

## **CHAPTER II**

### **LITERATUR REVIEW**

This chapter consists of many sections. Some section presents the review of the previous study in the relevant field that had been conducted so far. And the other section deals with theories underlying this study.

#### **A. Writing**

Writing can not be separated from human being. Most people did writing in their daily activity. Some people said that writing is communication through a paper and a pen. Actually, writing in foreign language is not only in paper but also writing in internet, book, magazine, and others. Through writing we can do a lot of things. We can express our ideas and opinion, we can explain something to the readers, we can get many information, we can still communication even it is in long distance, we can dispend our hobby like write a short story, novel, or science, and many others. We can not imagine if this world without writing. In sort, writing has significant role in our live.

Writing is far from being a simple matter of transcribing a language into written symbols; it is a thinking process in its own right. There is no doubt that writing is the most difficult skill for second or foreign language learners to master. Very often, students get stuck when they have a writing task. It commonly happens because writing is a productive skill in which the ability to construct appropriate words into good sentences, knowledge about the content, grammaticality, mechanics, etc. must be absolutely mastered by learners. Richard

and Renandya (2002) point out that second language writers have to pay attention to higher level skills of planning, and organizing as well as lower level skills of spelling, punctuation, word choice, and so on. The difficulty becomes more complicated if their language proficiency is weak, but in addition, Raimes (1983:3) stated that writing can help students learn because it increased the material that have been taught such as grammar, vocabulary, structure, and bring the students to express their idea. However, the student still need a guided from the teacher as facilitator to develop their writing skill and create good written.

Based on all definition above, it can be concluded that writing is a process to express peoples' thoughts and ideas to others in written form. It can be information, opinion, benefit, feeling, argument, explanation, and theories. In addition, writing is not only write a text but also a way to communication with others. Writing is an act communication between writer and reader via text. Writing is also hold important role in education, that's why students are able to master in writing skill.

## **B. Writing Process**

Writing ability needs process. Writing is never one step action, it is a process that have several steps (Oshima and Hogue, 2007:15). When we write something in the first time, we already think that we are going to talk about, how to say, and have finished writing. Then we read toward what we have written, also make change and corrections. We revise and write frequently, we do it until we feel satisfied. Kristin and Susan (2009:6), states that the writing process depends on:

1. Who you are writing to or for, it refers to reader.
2. Why you are writing, it refers to purpose.
3. What you are writing about, it refers to the content.
4. Where you are, how much time you have, how you feel, etc. it refers to the situation.

### **C. Teaching Writing**

Teaching writing is not a simple matter, a teacher should concern some principles for teaching writing to achieve the goals of teaching and learning process. In the teaching of writing, the teacher is expected to give many opportunities for the students to practice and produce the texts. It means that the teacher should create the situations where the students can practice and produce the text with high motivation and interest. The teacher also should organize the teaching and learning process in order to help the students understand how to write well.

Usually the teacher will get some problem in teaching writing with the students low motivation in writing text, to solve the problem the teacher must build the students enthusiasm in joining the lesson. So, the teacher must have the right strategy to in writing class.

There are some approaches in the teaching of writing. The teacher must be able to decide which approach that they want to use. The most popular approaches are product-oriented approach and process-oriented approach.

Teaching is not a simple activity. It is not only transferring knowledge from the teacher to students, but it is also a process how the students' behavioral

change. Therefore, the teacher must aware that his/her students get something beneficial that is really important to their future. Kimble and Garmezy in Brown (2000:7) state that learning is a permanent process of the change in behavioral tendency and a result of reinforced practice.

In teaching his/her students, a teacher must consider their roles towards students' development in learning, especially writing. Some cases such as various strategies and interest must be prepared by the teacher when he/she is teaching writing. As the conclusion, the effectiveness of the process teaching and learning in the class is very affected how performance of teacher when teaching writing. It means that the teacher must in the good performance when helping the students understand and learn how to write effectively, give clear explanations and guide the students in each step of the writing process.

As conclusion, those tasks are main requirements of the teacher if he/she wants his/her students are guided and be a better writer especially guide the students to express the ideas.

