

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter consists of review of related literature. Those are the definition of writing, writing components, steps in writing process, teaching writing, problem in teaching writing, the definition of descriptive text, the generic structure of descriptive text, the grammatical features of descriptive text, the definition of Instagram, features in Instagram, Instagram in teaching writing, power point, previous studies.

#### **A. Writing**

##### **1. Definition of Writing**

There are some definitions of writing explained by experts. According to Brown (2001), writing is a thinking process and also category an activity to write something and the readers can read what the writer means. It means writing is an activity that help the writer convey the message through writing. Linse (2006) also states that writing is a combination of processes and finding ideas, put it on paper and work with them until they are presented in manner that is polished and comprehensible to readers. Thus, it is stated that writing is a thinking process of discovering ideas then written on the paper. Nowadays, we can write not only on paper but also on computer.

Related to definition explained above, Nunan (2003) states that writing can also improve the grammar structure, idioms, and vocabulary of students. In addition, writing has some functions, namely to communicate communication, to

explore a subject, to record experience and to become familiar with the conventions of written English discourse (a text). It means writing is very useful in our lives because we can communicate and express our ideas with readers well. Thus, when we have feelings or ideas in our mind we can use writing to express all of them well.

Based on the definition of writing explained before, it can be concluded that writing is an activity to express the idea and what the writer feels. Writing activity can be done on paper or computer as media.

## **2. Writing Components**

The researcher needs some component in writing to arrange a good sentence. These components can help the students to control their writing. According to Kantor (2012), there are some components in writing such as content, organization, language use, vocabulary and mechanic.

### **a. Content**

Content refers to substance of writing, the experience of the main idea, groups of related statements that a writer presents as unit in developing a subject. Content paragraphs do the work of conveying ideas rather than nullifying special function of transition, restatement, and emphasis.

### **b. Organization**

It refers to the logical organization of the content (coherence). It is scarcely more than an attempt to piece together all collection of facts and jumble ideas. Even in early drafts it may still be searching for order, trying to make out

patterns in its material and working to bring the particulars of his subject in line with what is still only a half-formed notion of purpose.

c. Vocabulary

Vocabulary refers to the selection of words which are suitable with the content. It begins with the assumption that writer wants to express the ideas as clearly and directly as he/she can. As a general rule, clarity should be his/her prime objective.

d. Grammar

The grammar of language is a description of way that the language behaves. Without having knowledge of grammar the writer cannot make his/her language communicative to a great variety of reader from different situation.

e. Mechanic

Mechanic refers to the use of conventional graphic of the language, the step of arranging letters, words, paragraphs, by using knowledge of structure and some others related to one another. We have to pay attention to the use of the punctuation and applying of the word of sentences

### **3. Steps in Writing Process**

The steps in writing process are about how the writing stages are applied by the writer. Writers have to think about what topic they want to write. Athuraliya (2020) explain some steps in the writing process.

a. Prewriting

The pre-writing phase involves developing a piece of writing. The process includes brainstorming ideas, researching source material, and developing an

outline. Brainstorming is similar with a making list. The ideas are usually written in notes in the form of important points. Related to this, the important points can help the writer develop his writing in an orderly manner (Craft, 2020).

#### b. Planning

Planning is mean developing the outline. Outlining an essay is a useful way of planning your structure before you start writing. This will help organize the main ideas to focus on and how they will be developed. In outline writing, the outline doesn't have to be final. It doesn't matter if the structure is likely to change during the writing process (Caulfield, 2020).

#### c. Writing

Writing a rough draft after developing the outline is part of this writing. Now that you have a clear picture of your writing structure, it is time to make your first complete draft. This process begins with writing the main body of the text, saving the introduction for later once you have a clearer idea of the text to write. After that, giving structure to the writing, use the outline as a framework. Make sure each paragraph has a clear main focus that relates to the argument as a whole (Caulfield, 2020).

