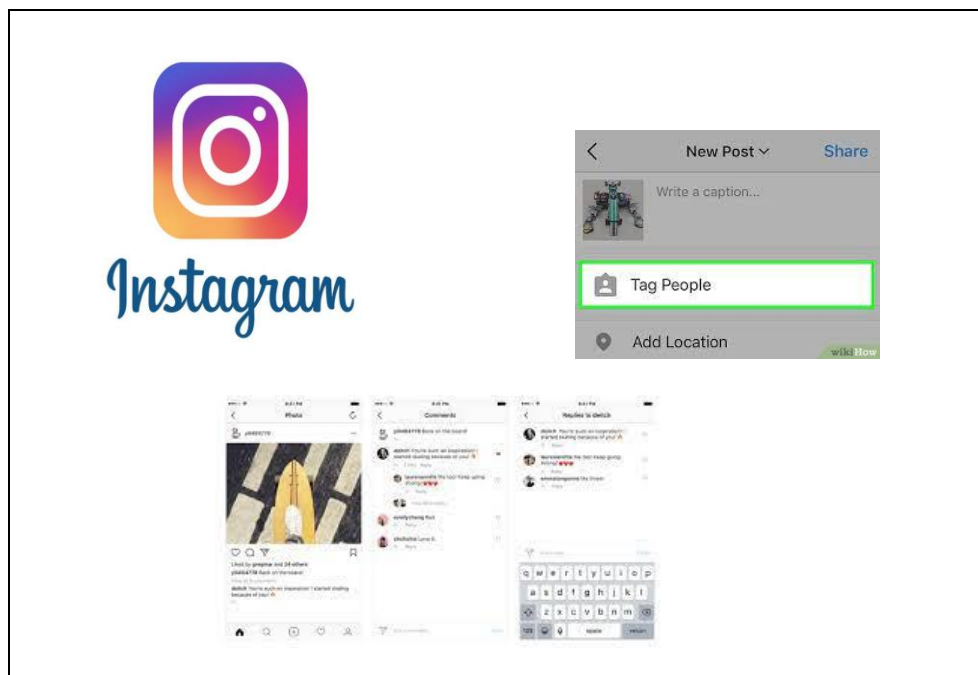
2.4 Instagram

Social media can be defined as web and mobile-based technology that is used primarily for communication. Instagram is a social media that focuses on writing captions from images or videos uploaded and shared with global digital users (Shazali, Shamsudin , & Yunus , 2019). Instagram is a photo and video-sharing social network owned by Facebook. Instagram was created by Kevin Systrom and Mike Krieger and launched in October 2010 (Theresia et al.,2019).

Instagram is currently one of the most popular social networking sites in the world with more than 300 million active users. Users can upload photos or videos to our service and share them with their followers or with a group of friends. Users can also view, comment on, and like posts shared by their friends on Instagram.

Based on the above definition, it can be concluded that Instagram is one of the most popular social media in Indonesia. Instagram is general and flexible; anyone can access it. Instagram focuses on posting pictures or videos of individuals with captions on their profiles (Theresia et al., 2019). Instagram is currently one of the most popular social network sites in the world with over 300 million active users. Users can upload photos or videos to our service and share them with their followers or with a group of friends. Users can also view, comment on, and like posts shared by their friends on Instagram.

Table 2.1 Picture of Instagram



2.4.1 The Feature of Instagram

There are many features that we can get from Instagram. The first home page is the main page that displays (timeline) the latest photos from fellow users who have been followed. How to view photos by simply sliding the screen from the bottom up like when scrolling the mouse on a computer (Atmoko, 2012). Sharing features provided by Instagram are photos and videos. Photos that users want to upload can be viewed through the photo gallery or directly from the standard camera feature on Instagram. Users can provide text and filters for their photos. They can also tag other users involved in the photo.

In uploading photos or videos, other users can leave comments and likes. As a social networking service Instagram provides a comment feature, photos on Instagram can be commented on in the comments column (Atmoko, 2012). It has a similar function to Facebook. Other users can like the uploaded photos. The number of likes for photos on Instagram can be a special factor affecting the popularity of photos. The follower is one of the important elements in making famous photos. When a photo becomes famous, it is automatically transferred to its own popular page.

The third is the most popular photo displays that are liked by Instagram users (Atmoko, 2012). Explore it is an in-app tab that displays popular photos, photos taken at the next location, and searches. Fourth, user profiles can find out in detail about user information, both from users and fellow users. The last news feed is a feature that displays notifications of various activities carried out by Instagram users. Based on the features above, it can be concluded that many

features have been provided by Instagram. There are photos, videos, comment, like, and explore. In each feature has its own function. Features help to organize students' favorite posts.

2.4.2 The Benefits of Using Instagram for ELT

Instagram is used by students. In addition, Instagram has advantages, including that Instagram can motivate students to write recount text because they share their own pictures and short stories as captions and then upload them on the internet (Basith & Syafi'i, 2019). Instagram is very fun and the users can easily share human life with friends through a series of pictures.

