

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter describes some literature related to the research. The literature focuses on writing, the process of writing, recount text, the generic structures of recount text, Instagram, technology advances, and related previous study.

A. Writing

This part, the related of the writing terms will be described as follows: definition of writing,

1. Definition of Writing

In English skill, there are four skills that will be studied by the students such as listening, reading, speaking and writing. Writing is one of the English skills which a second or foreign language, especially English learners, should master. Writing skill is the process of putting somebody's ideas into the words. Usually, they will express their feelings or experiences by writing it down on paper. People can share what they want to share, express, or inform.

According to the (Brown, 2000), argues that the writing process is the natural activity by matching the composition of writing. It consists of the required special skills such as prewriting (collecting the ideas), drafting (writing) and revising (redrafting). The complexity of writing includes some special terms including, grammatical structures, vocabulary, handwriting, spelling, layout and punctuation (Harmer, 2007). The writer should pay attention to the terms above in order to write well. Having an interest in writing topics only is not enough, the writers also should apply those to be a good writer.

It can be concluded that writing is the productive process to make a writing product by putting somebody's thoughts, ideas, feelings or even experiences into the words. Writing requires the students to collect their ideas by thinking about events into the words, good sentences and paragraphs. So, it will be a good combination of the writing product. The students should pay attention to the terms of complexity in the writing process.

2. The Process of Writing

The process of writing is classified into some steps to produce a good quality of the final product of writing. The writers need to understand the terms of the steps by following the order steps one by following one. The steps are as follows: prewriting, drafting, editing, revising, and publishing. The first, prewriting is the process of collecting the ideas, thinking the writer's thoughts before starting to write. It is also the first step to set the writing topics to gain the ideas revealed (Hogue, 2007). The second, drafting is a step of the writing process by outlining the writing concepts to attract the ideas into the good order. By drafting the content of writing, the writer will be more focused on what is next they want to share. The third, editing is a process of writing by looking for the errors of the writing product. This step helps the writer to find their mistakes. Usually, the errors are coming from special skills such as spelling, structures and punctuation. The fourth, revising, this step is included to the same terms as the editing process. Revising leads on the process of checking the errors and issues of writing products then revise it into a good and clear writing. The last step is publishing, this step is the last one which refers to the writer to share the writing product. Whether they want to print it out or publish it through online platforms such as social media.

3. Recount Text

In this part, some of the related topics will be described such as the definition of recount text and its general structures.

a. The Definition of Recount text

Hyland (2004) defines the definition of recount text as the kind of text which retells the action in the past, has a social function and the goal is to engage and inform the readers. Recount text has key terms of the definition such as retells the events, events from the past and ordered chronologically. Another definition by Anderson & Anderson, recount text is a text which retells the events in the past, happened by chronological order.

Based on the definition above, we can conclude recount text as the piece of text which tells an action, situation, experience, events or something in the past. We can express our unforgettable moments and experiences by retelling the events through writing recount text. Furthermore, pay attention to the order of the story by setting the terms such as characters, place and times when the story happened, in order to make a good writing product.

b. The Generic Structures of Recount text

There are three generic structures of recount text, orientation, events, and re-orientation.

1) Orientation

The orientation provides some information about the background stories. Usually, it includes the who, what, where, why, when and how. Those are tells about the information of introduction, who the characters are, what happened, where the places and times began, why the stories happened and how the stories started until ended.

2) Events

The events provide the readers with detailed information and clearer story by describing the contents in the events more detailed and obviously. The events also provide more explanation from the story. The details are given sequences by revealing the main problems. The character of the story begins to face the problems.

3) Re-orientation

In the re-orientation, the writer started to conclude the story of recount text. They give a conclusion and summarize the events .

c. The Example of Recount text

MY EXPERIENCE MET WITH TAUFIK HIDAYAT

Orientation:

Last Sunday, there was Thomas Cup Badminton Championship between Indonesia and China. It was held on Istora Gelora Bung Karno. I went to Istora Gelora Bung Karno with my brother, Andi.

Events:

Before entering Istora Gelora Bung Karno, we looked at the bus that took Indonesian badminton team players. I saw Taufik Hidayat, Muhammad Ahsan, Hendra Setiawan, Hayom Rumbaka, Angga Pratama, Rian Agung, Simon Santoso, Sony Dwi Kuncoro and the other Indonesian badminton players in that bus. They were very handsome. Then, we followed that bus to main-entrance. I found that Taufik Hidayat left the bus. When we wanted to get close to Taufik Hidayat, a security guard held me back. But, I thought that the security guard was familiar because He was my old friend when I was in senior high school, he was Andre. After that, he let me in. Finally, I met Taufik Hidayat and got his signature.

Reorientation:

Then, I went back to my seat at the Istora stadium to support the Indonesian team. The supporters were very crowded. They shouted “IN-DO-NE-SI-A” during the match.

4. Instagram

This part discusses some topics which are related to social media Instagram.

a. Definition of Instagram

Instagram launched on October 6, 2010. It is one system of social media in which its consumers can share pictures and beginning from mid-2013 Instagram’s services multiplied to sharing some videos. Since that time, the quantity of people using Instagram has improved rapidly. According to Musonera (2018) as cited by (Avivi M., 2020), Instagram has come to be one of the quickest developing social media withinside the world. From that statement, Instagram may be implemented for mastering English writing via means of the usage of its features.