#### d. Redrafting and Revising

This part is time to edit the rough draft for content and organization. Now it's time to look critically at your first draft and find potential areas for improvement. Redrafting means substantially adding or removing content, while revising involves making changes to structure and reformulating arguments. Once

you've decided where changes are needed, make the big changes first, as these are likely to have knock-on effects on the rest (Caulfield, 2020).

e. Rewriting

Writing a second draft, and proofreading it grammar and mechanics. When editing, you want to ensure your text is clear, concise, and grammatically correct. You're looking out for grammatical errors, ambiguous phrasings, redundancy and repetition. When proofreading, first look out for typos in your text spelling errors, missing words, confused word choices, punctuation errors, missing or excess spaces (Caulfield, 2020).

Based on explanation above we can conclude that the important thing before writing is making concept of the text to avoid overlapping. We can write effectively if we are willing to learn those criteria and practice them. It can make the readers understand the point and get the aims of the writing (Wijayanti, 2019). Thus, those steps of writing should be done by students in order to get a good writing.

#### **4. Teaching Writing**

Teaching is an action to transfer knowledge from the teacher to the students. The aim is so the students can understand the teacher's explanation. Teaching is systematic activity that have many components and all of them relate each other's. For the reason, it is very important to have good management in teaching. It should be considered about teacher's skill, ability in managing the class and his or he professionalism so the teaching goal is achieved. Further, teaching is guiding and facilitating learning, permit the learners to learn and

setting the condition for the learning. Our understanding about teaching can determine our strategy, method, technique, approach, teaching style and philosophy of education

Teaching is a process of interaction between teachers and students which commonly happens in a classroom. In teaching writing, teachers need to use skills and strategy in order to make students to be able to compose a text. Teaching is explaining the subject, facilitating the students, and setting the condition for learning process in an out the classroom (Lika, 2017). Furthermore, in teaching learning process, teacher and students are the important components in the classroom. Teaching writing is an action to teach about writing both process and product to the students based on syllabus and curriculum in school.

According on Harmer (2004), writing for learning is the role where students write predominantly to augment their learning of the grammar and vocabulary of the language. When writing, students often have more time to think than they do in direct oral activities. Writing requires students to focus on accurate language use because they think as they write. It can surface their language development as they resolve problems which the writing puts into their minds. However, since here the students are not writing to become better writers, but they are writing to help them learn better.

## **5. Problem in Teaching Writing**

Teaching writing seems difficult since it takes time to manage the composing process. Because of this difficulty, teachers must help the students in

generating ideas and providing practice in composing the texts. In this case, the role of the teachers is very important in helping the students. Even though teachers need to implement intriguing strategies to enhance students during the lesson, there is also a non-technical aspect that probably influences students' skill in writing. Students' interest is supposed to be one of the important elements in determining the success of writing class. The connection that exists between students and their interest in learning itself is enormously interrelated proposing that the teacher as a demonstrator, motivator, provoker, supporter, responder, and evaluator who help the students during in the teaching learning writing in class (Harmer, 2004).

Focusing on high school students who must master writing skills in English, so they must master and be able to produce text in written form. But unfortunately, most of them have difficulty in writing text correctly. Their low interest in learning to write, lack of practice, difficulty getting ideas, low grammar mastery, low vocabulary, teaching methods, the role of the media and many other aspects are some of the problems faced they face in writing. The problem caused them to make several mistakes when creating written text (Zidny, 2017).

In other hand, teachers have difficulty to motivate the students because most of students are uninterested in learning writing. Many students think that writing is difficulty and bored activity because when they want to make a sentence or paragraph, they have to get an idea. According to Novariana, Sumardi, and Tarjana (2018), two of three high school students are bored every day in class because the work isn't interesting, challenging, or relevant for them, and they do

not like to remember some vocabularies and also grammar. In this case, teacher has problem to motivate students and make the students interested in writing.

