CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter covers a variety of research-related topics. The definition of writing, the writing process, the purposes of writing, the problems in teaching and learning writing, teaching writing, the definition of recount text, the generic structure of recount text, the definition of bot Telegram, the use of Instagram related to writing skill, and some previous studies related to title.

A. Writing

Writing is an important activity because it is like binding knowledge, ideas, notes etc. In language learning, one of the four skills in language that is of concern is writing. There are quite a few people who have difficulty mastering this ability. The researcher discusses writing-related topics in this chapter, such as the concept of writing, writing processes, writing aims, and issues problems in writing instruction and learning

1. The Definition of Writing

One of the benefits of writing makes it easier for us to express a thought (Ferguson, 2013). In line with that, according Rivers, (1981) The sequential transfer of information or the expression of new ideas in a new language is referred to as writing. Pouring thoughts into written form can make it easier for us to remember events in the past and even make other people read our stories. Besides that, in the modern era, the role of writing is so important according to

Tahriri et al., (2014) writing, whether on paper and pencil or by e-mail, is one of the most significant ways of communicating in the modern world. Therefore, writing skills must be mastered, especially in students, when at school because according to Celce-Murcia, (2001) writing as a communicative activity. When students can improve their writing skills, it will affect their academic and career success (Tan, 2011).

According to Harmer, (2010) there are two distinctions in writing, namely writing for learning and writing for writing. Both of these have a different meaning. Writing for learning means that writing is a tool that students use to practice and interact with the language they are learning. These student activities can be in the form of preparations made before learning activities in class. Meanwhile, activities that require students to master the ability to write various texts for example, emails, letters, and reports are called "writing for writing." In this case students use writing to develop their abilities. Some aspects of the text, such as proper use of language, text construction, layout, and style and effectiveness draws attention to the differences in teaching these two types of writing.

From the previous definitions, it can also be established that writing is a method of generating language in our minds and feelings as expressed through writing. As a result, students should learn to write on a daily basis in order to improve their writing skills. Furthermore, writing is an ability that students must master in learning languages since writing is beneficial in education, business, and daily life.

2. The Process of Writing

During the writing process is a challenging task because it requires cognitive talents in recognizing certain parts of languages in order to produce qualified writing (Uluşan, 2018). The writing process is divided into numerous sections. At each step, students engage in a specific action to generate their writing. Furthermore, according to Richards & Renandya (2002), the writing process entails planning, drafting, revising, and editing. During the planning stage, students should be able to write out their thoughts. The drafting stage is concerned with the readability of text rather than grammatical precision or the smoothness of the draft. The students then rewrite their content in the revising stage based on the idea of suggestions offered in an extremely responsive stage. The students are rearranging their texts during the editing step as they create a final manuscript for instructor evaluation.

3. The Purposes of Writing

In the process of writing there are several things that need to be considered related to the elements of a piece of writing. An article is meaningful as a message conveyed to the readers. Reading some of the writings will find every difference. This is based on the reason that each article has a different purpose according to the wishes of the author. There are five principal reasons for writing, according to (Stead & Hoyt, 2011).

The audience's initial goal is to be educated. It denotes that the writer provides some knowledge to the reader (describe, explain, present data, describe how something looks, summarize). This goal has the following characteristics:

topic-centered structure or expository, title, opening statement, content structured in logical clusters, conclusion or summary.

The second goal is to educate the audience. It indicates the author instructs the reader on how to perform something or outlines a method. This purpose includes the title and/or aim, materials or equipment list, and steps numbered using verb-first sentences or stated in a precise order using time-order terms (first, second, third; now, next, then, finally).

The third purpose is to inform the audience the story. It means that the author puts the reader in the middle of an event or set of events in order to convey insight into a situation or the life of a person or other living creature. This goal includes aspects such as a well-developed environment, sensory imagining, sequential (usually time-ordered) structure, significant information positioned events in a time and place, relevance and importance of the scenario are established, and a definitive finish.

The fourth goal is persuading the readers. It indicates that the writer persuades the audience to act or believe in something. This goal is distinguished by an overview of the subject, the statement of the author's stance or argument, supporting facts and evidence, an appeal to readers, and a conclusion or summary.

The last goal is to react to something. It denotes that the writer expresses his or her opinions about a book or issue, or that he or she engages in analytical, critical, or evaluative thinking. It could also have a predefined query or structure. This goal includes components such as making a clear relationship to a text or

prompt provided by an outside agency, referencing specific examples, and offering analysis.

There are many types of text that are different from each other when it comes to teaching students to write, such as narrative text, descriptive text, and recount text. Those three types of texts serve to narrate the reader's experience since the reader can sense the writer's or a those character's condition.