The benefit of Instagram is it has a wide reach. It allows one to reach many people from all over the world. This can happen because this application is used by people in various countries around the world. Instagram can be used to search and share information. By following other accounts, every upload will appear automatically on their main page. Thus other friends can provide comments regarding the upload (Listiani, 2016). Many Instagram users with non-personal and personal accounts with information or expertise in a certain area.

Examples include accounts that are share health information, tourist destination, and mysterious information. Using videos can also be used to share tutorials, although time is limited. This can be a positive value if people used Instagram. This can provide experience and time for students to write specifically on recount text. Based on the definition above, it can be concluded that there are many benefits that can be obtained through Instagram. Students can express their interest on Instagram, using the description of the post on their profile.

2.4.3 Instagram as Teaching Media

In this digital era, social media is not only for communication but can be interpreted as a place for learning to teach writing. The use of social media can create new situations when students learn English, especially writing (Nahru , 2020). Media can be a connector in delivering material to students and media can increase student motivation in the teaching and learning process (Theresia et al., 2019). Nevertheless, not all social media appropriate for learning writing which is recount text because each of them has different features and functions. It also allows students to share photos or videos, add captions, use filters, tag others' account, and so on. One way students can practice writing is by adding a caption to their posts.

The Instagram feature can be used as a medium to express writing ideas. The reason is a caption place to write something and it can be a medium for students to practice their writing skills (Sholikhah, Syafei , & Perwikasih Utari , 2019). Instagram helps the students to learn based on the authentic material. It is used by the teacher to support the students' practice in English. The teacher can give instructions to arrange sentences according to the picture, give feedback on the results of other colleagues' writing, or upload photos and images accompanied by their descriptions. Thus, students' writing skills will increase.

Reason uses Instagram as media learning is the participant's students moreover, educators do not it costs a lot to apply it because almost all students already have laptops and gadgets, besides not using Instagram either requires special training, making it easy to apply on any level of education. They can use

any pictures such as pictures of their holiday or unforgettable moments (Avivi & Megawati, 2020). Caption on Instagram consists of maximum of 2200 characters (330 words). Thus, recount text is feasible to be applied as a caption.

Based on the above definition, it can be concluded that students can learn to recount text via Instagram using the photos they have, then post them to their accounts. Then, write a description of their picture. The photo taken shows the events that have taken place.

2.5 Previous Related Studies

Dealing with the significance of Instagram for learning to write, several previous studies have been conducted. This section shows the previous lessons, especially those related to the effectiveness of using Instagram in teaching writing recount text. Researchers found several similar studies regarding the use of Instagram to teach writing.

First research conducted by Listiani (2016). The research was conducted at the junior high school level that Instagram is a good media that can improve students' writing skills. The purpose of this study was to test the effectiveness of writing on Instagram compared to teacher-centered writing to teach recount text to students with high and low motivation. The results showed that the experimental group was treated using Instagram and the control group was given the teacher-centered writing and writing treatment. The result is that students taught using Instagram writing have higher scores than students taught using teacher-centered Writing. The subjects of this study were students of class VIII SMP Kesatrian 1 Semarang in the academic year 2015/2016 randomly. The result is that twenty

students were selected as the experimental group and twenty other students as the control group. This proves that Instagram writing is more effective than centered writing to teach recount text to high and low-motivation students.

Second, the research was conducted by Afifi & Megawati (2020). For data collection, researchers used a quasi-experimental design with two classes, namely the experimental group and the control group. The results showed that in the treatment there were students who were taught using Instagram caption-text through a process approach in the experimental group and conventional learning in the control group. The result is that students who are taught using Instagram captions have a positive influence in learning to write recount text. This means that this research is the same as the first lesson, namely Instagram captions are effective for students to learn to write recount text and develop student writing.

Third, research was conducted by Sholikhah et al., (2019). Researchers conducted quasi-experimental research as a research design. The results use the test as an instrument to measure the variables. The population of this study was students of class X SMA 2 Kudus in the 2018/2019 academic year. The result showed that students who taught by using Instagram get higher score than students who are not by using Instagram. They also enthusiastic doing their task after giving treatment. Not only that, the students active giving their opinion in the class. It is concluded that Instagram is an effective medium for learning to write student recount text. It can be used to improve students writing skills.

In this case, researchers conducted research to determine the effectiveness of using Instagram media in online learning, various terms, places, subjects, and

treatment methods. Researchers conducted this research on tenth-grade students of SMA Negeri 2 Kediri, where some students are still not good at writing recount text. That the way of treatment is also different. It is interesting to students. The topics are varied and are designed to make the students more excited about learning to write recount text. In addition, in their learning activities, they are free to write a paragraph and can learn to write without pressure.