## **B. Descriptive Text**

### **1. Definition of Descriptive Text**

According to Gerot and Wignell (1994), descriptive text is a text type we use when we want to tell how something looks, smells, feels, acts, tastes, sound. It means when we want to describe about something, how something looks, smells, feels, acts, tastes, sound to someone by text, we can create descriptive text. It is can provides detail information about characteristics of people, places, and things. And then, the detail information can help the readers to understanding.

In line with statement above, Knapp and Watkins (2005) also explain that descriptive text is a sort of text used by every writer or person to explain a thing, individual, animal, location or incident to a reader or listener. It means that writer should assume the role of readers whose idea of describe events, in entirety, constructed by text content. The writers will create their sense of impression and get a clear picture of the object which is described by writing descriptive text. Furthermore, writing descriptive text is also activity that describe an object and make the readers become easily to be understood, so that they can imagine the object which is clearly like the real one (Wijayanti, 2019).

Based on the explanation above, descriptive text is an activity writing to retell or describe about something or someone namely places, things, smells and other in a good paragraph. Thus, the readers understand well.



## **2. Generic Structure of Descriptive Text**

According to Knapp and Watkins (2005), descriptive text has its own rules regarding its structure. The generic structure of descriptive text consists of two parts, they are:

### **a. Identification**

This section, located at the beginning of the paragraph, the purpose is to identify an object that you want to describe. Identification plays a role in presenting the reader about the object that we want to explain, before we tell about the details of the object in the next paragraph. Identification is a statement which consists of one topic. In identification, the introduction about who or what will be described is written.

### **b. Description**

This section, located in the second paragraph and so on, contains the properties inherent in something that you introduced to the reader in the first paragraph. 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.

## **3. Grammatical Features of Descriptive Text**

In writing descriptive text, the students must know characteristics of descriptive text before starting writing. Therefore, students will not have difficulties and mistakes when writing the descriptive text. Therefore, students must use the following features when using the genre will write descriptive text. Knapp and Watkins (2005) describe that there are grammatical features of

descriptive text. Those are simple present tense, adjectives, nouns, pronouns, action verbs, mental verbs, and specific participant.

## **C. Instagram**

### **1. Definition of Instagram**

According to Christensson (2014), Instagram was founded by a company called Burbn Inc. and led in 2010 by two CEO, Mike Krieger and Kevin Systrom. In 2012 the company Facebook officially took over management of Instagram. He also stated that Instagram is an online photo sharing service. It allows you to apply different types of photo filters to your pictures with one click and then share them with others. Despite being a rather basic service, Instagram's simplicity has helped it gain wide popularity.

Related to definition above, Wahyuni, Arifin, and Wardah (2019) give explanation on their research that instagram is a social media platform that allows users to share photos. Its features are photo posts and captions as space for writing descriptions. Instagram is a fun and unique way to share our lives with friends through a series of pictures. Maulina, Muslem, and Yulina (2018) also explain that Instagram is also equipped with a special space under the photo for captions to write captions. Thus, users can share their photos as well as information about the appropriate photos.

Instagram can be used by everyone around the world to post any updates or information, share photos or videos, and chat or argue with other Instagram users (Soviyah & Etikaningsih, 2018). According to Wijaya (2018), Instagram is currently one of the popular social media that is used to post images and videos

with a description in the profile. Moreover, it can be viewed publicly by anyone who visits the site when we use hash tag or setting our account become public account. Everyone has same opportunity to express their pictures, videos, and ideas (as a caption) in Instagram.

## **2. Features of Instagram**

There are many features in Instagram. Based on Christensson (2014), features of Instagram that can be used to support learning process are:

### **a. 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.

### **b. 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.

### **3. Instagram in Teaching Writing Descriptive Text**

According to Handayani (2016), by using media, learning English will be more effective and better and can help students to understand and conduct experiments more easily with language. Beside, not only student, doing learning by using the media can help teachers to facilitate teaching and make students become interested and understand to learn English. In other hand, Warda and Wijaya (2019) explain that one of social media that can used is Instagram, because it is very suitable as a media in teaching writing descriptive texts. 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.