#### **D. Descriptive Text**

Text is divided into some types and every level of students get different type of texts. According to genre approach and curriculum 2013, the students of Senior high school especially at first grade are able to understand various types of texts, descriptive, recount, and narrative. Those kinds of text type have to be mastered by the students in four skills; they are listening, speaking, reading, and writing. In line with curriculum 2013, the first text that got by tenth grade students is

Descriptive text. That is why, the researcher prefers to descriptive text in writing as the focus studied.

Descriptive text also the activity of transferring feeling or experience into the writing. According to Keraf (2000) the writer transfers the images, the feeling that writer experienced to the reader. The writer tries to convey the image, feeling and experiences to the readers in order the readers can imagine. In line with Keraf, Kane (2000:352) adds that descriptive text is description about sensory experience, how something looks, sounds, tastes. Mostly it is about visual experience, but description also deals with other kinds of perception. The purpose of descriptive text is to describe and reveal a particular person, place or thing in detail or specific to make the reader be able to visualize the description.

Description or descriptive etymologically is derived from the word describe. Describe means to draw, to illustrate or to picture object, place, person in order to have visual appearance of the object described (Dirgeyasa, 2014:3). Descriptive text is a text which says what a person or thing is like.

Descriptive text has structures as below:

1. Identification

In this generic structure introduces to the subject of description.

2. Description

In this part give details of the characteristic features of the subject. Such as: qualities, characteristics, describing the phenomenon in parts, qualities, or/and characteristic, size, physical appearance, ability, habit, daily live, etc.

Writing is difficult skill in learning English, some of people said that writing is boring activity. Using media in learning can help provide a learning atmosphere in which students actively participate especially on teaching writing. Raiser and Walter Dick (2006:70) stated that one of the advantages of using media is that media can motivate students in learning activity. Some media can be used to invite students' attention and to arouse their curiosity.

### **E. Photographs on Instagram**

Instagram is currently one of the most popular social network sites in the world with over 300 million active users (Instagram Press, 2015). The focus of Instagram is for users to post individual images or videos with a description on their profile, some 70 million images and videos are posted daily (Kelly, 2015). For now, instagram can take many functions such as create accounts, post content (pictures or videos), apply filters, add captions, tag users, add locations, add hastags, like content, add comments, browse and follow other accounts, check a feed generated by followed accounts, and explore (search for) hastags/users. According to Handayani (2016) Instagram has specific features which are commonly used by user. The features can be described in the following:

#### **1. Instagram profile interface**

This part displays information about user profiles. It includes biography, circular profile photo, number of posts, and users' follower/following count.

## 2. Profile content

It provides viewers to scroll down the profile. Viewers may see all profile photos appear together. For a closer look, viewers have the option to click on any photo. The photo being chosen is displayed clearly.

## 3. Instagram's photo content

In this feature, viewers can like the photo, leave a comment, or read previously posted comments. In this photo content also displays how many people have "liked" the photo, the photo's caption, and comments appended below the caption. Photos found on Instagram can also be used to inspire creativity, having students choose a photo and then write a short story or poem based on what they see. Using Instagram's search features, students can also search for photos by hashtags and find photos to help them learn more about a particular topic or to use it as part of a report or research project.

## 4. Navigational tools

There are five icons available at the bottom of each page in the Instagram's screen. The icons are the home page, explore page, posting page, notification page, and user's profile page. When posting photos or videos, users can tag photos which include adding location, tagging friends and putting key words tags to photo. Besides that, the users also can add captions, hashtags using # symbol to describe the pictures and videos, and tag or mention other users by using the @ symbol before posting them.

Learning does not always come from books or other text-based documents. Students can learn themselves in many ways, including through visual images

(New York University Press: 1967 as cited in Fitri Handayani, 2016). Teacher can use Instagram as media when to teach descriptive text. Instagram gives students access to thousands of photographs every day and allows them to add their own photographs to the mix. By taking and responding to photographs and make the descriptive text as the caption, students learn to communicate in a different way and have the opportunity to increase their critical thinking and creative skills. Teachers can also use the photographs to share all of the great things they are doing in the classroom and share their experiment to other friends through Instagram (Kelly, 2015).