Instagram statistics confirmed that it has attracted extra than a hundred and fifty million energetic customers. For now, Instagram can take many functions: create accounts, submit contents, practice filters, upload captions, tag customers, upload locations, upload hashtags, like content, upload comments, browse and comply with different accounts, test a feed generated which followed accounts, and explore hashtags and customers (Ali, 2014). As cited by (Avivi, M., 2020), Alfiyatun (2018) described the meaning of caption as an easy description of the pictures, photos, or movies and compilation which can be published on Instagram.

b. Language Learning using Instagram

Experts point out approximately numerous activities that may be executed in the usage of Instagram for language teaching. According to Spencer (2012), there are extraordinary activities that teachers can use to put in force Instagram of their classes,

using virtual storytelling, practicing grammar on captions, doing photojournalism, developing picture content activates for themselves, locating metaphors inside selected photos, developing picture graph blogs, locating and documenting context inside photos, doing an ethnographic study, sharing art, and exercise innovative and inventive expression through taking their very own pictures. In line with this, Bell (2013) additionally mentions sports to apply Instagram in language learning. The activities contain having college students on area trips, having college students create picture graph testimonies and essays primarily based totally on curriculum expectations, and having the whole elegance or college participate on Instagram.

In addition, Hudson (2013) proposes different activities to apply Instagram in the classroom. The activities consist of having the scholars do function play and believe how a famous individual in records might have used Instagram, believe what a favorite man or woman might post, have the scholars move on a scavenger hunt, report steps in a technology experiment, and even share studying recommendations. Overall, many students agree Instagram can advise activities in language learning.

c. The Benefits of Instagram

Actually, there are many benefits of using social media Instagram to teach the students in the teaching-learning process. As the media to share with others freely, Instagram gives the users access and ease to connect with people around the world. By responding to the pictures, stories and feeds of others by adding a caption, the students can learn the writing skills. It helps us to communicate in an interesting and unique way. Furthermore, using Instagram has a particular benefit to enjoy every moment of your life by sharing thoughts, experiences, special things, unique stories, etc. The features also

support Instagram as the media to teach writing skill especially recount text material will be easier and more fun. Hopefully, the teaching-learning process will succeed.

d. Instagram Features

Handayani (2016) stated that in general, Instagram has particular features which might be generally utilized by consumers. The features may be defined as the following.

1) Instagram profile interface

This component shows facts about consumer profiles. It consists of biography, round profile image, quantity of posts, and customers' follower or following count. The "Follow" option allows customers to comply with different customers and live up to date on the latter's published content.

2) Profile content

It affords visitors to scroll down the profile. Viewers may also see all profile snapshots appear together. For a deeper look, visitors have the choice to click on any image. The image being selected is displayed clearly.

3) Instagram's image content

Clicking on an image shows a bigger model of the image. Here, visitors can like the image, leave a comment, or know formerly published comments. In this image content additionally shows what number of human beings have liked the image, the image's caption, and comments appended beneath the caption.

4) Navigational tools

There are five icons to be had at the lowest of every web page withinside the Instagram's screen the icons are the house web page, discover web page, posting web page, notification web page, and consumer's profile web page. These are the primary navigational tools for Instagram.

5. Technology Advances

The advances of technology in digital learning are effective to support the teaching-learning process. The present of its advantages support second or foreign language learners to obtain the knowledge. Like it or not, we are in the digital era, which means we can not be separated from technology advances, as the present of social media. Teachers and students should upgrade the supporting media and method in teaching-learning in order to follow the development of technology advances. Education fields related to technology also use technology in learning. More unique and interesting media of the teaching-learning process, better the knowledge transferred obviously.

Raihan and Lock (2012) argues that by creating a well-prepared setting of the lesson at the class, the students will be more follow the class enjoyably. The teachers are proposed to look for and apply the new teaching-learning methods related to the advances of technology, especially education fields. The present of technological advances should be utilized in a unique way. Doing the process of learning might create some boredom, as a result, the materials cannot be understood by the students. To pass away that boring condition, the teachers can apply learning methods and classroom action by utilizing interesting ways of technology advances.

6. MALL

Mobile assisted language learning is described as the utility of mobile phones or other technology advances in the context of language learning, where the usage is offering many advantages for the learners to gain the knowledge (Kukulka-Hulme, 2013). Using the benefits of technology in language learning, English, as an international language by MALL, is now becoming a popular media in many countries in the world. (Miangah & Nazarat, 2012) argued that Mobile-Assisted Language Learning (MALL) makes a

specialty of the usage of technology by using mobile phones to learn a language. The students now no longer simply study within the classroom. In addition, they may reach the goal to learn the language outside of the classroom. They have a chance to study and have an interest in studying the language. The use of mobile devices in learning activities is very helpful in this digital era. The students will be more attractive and motivated to obtain the knowledge by using an interesting learning medium.

7. Relevant Previous Study

The first previous study is written by (Irmalia, 2018) which has a title “Teaching Writing Descriptive Text Using Instagram”. This study was conducted in 2018 at SMA Muhammadiyah Tulangan. The subject of the study is targeted to the tenth grade students. This study has a purpose to describe the implementation of teaching writing descriptive text by using Instagram to the tenth grade of MIPA 3 SMA Muhammadiyah 3 Tulangan. This study used a qualitative research design, by using field-note and questionnaire. The result of this study concluded that using Instagram can be the media in teaching writing Descriptive text.

The second previous study was written by (Solikhah, 2019) entitled “The Use of Instagram as a Media to Teach Students’ Writing Recount Text”. This study was conducted in 2019 at SMA 2 Kudus for the target of the study is tenth grade students. The purpose of this study is to find out whether there is a significant difference between students’ writing recount text before and that after being taught by using Instagram as a media or not. This study used quantitative method and a quasi-experimental research as the design. The result of this study showed that the students get the better score. The conclusion indicated there is a significant difference between students’ writing recount text before and after being taught by using Instagram as a media.