Related to statement above, Wahyuni (2019) gives suggestion for teacher to use Instagram as a media to teach writing a descriptive text. It helps the learning process as it provided the colorful picture and helps the students to know better the historical building or the landscape. 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. Students can improve their ability to master the language, especially writing descriptive text using social media such as Instagram. Students can also enhance their ideas by explaining or describing the images they upload in a more relevant way (Maulina, Muslem, & Yuliana, 2018).

In addition, Husna, Zainil, and Rozimela (2013) give explanation that the teachers can also use Instagram to use photos of famous people to ask questions to students related to the photo. 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 (Maulina, Muslem, & Yuliana, 2018).

#### **D. Power Point**

Power Point is a professional tool for creating presentations that has been around for decades. It has a number of features that make it a powerful presentation tool. Power Point is a presentation program developed by Microsoft. It is included in the standard Office suite along with Microsoft Word and Excel. The software allows users to create anything from basic slideshows to complex presentations. Power Point is often used to make business presentations, but can also be used for educational or informal purposes. Presentations consist of slides that may contain text, images, and other media, such as audio clips and movies. Sound effects and animated transitions can also be included to add more appeal to the presentation. However, overusing sound effects and transitions may distract your audience more than grabbing their attention (Childres, 2019).

#### **E. Previous Studies**

In conducting this research, the researcher takes review from other previous research which investigate the related topic. There are some studies that have been conducted. The first research was conducted by Handayani, Cahyono, and Widiati (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-test. 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 second research was conducted by Soviyah and Etikaningsih (2018). Using experimental research design, this study investigated the effectiveness of using Instagram to enhance ability in writing descriptive text. Involving random sampling technique, this research involved 50 students of a private high school in Yogyakarta as the research sample. The data were collected by pre and post-test. The data were analyzed quantitatively by using t-test computation and descriptive analysis. The result showed that there is significant difference in students writing score between those who taught by Instagram and those who aren't. Thus, the use of Instagram is effective in teaching writing descriptive text.

The third research was conducted by Rosyida and Seftika (2019). The purpose of this study is to describe students' perceptions of Instagram in learning writing. This research is a type of qualitative research conducted on even semester

students of the English study program at STKIP Muhammadiyah Pringsewu, Lampung. The data collection technique in this study uses questionnaires and structured interviews. Data analysis uses Interactive Model which consists of data collection, data reduction, data display, and conclusion drawing. The result shows that students have positive perception of the use of Instagram as a learning medium. Instagram creates fun classroom situations and helps students to be creative, communicative, and also collaborative with peers.

The fourth was conducted by Hilman (2019). The researcher used convergent parallel mixed-method whereas pre-test and post-test were administrated to collect quantitative data with quasi-experimental design and questionnaire was given to collect qualitative data. The first result showed there were students who are taught by using Instagram in writing descriptive text have better writing ability than those students who are not taught by using Instagram in writing descriptive text. The second result showed that students' perceptions of the use of Instagram in developing descriptive writing of students had an effect on their ability to write descriptive texts. Thus, students answered that they had positive perceptions about the use of Instagram in writing their descriptive texts. Therefore, teaching writing one of Islamic Senior High School (MA) in academic year 2017-2018 is effective.

Next, Wahyuni, Arifin, and Salam (2020). This study used a pre-experimental design with one group pre-test and post-test design. The students typed the caption through their mobile phone. The students uploaded the work to the Instagram account, that included the hashtag and the location of the picture

located. The result could be concluded that the use Instagram in teaching writing descriptive text in the tenth grade students of SMK Panca Bhakti Kubu Raya in Academic Year 2018/2019 is effective. So, the teacher can be used this technique to make teaching writing descriptive interesting.

In this case, the researcher conducted a research to know the effectiveness of using Instagram in teaching writing descriptive text in the different way of the treatment. The different way is using google meet in learning process. The researcher conducted it to the tenth grade students of SMA Negeri 2 Kediri in which some of the students still have problems in writing descriptive text.