First, before using instagram into classroom activities, teachers are encouraged to create a instagram account. It is a separate account to use only for interacting with students. From the teacher instagram account, it can share helpful materials in learning writing. Teachers can also post everything that can help students in learning writing effectively. Beside that, teachers can also share sources and knowledge from other instagram. After creating an account, teachers may go to develop certain activities (Handayani, 2016).

For the students, instagram mostly used to take photos of themselves which is known as selfie. They like to take a picture and filter it in instagram app. From that filter, the picture is more catchy and beautiful. Finally, the picture will be posted in the instagram. From that picture, it can describe everything which does not need to be mentioned in words. Instagram becomes a wonderful place for them to share feelings and situations through pictures. Besides, they like to do



interaction with their friends by posting something and commenting photos from their friends (Handayani, 2016).

In fact, Instagram is not just about selfies, likes/comments, or repost. Teachers should jump the opportunity to get the most out of this progress. It is a great idea to start using Instagram in the classroom. Instagram can become a great educational tool that makes the educational process unique, interesting, and insightful (Kirst, 2016 as cited in Handayani, 2016). A lot of activities can be done by using Instagram in the classroom. Using this tool, students can exchange opinions and views on different topics. Students can also participate in a group activity where each student asks the others to comment on a photo or video. This makes it possible for them to exchange knowledge with classmates and teachers. Thus, Instagram is a photo-sharing website, the taking and editing of pictures as well as the captions and feedback options encourage students to be spatially and linguistically aware (Phillips: 2013 as cited in Handayani, 2016).

## **F. Previous Studies**

Many previous studies that is relevant to this research. The writer has found the research done from Kelly (2015). This study seeks to investigate how SNSs can be integrated into L2 education. More specifically, it will explore how using Instagram, a SNS, affects English language learners' descriptive writing ability. As part of this investigation learners' attitudes towards Instagram as an interactional learning tool are also examined. The study employed an action research design within the qualitative research paradigm. The data collection tools employed consist of participants' online Instagram posts and comments, semi-

structured interviews and a researcher's journal. There were 5 participants, with ages ranging from 21 to 30 ( $M = 22.5$ ). Furthermore, 4 were male and 1 was female. The pseudonyms Luke, David, Sam, Thomas and Alice were bestowed on participants. A diverse range of nationalities were present such as Hungarian, Kazakhstani, Vietnamese (2) and Cambodian.

Handayani (2016), gives an overview of the main advantages of using Instagram for EFL and offer a list of activities for which Instagram can be used. The result of this journal is Instagram give beneficial effect in improving students' language skill. Besides, using instagram in foreign language learning can be an effective an innovative tool as it is used by students and teacher for educational aims appropriately.

Listiani (2016), this study was conducted by using experimental research especially quasi experimental research with 40 students participated. Those students were divided into experimental and control group. The experimental group was taught writing recount text by using instagram as a teaching technique, 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. With regard to the previous results, 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 wich 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 wich improved the quality of their writing.

Anggraeni (2017), investigated the students' perspectives of using Instagram in doing their writing assignments. Qualitative research approach in the form of case study is conducted to obtain the data. Sixty students of writing class are employed as participants in this study. The result reveals that the students' perspectives cover two aspects that include benefits and barriers of using Instagram. One of the benefits shows that participants have positive perspectives of using Instagram in their writing assignments. Participants view that Instagram is a valuable social network platform that motivate them to write better. However, the participants face challenges in using Instagram for their writing assignments. The overall contribution of this article is to build on theoretical, practical, and pedagogical significances for students' perspectives toward using Instagram in writing class.

Soviyah and Etikaningsih (2018) conducted an experimental research. The research setting was in a private high school in Yogyakarta and done in late of 2017. This research involved 6 classes of level X students who were divided into two groups namely experimental and control groups. Each group consisted of 25 students. In choosing the groups, it was done randomly using random sampling technique. The empirical data were collected through pre and post tests. The data were analyzed quantitatively applying t-test computation and descriptive analysis. Results of the study indicate that there is significant difference in students writing score between those taught using Instagram and other media. In conclusion,

teaching students writing by using Instagram pictures are more effective than teaching without using Instagram pictures. In other words, the use of Instagram is effective in teaching writing descriptive texts.