4. The Problems in Teaching and Learning Writing

According to Nosratinia & Razavi (2018), writing is the most hardest skill for kids to acquire because they believe it is complex. In writing, composers should engage in a range of actions that include not only composing ideas, but also setting goals, developing ideas, organizing material, selecting appropriate language, drafting, reading and reviewing, and rewriting and editing them (Hedge, 2000). When students are weak L1 writers and low-proficient users of the target language, these processes become even more difficult (J. Richards & Renandya, 2002).

B. Teaching Writing

Teaching writing as a productive skill, according (Hasibuan, 2013) means teachers direct students to express themselves through writing, which necessitates more components of skill than speaking, such as the use of suitable words, proper sentences, and accurate spelling. When students speak, they can use gestures, utilize facial expressions, ask questions, or stumble their way through, but when they write, they must use actual visual words to convey their ideas.

Teachers' perspectives on writing have grown, as have their instructional methods. Teachers must realize their perceptions of the relationship between the style of writing they teach and the responsibilities they are preparing students for in academia and the wider world of work, according to (Ann, 1983). Teachers' perceptions of how they teach writing in relation to students' roles in learning to write are linked to their beliefs about learning and teaching writing.

Hasibuan, (2013) beliefs on learning and writing instruction are mostly discussed. (1) Teachers must understand why they do what they do in terms of written language classroom practice; (2) teachers must make explicit how different genres work; how they are constructed; and what the functions of different genres are; (3) teachers and students must share understandings and language about successful written genres; and (4) teachers must make explicit their own beliefs about learning, what writing is, and why they teach it as they do become explicit.

Teaching writing, especially in recount text, the basic competencies in senior high schools based on Permendikbud Number 37 of 2018 (Kemendikbud, 2018), states as follows:

Table 2.1 Basic Competencies

KOMPETENSI DASAR	*KOMPETENSI DASAR*
3.7 membendakan fungsi social, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan member dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaanya.	4.7. teks recount-peristiwa bersejarah 4.7.1menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis terkait peristiwa bersejarah

	4.7.2 menyusun teks recount lisan dan tulis, sangat pendek dan sederhana, terkait peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

In senior high school students, one of the basic competencies that must be achieved is to be able to compose recount texts with the type of historical recount text. This type of recount text provides information about historical place to historical objects. While the basic competencies aimed at senior school students emphasize mastery of recount texts related to the author's past experiences. The differences that exist in the two types of recount texts taught by teachers can affect the way teachers teach.

C.   Recount Text

There are various types of texts that students learn at school, including narrative texts, descriptive texts, and recount texts. In this part, researchers focus on the definition of recount text and the generic structure of recount text.

1. Definition of Recount Text

Recounts, according to Knapp et al., (2005) explains that recounts are sequential texts that consist of a series of events. Writing a recount text is a task that involves keeping a record of past events. With the use of a number of conjunction and sequence markers, the occurrences are recorded chronologically according to the setting of time and place. The goal of a recount text is to record a

series of incidents and evaluate their significance in some way (Hendrawaty & Ambarwati, 2017). Experiences, diaries, private letters, and incident reports are examples of recounts (Husna & Multazim, 2019). In terms of structure and grammar, a recount text written in the simple past tense is nearly identical to a narrative text. From several definitions that have been explained previously, it can be concluded that it is easier for the writer to imagine what an experience was like by writing the recount text.

## 2.	Generic Structure of Recount Text

There is also a common structure in the recount text. Anderson & Anderson, (2003) divided the three sections. The first is orientation. Provides the setting and introduces the participants, or explains who was involved, what happened, where the events occurred, and when they occurred. The second is events. Tell what happened, in what sequence. The order in which an event or activity occurs is usually chronological. The final step is re-orientation. The closure or ending of occurrences is optional. A series of events, usually in the form of a summary. Sometimes, in the form of personal comments or judgments on the activity. This isn't always essential, though.

## D.	Bot Telegram

1. Definition of Bot Telegram

Telegram, as a social networking application, is one of the most widely used educational mediums (Faramarzi et al., 2019) Telegram is a social networking software with a variety of features, including stickers with written

English phrases and expressions(Abu-Ayfah, 2020). Telegram is also used in the classroom to connect with experts and educators from all over the world who are interested in using social media in educational settings (Xodabande, 2017). Students believe that social media platforms such as Telegram can use online learning to help them learn English (Tabrizi & Onvani, 2018).

A bot telegram account is a telegram account that is specifically designed to handle automated messages (Setiaji & Paputungan, 2018). Users can communicate with bots by sending command messages (Command) via private or group chats. The setup of a bot Telegram account does not necessitate the use of an additional phone number (Talim, 2016). This account is only served as the interface of the code that runs on a server (Manna & Ghosh, 2018). Bot Telegram can be customized to meet your specific needs, such as controlling smart home devices, developing social services, creating unique tools, or doing anything else remotely (S.V.G Salvi & Kamath S, 2019). The bot can give billing information, top information users want to their agency, and a variety of additional functions like teaching, playing, looking for something, broadcasting, reminding (reminder), and sending commands (Modrzyk, 2018).

From the definitions described previously, it can be concluded that telegram bots are automated users (Rais et al., 2021). It is hoped that when the teacher uses telegram bots to students, it makes students not worry about the material.

2. The Procedur in Using Bot Telegram in Teaaching Writing

The researcher used Bot telegram to provide treatment in the experimental class. This class will be taught by the researcher both individual and group activity. Students in the experimental class will separate into seven groups (each group consisted of 5 to 6 students). They study using Bot Telegram as a medium for study. The researcher will ask students to look for the telegram bot page that has been previously mentioned. Then, the researcher asked them to follow each of the steps that were available in messages from the Telegram bot, which automatically exited when they started entering the chat box. Researchers will be divided into five groups, and they will start working on an article on a topic that has been given by the bot.

E. Instagram

1. Definition of Instagram

With over 300 million active users, Instagram is one of the most popular social networking platforms worldwide (Instagram Press, 2015). Instagram is a photo-sharing software that allows users to capture their lives in a series of photographs. (Instagram Press, 2015). (Al-Ali, 2014) conducted a study in which Instagram was employed as an active mobile learning tool in a language bridging program. In terms of linguistic capabilities, Instagram has the potential to be a tool for language acquisition.

According to (Soviyah & Etikaningsih, 2018), in the features available on Instagram, it allows users to take pictures as well as directly share them with others using only their phones. Of course, this can be used as a means for

learning. Users simply take a snapshot, then apply a filter to alter the image before saving it to memory. Furthermore, it is said that in addition to sharing the photo, we can add text that can make it easier for us to convey a message to the photo or video that we convey.

In terms of who uses it and for what purpose, there is no limit to the use of Instagram by certain circles, because this application can be downloaded for free. Because of these advantages, Instagram is used as a place to post information in various types such as photos, videos. The comments feature also allows people to provide feedback on someone's post.

2.   The Use of Instagram Related to Writing Skill

Listiani, (2016) stated that in the learning process, Instagram can be used as a suitable medium because of some of its supporting features. According to (Ibrahim, 2013), research on the use of (Information and Communication Technology) ICT. It is shown that the impact of using ICT in ESL writing classes shows that ICT is able to create an environment that makes students free to write so that their skills improve in both quality and quantity.

Another study examined how social media and education interacted. Without a doubt, future writing courses will include writing with social media. The task will be to ensure that these classrooms accomplish the best possible integration of new learning paradigms with old practice (Kabilan et al., 2010).

F. Previous Studies

From several definitions and benefits of using Instagram and bot Telegram, the researcher decided to use the two media as instruments. Bot

Telegram is used for experimental groups, and Instagram is used for control groups.

Before beginning this research, some similar research related to this study was read by researcher. The first earlier findings were by (Alahmad, 2020). He researched Telegram usage App to learn English, and stated that the use of the Telegram App in learning English had a significant improvement on students' English knowledge. He said that in their EFL/ ESL classrooms, some teachers even encourage students to utilize mobile phones to simplify their learning simple. Telegram is viewed as an ELL platform for a variety of features, including its ubiquity, accessibility, ease of expressing personal thoughts and peer opinion, as well as instructor feedback to individual students.

Second, (Rais et al., 2021) identified developing high school Telegram-based listening and speaking learning materials. The result of this research found out Telegram Bot have completed all the criteria and match the needs of students. So interactive multimedia is appropriate for students and target. The educational Research and Development (R and D) design was used in this study. The research subjects were the X Accountant 2 students of Sekolah Menengah Kejuruan Negeri 1 Kendari.

Next research by (Sulistyanto & Prellani, 2020) showed that the students who are taught using Telegram App had significant effect on their reading skills, particularly on their reading narrative text between the students who were instructed utilizing bot Telegram and were not instructed utilizing using bot

Telegram at the tenth grade of SMAN 1 Grogol Kediri. In other words, bot telegram in teaching reading narrative text is effective.

This research different from the previous studies in form of research, terms of subjects who participated, and the text type that was used. The researcher will conduct this study using quasi-experimental methods and the bot Telegram as the medium and cooperative learning as the technique for teaching how to write a recount text in ten grade students at SMAN 4 Kediri.